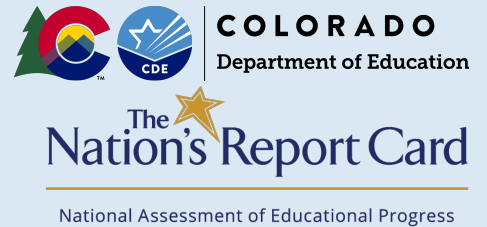


2024 National Assessment of Educational Progress (NAEP)

Colorado Summary of Facts Reading Grades 4 and 8



Background Information

- NAEP provides national and state achievement results of elementary and secondary students in the United States for 4th and 8th grade reading every 2 years.
- NAEP was established in 1969 and is a project of the National Center for Education Statistics (NCES) under the U.S. Department of Education.
- The assessments are not designed to provide individual student, school, or district results with the exception of districts participating in NAEP's Trial Urban District Assessment (TUDA) program.
- It is the only federal nationally representative assessment of what young students know and can do in key subject areas. Commonly referred to as the "[Nation's Report Card](#)," it is used to provide a point of reference for comparisons between states and to provide an accurate and representative picture of student performance over time.
- NAEP results are used in setting education policy at a National level. States are neither rewarded nor sanctioned based on their results. The [Nation's Report Card](#) is produced by the U.S. Department of Education.
- The NAEP 2024 reading assessment was administered to a [representative sample](#) of fourth and eighth-graders at the national level and at the state level.
- In 2024, the NAEP reading assessment was administered as a digitally based assessment (DBA) at grades 4 and 8; prior to 2017, paper-based assessments (PBA) were administered.
- The results from the 2024 assessment can be compared to those from previous years, showing how students' performance in Reading has changed over time.
- The student survey is no longer administered in Colorado.
- Including transition time, and directions, it takes approximately 90 minutes for students to complete the reading assessment.
- The NAEP reading assessment window for Colorado students was January 29, 2024, through March 8, 2024.

Participation

All 50 states, the District of Columbia and Department of Defense schools participated.

Nationwide

- Nationwide: 112,200 public school fourth-grade students in 5,750 public schools participated.
- Nationwide: 118,000 public school eighth-grade students in 5,150 public schools participated.

Colorado

- Colorado: 2,400 public school fourth-grade students in 120 schools participated.
- Colorado: 2,300 public school eighth-grade students in 110 schools participated.



Frameworks

- The NAEP Reading Framework for 2009 replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from previous assessment years.
- Link to [Frameworks](#) (standards)
- The framework calls for the use of both literary and informational texts in the reading assessment.

Types of Text

- **Literary texts** (all three types at each grade)
 - Fiction
 - Literary Nonfiction
 - Poetry
- **Informational texts** (varies by grade level – see procedural appendix for more detail)
 - Exposition
 - Argumentation and persuasive text
 - Procedural texts and documents

Cognitive Targets

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Scoring

Scale Scores

- Both the NAEP grade 4 and 8 reading scales range from 0 to 500.
- The assessments are not designed to provide individual student, school, or district results.

Achievement Levels

	Grade 4	Grade 8
Below Basic	0–207	0–242
Basic	208–237	243–280
Proficient	238–267	281–322
Advanced	268–500	323–500

- At or above Basic includes Basic, Proficient, and Advanced. At or above Proficient includes Proficient and Advanced.
- NAEP scores are only reported as “higher” or “lower” if the difference is statistically significant ($p < 0.05$).



Performance descriptors of fourth-grade NAEP achievement levels for 2024 NAEP reading assessment

NAEP Basic Level (208)

Fourth-grade students performing at the NAEP Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary texts** such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the NAEP Basic level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational texts** such as articles and excerpts from books, fourth-grade students performing at the NAEP Basic level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

NAEP Proficient Level (238)

Fourth-grade students performing at the NAEP Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary texts** such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational texts** such as articles and excerpts from books, fourth-grade students performing at the *NAEP Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

NAEP Advanced Level (268)

Fourth-grade students performing at the NAEP Advanced level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary texts** such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational texts** such as articles and excerpts from books, fourth-grade students performing at the *NAEP Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.



Performance descriptors of eighth-grade NAEP achievement levels for 2024 NAEP reading assessment

NAEP Basic Level (243)

Eighth-grade students performing at the NAEP Basic level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *NAEP Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *NAEP Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

NAEP Proficient Level (281)

Eighth-grade students performing at the NAEP Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *NAEP Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *NAEP Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

NAEP Advanced Level (323)

Eighth-grade students performing at the NAEP Advanced level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the NAEP Advanced level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *NAEP Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *NAEP Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across

expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

Key Findings for Colorado NAEP 2024 Reading

Overall Key Findings for Grade Four Reading

- In 2024, the average reading scale score for fourth-grade students in Colorado was 221. This was higher than that for the nation's public schools (214).
- The average scale score for students in Colorado in 2024 (221) was higher than that in 1992 (217) and was not significantly different from that in 2022 (223).
- In 2024, the percentage of students in Colorado who performed at or above *NAEP Proficient* was 36 percent. This was greater than that for the nation's public schools (30 percent).
- The percentage of students in Colorado who performed at or above *NAEP Proficient* in 2024 (36 percent) was greater than that in 1992 (25 percent) and was not significantly different from that in 2022 (38 percent).
- In 2024, the percentage of students in Colorado who performed at or above *NAEP Basic* was 65 percent. This was greater than that for the nation's public schools (59 percent).
- The percentage of students in Colorado who performed at or above *NAEP Basic* in 2024 (65 percent) was not significantly different from that in 1992 (64 percent) and in 2022 (68 percent).

Overall Key Findings for Grade Eight Reading

- In 2024, the average reading scale score for eighth-grade students in Colorado was 265. This was higher than that for the nation's public schools (257).
- The average scale score for students in Colorado in 2024 (265) was not significantly different from that in 1998 (264) and in 2022 (263).
- In 2024, the percentage of students in Colorado who performed at or above *NAEP Proficient* was 35 percent. This was greater than that for the nation's public schools (29 percent).
- The percentage of students in Colorado who performed at or above *NAEP Proficient* in 2024 (35 percent) was not significantly different from that in 1998 (30 percent) and in 2022 (34 percent).
- In 2024, the percentage of students in Colorado who performed at or above *NAEP Basic* was 74 percent. This was greater than that for the nation's public schools (66 percent).
- The percentage of students in Colorado who performed at or above *NAEP Basic* in 2024 (74 percent) was not significantly different from that in 1998 (77 percent) and in 2022 (73 percent).

National Reading Trend Results

Key Findings for Grade Four Reading

Lower average reading score in 2024 reflected in score declines at all but 90th percentile

- The average reading score for fourth-grade students in 2024 was lower by two points compared to 2022, but was not significantly different in comparison to the first reading assessment in 1992.
- Compared to 2022, the 2024 reading scores were lower for fourth-grade students performing at all selected percentiles, except the 90th, where the score for highest-performing students did not differ from 2022.
- Compared to 1992, the reading scores for fourth-grade students at the 10th and 25th percentiles were lower in 2024. The score for fourth-graders at the 50th percentile was not significantly different from 1992. Scores for students at the 75th and 90th percentiles were higher in 2024 compared to 1992.

Lower percentage of fourth-graders at or above *NAEP Proficient* in reading compared to 2022

- Thirty-one percent of fourth-grade students performed at or above the *NAEP Proficient* level on the reading assessment in 2024—2 percentage points lower compared to 2022 and not significantly different from 1992, the first reading assessment year.
- Sixty percent of fourth-grade students performed at or above the *NAEP Basic* level in 2024—2 percentage points lower compared to 2022 and not significantly different compared to 1992.
- Eight percent of fourth-graders performed at the *NAEP Advanced* level in 2024, which was not significantly different from 2022 but was higher in comparison to 1992.
- Forty percent of fourth-grade students performed in the range of the scale below the *NAEP Basic* level in 2024, a larger percentage of students compared to 2022 but not significantly different from 1992.

Key Findings for Grade Eight Reading

Lower average reading score in 2024 reflected in score declines for lower- and middle-performing students

- The average reading score for eighth-grade students in 2024 was lower by two points compared to 2022, but was not significantly different in comparison to the first reading assessment in 1992.
- Compared to 2022, the 2024 reading scores were lower for eighth-graders at the 10th, 25th, and 50th percentiles.
- Compared to 1992, the reading scores for eighth-grade students at the 10th and 25th percentiles were lower in 2024. The scores for eighth-graders at the 50th, 75th, and 90th percentiles were not significantly different from 1992.

Thirty percent of eighth-grade students performed at or above *NAEP Proficient* in 2024

- Thirty percent of eighth-grade students performed at or above the *NAEP Proficient* level on the reading assessment in 2024, which was not significantly different compared to both 2022 and 1992, the first reading assessment year.
- Sixty-seven percent of eighth-grade students performed at or above the *NAEP Basic* level in 2024, which was lower compared to both 2022 and 1992.
- Four percent of eighth-graders performed at the *NAEP Advanced* level in 2024, which was not significantly different from 2022 but was higher in comparison to 1992.
- Thirty-three percent of eighth-grade students performed in the range of the scale below the *NAEP Basic* level in 2024, a larger percentage of students compared to both 2022 and 1992, the first reading assessment year.

Colorado Grade Four Reading Subgroup Trend Results

Race/Ethnicity

Average Scale Score Results

- In 2024, White students in Colorado had an average scale score that was higher than the average scale scores of Black and Hispanic students, but was not significantly different from the average scale score of Asian/Pacific Islander students.
- In 2024, Black students in Colorado had an average scale score that was lower than that of White students by 24 points. In 1992, the average scale score for Black students was lower than that of White students by 21 points.
- In 2024, Hispanic students in Colorado had an average scale score that was lower than that of White students by 29 points. This performance gap was wider than that of 1992 (20 points).



Achievement-Level Results

- In 2024 in Colorado, the percentage of White students performing at or above NAEP Proficient was greater than the corresponding percentages of Black and Hispanic students but was not significantly different from the percentage of Asian/Pacific Islander students.
- In 2024, the percentage of Asian/Pacific Islander students in Colorado performing at or above NAEP Proficient was not significantly different from the percentages of their respective peers in 1992, 1994, 2003, 2005, 2007, 2009, 2011, 2013, 2017, 2019, and 2022.
- In 2024, the percentage of Black students in Colorado performing at or above NAEP Proficient was not significantly different from the percentages of their respective peers in 1992, 1994, 1998, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the percentage of Hispanic students in Colorado performing at or above NAEP Proficient was greater than the percentages of their respective peers in 1992 and 1994, but not significantly different from the percentages of their respective peers in 1998, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.
- In 2024, the percentage of White students in Colorado performing at or above NAEP Proficient was greater than the percentages of their respective peers in 1992, 1994, and 1998, but not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

Gender

Average Scale Score Results

- In 2024, male students in Colorado had an average scale score in reading (218) that was lower than that of female students (224). In 1992, male students in Colorado had an average scale score in reading (214) that was lower than that of female students (219).
- In 2024, male students in Colorado had an average scale score in reading (218) that was higher than that of male students in public schools across the nation (210). Similarly, female students in Colorado had an average scale score (224) that was higher than that of female students across the nation (218).

Achievement-Level Results

- In the 2024 assessment, 32 percent of male students and 39 percent of female students performed at or above NAEP Proficient in Colorado. The difference between these percentages was statistically significant.
- The percentage of male students in Colorado's public schools who were at or above NAEP Proficient in 2024 (32 percent) was greater than that of male students in the nation (27 percent).
- The percentage of female students in Colorado's public schools who were at or above NAEP Proficient in 2024 (39 percent) was greater than that of female students in the nation (34 percent).

Student Eligibility for the National School Lunch Program

Average Scale Score Results

- In 2024, students in Colorado identified as economically disadvantaged had an average reading scale score of 204. This was lower than that of students in Colorado identified as not economically disadvantaged for this program (237).
- In 2024, students in Colorado who were identified as economically disadvantaged had an average scale score that was lower than that of students who were identified as not economically disadvantaged by 33 points. This performance gap was wider than that of 1998 (26 points).
- Students in Colorado identified as economically disadvantaged had an average scale score (204) in 2024 that was not significantly different from that of students in the nation who were identified as economically disadvantaged (202).



- In Colorado, students identified as economically disadvantaged had an average reading scale score in 2024 that was lower than that of identified as economically disadvantaged students in 2005, 2013, and 2017, but not significantly different from that of identified as economically disadvantaged students in 1998, 2003, 2007, 2009, 2011, 2015, 2019, and 2022.

Achievement-Level Results

- In Colorado, 19 percent of students who were identified as economically disadvantaged and 51 percent of those who were identified as not economically disadvantaged for this program performed at or above *NAEP Proficient* in 2024. These percentages were significantly different from one another.
- For students in Colorado in 2024 who were identified as economically disadvantaged, the percentage at or above *NAEP Proficient* (19 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (19 percent).
- In Colorado, the percentage of students identified as economically disadvantaged who performed at or above *NAEP Proficient* in 2024 was not significantly different from the corresponding percentages in 1998, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

Students with Disabilities

- In 2024, students with disabilities in Colorado had a lower average score (181) than the average score of students without disabilities (228) by 47 points. Colorado's 47-point score gap between students with disabilities and non-disabled students score gap was larger than the than the national 39-point score gap.

Multilingual Learners

- In 2024, Multilingual Learners in Colorado had a lower average score (187) than the average score of non-Multilingual Learners (227) by 40 points. Colorado's 40-point Multilingual Learners – non-Multilingual Learners score gap was larger than the national 34-point score gap.



Colorado Grade Eight Reading Subgroup Trend Results

Race/Ethnicity

Average Scale Score Results

- In 2024, White students in Colorado had an average scale score that was higher than the average scale scores of Black and Hispanic students, but was not significantly different from the average scale score of Asian/Pacific Islander students.
- In 2024, Black students in Colorado had an average scale score that was lower than that of White students by 11 points. This performance gap was narrower than that of 1998 (22 points).
- In 2024, Hispanic students in Colorado had an average scale score that was lower than that of White students by 25 points. In 1998, the average scale score for Hispanic students was lower than that of White students by 26 points.

Achievement-Level Results

- In 2024 in Colorado, the percentage of White students performing at or above NAEP Proficient was greater than the percentage of Hispanic students, but was not significantly different from the corresponding percentages of Asian/Pacific Islander and Black students.
- In 2024, the percentages of Asian/Pacific Islander, Black, Hispanic, and White students in Colorado performing at or above NAEP Proficient were greater than the percentage in 1998, but not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

Gender

Average Scale Score Results

- In 2024, male students in Colorado had an average scale score in reading (260) that was lower than that of female students (270). In 1998, male students in Colorado had an average scale score in reading (258) that was lower than that of female students (270).
- In 2024, male students in Colorado had an average scale score in reading (260) that was higher than that of male students in public schools across the nation (252). Similarly, female students in Colorado had an average scale score (270) that was higher than that of female students across the nation (261).

Achievement-Level Results

- In the 2024 assessment, 31 percent of male students and 39 percent of female students performed at or above NAEP Proficient in Colorado. The difference between these percentages was statistically significant.
- The percentage of male students in Colorado's public schools who were at or above NAEP Proficient in 2024 (31 percent) was greater than that of male students in the nation (25 percent).
- The percentage of female students in Colorado's public schools who were at or above NAEP Proficient in 2024 (39 percent) was greater than that of female students in the nation (32 percent).

Student Eligibility for the National School Lunch Program

Average Scale Score Results

- In 2024, students in Colorado identified as economically disadvantaged had an average reading scale score of 250. This was lower than that of students in Colorado identified as not economically disadvantaged for this program (275).
- In 2024, students in Colorado who were identified as economically disadvantaged had an average scale score that was lower than that of students who were identified as not economically disadvantaged by 25 points. In 1998, the average scale score for students in Colorado who were identified as economically

disadvantaged was lower than the score of those identified as not economically disadvantaged by 21 points.

- Students in Colorado identified as economically disadvantaged had an average scale score (250) in 2024 that was higher than that of students in the nation who were identified as economically disadvantaged (245).
- In Colorado, students identified as economically disadvantaged had an average reading scale score in 2024 that was lower than that of identified as economically disadvantaged students in 2013, but not significantly different from that of identified as economically disadvantaged students in 1998, 2003, 2005, 2007, 2009, 2011, 2015, 2017, 2019, and 2022.

Achievement-Level Results

- In Colorado, 20 percent of students who were identified as economically disadvantaged and 46 percent of those who were identified as not economically disadvantaged for this program performed at or above NAEP Proficient in 2024. These percentages were significantly different from one another.
- For students in Colorado in 2024 who were identified as economically disadvantaged, the percentage at or above NAEP Proficient (20 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In Colorado, the percentage of students identified as economically disadvantaged who performed at or above NAEP Proficient in 2024 was greater than the percentage in 1998, but not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.

Students with Disabilities

- In 2024, students with disabilities in Colorado had a lower average score (228) than the average score of students without disabilities (269) by 41 points. Colorado's 41-point score gap between students with disabilities and non-disabled students was larger than the national 38-point score gap between these groups.

Multilingual Learners

- In 2024, Multilingual Learners in Colorado had a lower average score (218) than the average score of non-Multilingual Learners (269) by 51 points. Colorado's 51-point gap between students who are Multilingual Learners and students who are not Multilingual Learners was larger than the national 41-point score gap between these groups.

Links

- [NAEP website](#)
- Links to individual [snapshot reports](#) for each participating state and other jurisdictions
- Link to the [NAEP Data Explorer](#) interactive database
- [NAEP 101 Video](#)