

Name your school

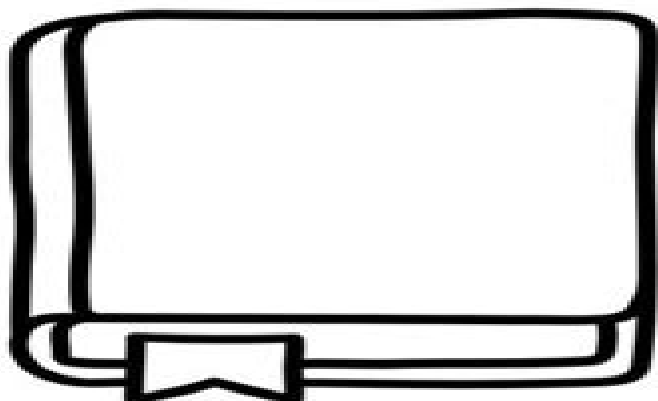
READING REPORT

YOUR
LOGO

STUDENT



DRAW THE COVER
OF THE BOOK



CHARACTERS

THIS BOOK WAS

- ★ Wonderful
- ★ Fun
- ★ Good
- ★ Boring

MY FAVORITE PART WAS

Editable book report
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Sample Of Reading Report

Jicheng Xie



Sample Of Reading Report:

The Reading Report Card, 1971-88 Ina V. S. Mullis, Lynn Jenkins, National Assessment of Educational Progress (Project), 1990 Intended to serve as a resource for the many and varied groups concerned with improving students reading proficiencies this report from the Nation's Report Card provides a long term perspective on students reading skills and strategies based on a series of five national assessments conducted from 1971 to 1988 Each chapter of the report provides a different perspective on trends in students reading abilities The first chapter describes changes in the average reading performance of 9 13 and 17 year olds across the five reading trend assessments conducted by the National Assessment of Educational Progress NAEP between 1971 and 1988 The second chapter defines levels of reading proficiency and presents the percentages of students attaining these successive levels in each assessment The third chapter summarizes trends in students responses to questions on their reading instruction and experiences and investigates the relationships between these background factors and reading proficiency Overall the findings described in the report reveal generally positive but subtle changes in reading performance at the national level since 1971 1 nine year olds assessed in 1988 read significantly better than their counterparts assessed in 1971 but this progress was made in the 1970s 2 thirteen year olds reading achievement has fluctuated slightly over the years and 3 seventeen year old students assessed in 1988 read significantly better than their counterparts assessed in either 1971 or 1975 A procedural appendix and an appendix of data are attached

RS **NAEP 1998 Reading Report Card for the Nation and the States**, 1999 Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 *Reading Report Card for the Nation and the States, 1998 (NAEP)* Patricia L. Donahue, 1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation's only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures **NAEP 1998 Reading Report Card for the Nation**, 1999 **Technical Report of the NAEP 1994 Trail State Assessment Program in Reading** John Mazzeo, 1995 NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and

75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS

NAEP 1994 Reading Report Card for the Nation and the States Jay R. Campbell, 1996 This report describes students reading achievements at grades 4 8 and 12 and within various subgroups of the general population State level results are presented for individual states that chose to participate in the 1994 Trial State Assessment Chapter 1 presents an overview of the 1994 NAEP reading assessment and sample questions and responses Chapter 2 provides overall average proficiency results for the nation regions subgroups of students and jurisdictions participating in the Trial State Assessment Chapter 3 describes students reading performance in terms of achievement levels Chapter 4 focuses on cross state comparisons of proficiency results from the state by state assessment at grade 4 Chapter 5 describes contextual factors related to students reading achievement Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes The most striking finding from the 1994 assessment is that the average reading proficiency of 12th grade students declined significantly from 1992 to 1994 Other major findings include 1 the decline in average proficiency among 12th graders between 1992 and 1994 was concentrated among lower performing students 2 reading proficiency at all three grade levels was higher on average for students whose parents had more education 3 at all three grade levels female students had higher average reading proficiencies than male students and 4 students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement Contains 38 tables and 23 figures of data Appendixes provide an overview of procedures used in the 1994 assessment and describe students reading performance cross state proficiency and achievement level results and sample texts and questions RS

Technical Report of the NAEP 1994 Trial State Assessment Program in Reading John Mazzeo, 1995

The NAEP ... Technical Report, 1992 **Presenting Data Effectively** Stephanie D. H. Evergreen, SAGE Publications, Inc., 2017-04-29 Now in striking full color the Second Edition shows readers how to make the research results presented in reports slideshows dashboards posters and data visualizations more interesting engaging and impactful The book guides students researchers evaluators entrepreneurs and non profit

workers anyone reporting data to an outside audience through design choices in four primary areas graphics text color and arrangement The Second Edition features an improved layout with larger screenshots a review of the recent literature on data visualization and input from a panel of graphic design experts

The Nation's Report Card ,2001 NAEP 1998 Reading State Report for New York Nada Ballator,1999 *Focusing the New Design* Eugene G. Johnson,Rebecca Zwick,Nancy L. Allen,Albert E. Beaton,1990 Details of the design and data analysis associated with the 1988 National Assessment of Educational Progress NAEP are presented The 1988 NAEP surveyed American students knowledge of reading writing civics U S history and geography Small scale studies were conducted for mathematics and science Populations included public school students and private school students aged 9 13 and 17 years as well as students in grades 4 8 and 12 Geography was surveyed only at grade 12 age 17 years The objective of these technical notes is to provide information to allow the reader to judge the utility of the design quality of the NAEP data reasonableness of the assumptions made appropriateness of the data analyses and generalizability of the inferences made from the data Topics addressed include development of objectives and items sample design assessment instruments field administration materials processing and database creation processing assessment materials professional scoring data transcription systems editing data quality control of data entry database products weighting procedures and estimation of sampling variance scaling procedures data analysis for the various subject area assessments and the statistical summary of the samples and estimates of proficiencies of U S students A total of 204 data tables and 14 figures are provided Appendices provide a list of consultants for development of the 1988 NAEP objectives and items distributions of weight components for the 1988 NAEP samples contrast codings and estimated effects for 1988 NAEP conditioning variables 1988 NAEP derived and composite conditioning variables revision of 1984 NAEP post stratification weights for grade 4 age 9 years and grade 8 age 13 years 1988 NAEP item response theory parameters and NAEP reporting subgroups composite and derived common background variables and subject specific composite and derived reporting variables A glossary of terms a list of references cited in the text and an index are included

TJH *Technical Report of the NAEP 1992 Trial State Assessment Program in Reading* Eugene G. Johnson,1994 **The NAEP 1994 Technical Report** Nancy L. Allen,1997 **NAEP 1998 Reading** Nada Ballator,1999 **NAEP Reading, 1994** Paul L. Williams,1995-10 Assesses and reports the educational progress of students at grades 4 8 and 12 National results are provided that describe students reading achievement at each grade and within various subgroups race ethnicity gender parents education level public and nonpublic schools and cross state proficiency findings of the general population In addition results are reported for individual states that choose to participate This assessment includes a state by state component at Grade 4 as well as the national component at all 3 grades Charts and tables **NAEP 1994 Reading State Report for New York** ,1995 **Assessment for Reading Instruction** Katherine A. Dougherty Stahl,Kevin Flanigan,Michael C. McKenna,2019-12-09 This book provides a comprehensive conceptual framework and hands on practical

tools for reading assessment The authors present a clear roadmap for evaluating K 8 students strengths and weaknesses in each of the basic competencies that good readers need to master Teachers learn how to select administer and interpret a wide range of formal and informal assessments and how to use the results to improve instruction In a large size format for easy photocopying the book includes 30 reproducible assessment tools Provided by publisher *Report of the Royal Commission Appointed to Inquire Into the Water Supply of the Metropolis: Appendices to minutes of evidence* Great Britain. Royal Commission on the Supply of Water to the Metropolis,1893

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