

National Center for Education Statistics

2018 Civics Grade 8 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Additional Detail for National Average Scores and Achievement Level Results

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School and student participation rates at grade 8 in NAEP civics, by type of school: 2018

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	82	74	780	92	13,400
Public	84	86	640	92	12,000
Private	49	52	140	93	1,400

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private totals. The national totals for students include students in these schools. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2018 Civics Assessment.

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Percentage of eighth-grade students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP civics, as a percentage of all students, by SD/ELL category: Various years, 1998–2018

SD/ELL category	1998	2006	2010	2014	2018
SD and/or ELL					
Identified	13	18	18	18	20
Excluded	4	2	1	2	2
Assessed	9	16	16	16	18
Without accommodations	6	6	4	4	6
With accommodations	3	10	12	12	13
SD					
Identified	11	12	12	13	15
Excluded	3	2	1	1	1
Assessed	8	11	11	11	13
Without accommodations	4	2	1	1	3
With accommodations	3	9	10	10	11
ELL					
Identified	3	7	6	6	7
Excluded	1	1	#	1	1
Assessed	2	6	6	5	7
Without accommodations	2	4	3	3	3
With accommodations	#	2	3	3	3

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2018 Civics Assessments.

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Percentage of eighth-grade students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP civics, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2018

SD/ELL category	Percentage of identified SD and/or ELL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL	8	92	29	63
SD	9	91	18	72
ELL	8	92	48	44

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2018 Civics Assessment.

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Percentage of eighth-grade students identified as students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP civics with accommodations, by SD/ELL category and type of accommodation: 2018

Type of accommodation	SD and/or ELL	SD	ELL
Bilingual booklet	0.32	0.02	0.32
Bilingual dictionary	1.15	0.05	1.15
Breaks during test	2.56	2.42	0.40
Cueing to stay on task	1.39	1.37	0.14
Directions only presented in Sign Language	#	#	#
Directions only translated into Spanish (DBA only)	0.04	#	0.04
Directions read aloud in English (PBA only)	0.43	0.38	0.09
Directions read aloud in Spanish (PBA only)	0.03	#	0.03
Extended time	10.50	8.81	2.45
Familiar person presents or administers the test	0.38	0.35	0.08
High contrast for visually impaired (DBA only)	#	#	#
Large-print version of the test (PBA only)	0.07	0.07	0.03
Low mobility version of the test (DBA only)	#	#	#
Magnification equipment	0.09	0.09	0.03
Must be tested in separate session (DBA only)	1.28	1.23	0.15
One-on-one (PBA only)	0.13	0.12	0.03
Other	0.08	0.08	#
Preferential seating	2.43	2.34	0.26
Presentation in Braille	#	#	#
Presentation in Sign Language	0.01	0.01	#
Read aloud in English (all) (PBA only)	2.41	2.18	0.52
Read aloud in English (occasional) (PBA only)	0.62	0.50	0.20
Read aloud in Spanish (PBA only)	0.01	#	0.01
Responds orally to scribe	0.10	0.10	0.01
Response in Braille	#	#	#
Response in Sign Language	#	#	#
Small group (PBA only)	2.59	2.51	0.27
Special equipment	0.11	0.11	0.01
Text to speech in Spanish (DBA only)	0.20	0.02	0.20
Uses computer or typewriter to respond (PBA only)	0.10	0.09	0.02
Uses template	0.14	0.14	0.04

Percentages less than .005.

NOTE: DBA = Digitally based assessment. PBA = Paper based assessment. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2018 Civics Assessment.

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Average scores and achievement-level results in NAEP civics at grade 8, by selected characteristics: Various years, 1998–2018

Characteristic	Overall average score					Percentage of students														
						At or above NAEP Basic					At or above NAEP Proficient					At NAEP Advanced				
	1998	2006	2010	2014	2018	1998	2006	2010	2014	2018	1998	2006	2010	2014	2018	1998	2006	2010	2014	2018
All students	150 *	150 *	151	154	153	70 *	70	72	74	73	22	22	22	23	24	2	2	1 *	2	2
Race/ethnicity																				
White	158 *	161	160	164	162	78 *	82	82	86	83	28	30	29	32	31	2	2	2	3	3
Black	131 *	133	135	137	135	49	50	53	55	52	7	9	9	9	10	#	#	#	#	#
Hispanic	127 *	131 *	137 *	141	141	44 *	50 *	56	61	61	7 *	8 *	11	12	13	#	#	#	1	1
Asian/Pacific Islander	151	154 *	158 *	165	169	69	73 *	78 *	83	87	25	27 *	30 *	40	41	3	3	2 *	5	7
Asian	—	—	—	166	170	—	—	—	84	88	—	—	—	40	43	—	—	—	5	7
Native Hawaiian/Other Pacific Islander	—	—	—	‡	‡	—	—	—	‡	‡	—	—	—	‡	‡	—	—	—	‡	‡
American Indian/Alaska Native	‡	127	136	‡	139	‡	46	56	‡	55	‡	7	11	‡	14	‡	#	1	‡	#
Two or More Races	‡	149	156	160	158	‡	70	79	80	78	‡	20	27	28	28	‡	1	3	3	2
Gender																				
Male	148 *	149	150	154	151	67	68	70	74	71	22	23	22	24	24	2	2	1	2	2
Female	152	151	152	154	154	73	72	74	75	75	22	21	22	22	24	1	1	1	1	2
Eligibility for National School Lunch Program																				
Eligible	—	132 *	136 *	139	140	—	51 *	54 *	59	59	—	8 *	9 *	10	11	—	#	#	#	1
Not eligible	—	160 *	163	166	164	—	82 *	85	88 *	85	—	29 *	31 *	35	35	—	2 *	2 *	3	4
Information not available	—	171	166	166	166	—	90	88	87	86	—	44	35	36	36	—	5	3	3	4
Highest level of parental education																				
Did not finish high school	—	129 *	134	134	137	—	47	52	52	56	—	6	6	8	9	—	#	#	#	#
Graduated from high school	—	140	139	140	140	—	59	60	61	59	—	11	10	10	10	—	#	#	#	#
Some education after high school	—	153	155	155	154	—	75	78	78	76	—	20	22	20	21	—	1	1	1	1
Graduated from college	—	162	162	164	163	—	82	83	85	82	—	33	32	34	34	—	3	2	3	4
Type of school																				
Public	148 *	148 *	150	152	152	68 *	68	70	73	71	20 *	20 *	21	22	23	1	1	1 *	2	2
Private: Catholic	169	167	170	171	171	90	89	93	92	91	40	37	39	40	41	3	4	3	4	5
Charter school																				
Charter	—	‡	155	152	156	—	‡	77	72	77	—	‡	25	21	26	—	‡	#	1	2
Public, noncharter	—	‡	150	152	151	—	‡	70	73	71	—	‡	20	22	22	—	‡	1 *	2	2
School location																				
City	—	—	146	148	148	—	—	66	67	67	—	—	18	20	21	—	—	1	2	2
Suburb	—	—	156	159	157	—	—	76	79	77	—	—	26	29	28	—	—	2	3	3
Town	—	—	150	153	148	—	—	72	77	69	—	—	20	19	18	—	—	1	1	1
Rural	—	—	153	154	153	—	—	73	77	74	—	—	22	21	21	—	—	2	1	2
Region of the country																				
Northeast	—	155	154	155	153	—	75	74	76	74	—	27	24	25	23	—	3	1	2	2
Midwest	—	155	156	156	156	—	77	78	78	76	—	24	26	26	25	—	1	1	2	2
South	—	150	150	153	153	—	70	70	74	72	—	22	21	23	25	—	2	2	2	3
West	—	142 *	147	150	150	—	61 *	68	71	70	—	16 *	20	20	21	—	1	1	2	2
Status as students with disabilities (SD)																				
SD	113 *	120	120	126	123	27 *	34	37	42	37	4	7	4	8	6	#	#	#	1	#
Not SD	153 *	154 *	155	157	157	74 *	75 *	77	79	78	24	24	24	25	26	2	2	2 *	2	3
Status as English language learners (ELL)																				
ELL	96 *	107 *	106 *	110	112	14 *	20	19	22	25	2	2	1	1	2	#	#	#	#	#
Not ELL	151 *	153 *	154	156	156	71 *	74	75	77	76	23 *	23	23	25	25	2	2	2 *	2	2

— Not available.

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from 2018.

NOTE: The NAEP civics scale ranges from 0 to 300. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. Results are not shown for students who reported that they did not know the highest education level for either of their parents. Private schools include Catholic, other religious, and nonsectarian private schools. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English language learners are based on students who were assessed and cannot be generalized to the total population of such students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2018 Civics Assessments.