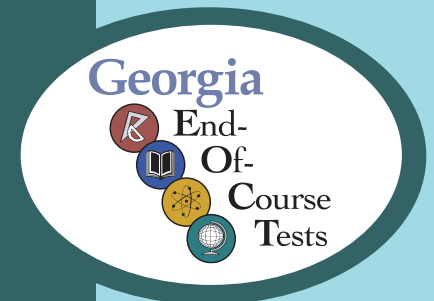




Georgia EOCT Interpretive Guide for Score Reports



Georgia Department of Education
Dr. John D. Barge, State School Superintendent
2011 – 2012
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General Information on the EOCT

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates that the State Board of Education (SBOE) adopt end-of-course assessments in grades nine through twelve for core high school subjects to be determined by the SBOE. The EOCT program assesses student achievement in the following ten courses:

English Language Arts

- *Ninth Grade Literature and Composition*
- *American Literature and Composition*

Mathematics

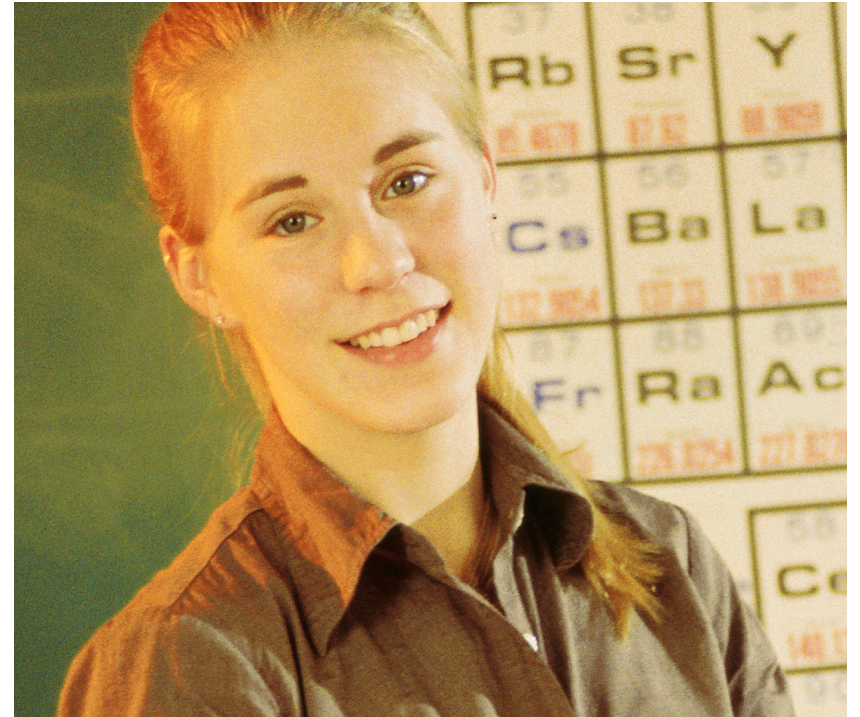
- *Mathematics I: Algebra/Geometry/ Statistics*
- *Mathematics II: Geometry/Algebra II/ Statistics*
- *GPS Algebra*
- *GPS Geometry*

Science

- *Biology*
- *Physical Science*

Social Studies

- *United States History*
- *Economics/Business/Free Enterprise*



What are the purposes of the EOC?

The purposes of the EOC are to improve student achievement through effective instruction and assessment of the standards in the ten EOC core courses, and to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The results of the EOC will be used for diagnostic purposes to assess student achievement and to provide data in support of improved student instruction.

When are the EOC given?

There are three main administrations of the EOC during the school year: winter, spring, and summer. In addition to the three main administrations, online midmonth administrations are available to accommodate varying school schedules. Beginning in 2011-2012, retest administrations will be available.

Who takes the EOC?

Any student enrolled in an EOC course, regardless of grade level, will be assessed at the completion of the course. The EOC will be given as a final exam and the score will be a part of the student's final grade in the course. Any student who has earned credit for an EOC course prior to full implementation in the 04/05 school year will not be required to take the EOC for that course.

How are the EOC administered?

The EOC is available via paper-and-pencil administration as well as web-enabled technology, with the support of local systems. Systems have the option of a one-day or a two-day administration of the test.

How is the final course grade determined in an EOC course?

For students in grade 10 or above beginning the 2011–2012 school year, the final grade in each course is calculated by weighing the course grade 85% and the EOC score 15%. For students in grade 9 beginning the 2011–2012 school year and later, the final grade in each course is calculated by weighing the course grade 80% and the EOC score 20%. A student must have a final grade of at least 70 to pass the course and to earn credit toward graduation.

EOCT Content Domains

For the End-of-Course Tests (EOCT), the standards for each course have been grouped into domains, or clusters of standards with related content, as named below. An explanation of the content of each domain will follow in the next section.

Ninth Grade Literature and Composition

- Reading and Literature
- Reading, Listening, Speaking, and Viewing Across the Curriculum
- Writing
- Conventions

American Literature and Composition

- Reading and American Literature
- Reading, Listening, Speaking, and Viewing Across the Curriculum
- Writing
- Conventions

Mathematics I: Algebra/Geometry/Statistics

- Algebra
- Geometry
- Data Analysis and Probability

Mathematics II: Geometry/Algebra II/Statistics

- Algebra
- Geometry
- Data Analysis and Probability

GPS Algebra

- Algebra
- Data Analysis and Probability

GPS Geometry

- Algebra
- Geometry
- Data Analysis and Probability

Biology

- Cells
- Organisms
- Genetics
- Ecology
- Evolution

Physical Science

- Chemistry: Atomic and Nuclear Theory and the Periodic Table
- Chemistry: Chemical Reactions and Properties of Matter
- Physics: Energy, Force, and Motion
- Physics: Waves, Electricity, and Magnetism

United States History

- Colonization through the Constitution
- New Republic through Reconstruction
- Industrialization, Reform, and Imperialism
- Establishment as a World Power
- Modern Era

Economics/Business/Free Enterprise

- Fundamentals of Economics
- Microeconomic Concepts
- Macroeconomic Concepts
- International Economics
- Personal Finance Economics

END-OF-COURSE TEST CONTENTS

Questions on the End-of-Course Tests (EOCT) assess various content domains in the areas of English Language Arts, Mathematics, Science and Social Studies. The Georgia Performance Standards for each course have been grouped into domains, or clusters of standards with related content to provide more detailed information about student achievement. Descriptions of the content of these domains for each EOCT follow.

Ninth Grade Literature and Composition (Four Domains)

1. **Reading and Literature** – Assessment in this domain focuses on reading for general understanding, identifying various genres, distinguishing and/or sequencing main and subordinate ideas, and recognizing and analyzing literary and structural elements of literature.
2. **Reading, Listening, Speaking, and Viewing Across the Curriculum** – Assessment in this domain focuses on using strategies that enhance understanding across subject areas; acquiring both content and contextual vocabulary while reading, listening, speaking and viewing material; applying proper techniques for research; and responding appropriately to written and oral communication in a variety of genres and media.
3. **Writing** – Assessment in this domain focuses on recognizing coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument and demonstrating awareness of audience, purpose in writing, the stages of the writing process (e.g.,



prewriting, drafting, revising, and editing successive versions), and the effective use of introductions, supporting evidence, and conclusions.

4. **Conventions** – Assessment in this domain focuses on using the correct conventions of Standard American English, including grammar, punctuation, and sentence construction, and demonstrating understanding of the different formats required for different forms of writing.

American Literature and Composition (Four Domains)

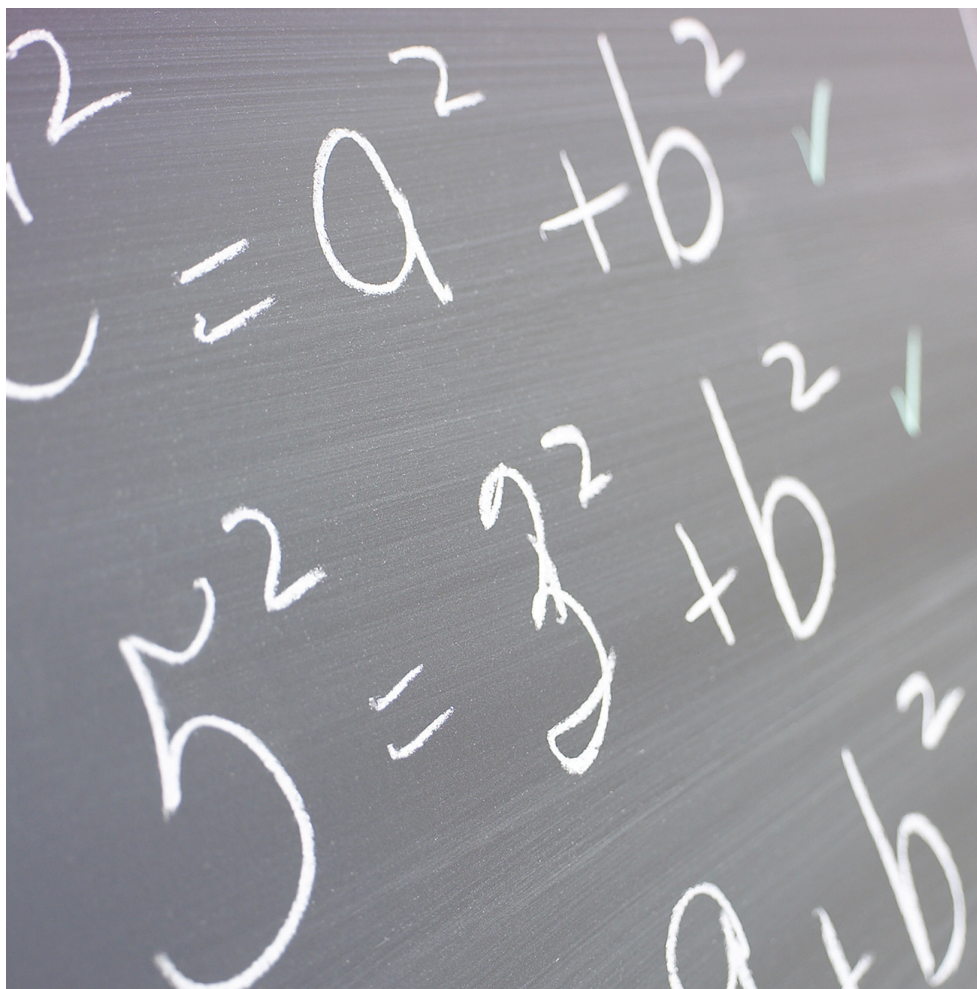
- 1. Reading and American Literature** – Assessment in this domain focuses on reading for general understanding, identifying various genres, determining themes, distinguishing and/or sequencing main and subordinate ideas, and recognizing and analyzing literary and structural elements of American literature.
- 2. Reading, Listening, Speaking, and Viewing Across the Curriculum** – Assessment in this domain focuses on using strategies that enhance understanding across subject areas, acquiring both content and contextual vocabulary while reading, listening, speaking and viewing material, applying proper techniques for research, and responding appropriately to written and oral communication in a variety of genres and media.
- 3. Writing** – Assessment in this domain focuses on recognizing coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument and demonstrating awareness of audience, purpose in writing, the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions), and the effective use of introductions, supporting evidence, and conclusions.
- 4. Conventions** – Assessment in this domain focuses on using the correct conventions of Standard American English, including grammar, punctuation, and sentence construction, and demonstrating understanding of the different formats required for different forms of writing.



Mathematics I: Algebra/Geometry/Statistics (Three Domains)

- 1. Algebra** – Explore functions and solve radical, simple quadratic and rational equations; simplify and operate with radical, polynomial, and rational expressions.
- 2. Geometry** – Explore, understand, and use the formal language of reasoning and justification in both algebraic and geometric contexts; apply properties of polygons and determine distances and points of concurrence.
- 3. Data Analysis and Probability** – Determine probability, find number of outcomes using both permutations and combinations; demonstrate understanding of data analysis by posing questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data.





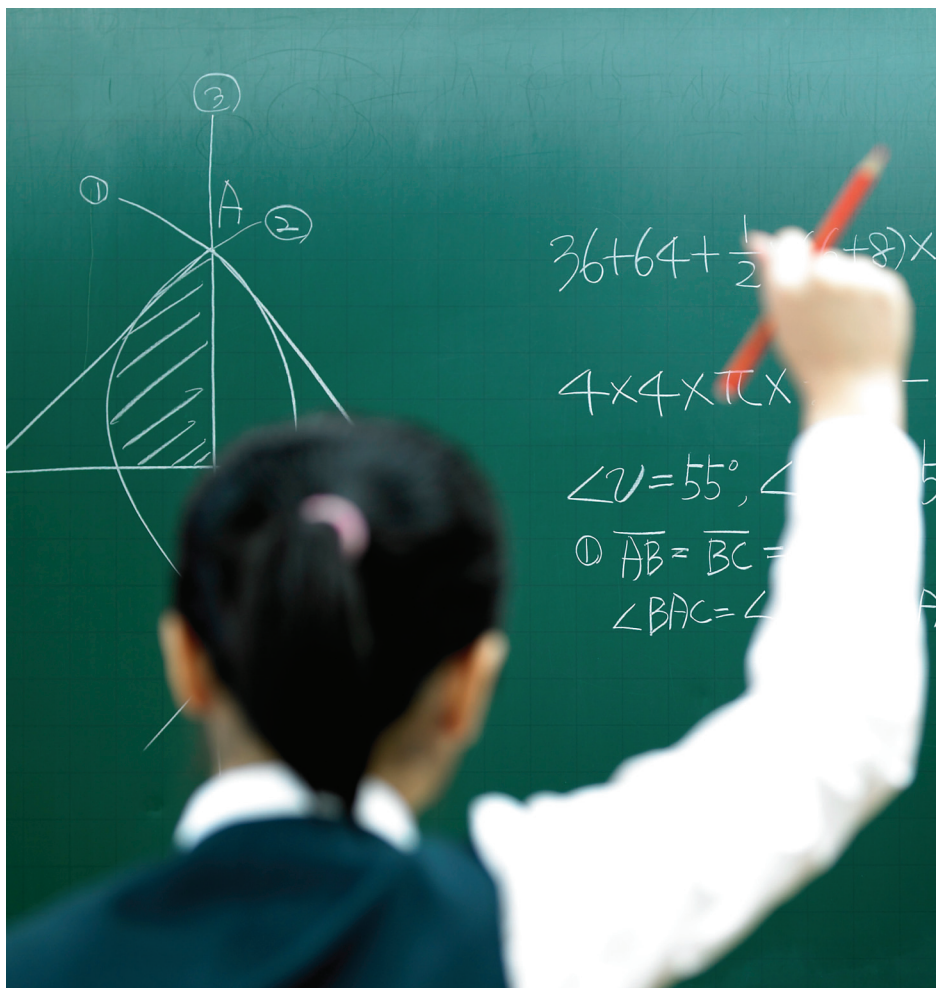
Mathematics II: Geometry/Algebra II/Statistics (Three Domains)

- 1. Algebra (including Number and Operations)** – Investigate piecewise, exponential, and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solve equations and inequalities related to these functions; explore the inverses of functions; use the complex number system.
- 2. Geometry** – Understand and apply properties of right-triangles and right-triangle trigonometry; understand and apply properties of circles and spheres, and use them in determining related measures.
- 3. Data Analysis and Probability** – Demonstrate understanding of data analysis by posing questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data; compare data for two different samples and/or populations using measures of central tendency and measures of spread, including standard deviation; use linear and quadratic regressions to analyze data and to make inferences.

GPS Algebra (Two Domains)

- 1. Algebra (including Number and Operations)** - Students will demonstrate the ability to use the complex number system; explore functions; solve radical, simple quadratic and rational equations; simplify and perform operations with radical, polynomial, and rational expressions; investigate piecewise and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solve equations and inequalities related to these functions.
- 2. Data Analysis and Probability** - Students will demonstrate the ability to determine probability; use both permutations and combinations to find the number of outcomes; pose questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data; use linear and quadratic regressions to analyze data and to make inferences.





GPS Geometry (Three Domains)

- 1. Geometry** - Students will demonstrate the ability to explore, understand, and use the formal language of reasoning and justification in both algebraic and geometric contexts; apply properties of polygons; determine distances and points of concurrence; understand and apply properties of right triangles and right-triangle trigonometry; understand and apply properties of circles and spheres and use them in determining related measures.
- 2. Data Analysis and Probability** - Students will demonstrate the ability to pose questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data; compare data for two different samples and/or populations using measures of central tendency and measures of spread, including standard deviation.
- 3. Algebra** - Students will demonstrate the ability to investigate exponential functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solve equations and inequalities related to these functions; explore the inverses of functions.



Biology (Five Domains)

The GPS in science require that content be taught in conjunction with process skills identified as the Characteristics of Science. Characteristics of Science refers to the process skills used in the learning and practice of science, such as testing a hypothesis, record keeping, using correct safety procedures, using appropriate tools and instruments, applying math and technology, analyzing data, interpreting results, and communicating scientific information. It also refers to understanding how science knowledge grows and changes and the processes that drive those changes. While characteristics of science are essential for developing scientific knowledge and skills, they are not tested in isolation of content and therefore are integrated in each of the following Biology EOCT domains.

- 1. Cells** – Assessment in this domain focuses on understanding cell structure and organization; identifying the four major biomolecules and their function within the living cell; comprehending how and why homeostasis is essential for life.
- 2. Organisms** – Assessment in the domain focuses on comparing the similarities and differences in unicellular and multicellular organism; comprehending the need and abilities of organisms to obtain and utilize nutrients and energy; examining the basis and development of the current six kingdom classification system.
- 3. Genetics** – Assessment in this domain focuses on explaining the structure and role of DNA and RNA in living systems and how changes in these nucleic acids can affect an organism; comprehending Mendelian genetics and the role of meiosis in genetics; examining genetic technology and its effect on various industries, and understanding the differences and similarities in sexual and asexual reproduction.
- 4. Ecology** – Assessment in this domain focuses on identifying the interdependence of organisms and their environment; comprehending the recycling of nutrients within a system and the flow of energy through that system; recognizing the effect man has made on the environment; examining the adaptations of plants and animals to an ever-changing world.
- 5. Evolution** – Assessment in this domain focuses on comprehending the role of natural selection in the success of a species; understanding the scientific evidence for natural selection and evolution; recognizing the development of scientific theories throughout history.

Physical Science (Four Domains)

The GPS in science require that content be taught in conjunction with process skills identified as the Characteristics of Science. Characteristics of Science refers to the process skills used in the learning and practice of science, such as testing a hypothesis, record keeping, using correct safety procedures, using appropriate tools and instruments, applying math and technology, analyzing data, interpreting results, and communicating scientific information. It also refers to understanding how science knowledge grows and changes and the processes that drive those changes. While characteristics of science are essential for developing scientific knowledge and skills, they are not tested in isolation of content and therefore are integrated in each of the following Physical Science EOCT domains.

1. Chemistry – Atomic and Nuclear Theory and the Periodic Table –

Assessment in this domain focuses on describing basic atomic structure relating the number, identifying isotopes and location of subatomic particles to chemical activity and periodic trends; describing element placement on the periodic table and related trends in chemical activity, and differentiating between radioactive particles and rays; describing radioactivity and its importance; identifying phases based on molecular motion; and interpreting properties from data collected in a laboratory setting.

2. Chemistry – Chemical Reactions and Properties of Matter –

Assessment in this domain focuses on naming, writing, and classifying chemical formulas and compounds; balancing equations and identifying chemical reactions; balancing equations; naming compounds and formulas; demonstrating the Law of Conservation of Matter; and calculating density.

3. Physics – Energy, Force, and Motion –

Assessment in this domain focuses on identifying energy transformations; identifying and analyzing the transfer of heat energy by conduction, convection, and radiation; interpreting a phase diagram; describing and calculating velocity and acceleration; comparing Newton’s three laws; calculating mechanical advantage; understanding the work of simple machines.

4. Physics – Waves, Electricity, and Magnetism –

Assessment in this domain focuses on recognizing waves transfer energy; investigating light and sound phenomena and comparing light to sound; explaining Doppler effect; describing the causes of static electricity; constructing and analyzing series and parallel circuits; describing the relationship between voltage, current and resistance and relating electricity and magnetism and common applications.



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U.S. History (Five Domains)

- 1. Colonization through the Constitution** – Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the first settlement of British North America to the presidency of John Adams.
- 2. New Republic through Reconstruction** – Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the early 1800s through Reconstruction.
- 3. Industrialization, Reform, and Imperialism** – Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the rise of big business in the late 1800s to American expansionism at the turn of the twentieth century.
- 4. Establishment as a World Power** – Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from World War I to the Cold War.
- 5. Modern Era** – Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from 1945 to the war on terror in the early twenty-first century.

Economics/Business/Free Enterprise (Five Domains)

1. **Fundamentals of Economics** – Assessment in this domain focuses on basic economic concepts and skills: scarcity and opportunity cost, supply and demand as it relates to scarcity, factors of production, marginal costs and benefits, different economic systems, productivity, the allocation of resources, and the role of government in economic systems.
2. **Microeconomic Concepts** – Assessment in this domain focuses on economic concepts and skills that deal with human behavior and choices as they relate to relatively small units - an individual, a business firm, or a single market. These concepts and skills include the circular flow of goods and services in a market economy, production and distribution, supply and demand, competition, and types of business organizations in the U.S. economy.
3. **Macroeconomic Concepts** – Assessment in this domain focuses on economic skills and concepts that deal with human behavior and choices as they relate to the entire economy. These skills and concepts include measures of economic activity, the Federal Reserve System and monetary policy, and the federal government and fiscal policy.
4. **International Economics** – Assessment in this domain focuses on factors that account for international trade, comparative and absolute advantage, trade barriers and trading blocks, exchange rates, and general arguments for and against free trade.
5. **Personal Finance Economics** – Assessment in this domain focuses on economic skills and concepts that deal with personal economic decisions related to spending, saving, and investing; banks and other financial institutions; the use of credit, insurance, the effects of monetary and fiscal policy on personal economic behaviors; and factors that account for personal income earned in the workforce.





Performance Levels, Scale Scores and Grade Conversion Scores

Raw scores (number correct) of items are converted to scale scores, which make it possible to standardize the reporting for all forms of the Georgia End of Course Tests (EOCT) for a given subject area. Each time a test is administered, a new form of that test has been equated with previously administered forms to adjust for differences in difficulty, and the scores on the different forms share the same reporting scale.

The EOCT scores are reported on a scale that can range from 200 to 600 or above for GPS-based tests. The minimum and maximum scale scores for the different subject areas differ because the subject area tests vary in length and their relative difficulty. As the table shows, the cut score that indicates a student is **meeting** the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is **exceeding** standard is 450 for GPS-based tests.

A statewide committee of Georgia educators, using a procedure approved by the State Board of Education, determined the cut scores for meeting the standard and exceeding the standard for each test. The performance level classification for each student is determined by the scale score

associated with the total number of questions a student gets correct on an EOCT.

In addition to a scale score for each test, a grade conversion scale, ranging from 0 to 100, also describes student performance on an EOCT. The grade conversion scale is helpful because it can be more readily incorporated into course grades than can scale scores.

	Performance Level 1: Does Not Meet Expectations		Performance Level 2: Meets Expectations		Performance Level 3: Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion
Grade 9 Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
American Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Biology	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Physical Science	200 to 399	0 to 69	400 to 449	70 to 89	450 to 750	90 to 100
US History	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Economics	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Mathematics I	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Mathematics II	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
GPS Algebra	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
GPS Geometry	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100

Understanding The Use Of Scale Scores

One task associated with the development and implementation of any test is the design of appropriate methods for reporting test performance. The use of scale scores has distinct advantages over other methods such as raw scores and proportion correct information. The short analysis below outlines the advantages and purposes for using scale scores.

A scale score is based on the raw score (i.e., number of items correct) on a test. The changing of raw score to scale scores is analogous to converting from the centigrade scale to the Fahrenheit scale to report temperature. Scale scores are commonly used in large assessment programs. As an example, scores for each section of the SAT, the widely used college entrance exam, are reported on a scale ranging from 200 to 800. Each time a new version of the SAT is administered, the raw scores are converted to this same scale, in order to take into account any differences between various forms of the tests.

Using scale scores to report student performance has other advantages. First, the process of equating scores on multiple forms of the same test is made easier by using a common scale of measurement. Having equated forms is critical if individuals are to be compared to a standard or to one another in terms of performance.

Information about Georgia's testing programs can be found at the website of the Georgia Department of Education (www.gadoe.org).





CLASS ROSTERS

General Description of the Report

Student Rosters are generated at the class level for all EOCT. These reports contain demographic data and test results for each student listed on the roster. Rosters are produced for each subject area with students listed alphabetically within the class. The Class Roster is distributed via the PearsonAccess website only and is accessible by System Test Coordinators. These reports are not produced in paper format. A sample class roster is provided on page 18.

- 1. Subject:** Each Class Roster lists the name of the subject being reported in the top middle of the report.
- 2. Class Demographic Information:** This includes the Class Name as reflected on the Class ID Sheet, the school and system name, the school code and the test administration date.
- 3. Student Demographic Information:** Student demographic information is printed in the left hand column of the report. The student's name is followed by the student's date of birth, GTID number, grade level, and form number.
- 4. Scale Score:** The Class Roster indicates the scale score for each student on the roster.

5. Performance Level: The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet standard, meets standard and exceeds standard. The cut score that indicates a student is meeting the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is exceeding standard is 450 for GPS-based tests.

6. Grade Conversion Score: The EOCT grade conversion scores range from 0 to 100. This score is for use in calculating the student's course grade.

7. Domain Scores: Standards for each course have been grouped into domains, or clusters of standards with related content. A student will receive a Domain Score which indicates the number of items within that domain that the student answered correctly out of the number of items possible.

Specific information related to the reporting class is provided in the top right-hand corner of the report.



Individual Student Report (Electronic or Paper Format)

General Description of the Sample Individual Student Report

The Individual Student Report reflects the score for an individual student taking a subject area of the EOCT. If a student took more than one EOCT, he/she will receive an Individual Student Report for each EOCT he/she took. A sample Individual Student Report is provided on page 20.

1. Demographic Information: Demographic information is printed at the top right-hand corner of the report. This demographic information includes the student's name, their GTID number, grade, the name of the class, school and system and the school/system code.

The sample report is for SAMPLE STUDENT. Their GTID Number is 9999999999, they are in the 9th grade and are in SAMPLE CLASS. In addition they attend SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the SPRING 2012 administration.

2. Subject Area: The subject area being reported is printed in the top middle of the report. The sample report indicates that this is SAMPLE STUDENT's report for Ninth Grade Literature & Composition.

3. Scale Score: The Individual Student Report indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 750 for GPS-based tests.

SAMPLE STUDENT's scale score on the Ninth Grade Literature & Composition test is 432.

4. Performance Level: The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is **meeting** the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is **exceeding** standard is 450 for GPS-based tests. SAMPLE STUDENT's scale score of 432 meets standard.

5. Grade Conversion Score: The EOCT grade conversion scores range from 0 to 100. The sample report indicates that SAMPLE STUDENT's grade conversion score is 83. This score is for use in calculating SAMPLE STUDENT's course grade.

6. State Target Performance: A scale score of 400 or above for GPS-based tests.

7. Lexile Information: The Individual Student Lexile Measure indicates the level of text that a student can read with 75% comprehension. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L. SAMPLE STUDENT's Lexile Measure on the Ninth Grade Literature & Composition test is 1180L.

8. The scale score indicates the student's performance on the day of testing. If a student were to take the same test again, it is likely that his or her score would be within a range of standard error of measurement. SAMPLE STUDENT's score on the day of testing was 432, if SAMPLE STUDENT were to take the same test again; it is likely that his or her score could be within the standard error of measurement range of 422 to 452.

9. Performance Level Description: Describes the Performance Level achieved by the student.

10. Domain Descriptions: Standards for each course have been grouped into domains, or clusters of standards with related content. The Individual Student Report lists the Domains for the subject reported. In addition, the report indicates the number of items within that domain that the student got correct out of the number of items possible.

The sample report indicates that in the domain of Reading and Literature SAMPLE STUDENT answered 22 of 23 items correctly.

Georgia End-of-Course Tests

Individual Student Report

Student: SAMPLE STUDENT
 GTID: 999999999 Grade: 09
 Class: SAMPLE CLASS
 School: SAMPLE SCHOOL
 System: SAMPLE COUNTY
 Code: 123-4567
 Test Date: SPRING 2012

Report for : **Ninth Grade Literature & Composition**

SAMPLE STUDENT

Scale Score	432
Performance Level	MEETS
Grade Conversion	83

State Target Performance

Scale Score Range: Performance Levels

200 400 450 600

DOES NOT MEET MEETS EXCEEDS

Lexile® Information: This Student's Lexile Measure: 1180L

Scale Score: Number ranging from 200 to 600 which describes performance on this test. A score of 432 indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Ninth Grade Literature & Composition score could be within the standard error of measurement range of 422 to 452.

Grade Conversion: Student's score converted to a 0-100 scale; score counts as either 15% or 20% of course grade as defined by SBOE Rule 160-4-2-13.

Performance Level Description:
 The student's performance in Ninth Grade Literature & Composition MEETS the standards set.

Students performing at this level demonstrate a competent understanding of the structural elements and critical evaluation of various written materials. Students also display a clear knowledge of strategies used to enhance understanding across subject areas, including content and contextual vocabulary. Students are able to show adequate knowledge of grade-level research techniques and demonstrate a general ability to interpret the messages and effects of mass media. Students at this level display a clear understanding of the writing process, including the usage and mechanics of Standard American English.

Domain Descriptions	Items Possible	Items Correct
Reading and Literature	23	22
Reading, Listening, Speaking & Viewing Across the Curriculum	17	16
Writing	14	13
Conventions	14	0

mmddjyE1117000-2165536-0000000

Individual Student Lexile Report (Electronic or Paper Format)

General Description of the Individual Student Lexile Report

The Individual Student Lexile Report is a standard score that matches a student's reading ability with the difficulty of textual material. A Lexile can be interpreted as the level of a book that a student can read with 75 percent comprehension. Experts have identified 75 percentage comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge.

The EOCT has been linked to the Lexile framework in an effort to provide teachers with an additional indicator of a student's reading ability. If a student took Ninth Grade Literature EOCT or American Literature EOCT and received a scale score, he/she will be provided with an Individual Student Lexile Report on the opposite side of their Individual Student Report. A sample Individual Student Lexile Report is provided on page 22.

1. Demographic Information: *Demographic information is printed at the top right-hand corner of the report. This demographic information includes the student's name, their GTID number, grade, the name of the class, school and system and the school/system code.*

The sample report is for SAMPLE STUDENT. Their GTID Number is 9999999999, they are in the 9th grade and are in SAMPLE CLASS.

In addition they attend SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the SPRING 2012 administration.

2. Subject Area: *The subject area being reported is printed in the upper half of the report. The sample report indicates that this is SAMPLE STUDENT's report for Ninth Grade Literature & Composition.*

A student must take the Ninth Grade Literature & Composition EOCT or the American Literature EOCT and receive an EOCT scale score in order to receive a Lexile measure.

3. Scale Score: *The Individual Student Report indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 750 for GPS-based tests.*

SAMPLE STUDENT's scale score on the Ninth Grade Literature & Composition test is 432.

1

Student: **SAMPLE STUDENT**
 GTID: **999999999** Grade: **09**
 Class Name: **SAMPLE CLASS**
 School: **SAMPLE SCHOOL**
 System: **SAMPLE COUNTY**
 Code: **123-4567**
 Test Date: **SPRING 2012**

Individual Student Lexile Report

Spring 2012

2

Students who receive a scale score on the Ninth Grade Literature & Composition EOCT also receive a Lexile score and this report.

This student's Ninth Grade Literature Performance:

Total EOCT Scale Score: **432**

Performance Level: **Meets Expectations**

3

Lexile® Information

This Student's Lexile Measure: **1180L**

4

5

For leisure reading, this student will find most books in this range easy to understand. **1080L - 1180L**

Selected titles that fall within this range include:

Title	Author	Lexile
The Bridge of San Luis Rey: A Novel	Wilder, Thornton	1080L
A Tale of Two Cities	Dickens, Charles	1130L
Animal Farm	Orwell, George	1170L

6

Books in this range provide a motivating challenge. **1180L - 1230L**

Selected titles that fall within this range include:

Title	Author	Lexile
Louis Armstrong, in His Own Words	Brothers, Thomas and Armstrong, Louis	1190L
Cold Mountain: A Novel	Frazier, Charles	1210L
Great Expectations	Dickens, Charles	1230L

Lexile Information

The Lexile Framework® for Reading is an educational tool that links text and readers using a common metric known as the Lexile. A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L.

Books within 50 points above the student's Lexile score will provide a motivating challenge without frustration; books within 100 points below the student's Lexile score will be easy to understand and provide excellent leisure and content area reading.

Where can I find books within this student's Lexile range?

Libraries have many books that have been tagged with a Lexile score. Ask your public librarian or your school media specialist. In addition, the Lexile Book Database contains tens of thousands of titles. At www.lexile.com you can search by title, author, keyword, or Lexile range.

Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of the text. The Lexile measure is a good starting point in your book selection process. Educators and/or parents should always preview books. The suggested titles are not necessarily endorsed or recommended by the Georgia Department of Education or your student's school system.

Please visit www.gadoe.org for more information.

4. Lexile Measure: The Individual Student Lexile Measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L. Lexile text below 200L represents beginning-reading material, and a student's Lexile score may have a number in the 100s or the code of BR. BR is a code that stands for Beginning Reading and is used for any text or student ability that has a Lexile measure of zero or below.

SAMPLE STUDENT's Lexile Measure from the Ninth Grade Literature & Composition test is 1180L.

5. Leisure Reading Range: The leisure reading range represents the easiest kind of reading material that is appropriate for the student (this range is found by subtracting 100L from the student's Lexile measure).

SAMPLE STUDENT's leisure reading range is 1080L – 1180L. A list of selected titles that fall within this range are provided.

6. Motivating Challenge Reading Range: The motivating challenge range represents the most difficult level of material the student can read successfully (found by adding 50L to the student's Lexile measure).

SAMPLE STUDENT's motivating challenge reading range is 1180L – 1230L. A list of selected titles that fall within this range are provided.

Description of Sample Summary Report

1. Student Group

2. **N Tested** – The Summary Report also provides disaggregated data for special student populations. “N Tested” identifies the number of students in the school who took the test. The sample report indicates that for GPS Geometry 24,504 students were tested.

3. **Mean Scale Score** – This statistic indicates the average scale score for the group of students in the school who took the test. The sample report indicates that the Mean Scale Score for All Students is 419.

4. **% Pass** – The % Pass includes students in the class/school/system with Performance Levels of “Meets” or “Exceeds” standards. Of all the students tested in GPS Geometry at SAMPLE SCHOOL, 66% passed the EOCT.

5. **Performance Levels** – There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is **meeting** the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is **exceeding** standard is 450 for GPS-based tests. Of all the students tested in GPS Geometry at SAMPLE SCHOOL, 34% Did Not Meet standard, 43% Met standard and 24% Exceeded standard.

Georgia End-Of- Course Tests		School Summary Report			School: SAMPLE SCHOOL System: SAMPLE COUNTY Code: 123-4567 Test Date: WINTER 2011					
		GPS Geometry			Performance Levels			State Performance Levels		
		N Tested	Mean Scale Score	% Pass *	% Does Not Meet	% Meets	% Exceeds	% Does Not Meet	% Meets	% Exceeds
Student Group										
All Students		24,504	419	66	34	43	24	34	43	24
Regular Program Students		22,393	422	69	31	44	25	31	44	25
SRC 13 English Language Learner(ELL)		477	379	20	80	18	2	80	18	2
SRC 19 ELL – Monitored		101	414	67	33	49	19	33	49	19
SRC 14 Section 504		284	416	63	37	42	21	37	42	21
SRC 18 Migrant Certified		40	405	48	53	35	13	53	35	13
Other Regular Program Students		21,562	423	70	30	45	26	30	45	26
All Special Ed		2,111	391	35	65	27	7	65	27	7
SRC 01 Visually Impaired		6	-	-	-	-	-	-	-	-
SRC 02 Deafness/Hard of Hearing		20	408	55	45	40	15	45	40	15
SRC 03 Deaf/Blind		5	-	-	-	-	-	-	-	-
SRC 04 Spec Learning Disabilities		1,018	389	32	68	27	5	68	27	5
SRC 05 Mild Intellectual Disability		133	365	5	95	5	0	95	5	0
SRC 06 Traumatic Brain Injury		9	-	-	-	-	-	-	-	-
SRC 07 Mod/Sev/Prof Intell. Dis.		2	-	-	-	-	-	-	-	-
SRC 08 Autism		99	420	63	37	33	29	37	33	29
SRC 09 Orthopedic Impairments		11	409	45	55	18	27	55	18	27
SRC 10 Speech/Language Disability		61	405	54	46	34	20	46	34	20
SRC 11 Emotional/Behavioral Disorder		317	393	38	62	30	8	62	30	8
SRC 12 Other Health Impairments		435	391	37	63	31	6	63	31	6
Gender										
Female		11,327	418	67	33	44	22	33	44	22
Male		11,775	420	67	33	41	25	33	41	25
Ethnic Group										
Asian/Pacific Islander		634	434	72	28	29	42	28	29	42
Black/Non-Hispanic		10,043	403	52	48	40	11	48	40	11
Hispanic		2,202	413	61	39	44	18	39	44	18
Native American/Alaskan Native		48	404	54	46	46	8	46	46	8
White/Non-Hispanic		10,997	433	80	20	45	35	20	45	35
Multi-Racial		564	426	75	25	46	29	25	46	29
All Accommodated		1,558	385	27	73	23	4	73	23	4
SRC 13 English Language Learner(ELL)		244	373	14	86	12	1	86	12	1
SRC 19 ELL - Monitored		12	406	67	33	50	17	33	50	17
SRC 14 Section 504		83	410	58	42	47	11	42	47	11
Special Education		1,176	385	27	73	24	4	73	24	4
Present Test Not Attempted		7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Invalidated and PIV		16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Pass includes students with Performance Level of Meets or Exceeds
- Scores for groups with fewer than ten students tested are not reported


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General Description of Content Area Summary Report

Content Area Summary Reports are generated at the system and school levels. The Content Area Summary report provides information of school, system and state data at the Domain Level.

Description of Sample School Content Area Summary Report

- 1. N Tested:** “N Tested” identifies the number of students in the school who took the test.
- 2. Mean Scale Score:** This statistic indicates the average scale score for the group of students in the school, system and state who took the test.
- 3. Content Area/Domain:** Each Content Area and their respective Domains are summarized on this report by N Tested, Mean Scale Score, Number Possible and Mean Number Correct.
- 4. Number Possible:** The number possible indicates the total number of test items within each domain.
- 5. Mean Number Correct:** This statistic indicates the “average” number correct at the school, system and state levels.



**Georgia
End-Of-
Course
Tests**

School

Content Area Summary Report

School: **SAMPLE SCHOOL**
 System: **SAMPLE COUNTY**
 Code: **123-4567**
 Test Date: **WINTER 2011**

N Tested	Mean Scale Score				Content Area/Domain	Number Possible	Mean Number Correct			
	School	System	HESA	State			School	System	HESA	State
294	215	215	282	289	Mathematics I: Algebra/Geometry/Statistics					
					Algebra	19	0.0	0.0	5.7	5.9
					Geometry	19	0.2	0.2	3.4	3.7
					Data Analysis and Probability	16	0.1	0.1	1.1	1.4
294	218	218	288	296	Mathematics II: Geometry/Algebra II/Statistics					
					Algebra	21	0.1	0.1	5.7	6.0
					Geometry	19	0.1	0.1	3.4	3.8
					Data Analysis and Probability	14	0.1	0.1	1.1	1.5
294	218	218	288	296	GPS Algebra					
					Algebra	32	0.1	0.1	5.7	6.0
					Data Analysis and Probability	22	0.1	0.1	3.4	3.8
294	218	218	288	296	GPS Geometry					
					Algebra	8	0.1	0.1	5.7	6.0
					Geometry	38	0.1	0.1	3.4	3.8
					Data Analysis and Probability	8	0.1	0.1	1.1	1.5
459	272	272	288	295	Ninth Grade Literature & Composition					
					Reading and Literature	23	6.5	6.5	8.2	8.6
					Reading, Listening, Speaking, & Viewing Across the Curriculum	17	3.2	3.2	4.0	4.3
					Writing	14	1.7	1.7	2.0	2.5
					Conventions	14	0.8	0.8	0.9	1.3
428	270	270	293	301	American Literature & Composition					
					Reading and American Literature	26	6.5	6.5	9.0	9.5
					Reading, Listening, Speaking, & Viewing Across the Curriculum	14	2.5	2.5	3.1	3.4
					Writing	14	1.6	1.6	2.0	2.3
					Conventions	14	0.6	0.6	0.8	1.2
294	209	209	294	303	Biology					
					Cells	12	0.0	0.0	4.6	4.8
					Organisms	12	0.1	0.1	3.8	4.0
					Genetics	17	0.1	0.1	3.9	4.2
					Ecology	17	0.2	0.2	2.3	2.7
					Evolution	10	0.0	0.0	0.5	0.8
294	200	200	295	305	Physical Science					
					Chemistry: Atomic and Nuclear Theory and the Periodic Table	17	0.0	0.0	6.2	6.4
					Chemistry: Chemical Reactions and Properties of Matter	17	0.0	0.0	4.6	4.9
					Physics: Energy, Force, and Motion	17	0.2	0.2	2.9	3.2
					Physics: Waves, Electricity, and Magnetism	17	0.1	0.1	1.2	1.6
294	201	201	286	294	US History					
					Colonization through the Constitution	13	0.1	0.1	5.1	5.3
					New Republic through Reconstruction	13	0.1	0.1	4.1	4.3
					Industrialization, Reform, and Imperialism	11	0.0	0.0	2.6	2.9
					Establishment of World Power	16	0.1	0.1	2.5	2.9
					Modern Era	15	0.1	0.1	1.0	1.4
305	212	212	288	298	Economics/Business/Free Enterprise					
					Fundamentals of Economics	14	0.5	0.5	5.4	5.6
					Microeconomic Concepts	15	0.5	0.5	4.5	4.8
					Macroeconomic Concepts	14	0.4	0.4	2.9	3.2
					International Economics	12	0.3	0.3	1.6	1.9
					Personal Finance Economics	13	0.3	0.3	0.7	1.1

The number of items in each domain may differ for some examinees.
 Scores for content areas with fewer than ten students tested are not reported.

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Dr. John D. Barge, State School Superintendent
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