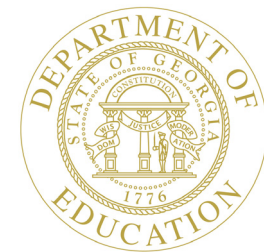




GEORGIA HIGH SCHOOL GRADUATION TESTS

Interpretive Guide for Score Reports

English Language Arts | Mathematics | Science | Social Studies



Georgia Department of Education
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Georgia High School Graduation Tests Interpretive Guide for Score Reports

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Georgia High School Graduation Tests (GHSGT) were developed with the assistance of educators from throughout the state. Depending on the content area, tests contain between 65 and 90 multiple-choice items, including 10 field test items. Students have up to three hours to complete each test. For this graduation requirement the first opportunity to test was spring of the eleventh grade. Retest opportunities for those not meeting this requirement may retest in the Fall, Winter, or Spring. Students who have left school with a High School Certificate or a Special Education Diploma may retest as often as necessary in order to obtain a regular diploma. These students must pre-register for the test at the school they attended.

The Georgia High School Graduation Tests in English Language Arts, Mathematics, Science, and Social Studies are computer-scored. An individual report is prepared for each student. The Student Content Area Summary provides information about the student's overall performance in each content area test, whether the student passed or failed, and domain-level information.

The *Interpretive Guide* is written for Georgia teachers and administrators who receive score reports from the administration of the graduation tests. Educators should read the *Interpretive Guide* thoroughly before conferencing with students and/or their parents or guardians about test results.

This guide has five main sections:

- (1) This introduction describes the interpretive guide's purpose.
- (2) The background section traces the development of the GHSGT.
- (3) Key terms and acronyms are defined and explained in section three.
- (4) The general guidelines for score interpretation explain how to understand the data and other information in the reports.
- (5) The types of reports section includes snapshots of each of the various reports and clearly labels the information contained within.

Appendices A–D contain information that details the domains and performance levels for GPS-based ELA, GPS-based Mathematics, GPS-based Science, and GPS-based Social Studies.

Appendix E contains information for older versions of the test, including QCC Mathematics, GPS/QCC English Language Arts, GPS/QCC Science, and GPS/QCC Social Studies.



Georgia law (O.C.G.A., Section 20-2-281) requires that all students who entered grade nine between July 1, 1991 and June 30, 2011, pass certain curriculum-based achievement tests to be eligible to receive a high school diploma. This statute further stipulates that the State Board discontinue the Georgia High School Graduation Test (GHSGT). Students must also meet other Georgia and local system diploma requirements. This law applies to ALL students, including students with disabilities and English Learners (ELs).

The Georgia High School Graduation Tests (GHSGT) were designed to certify Georgia high school students for graduation. The tests, which are based on state adopted curriculum, were introduced in 1994, at which time the Quality Core Curriculum (QCC) was mandated. That same year, a single performance standard (Pass) was set for the English Language Arts (ELA) test and the Mathematics test. In 1996, a passing standard was set for Social Studies, and in 1997, a passing standard was set for Science. In 1998, in response to concerns within the state that students needed a higher goal than simply passing the GHSGT, the Georgia Department of Education (GaDOE) set a second standard for each test, referred to as Pass Plus.

The graduation tests were phased in gradually. Students who entered ninth grade between July 1991 and July 1993 (i.e., most of the graduation class of spring 1995 and 1996) were required to pass the English Language Arts, Mathematics, and Writing tests. Students who entered ninth grade between July 1993 and July 1994 (i.e., most of the graduation class of spring 1997) were required to pass the Social Studies test in addition to ELA, Mathematics, and Writing. Students who entered ninth grade after July 1994 (most of the graduation class of spring 1998) were required to pass the Science test in addition to the other four tests to be eligible for the diploma.

The Federal “No Child Left Behind” law (P.L.107-110; NCLB) calls for rigorous examinations based on rigorous academic content to be in place in reading and Mathematics in grades 3–8 and high school, and for these tests to yield scores that will identify specific categories of student achievement: Below Basic, Basic, Proficient, and Advanced are examples. While the law does not require states



to have high school graduation tests, some form of test for all students at the high school level is required, and Georgia’s existing graduation tests satisfy the requirements of the law as long as they demonstrate the appropriate degree of rigor, both in content standards and in performance standards.

In response to the NCLB law and Peer Review, the GaDOE established a set of higher standards that would be used for school accountability for the English Language Arts and Mathematics tests.

These two tests were enhanced in cognitive complexity by the addition of seven items. These school accountability standards (Proficient and Advanced) have been used since 2004 to measure Adequate Yearly Progress (AYP) for Georgia's high schools under the Quality Core Curriculum (QCC). Individual students were held to the initial performance standard (Pass) that was set in 1994 and have not been adversely affected by the new higher standard (Proficient).

With the adoption of the Georgia Performance Standards (GPS), test performance standards changed as content areas were implemented in a staggered curriculum implementation plan. In 2008, the test performance standards were set for the GPS-based ELA and Science. In 2010, the test performance standards were set for the GPS-based Social Studies and in 2011, the test performance standards were set for GPS-based Mathematics. This new set of test performance standards (Below Basic, Basic Proficiency, Advanced Proficiency, and Honors) put student accountability and school accountability on the same scale.

Implementation of GPS and Transitional QCC-based to GPS-based Tests

In 2004, the GaDOE adopted a standards-based curriculum, the Georgia Performance Standards or GPS. At that time, GaDOE, began a staggered curriculum implementation schedule by content area and grade level. The GHSGT were immediately affected by this schedule. Both 9–12 ELA and Science were scheduled to be implemented in classrooms in 2005–2006. GaDOE developed a plan by which the ELA and Science GHSGT were dually aligned to the QCC and GPS so that students receiving instruction on either curriculum during the notification period necessary for changing a high stakes test would have opportunity to learn the assessed curriculum. In 2005, GaDOE notified students entering ninth grade after July 1, 2005 that the 2008 GHSGT in ELA and Science would be exclusively aligned to the GPS and the depth and cognitive demands inherent in it. They were also notified that new passing scores and a new scale score would be set on the new tests in 2008. In 2006 and

2007, transitional dually aligned tests in ELA and Science were administered to students who entered ninth grade prior to July 1, 2005. These transitional tests were equated to the QCC scaling system (400–600) and no changes were made to the cut scores.

In spring 2008, new GPS tests were administered in ELA and Science. A standard setting was held April 2–3, 2008. Four performance levels with corresponding cut scores were set and a scaling system of 100–350 was set for ELA and 100–370, for Science (see chart on page 9). Beginning in Spring 2010, all grade 11 first time test-takers will be required to take and pass a GPS form of the Social Studies tests.

Beginning in spring 2008, all grade 11 first time test-takers were required to take and pass a GPS form of the ELA and Science tests. Members of the graduating classes of 2007 and 2008 who retest will continue to take the transitional, dually aligned ELA and Science tests. Members of the graduating class of 2006 who retest continued to take the QCC ELA and Science. The transitional tests and QCC tests will continue to be reported on the older 400–600 scaling system, with 500 as passing (see chart on page 9).

In 2007, GaDOE notified students entering 9th grade after July 1, 2007, that the GHSGT Social Studies would be exclusively aligned to the GPS tests in 2010. In 2008 and 2009, a transitional dually aligned test in Social Studies was administered to students who entered ninth grade prior to July 1, 2007. Questions on the Social Studies transitional test were aligned to both the QCC and the GPS and included only content common to both curricula. Like the transitional tests in ELA and Science, the transitional Social Studies test was equated to and reported on the QCC scale. In the spring of 2010, a new GPS test was administered in Social Studies and a standard setting was held April 5–7, 2010. Four performance levels with corresponding cut scores were set and a scaling system of 100–450 was set for Social Studies (see chart on page 9).

Retesters from the graduation class of 2009 and 2010 will continue to take the transitional, dually aligned test. Retesters from the graduation class of 2008 or earlier continued to take the QCC version of the Social Studies GHSGT.

Effective with the Fall 2011 administration QCC forms will no longer be offered in English/Language Arts, Science, and Social Studies. Students who originally tested using the QCC forms should be tested using the transitional form of the GHSGT (Form T).

The transitional GHSGT forms are developed based on a carefully constructed blueprint built to ensure students have had an opportunity to learn the content and skills assessed regardless of the curriculum under which they were instructed (whether it was the QCC or the Georgia Performance Standards (GPS)). In other words, the transitional forms are dually aligned to both the QCC and the GPS. Importantly, these forms are scored and reported on the QCC scale and are statistically equated (of equivalent difficulty) to the QCC forms.

In Spring 2011, a new GPS test was administered in Mathematics. A standard setting was held April 5–6, 2011, and four performance levels with corresponding cut scores were set and a scaling system of 100–400 was set for Mathematics. Because the GPS Mathematics curriculum is so different from the previous QCC curriculum, no dually aligned transitional test for GHSGT Math was created. As such, all grade 11 first time test-takers in spring of 2011 and forward will be required to take and pass a GPS form of the GHSGT Mathematics test. Members of the graduating classes of 2011 and prior who retest will continue to take the QCC version of the GHSGT Mathematics test.

The following chart shows the appropriate assessment version of the GHSGT for students entering in the years indicated:

Year Student Entered 9th Grade	Required GHSGT Assessment			
	ELA	Mathematics	Science	Social Studies
Prior to 2004-2005	Transitional	QCC	Transitional	Transitional
2005-2006	GPS	QCC	GPS	Transitional
2006-2007	GPS	QCC	GPS	Transitional
2007-2008	GPS	QCC	GPS	GPS
2008-2009 through 2010-2011	GPS	GPS	GPS	GPS

On April 13, 2011, the Georgia State Board of Education approved a phase out plan for the GHSGT. Students who enter ninth grade for the first time on July 1, 2011, or after, shall not take and therefore are not required to pass the GHSGT. Students enrolled in grade nine for the first time between July 1, 2008, and June 30, 2011, may demonstrate proficiency through achieving a passing score on one of the two End of Course Tests (EOCT) in each content area or the corresponding content area GHSGT. Because students who enrolled in grade nine for the first time prior to July 1, 2008, are subject to previous graduation rules, the requirement to pass the GHSGT remains in effect for this cohort.

Accommodations

Accommodations are test administration changes in how a student takes or responds to the assessment. The accommodations allowed on the GHSGT are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities or English Learners (EL). When used appropriately, they reduce or even eliminate the effects of a student's disability or lack of English proficiency. They do not, however, reduce learning expectations.

There are two types of accommodations:

Standard Accommodations provide access to the assessment without altering the construct measured by the assessment.

Conditional Accommodations are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to students who meet eligibility criteria. NOTE: THERE ARE NO STATE APPROVED ACCOMMODATIONS FOR THE GHSGT. For students needing these expansive accommodations to access the test, permission must be obtained in advance from the GaDOE Assessment Division.

The type of accommodation provided determines the administration type. For more information on accommodations, see the *Student Assessment Handbook* and the *Accommodations Manual* (posted on the Georgia Department of Education's website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>).

Administration Type

Administration type refers to the testing conditions under which a given student participated in the assessment. Under IDEA and NCLB, all students must participate in the assessment of the state's mandated curriculum. Students with disabilities (including those with Section 504 plans) and English Learners (EL) often need accommodations to participate meaningfully in an assessment.

There are two types of administration:

Standard administration refers to testing conditions in which the procedures and directions prescribed in the administration manual are followed exactly. This includes administrations where students are provided standard accommodations, such as being tested in a small group setting or using large-print materials. Only state approved accommodations found in the *Student Assessment Handbook* may be used.

Conditional administration (formerly referred to as *nonstandard administration*) refers to any testing conditions in which conditional accommodations are provided. Because conditional accommodations may begin to encroach on what the test measures, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional administration. Conditional administrations do not meet graduation requirements. Please remember that there are NO state-approved accommodations for the GHSGT.

Curriculum (GPS or QCC)

With the Spring 2011 administration of the GHSGT the curricular transition from QCC to GPS is complete. The GHSGT have carefully been constructed to capture the knowledge and skills for which students are responsible for mastering in order to earn a high school diploma. Currently there are 2 versions of ELA, Science and Social Studies tests. These are GPS and GPS/ QCC Transitional. There are 2 versions of the GHSGT Mathematics tests: GPS and QCC. Schools should carefully follow the guidance regarding which form of the GHSGT each student is required to pass to be eligible for a high school diploma.

Domain

A domain is a group of related curricular elements or standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes as a whole. For QCC tests, domains were called strands.

GHSGT

Georgia's High School Graduation Tests (GHSGT) are administered in English Language Arts, Mathematics, Science and Social Studies. These tests measure how well students have acquired the skills and knowledge mandated by Georgia's curriculum standards (either the GPS or QCC).

GTID

GTID (Georgia Testing Identifier) is a unique number assigned to each student in the state for the purpose of linking the student's performances on various tests.

Mean

The mean is the arithmetic average of a set of scores. The mean is found by adding all the scores in a given distribution and dividing that sum by the total number of scores.

Percent Correct

The percent correct is the number of correct responses divided by the number of items in a content domain. This statistic is used to summarize a group's performance in a given content domain (whether at the class, school, system, or state level) and to provide educators with an indication of the group's relative strengths and weaknesses.

Performance Level

A performance level defines a specific level of performance, as articulated in the Performance Level Descriptors. The Performance Levels are delineated by a range of scores on the score scale.

- The GPS forms of the GHSGT have four performance levels: *Honors*, *Advanced Proficiency*, *Basic Proficiency*, and *Below Proficiency*.
- The QCC and Transitional forms of the GHSGT have three performance levels: *Pass Plus*, *Pass* and *Fail*.

Performance Level Descriptor

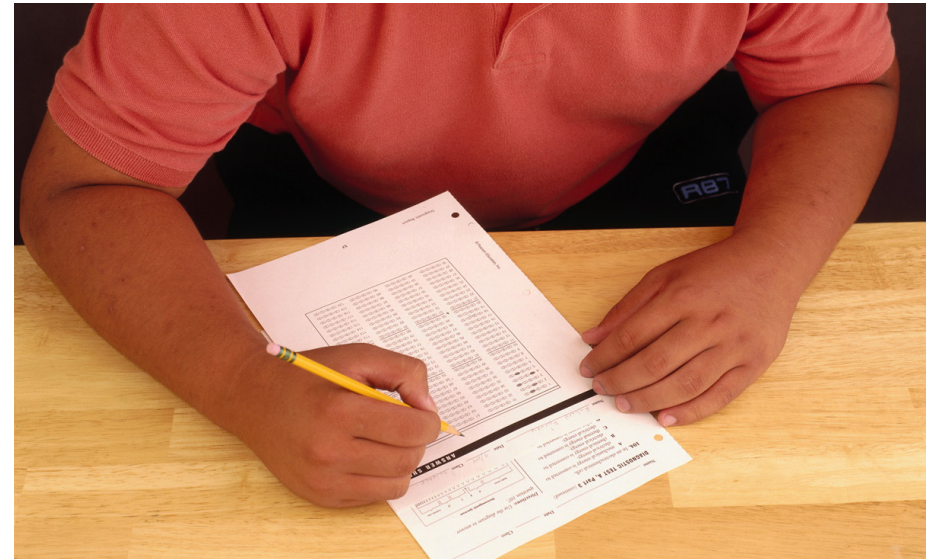
A performance level descriptor is a verbal statement describing each performance level in terms of what the student has learned and can do. A condensed version is provided for parents in the Student Content Area Summary Reports. More detailed versions of the Performance Level Descriptors (for use by educators) can be found in the appendices.

Scale Score

A scale score is a mathematical transformation of a raw score. Scores are converted from number of items correct to scaled scores. Scale scores provide a uniform metric for interpreting and comparing scores within a content area across administrations. For more detailed information, see page 10.

Standard Error of Measurement

The standard error of measurement is the amount an examinee's observed score (the score the examinee actually receives on the test) may vary from his or her "true" score, based on the reliability of the test. Since no test measures performance with perfect reliability, it is important to take into account the standard error of measurement (SEM) when interpreting test scores. A good way to interpret the SEM is that if a student were to take the same test again, it is likely that his or her score would be within the range of the student's score plus or minus one SEM. The Student Content Area Summary Report shows the SEM at the pass cut score on QCC or GPS/QCC forms or basic proficiency cut scores on GPS forms.



Interpreting GHSGT Report Codes

TNA – *Test Not Attempted*

A student will receive TNA if no responses are coded on the answer document and the PTNA bubble has not been marked.

PTNA – *Present Test Not Attempted*

A student may receive a PTNA if he or she is present for the test but does not take the test or if he or she marks too few answers to generate a score.

* PTNA is reported as TNA on the student individual report.

PIV – *Participation Invalidation*

A designation of PIV indicates that a student score was *Invalidated* because of an irregular administration and the student cannot be considered a participant for accountability (AYP) purposes. For example, if a student receives an inappropriate accommodation on a test, the student would receive a PIV rather than a scale score for that test.

INV – *Invalidation*

A designation of INV indicates that there was an irregularity associated with a student's test administration and the student's score was *Invalidated*. For example, if a student cheats on a test, he or she would receive no score for that test and would instead receive an INV designation.

CA – *Conditional Administration*

Conditional Administration designates an administration in which students were provided accommodations that have not been approved as standard by GaDOE. There are NO approved Conditional Accommodations for the GHSGT. For students needing more expansive accommodations than the standard accommodations given in the *Student Assessment Handbook*, System Test Coordinators must contact GaDOE Assessment Division at 404-656-2668. A CA score on the GHSGT does not satisfy the testing requirement for a high school diploma.

Interpreting Total Test Performance

Understanding the Relationship Between Scale Scores and Performance Levels

The “cut scores”—the points on the reporting scale distinguishing different performance levels—are set for each content area.

The tables on the next page show the GPS and QCC scaling systems for the GHSGT.

NOTE: With the phased-in implementation of the Georgia Performance Standards (GPS), the GHSGT now has two score scaling systems: one for those content areas based on the Georgia GPS/QCC Transitional or the Quality Core Curriculum (QCC), and the other for the GPS content areas. In both scoring systems, the scale score reported for each content area is derived by converting the number of correct responses on the test (the raw score) to the appropriate GHSGT scale. Since the scale scores are equivalent across test forms within the same content area, students obtaining the same scale score have demonstrated the same level of performance with respect to the GPS or QCC test form.

Content Area	Below Proficiency	Basic Proficiency (Student Accountability – Diploma and School Accountability – AYP)	Advanced Proficiency	Honors
ELA (GPS)	Below 200	200	235	275 or above
Math (GPS)	Below 200	200	235	285 or above
Science (GPS)	Below 200	200	235	275 or above
Social Studies (GPS)	Below 200	200	235	275 or above

GPS/QCC Transitional and QCC

Content Area	Fail	Pass (Student Accountability – Diploma)	Pass Plus (Student Accountability – Diploma)
ELA (GPS/QCC)	Below 500	500 to 537	538 or Above
Math (QCC)	Below 500	500 to 534	535 or Above
Science (GPS/QCC)	Below 500	500 to 530	531 or Above
Social Studies (GPS/QCC)	Below 500	500 to 525	526 or Above

Understanding the Use of Scale Scores at the Test Level

One task associated with the development and implementation of any test is the design of appropriate methods for reporting test performance. The most common methods for reporting test performance are raw scores, percentiles, grade equivalents, age equivalents, percentage correct, and scale scores. Each technique has its advantages and disadvantages. The short analysis below outlines the purpose and advantages of using scale scores.

A scale score is based on the raw score, or number of test items correct. The changing of raw scores to scale scores is parallel to the process of changing the measurement of temperature from the scale of centigrade to the scale of Fahrenheit. In terms of test instruments, the scale can be defined at whatever points determined most useful for the test. As an example, scores on the widely used Scholastic Assessment Test (SAT) 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, as the process takes into account any differences in difficulty between various forms of the tests. Most major testing programs such as the SAT must produce multiple forms of the same test because of testing security or better alignment to curriculum and standards. Even though different forms of the same test are designed to be as similar as possible, slight variations in difficulty are unavoidable. Therefore, some statistical procedures, known as equating, or ensuring scores from the various tests are on common scale, is necessary in order to permit valid comparison of scores from one test form to another for the same student, or from year to year for groups of students.

Using scale scores to report student performance has certain other advantages. First, the process of equating scores on multiple forms of the same test is made easier by using a common scale for reporting all scores. Having equated forms of a test is critical if individuals are to be compared to one another in terms of relative ability or to a standard (e.g., pass/fail). Equating is a statistical process that converts raw scores from various forms of a test to a common scale. The difference in difficulty among the various test forms can thus be taken into account. Using a scale score to report results eliminates the need to change the pass score each time a test is administered. Once equating of tests has taken place, it is possible to know information such as the following:

- If a score of 32 items correct out of 65 items on one form answered is better or worse than a score of 30 items correct out of 65 answered;
- If a given student who passed a test a particular year would also have passed another form of the test;
- If students who take the test in 2012 are being held to the same standard as those who took the test in 2011;
- If a change upward in mean test performance for a school/system over time truly represents an actual gain.

The use of scale scores avoids another misunderstanding associated with scores such as raw scores or percentage correct, in which the percentage of items answered may be interpreted as absolute judgment about percentage of mastery of the subject matter. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area.

Scale scores are used to report a student's performance on the test as a whole. The GPS and QCC score scaling systems were constructed independently for each content area. In other words, the "cut scores" that define each performance level were set by independent panels of content and educator experts. The mean score and standard error of measurement are unique to each content area because scale scores are based on the standards set independently for each content area.

Scale scores are comparable across all test forms and administrations for the same content area. For example, a scale score of 220 from one administration of the GPS-based English Language Arts GHS GT indicates the same performance level as a score of 220 from any other GPS-based ELA administration.

NOTE: GPS-based scale scores are not comparable to QCC-based scale scores from previous years because the content and test standards have changed. Furthermore, the content and associated performance standards differ for each content area. It is not appropriate to compare scale scores across content *areas* (e.g., ELA and Math) or curricula (e.g., GPS and QCC).

Interpreting Scale Scores from a Conditional Administration

Students with disabilities (including those with Section 504 plans) and English Learners are allowed accommodations on the GHS GT that are consistent with the instructional and testing accommodations annotated in the student's IEP, IAP, or EL/TPC. Only accommodations approved by the Georgia Department of Education may be used.

Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are non-standard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and English Learners with very limited English proficiency to access the annual assessments. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided to the student during testing, because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment.

During a teacher-parent-student conference on the results from a conditional administration of the GHSGT, the teacher should review the test results in light of the student's IEP, IAP, or EL/TPC and state the type(s) of accommodation provided during testing. Discussions should focus on the fact that the student obtained his or her GHSGT score with conditional accommodation(s), and that it is not clear how his or her performance would be affected if such conditional accommodation(s) were removed. **It should be noted that only scores obtained using standard accommodations on the Georgia High School Graduation Tests (GHSGT)—including the writing assessment test (GHSWT)—meet the State Board of Education's requirement for a regular diploma.** In other words, when a student takes the GHSGT/GHSWT with conditional accommodation(s), the student has *not* met the assessment requirement for a regular diploma. The discussion should also include what type(s) of instructional and testing accommodations will be allowed in the student's IEP, IAP, or EL/TPC *next year*. The goal should always be to allow the student to learn and demonstrate what they have learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

An **accommodation** is an alteration in the administration of an assessment that allows students to participate. Appropriate accommodations should be clearly determined by a student's *Individualized Education Program (IEP)* team, a *Section 504 Individual Accommodation Plan (IAP)* Committee, or an *English Learner/Testing Participation Committee (EL/TPC)*.

Interpreting Number and Percent Correct – Domain Level

Tests are divided into content domains. For each content domain, the number of correct answers is reported in the Student Content Area Summary Reports. The number correct provides some indication of a student's relative strengths and weaknesses within that content area. Passing each content test is determined by the total number of questions answered correctly on the entire test and not by a set number of correct responses by domain. Students do not pass or fail each domain separately. The domain performance information is designed mainly to be used to guide remedial activities, if necessary. Caution should be taken in comparing student performance across domains because the number and difficulty of items in different domains may vary.

For school reports, the mean number correct and percent correct for each content domain are reported. Because these numbers are based on 10 or more students, they can be used for evaluating curricular and instructional strengths and weaknesses. Comparing how a district, school, or student performed in relation to how the state performed for a given year is a good use of domain level data.

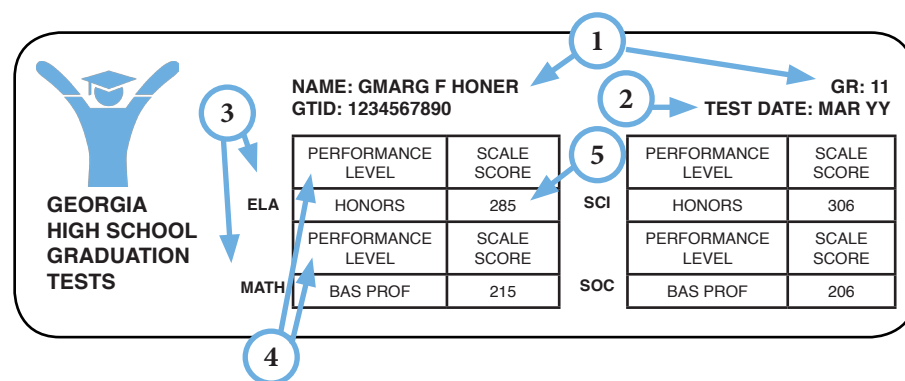
Students who take the Braille version of the GHSGT are scored only on those items that are present on the Braille form of the test. Because some test items cannot be converted to Braille, the Braille version may have a different number of items in a given domain than other GHSGT versions.

Various reports are produced for the GHSGT. Each report has a specific purpose and audience. This section annotates the type of information contained within each report.

Student Label

One (1) label is provided for each student tested. The label is designed to become part of the student's permanent school record. The label contains the test scores attained in English Language Arts, Mathematics, Social Studies, and Science. There also is an indication of whether the student passed or failed. If the letters "CA" appear next to the scaled score, it is an indication that the test was taken under a conditional administration. A passing scaled score with the "CA" cannot be used to fulfill the requirements for a regular diploma.

- ① **Student's name and grade level:** as they appear on the student's Answer Document.
- ② **Date of testing**
- ③ **Content area tested** (English Language Arts, Mathematics, Science, Social Studies)
- ④ **Performance Level**
- ⑤ **Scale Score**



Example:

Gmarg F. Honer received Honors on the English Language Arts test, having attained a scale score of 285. He achieved the Basic Proficiency performance level on the Mathematics test, having received a scale score of 215.

Student labels contain secure and confidential information. Caution should be used when disseminating or viewing them.

Student Content Area Summary

Two (2) originals of the Student Content Area Summary are provided for each student: one for a teacher or counselor to review with and then give to the student and parents, and the other to be retained for instructional use by the student's teachers.

The Student Content Area Summary is divided into four sections, one for each of the four content area tests: English Language Arts, Mathematics, Science, and Social Studies. Each section provides both information about the student's overall performance on that test, whether the student passed or failed the test, as well as domain-level information. Several bulleted notes at the bottom of the report contain important clarifications.

If the student failed or did not attempt one or more of the tests, it is the school's responsibility to determine whether the student needs to be retested and to alert the student about additional testing opportunities. "Test Not Attempted" or TNA is used when the student did not attempt the test at all or answered too few items to receive a score.

The back of the Student Content Area Summary presents important information to help students and their parents interpret the report and understand the purpose and the content of the graduation tests. However, this summary information does not supplant a good teacher/student/parent conference that utilizes the information contained within this score interpretation guide.

Student Content Area Summary

1 Demographic Information: Demographic information is printed at the top of the report. This information includes the student's name, date of birth, GTID number, the name of the System/School and System/School code.

The sample report is for Student, Example. His GTID number is 1234567890 and his date of birth is August 1991. In addition, he attends Example High School in Example System. This report is for the Spring 2011 administration.

2 Subject Area and Scale Score: There are four subject areas being reported for Example Student — English Language Arts, Mathematics, Science, and Social Studies.

3 Performance Level and Description: There are four performance levels for the GPS versions of the test. They are Below Proficiency, Basic Proficiency, Advanced Proficiency, and Honors. For the QCC or Transitional versions of the test, there are three levels: Fail, Pass, and Pass Plus.

4 Domain Descriptions: Standards for each subject have been grouped into domains or clusters of standards with related content. The Student Content Area Summary report indicates the number of items within each domain that the student answered correctly out of the number of items possible for the domain. Also included is the student percent of items correct by each domain and for comparison the state percent of items correct by domain.

Graduation Requirement Statement: Indicates whether a student has met the graduation requirement for that subject.

5A Shows Pass on ELA.

5B Shows Pass on Math.

5C Shows Pass on Science and Social Studies.

6 SEM: The Standard Error of Measurement (SEM) at the passing cut score for each test appears in each of the content area performance level sections. Passing cut score is a Pass on GPS/QCC or QCC forms and a Basic Proficiency on GPS forms.

Student Content Area Summary reports contain secure and confidential information. Caution should be used when disseminating or viewing them.

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Student Content Area Summary

1 Student: STUDENT, EXAMPLE GTID: 1234567890
 Date of Birth: 08/91 Date Tested: Spring 20YY
 System: Example System System Code: 333
 School: Example High School School Code: 4444

2 Eng Lang Arts: Bas Prof Scale Score: 204	Mathematics: Bas Prof Scale Score: 206	Science: Bas Prof Scale Score: 201	Social Studies: Bas Prof Scale Score: 200
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4 **English Lang Arts**
Scale Score: 204 (GPS)

Domain	# Correct	# Possible	% Correct	State % Correct
Reading Comprehension	16	26	62	77
Literary Analysis	11	21	52	76
Conventions and Writing	6	8	75	86

Performance Level Description: **3**
Basic Proficiency -- Students at this level demonstrate an adequate ability to use textual evidence to comprehend, analyze and evaluate works of American literature. Students demonstrate an adequate ability to identify appropriate research techniques and resources, to identify correct revisions to improve the logic and appropriateness of writing for different audiences and purposes, and to apply standard conventions of usage, mechanics, and grammar in writing.

5A PASS: Your performance in English Language Arts meets the graduation requirement. SEM at the cut score = 10.

5B **Mathematics**
Scale Score: 206 (GPS)

Domain	# Correct	# Possible	% Correct	State % Correct
Algebra	9	20	45	81
Geometry	13	20	65	82
Data Analysis	8	15	53	76

Performance Level Description: **3**
Basic Proficiency -- Students at this level demonstrate a basic understanding of and proficiency with the relevant GPS mathematics content. They generally make connections, apply reasoning skills, communicate use representations, and solve problems. Students use a limited variety of effective strategies to solve real-world and mathematical problems using some higher-level cognitive skills.

PASS: Your performance in Mathematics meets the graduation requirement. SEM at the cut score = 10.

5C **Science**
Scale Score: 201 (GPS)

Domain	# Correct	# Possible	% Correct	State % Correct
Cells & Heredity	8	18	44	65
Ecology	7	12	58	78
Structure & Properties Matter	11	18	61	68
Energy Transformation	5	11	45	76
Forces, Waves, Electricity	4	11	36	65

Performance Level Description: **3**
Basic Proficiency -- Student responses meet fundamental performance standards in all five GPS domains of science. Responses demonstrate understanding of fundamental concepts and ability to solve simple problems in biology and physical science by frequently responding correctly in most areas of the science content standards.

6 PASS: Your performance in Science meets the graduation requirement. SEM at the cut score = 8.

6 **Social Studies**
Scale Score: 200 (GPS)

Domain	# Correct	# Possible	% Correct	State % Correct
American Government/Civics	6	14	43	60
US History to 1865	9	21	43	65
US History Since 1865	12	20	60	71
Geography	8	10	80	75
World History	5	15	33	65

Performance Level Description: **3**
Basic Proficiency -- Students at this level demonstrate factual understanding of social studies content and use critical thinking skills to locate, interpret and apply information.

PASS: Your performance in Social Studies meets the graduation requirement. SEM at the cut score = 7.

GPS Perf Levels and Scale Scores: Bel Prof=Below Proficiency (<200), Bas Prof=Basic Proficiency (200-234), Adv Prof=Advanced Proficiency (235-274; for Math 235-284), Honors (>274; for Math >284)
 CCC,GPS/QCC Perf Levels and Scale Scores: Fail (<500), Pass (500 for all tests), Pass+ = Pass Plus (varies by content area)
 CA: Conditional Administration, INV: Invalidating Irregularity, PIV: Participation Invalidation, TNA: Test Not Attempted, N/A: Not Available

Explains the scale systems for all test versions: GPS, GPS/QCC and QCC.

Student Achievement Roster

One (1) copy of the Student Achievement Roster is provided for each school, and one copy is provided for the system. These rosters contain the names of all students who attempted one or more of the tests. The following information is provided for every student: the test score for each content area attempted and the performance level, which test(s), if any, the student did not take (TNA), and the student's State Required Code (Primary SRC: special education), if any, and student's reported grade level. Scores resulting from a conditional administration have a CA designation. Schools may duplicate the Student Achievement Roster if needed.

Schools must determine whether students who are listed as TNA for a test must take (and pass) it at another time to meet the diploma requirements that apply to them, or whether they have already met them.

Student Achievement Roster

- 1 **Demographic Information:** Demographic information is printed at the top of the report. This includes the System/School name, System/School code, and the date the test was administered.
- 2 **List of student names, GTID numbers, and dates of birth**
- 3 **Primary SRC:** This is the State-Required Code for special populations.
- 4 **Gr:** Indicates the grade level of the student.
- 5 **Scale Score:** Indicates the scale score achieved by each student in each subject.
- 6 **PL:** Indicates the Performance Level attained by the student per subject area. The abbreviated performance levels are explained in the footnote at the bottom of the roster.



Student Achievement Roster

1 System: Example System System Code: 333
 School: Example High School School Code: 4444
 Date Printed: mm/dd/yy Date Tested: Spring 20YY

Student Name	GTID #	DOB	Primary SRC	Gr	ELA		Math		Science		Social Studies	
					Scale Score	PL	Scale Score	PL	Scale Score	PL	Scale Score	PL
STUDENT, EXAMPLE	1234567890	08/91		11	TNA		TNA		163	BL	171	BL
STUDENT, EXAMPLE	1234567890	08/91		12	178	BL	TNA		188	BL	186	BL
STUDENT, EXAMPLE	1234567890	08/91		11	204	BP	206	BP	201	BP	200	BP
STUDENT, EXAMPLE	1234567890	08/91		11	165	BL	168	BL	184	BL	181	BL
STUDENT, EXAMPLE	1234567890	08/91		11	165	BL	498	F	182	BL	198	BL
STUDENT, EXAMPLE	1234567890	08/91		11	254	AP	258	AP	275	H	243	AP
STUDENT, EXAMPLE	1234567890	08/91		11	220	BP	495	F	213	BP	216	BP
STUDENT, EXAMPLE	1234567890	08/91	11	11	170	BL	477	F	178	BL	177	BL
STUDENT, EXAMPLE	1234567890	08/91		12	209	BP	TNA		TNA		494	F
STUDENT, EXAMPLE	1234567890	08/91	5	11	165	BL	461	F	152	BL	153	BL
STUDENT, EXAMPLE	1234567890	08/91		11	206	BP	500	P	195	BL	198	BL
STUDENT, EXAMPLE	1234567890	08/91		11	267	AP	553	P+	275	H	342	H
STUDENT, EXAMPLE	1234567890	08/91		11	212	BP	510	P	207	BP	219	BP
STUDENT, EXAMPLE A	1234567890	08/91		12	176	BL	470	F	TNA		488	F
STUDENT, EXAMPLE A	1234567890	08/91		11	220	BP	536	P+	241	AP	190	BL
STUDENT, EXAMPLE A	1234567890	08/91	5	12	TNA		492	F	203	BP	TNA	
STUDENT, EXAMPLE A	1234567890	08/91		11	223	BP	515	P	226	BP	219	BP
STUDENT, EXAMPLE A	1234567890	08/91		11	209	BP	536	P+	275	H	265	AP
STUDENT, EXAMPLE A	1234567890	08/91		11	275	H	301	H	268	AP	265	AP
STUDENT, EXAMPLE A	1234567890	08/91		11	235	AP	536	P+	222	BP	221	BP
STUDENT, EXAMPLE A	1234567890	08/91		11	181	BL	498	F	205	BP	191	BL
STUDENT, EXAMPLE A	1234567890	08/91		11	193	BL	498	F	209	BP	184	BL
STUDENT, EXAMPLE A	1234567890	08/91		11	284	H	558	P+	308	H	309	H
STUDENT, EXAMPLE A	1234567890	08/91		11	245	AP	536	P+	250	AP	210	BP
STUDENT, EXAMPLE A	1234567890	08/91		11	183	BL	531	P	213	BP	203	BP
STUDENT, EXAMPLE A	1234567890	08/91	11	11	226	BP	497	F	231	BP	191	BL
STUDENT, EXAMPLE A	1234567890	08/91		11	206	BP	497	F	203	BP	179	BL
STUDENT, EXAMPLE A	1234567890	08/91		11	275	H	549	P+	275	H	301	H
STUDENT, EXAMPLE B	1234567890	08/91		11	267	AP	539	P+	298	H	270	AP
STUDENT, EXAMPLE B	1234567890	08/91		11	245	AP	553	P+	275	H	225	BP
STUDENT, EXAMPLE B	1234567890	08/91		11	214	BP	514	P	235	AP	209	BP

Notes: Gr: OTH=Other/Unknown
 PL=Performance Level
 GPS: BL=Below Proficiency, BP=Basic Proficiency, AP=Advanced Proficiency, H=Honors
 QCC: F=Fail, P=Pass, P+=Pass Plus
 TNA=Test Not Attempted, INV=Invalidating Irregularity, PIV=Participation Invalidation
 CA: Accommodations resulted in a Conditional Administration. Does not count for diploma.

Remediation/Retest Roster

Two (2) copies of a Remediation/Retest Roster are provided for each content area test. One copy of the Remediation/Retest Roster is for the system and one copy is for the school. This roster contains all students who attempted and failed that particular test on this administration only. Failure on a test means that the student requires remediation and needs to retest. However, since this roster is only for this administration, schools should carefully check all student records when compiling a list of students needing to retest during the upcoming administration.

The Remediation/Retest Roster provides total test scores as well as domain-level scores for each student tested. Also included are the student's SRC (if any) and reported grade level.

Schools may duplicate the Remediation/Retest Roster if needed. Because this report contains secure and confidential information, caution should be used when disseminating or viewing this document.

Remediation/Retest Roster

- 1 Content Area and Demographic Information:** The content area information is printed at the top of the report and is Social Studies for this sample. The demographic information includes the System/School name, System/School code, and the date the test was administered.
- 2 List of student names, GTID numbers, and dates of birth, primary SRC code, and grade level**
- 3 Scale Score:** Indicates the scale score achieved by each student in each subject.
- 4 Form:** Indicates the version of the test taken by the student: GPS is the new Georgia Performance Standards test, TRN indicates the Transitional form, and QCC is the Quality Core Curriculum test.
- 5 Domain % Correct:** Indicates the student's percent of questions correctly answered in each of the domains for the content area.

**Remediation/Retest Roster
Mathematics**

1 **System:** Example System **System Code:** 333
School: Example High School **School Code:** 4444
Date Printed: mm/dd/yy **Date Tested:** Spring 20YY

5 Page 1 of 2

Student Name	GTID #	DOB	Primary SRC	Gr	Scale Score	Form	Domain % Correct			
							1	2	3	4
STUDENT, EXAMPLE	1234567890	08/91		11	168	GPS	33%	43%	52%	
STUDENT, EXAMPLE	1234567890	08/91		11	498	QCC	50%	43%	57%	56%
STUDENT, EXAMPLE	1234567890	08/91		11	495	QCC	50%	43%	57%	44%
STUDENT, EXAMPLE	1234567890	08/91	11	11	477	QCC	25%	29%	33%	33%
STUDENT, EXAMPLE	1234567890	08/91	5	11	461	QCC	17%	14%	24%	17%
STUDENT, EXAMPLE A	1234567890	08/91		12	470	QCC	50%	14%	29%	11%
STUDENT, EXAMPLE A	1234567890	08/91	5	12	492	QCC	67%	43%	57%	22%
STUDENT, EXAMPLE A	1234567890	08/91		11	498	QCC	58%	57%	38%	61%
STUDENT, EXAMPLE A	1234567890	08/91		11	498	QCC	50%	50%	52%	56%
STUDENT, EXAMPLE A	1234567890	08/91	11	11	497	QCC	83%	43%	48%	39%
STUDENT, EXAMPLE A	1234567890	08/91		11	497	QCC	58%	64%	43%	44%
STUDENT, EXAMPLE D	1234567890	08/91	11	11	475	QCC	58%	7%	33%	22%
STUDENT, EXAMPLE D	1234567890	08/91		11	495	QCC	33%	36%	71%	44%
STUDENT, EXAMPLE F	1234567890	08/91		11	494	QCC	67%	64%	29%	44%
STUDENT, EXAMPLE J	1234567890	08/91		11	486	QCC	67%	29%	24%	50%
STUDENT, EXAMPLE K	1234567890	08/91		11	494	QCC	50%	43%	33%	67%
STUDENT, EXAMPLE L	1234567890	08/91		11	488	QCC	50%	43%	38%	39%
STUDENT, EXAMPLE L	1234567890	08/91		11	482	QCC	58%	29%	29%	33%
STUDENT, EXAMPLE L	1234567890	08/91		11	498	QCC	58%	50%	43%	61%
STUDENT, EXAMPLE L	1234567890	08/91	12	11	486	QCC	50%	57%	24%	39%
STUDENT, EXAMPLE L	1234567890	08/91		11	482	QCC	42%	29%	29%	44%
STUDENT, EXAMPLE L	1234567890	08/91		11	492	QCC	42%	21%	57%	56%
STUDENT, EXAMPLE L	1234567890	08/91		11	488	QCC	50%	43%	48%	28%
STUDENT, EXAMPLE M	1234567890	08/91	11	11	497	QCC	58%	29%	57%	56%
STUDENT, EXAMPLE M	1234567890	08/91		11	489	QCC	33%	29%	57%	44%
STUDENT, EXAMPLE R	1234567890	08/91		12	482	QCC	33%	36%	38%	33%
STUDENT, EXAMPLE R	1234567890	08/91		11	492	QCC	50%	36%	48%	50%
STUDENT, EXAMPLE R	1234567890	08/91	5	11	475	QCC	17%	21%	38%	33%
STUDENT, EXAMPLE R	1234567890	08/91	5	11	475	QCC	8%	57%	29%	22%
STUDENT, EXAMPLE S	1234567890	08/91		11	498	QCC	50%	57%	62%	39%
STUDENT, EXAMPLE S	1234567890	08/91	11	11	473	QCC	33%	29%	33%	17%

Notes: GPS domains: 1=Algebra; 2=Geometry; 3=Data Analysis
 QCC domains: 1=Numbers and Computation; 2=Data Analysis; 3=Measurement & Geometry; 4=Algebra
 CA: Accommodations resulted in a Conditional Administration. Does not count for diploma.
 INV: Invalidating Irregularity, PIV=Participation Invalidation.
 Gr: OTH=Other/Unknown

School Invalidation Report

The School Invalidation Report is provided for each school that had at least one invalidated score. Students who have an invalidation will not receive a score for that content area.

- 1 **Demographic Information:** Demographic information is printed at the top of the report, and this includes System/School name, System/School code, and the date the test was administered.
- 2 **List of student names, GTID numbers, and dates of birth.**
- 3 **Primary SRC:** This is the State-Required Code for special populations.
- 4 **Gr:** Indicates the grade level of the student.
- 5 **Content Area:** This is the content area for which the student had an invalidation.

School Invalidation Report

1
System: Example System **System Code:** 333
School: Example High School **School Code:** 4444
Date Printed: mm/dd/yy **Date Tested:** Spring 20YY

Only schools with at least one invalidated score will receive a copy of this report.
 Students whose names appear on this roster will **not** receive a score for the invalidated content area.
 They have **not** met the requirements for graduation.

Students invalidated for cause by the Georgia Department of Education 5

2 Student Name	GTID #	DOB	3 Primary		ELA	Math	Science	Social Studies
			SRC	Gr				
STUDENT, EXAMPLE	1234567890	08/91		11	INV			
STUDENT, EXAMPLE	1234567890	08/91		11		INV		
STUDENT, EXAMPLE	1234567890	08/91		11			INV	
STUDENT, EXAMPLE	1234567890	08/91		11				INV

Student participation invalidated for cause by the Georgia Department of Education

Student Name	GTID #	DOB	Primary		ELA	Math	Science	Social Studies
			SRC	Gr				

Notes: Gr: OTH=Other/Unknown
 INV=Invalidating Irregularity, PIV=Participation Invalidation

Appendix



The approximate percent of items of the total test devoted to each domain is shown in the parentheses. More detailed information is available in the publications entitled “Georgia High School Graduation Test Content Descriptions” for English Language Arts, Mathematics, Science, and Social Studies.

GPS English Language Arts Domains

This test assesses GPS curriculum.

1 Reading Comprehension (47%–49%)

This domain tests a student’s ability to read and understand the meaning and main ideas in fiction, nonfiction, and poetry. Also tested is the ability to identify an author’s use of literary elements including language and style, character development, point of view, irony, sound, form, and structure as these are used to convey meaning.

2 Literary Analysis (37%–39%)

This domain tests a student’s ability to analyze text, focusing on how authors use language and various techniques for particular purposes in fiction, nonfiction, and poetry. Items in this domain also test the ability to recognize theme and underlying meaning. In addition, this domain includes items that assess understanding of the history of American literature.

3 Conventions and Writing (14%–16%)

This domain tests a student’s knowledge of vocabulary, writing for specific audiences, proper English usage, and the ability to formulate clear research questions. Items in this domain also test the ability to revise writing in order to address different audiences and improve the organization.

GPS English Language Arts Performance Level Descriptors

Honors

Students at this level demonstrate a comprehensive ability to use textual evidence to comprehend, analyze, and evaluate works of American literature. Students demonstrate mastery in identifying appropriate research techniques and resources, in identifying correct revisions to improve the logic and appropriateness of writing for different audiences and purposes, and in applying standard conventions of usage, mechanics, and grammar in writing.

A student performing at the **Honors Level**:

Reading Comprehension

- demonstrates full comprehension of American literature that represents a comprehensive range of literary periods and difficulty.
- demonstrates exceptional ability to analyze and evaluate elements in American fiction such as language, style, characterization, point of view, irony, plot structures, and patterns of imagery or symbolism.
- demonstrates exceptional ability to analyze and evaluate the ways authors use techniques and elements in American fiction for rhetorical and aesthetic purposes.
- demonstrates exceptional ability to analyze and evaluate the structures and elements in genres of American nonfiction such as letters, journals and diaries, speeches, and essays.
- demonstrates exceptional ability to analyze and evaluate the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure as these elements relate to meaning in American poetry.



Literary Analysis

- demonstrates exceptional ability to analyze and evaluate how elements in fiction are related to theme or underlying meaning and consistently recognizes how works of American literature represent the characteristics associated with the literary and historical periods of American literature.
- demonstrates exceptional ability to analyze and evaluate the logic and use of evidence in an author's argument and the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

- demonstrates exceptional ability to analyze and evaluate the effects of diction and as they relate to underlying meaning in poetry from various periods of American literature.
- demonstrates thorough knowledge that the theme of a selection represents a universal view or comment on life or society, that a text can contain more than one theme, and demonstrates exceptional ability to analyze and compare texts that express universal themes characteristic of American literature across time and genre.

Conventions and Writing

- demonstrates mastery in identifying and correctly using vocabulary.
- demonstrates mastery in identifying clear research questions and evaluating appropriate research venues to locate and incorporate evidence from primary and secondary sources.
- demonstrates mastery in identifying correct revisions to improve the logic, organization, focus, and appropriateness of written work for specific audiences, purposes, or contexts.
- demonstrates mastery in applying understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

Advanced Proficiency

Students at this level demonstrate a strong ability to use textual evidence to comprehend, analyze and evaluate works of American literature. Students demonstrate a consistent ability to identify appropriate research techniques and resources, to identify correct revisions to improve the logic and appropriateness of writing for different audiences and purposes, and to apply standard conventions of usage, mechanics, and grammar in writing.

A student performing at the **Advanced Proficiency Level**:

Reading Comprehension

- demonstrates strong comprehension of American literature that represents a wide range of literary periods and difficulty.
- demonstrates strong ability to analyze and evaluate elements in American fiction such as language, style, characterization, point of view, irony, plot structures, and patterns of imagery or symbolism.
- demonstrates strong ability to analyze and evaluate the ways authors use techniques and elements in American fiction for rhetorical and aesthetic purposes.
- demonstrates strong ability to analyze and evaluate the structures and elements of nonfiction genres of American literature such as letters, journals and diaries, speeches, and essays.
- demonstrates strong ability to analyze and evaluate the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure as these elements relate to meaning in American poetry.

Literary Analysis

- demonstrates strong ability to analyze and evaluate how elements in fiction are related to theme or underlying meaning and consistently recognizes how works of American literature represent the characteristics associated with the literary and historical periods of American literature.
- demonstrates strong ability to analyze and evaluate the logic and use of evidence in an author's argument and the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
- demonstrates strong ability to analyze and evaluate the effects of diction and as they relate to underlying meaning in poetry from various periods of American literature.
- demonstrates strong understanding that the theme of a selection represents a universal view or comment on life or society, that a text can contain more than one theme, and demonstrates a strong ability to analyze and compare texts that express universal themes characteristic of American literature across time and genre.

Conventions and Writing

- consistently identifies and correctly uses vocabulary.
- consistently identifies clear research questions and evaluates appropriate research venues to locate and incorporate evidence from primary and secondary sources.
- consistently identifies correct revisions to improve the logic, organization, focus, and appropriateness of written work for specific audiences, purposes, or contexts.

- consistently applies understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

Basic Proficiency

Students at this level demonstrate an adequate ability to use textual evidence to comprehend, analyze and evaluate works of American literature. Students demonstrate an adequate ability to identify appropriate research techniques and resources, to identify correct revisions to improve the logic and appropriateness of writing for different audiences and purposes, and to apply standard conventions of usage, mechanics, and grammar in writing.

A student performing at the **Basic Proficiency Level**:

Reading Comprehension

- demonstrates adequate comprehension of American literature that represents different literary periods and a moderate range of difficulty.
- demonstrates adequate ability to analyze and evaluate elements in fiction such as language, style, characterization, point of view, irony, plot structures, and examples of imagery or symbolism.
- demonstrates adequate ability to analyze and evaluate the ways authors use techniques and elements in American fiction for rhetorical and aesthetic purposes.
- demonstrates adequate ability to analyze and evaluate the structures and elements of nonfiction genres of American literature such as letters, journals and diaries, speeches, and essays.

- demonstrates adequate ability to analyze and evaluate the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure as these elements relate to meaning in American poetry.

Literary Analysis

- demonstrates adequate ability to analyze how elements in fiction are related to theme or underlying meaning and frequently recognizes how works of American literature represent the characteristics associated with the literary and historical periods of American literature.
- demonstrates adequate ability to analyze the logic and use of evidence in an author's argument and the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
- demonstrates adequate ability to analyze the effects of diction and as they relate to underlying meaning in poetry from various periods of American literature.
- demonstrates adequate understanding that the theme or meaning of a selection represents a universal view or comment on life or society, that a text can contain more than one theme, and demonstrates an adequate ability to analyze and compare texts that express universal themes characteristic of American literature across time and genre.

Conventions and Writing

- frequently identifies and correctly uses vocabulary.
- frequently determines the most appropriate research strategy and evaluates appropriate research venues to locate and incorporate evidence from primary and secondary sources.

- frequently identifies correct revisions to improve the logic, organization, focus, and appropriateness of written work for specific audiences, purposes, or contexts.
- frequently applies an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

Below Proficiency

Students at this level demonstrate that they read with partial comprehension and infrequently use textual evidence to support their interpretation of works of American literature. Students demonstrate a minimal ability to identify appropriate research techniques and resources, to identify correct revisions to improve the logic and appropriateness of writing for different audiences and purposes, and to apply standard conventions of usage, mechanics, and grammar in writing.

A student performing at the **Below Proficiency Level:**

Reading Comprehension

- demonstrates partial comprehension of American literature that represents different literary periods and a limited range of difficulty.
- demonstrates minimal ability to identify some of the elements in fiction such as language, style, characterization, point of view, irony, plot structures, and examples of imagery or symbolism.
- demonstrates minimal ability to identify some of the ways authors use techniques and elements in American fiction for rhetorical and aesthetic purposes.

- demonstrates minimal ability to identify some of the structures and elements of nonfiction genres of American literature such as letters, journals and diaries, speeches, and essays.
- demonstrates minimal ability to identify some effects of diction, tone, mood, syntax, sound, form, figurative language, and structure and how these elements relate to meaning in American poetry.

Literary Analysis

- demonstrates minimal ability to identify how some elements in fiction are related to theme or underlying meaning and recognizes that some works of American literature represent the characteristics associated with the literary and historical periods of American literature.
- demonstrates minimal ability to identify some examples of logic and use of evidence in an author's argument and examples of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.
- demonstrates minimal ability to identify some examples of the effects of diction and imagery as they relate to underlying meaning in poetry from various periods of American literature.
- demonstrates partial understanding that the theme or meaning of a selection represents a universal view or comment on life or society, that a text can contain more than one theme, and demonstrates a minimal ability to compare texts that express universal themes characteristic of American literature across time and genre.

Conventions and Writing

- infrequently identifies and correctly uses vocabulary.
- infrequently determines the most appropriate research strategy or identifies appropriate research venues to locate and incorporate evidence from primary and secondary sources.
- infrequently identifies correct revisions to improve the logic, organization, focus, and appropriateness of written work for specific audiences, purposes, or contexts.
- infrequently applies an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

GPS Mathematics Domains

This test assesses GPS curriculum.

To provide reliable measures of student achievement and to give structure to the assessment program, the content standards contained in the GPS were grouped into content domains. Each domain was created by combining standards that share similar content characteristics. Three domains were identified for Mathematics.

1 Algebra (36%)

Students will demonstrate the ability to explore functions; solve radical, simple quadratic and rational equations; simplify and perform operations with radical, polynomial, and rational expressions. Students will investigate piecewise, exponential, and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problemsolving situations; solve equations and inequalities related to these functions; explore the inverses of functions; use the complex number system.

2 Geometry (36%)

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 triangles, quadrilaterals, and other polygons; and determine distances and points of concurrence. Students will 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 (36%)

Students will demonstrate the ability to determine probability; use the addition and multiplication principles of counting, permutations, and combinations to find the number of outcomes; pose questions to be answered by collecting data; and organize, represent, investigate, interpret, and make inferences from data. Students will 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 Mathematics Performance Level Descriptors

Honors

Students performing at this level demonstrate a comprehensive understanding and mastery of the procedures and concepts in the content domains of algebra, geometry, and data analysis and probability. Students analyze, evaluate, and apply the characteristics of functions and their transformations. Students analyze and solve equations and simplify expressions. Students investigate the properties of complex geometric figures in a coordinate plane. Students understand and use the language of mathematical argument and justification in complex situations. Students analyze, apply, and explain properties of quadrilaterals, circles, and spheres. Students understand and apply right triangle relationships, theorems, and postulates. Students understand and apply principles of counting and the basic laws of probability in complex situations. Students use statistics to compare data sets in complex situations. Students show understanding of data analysis by collecting and analyzing data to make inferences in complex situations. Students routinely apply their understanding by making connections, reasoning, communicating, using representations, and solving problems. Outstanding performance at this level is indicated by the use of complex strategies to analyze and solve mathematical and real-world problems using higher-level cognitive skills.

A student performing at the **Honors Level:**

Algebra

- Analyze and evaluate the characteristics of functions and transformations of functions.
- Interpret and apply the characteristics of functions with regard to a given context.
- Analyze and evaluate rates of change, both constant and variable.
- Evaluate, simplify, translate, and apply complex expressions or equations using a variety of appropriate, equivalent forms.
- Analyze and solve quadratic equations using a variety of techniques.
- Solve absolute value equations and inequalities using a variety of techniques.
- Investigate characteristics of exponential and logarithmic functions.
- Simplify expressions involving complex numbers.

Geometry

- Create proofs and solve for unknowns by analyzing and evaluating the characteristics of complex geometric figures in a coordinate plane.
- Evaluate logical arguments and draw appropriate conclusions in complex situations.
- Analyze, apply, and explain the properties of and relationships among special quadrilaterals.

- Understand and apply triangle theorems and postulates in complex situations.
- Understand and apply right triangle relationships, including trigonometric relationships in complex situations.
- Analyze, apply, and explain the properties of and relationships among circles and associated lines, segments, and angles.
- Analyze and solve complex problems involving measures related to spheres.

Data Analysis and Probability

- Use principles of counting, permutations, and/or combinations to analyze and evaluate the number of outcomes in a given situation.
- Understand and apply the basic laws of probability, including conditional probability and expected value, in complex situations.
- Compare and evaluate summary statistics in a variety of complex situations.
- Pose appropriate questions and identify potential sources of bias in the collection of sample data from at least two different populations.
- Use population means and standard deviations to compare data sets.
- Model the association between two quantitative variables and make predictions.

Advanced Proficiency

Students performing at this level demonstrate an advanced understanding of and proficiency with the procedures and concepts in the content domains of algebra, geometry, and data analysis and probability. Students analyze, evaluate, and apply the characteristics of basic functions and their transformations. Students solve various types of equations. Students investigate the properties of geometric figures in a coordinate plane. Students understand and use the language of mathematical argument and justification. Students understand and apply properties of quadrilaterals, circles, and spheres. Students understand and apply right triangle relationships, theorems, and postulates. Students understand and apply principles of counting and the basic laws of probability. Students use statistics to compare data sets. Students show understanding of data analysis by collecting and analyzing data to make inferences. Students consistently apply their understanding by making connections, reasoning, communicating, using representations, and solving problems. Advanced performance at this level is indicated by the use of some complex strategies to analyze and solve mathematical and real-world problems using higher-level cognitive skills.

A student performing at the **Advanced Proficiency Level:**

Algebra

- Analyze and evaluate the characteristics of basic functions and transformations of functions.
- Interpret and apply the characteristics of basic functions with regard to a given context.
- Interpret the constant ratio in a geometric sequence.
- Determine inverses of functions.

- Analyze and evaluate both constant and variable rates of change within the basic function families.
- Solve quadratic equations with real or complex roots expressed in any form.
- Solve absolute value equations and inequalities.
- Solve exponential equations and inequalities.
- Use a matrix to formulate a problem.

Geometry

- Create proofs and solve for unknowns by analyzing and evaluating the characteristics of geometric figures in a coordinate plane.
- Evaluate logical arguments and draw appropriate conclusions.
- Analyze and apply the properties of and relationships among special quadrilaterals.
- Understand and apply triangle theorems and postulates.
- Use points of concurrency in triangles.
- Understand and apply right triangle relationships, including trigonometric relationships.
- Analyze and apply the properties of and relationships among circles and associated lines, segments, and angles.
- Analyze and solve problems involving measures related to spheres.

Data Analysis and Probability

- Use principles of counting, permutations, and/or combinations to analyze and evaluate the number of outcomes in a given situation.
- Understand and apply the basic laws of probability, including conditional probability and expected value.
- Compare and evaluate summary statistics in a variety of situations.
- Pose appropriate questions and identify potential sources of bias in the collection of sample data from two different populations.
- Use population means and standard deviations to compare data sets.
- Model the association between two quantitative variables and make a prediction.

Basic Proficiency

Students performing at this level demonstrate a basic understanding of and proficiency with the procedures and concepts in the content domains of algebra, geometry, and data analysis and probability. Students identify, describe, and explain the characteristics of basic functions and their transformations. Students solve simple quadratic equations and simplify and evaluate expressions. Students investigate the properties of simple geometric figures in a coordinate plane. Students use the language of mathematical argument and justification. Students describe and apply properties of quadrilaterals, circles, and spheres. Students explain and use right triangle relationships, theorems, and postulates. Students apply principles of counting and the basic laws of probability. Students use statistics to compare data sets. Students identify sources of bias in data

collection and model the association between two quantitative variables. Students generally apply their understanding by making connections, reasoning, communicating, using representations, and solving problems. Performance at this level is indicated by the use of effective strategies to analyze and solve mathematical and real-world problems using some higher-level cognitive skills.

A student performing at the **Basic Proficiency Level:**

Algebra

- Describe, graph, and identify the characteristics of basic functions and their transformations.
- Describe and explain the characteristics of functions with and without simple contexts.
- Describe and explain both constant and variable rates of change within the basic function families.
- Recognize sequences as functions with domains that are whole numbers.
- Evaluate, simplify, factor, and operate with expressions or equations using appropriate, equivalent forms.
- Solve simple quadratic equations, including those containing radicals, square roots, and rational expressions.
- Convert between different forms of quadratic equations.

Geometry

- Apply proofs and solve for unknowns by describing and explaining the characteristics of simple geometric figures in a coordinate plane.

- Use logical reasoning to draw appropriate conclusions.
- Describe and use the properties of and relationships among special quadrilaterals.
- Explain and use triangle theorems and postulates.
- Find points of concurrency in triangles.
- Describe and apply right triangle relationships, including trigonometric relationships in routine situations.
- Describe and apply the properties of and relationships among circles and associated lines, segments, and angles.
- Solve problems involving measures related to spheres.
- Find equations of circles.

Data Analysis and Probability

- Use principles of counting, permutations, and/or combinations to determine the number of outcomes in a given situation.
- Describe and use the basic laws of probability, including conditional probability and expected value.
- Compare summary statistics in a variety of situations.
- Identify potential sources of bias in the collection of sample data from two different populations.
- Use population means and standard deviations to compare data sets.
- Model the association between two quantitative variables.

Below Proficiency

Students performing at this level demonstrate minimal understanding of and proficiency with the procedures and concepts in the content domains of algebra, geometry, and data analysis and probability. Students recognize and identify some of the characteristics of basic functions. Students recognize solutions to simple equations and simplify and use basic expressions. Students identify some properties of simple geometric figures in a coordinate plane. Students recognize and identify some properties of quadrilaterals, circles, and spheres. Students identify and use some right triangle relationships. Students use principles of counting and the basic laws of probability in simple situations. Students recognize simple summary statistics. They are occasionally able to make connections, reason, communicate, use representations, and solve problems. Problem solving is based on their ability to memorize some key concepts and perform routine procedures.

A student performing at the **Basic Proficiency Level:**

Algebra

- Recognize and identify some of the characteristics of some basic functions in function notation or graph form.
- Recognize a constant rate of change in some simple functions.
- Simplify and perform basic operations with simple algebraic and numeric expressions.
- Recognize solutions to some simple linear and quadratic equations.

Geometry

- Solve for unknowns by identifying some characteristics of simple geometric figures in a coordinate plane.
- Recognize appropriate conclusions in some simple situations.
- Recognize and identify some properties of and relationships among special quadrilaterals in simple situations.
- Recognize and use some triangle theorems and postulates in simple situations.
- Identify and use some right triangle trigonometry relationships.
- Recognize and identify some properties of and relationships among circles and lines.
- Compute volume and surface areas of spheres in routine contexts.

Data Analysis and Probability

- Use principles of counting, permutations, and/or combinations to recognize the number of outcomes in some simple situations.
- Find the probability of an event in a simple situation.
- Recognize and identify some simple summary statistics.

GPS Science Domains

This test assesses GPS curriculum.

1 Cells and Heredity (26%)

This domain tests knowledge of the structure and function of cell components and the process of inheritance. Items in this domain also test the ability to distinguish between organisms of different kingdoms.

2 Ecology (17%)

This domain tests the ability to analyze the interdependence of organisms. Items in this domain also test knowledge of the flow of energy and matter in an ecosystem.

3 Structure and Properties of Matter (14%)

This domain tests knowledge of the structure of atoms. Items in this domain also test knowledge of the properties of solutions.

4 Energy Transformations (17%)

This domain tests the ability to describe radioactivity and the flow of energy in systems. Items in this domain also test knowledge of the phases of matter and the related atomic and molecular motion.

5 Forces, Waves and Electricity (26%)

This domain tests knowledge of the relationship between force, mass and motion. Items in this domain also test knowledge of properties of waves and properties of electricity and magnetism.



GPS Science Performance Level Descriptors

Honors

Student responses demonstrate an exceptionally high level of performance in all five GPS domains of Science. Student responses demonstrate thorough understanding of concepts and challenging problems in biology and physical science by consistently responding correctly in all areas of the Science content standards. Responses indicate the student has an above average understanding of specialized cell parts, can explain essential elements of genetics, and discuss concepts of ecology in-depth. The student is able to solve complex mathematical problems involving velocity, acceleration, and radioactive half-lives. Responses demonstrate the ability to explain the structure of the atom, compare and contrast the molecular motion of the phases of matter, and apply the laws of motion to everyday experiences. Responses also indicate a thorough understanding of the application of the principles of magnetism and electricity to simple motors and the movement of electrical charges.

A student performing at the **Honors Level:**

Cells and Heredity

- evaluates the nature of the relationships between structures and functions in living cells by explaining the roles of cell organelles and by analyzing the function of the four major macromolecules.
- evaluates how biological traits are passed on to successive generations by comparing and contrasting the roles of DNA and RNA.
- analyzes the role of DNA in storing and transmitting cellular information.

- explains Mendel's laws and the role of meiosis in reproductive variability.
- investigates the use of DNA technology in forensics, medicine, and agriculture.
- derives the relationship between single-celled and multicelled organisms by analyzing the complexity and organization of organisms in their ability for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain them.

Ecology

- describes the interdependence of all organisms on one another and evaluates the relationships among organisms, populations, communities, ecosystems, and biomes.
- analyzes the flow of matter and energy through ecosystems as components of a food chain or food web.

Structure and Properties of Matter

- analyzes the structure of the atom in terms of proton, electron, and neutron locations as well as atomic mass, atomic number, atoms with different numbers of neutrons and different numbers of protons.
- explains properties of solutions.

Energy Transformations

- distinguishes the characteristics and the components of radioactivity and explains the process of half-life as related to radioactive decay.
- analyzes the atomic/molecular motion of solids, liquids, gases and plasmas.
- identifies and explains energy transformations within a system.
- investigates and describes molecular motion as it relates to thermal energy changes in conduction, convection, and radiation.

Forces, Waves, & Electricity

- analyzes relationships between force, mass, and motion by applying the calculations of velocity and acceleration.
- evaluates the application of Newton's three laws in everyday situations related to inertia, and explains falling objects as related to gravitational force.
- applies mass and weight to appropriate situations.
- applies the calculations of work and mechanical advantage to complex systems.
- analyzes the properties of waves by explaining the transfer of light, heat, and sound energy through the application of wave theory.
- explains the properties of electricity and magnetism by applying and relating these to electromagnets and simple motors.

Advanced Proficiency

Student responses exceed performance standards in all five GPS domains of Science. Student responses demonstrate general understanding of concepts and routine problems in biology and physical science by consistently responding correctly in most areas of the Science content standards. Responses indicate the student has an appropriate understanding of specialized cell parts, can explain essential elements of genetics, and discuss many concepts of ecology. The student is able to solve mathematical problems involving velocity, acceleration, and radioactive half-lives. Responses demonstrate the ability to explain the structure of the atom, compare and contrast the molecular motion of the phases of matter, and apply the laws of motion to everyday experiences. Responses also indicate an adequate understanding of the application of the principles of magnetism and electricity to simple motors and the movement of electrical charges.

A student performing at the **Advanced Proficiency Level:**

Cells and Heredity

- analyzes the nature of the relationships between structures and functions in both prokaryotic and eukaryotic cells, explains the roles of cell organelles, and identifies the function of the four major macromolecules.
- analyzes how biological traits are passed on to successive generations by distinguishing between DNA and RNA.
- explains the role of DNA in storing and transmitting cellular information.
- uses Mendel's laws to illustrate the role of meiosis in reproductive variability.

- examines the use of DNA technology in forensics, medicine, and agriculture.
- derives the relationship between single-celled and multicelled organisms by relating the complexity and organization of organisms to their ability for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organisms.

Ecology

- assesses the dependence of all organisms on one another and the flow of energy and matter within their ecosystems by investigating the relationships among organisms, populations, communities, ecosystems, and biomes.
- explains the flow of matter and energy through ecosystems as components of a food chain.

Structure and Properties of Matter

- investigates current understanding of the atom by examining the structure of the atom in terms of proton, electron, and neutron locations as well as atomic mass, atomic number, atoms with different numbers of neutrons and different numbers of protons.
- investigates properties of solutions by describing solutions in terms of solute/solvent.

Energy Transformations

- distinguishes the characteristics and components of radioactivity by explaining the process of half-life as related to radioactive decay.

- compares and contrasts the phases of matter as they relate to the atomic/molecular motion of solids, liquids, gases and plasmas.
- identifies energy transformations within a system and investigates molecular motion as it relates to thermal energy changes in conduction, convection, and radiation.

Forces, Waves, & Electricity

- determines relationships between force, mass, and motion by calculating velocity and acceleration.
- applies Newton's three laws to everyday situations related to inertia, and explains falling objects as related to gravitational force.
- explains the difference of mass and weight.
- calculates amounts of work and mechanical advantage using simple machines.
- investigates the properties of waves by recognizing that all waves transfer energy.
- relates frequency and wavelength to the energy of electromagnetic waves and amplitude to the energy of mechanical waves.
- investigates the phenomena of reflection, refraction, interference, and diffraction.
- relates the speed of sound to different mediums.
- investigates the properties of electricity and magnetism by relating these to electromagnets and simple motors.

Basic Proficiency

Student responses meet fundamental performance standards in all five GPS domains of Science. Responses demonstrate rudimentary understanding of concepts and simple problems in biology and physical science by inconsistently responding correctly in most areas of the Science content standards. Responses indicate the student has a fundamental understanding of specialized cell parts, can explain elements of genetics, and discuss some concepts of ecology. The student is able to solve simple mathematical problems involving velocity, acceleration, and radioactive half-lives. Responses demonstrate the ability to recognize the structure of the atom, the molecular motion of the phases of matter, and apply the laws of motion to everyday experiences. Responses also indicate an ability to apply some principles of magnetism and electricity to simple motors and the movement of electrical charges.

A student performing at the **Basic Proficiency Level:**

Cells and Heredity

- analyzes the nature of the relationships between structures and functions in living cells by explaining the roles of cell organelles for eukaryotic cells and by identifying the function of the four major macromolecules.
- analyzes how biological traits are passed on to successive generations by distinguishing between DNA and RNA.
- explains the role of DNA in storing and transmitting cellular information.
- examines the use of DNA technology in forensics, medicine, and agriculture.

- understands the relationship between single-celled and multicelled organisms.
- explains how organisms obtain, transform, transport, release, and eliminate the matter and energy used to sustain them.

Ecology

- assesses the dependence of all organisms on one another and the flow of energy and matter within their ecosystems by investigating the relationships among organisms, populations, and communities.

Structure and Properties of Matter

- identifies the fundamental parts of the atom.
- identifies the atomic symbol, number, and mass unit of elements in the periodic table.
- investigates properties of solutions by describing solutions in terms of solute/solvent.

Energy Transformations

- explains characteristics and components of radioactivity.
- relates characteristics of matter to atomic and molecular motion.
- describes basic energy transformations.
- relates thermal energy changes to the conduction, convection, and radiation of energy.

Forces, Waves, & Electricity

- compares velocity and acceleration.
- describes inertia.
- explains the importance of gravitational force.
- distinguishes between mass and weight.
- calculates the mechanical advantage of simple machines.
- identifies the basic properties of waves including frequency and wavelength of electromagnetic and mechanical waves.
- recognizes examples of reflection, refraction, interference, and diffraction of light waves.
- explains the speed of sound waves in different mediums.
- applies the properties of magnetism and electricity to everyday life.

Below Proficiency

Student responses do not meet fundamental performance standards in all five GPS domains of Science. Student responses demonstrate limited understanding of essential concepts and problems in biology and physical science by unsatisfactorily responding in most areas of the Science content standards. Responses indicate the student has less than a fundamental understanding of specialized cell parts, understands few

elements of genetics, and can discuss elementary concepts of ecology. The student is able to solve a few uncomplicated mathematical problems. Responses demonstrate limited ability to recognize the structure of the atom, the molecular motion of the phases of matter, and the laws of motion as they relate to everyday experiences. Responses also indicate a lower than average ability to apply principles of magnetism and electricity.

A student performing at the **Below Proficiency Level:**

Cells and Heredity

- identifies the relationship between structures and functions of cells.
- recognizes some macromolecules.
- describes how biological traits are passed on to successive generations.
- identifies DNA or RNA.
- identifies the role of DNA in storing information.
- compares biological systems of single-celled and multi-celled organisms.

Ecology

- describes the interdependence of organisms through the flow of energy within an ecosystem.

Structure and Properties of Matter

- identifies the fundamental parts of the atom.
- identifies between the atomic symbol, number, and mass unit of elements in the periodic table.
- compares properties of solutions.

Energy Transformations

- identifies characteristics and components of radioactivity.
- relates characteristics of matter to atomic and molecular motion.
- identifies basic energy transformations.
- distinguishes between the conduction, convection, and radiation of energy.

Forces, Waves, & Electricity

- compares velocity and acceleration.
- describes inertia.
- recognizes the importance of gravitational force.
- distinguishes between mass and weight.
- knows that simple machines provide a mechanical advantage.
- identifies the basic properties of waves including frequency and wavelength of electromagnetic and mechanical waves.
- recognizes examples of reflection, refraction, interference, and diffraction of light waves.
- knows that the speed of sound waves changes in different mediums.
- applies the properties of magnetism and electricity to everyday life.

GPS Social Studies Domains

This test assesses GPS curriculum.

1 American Government/Civics (18%)

Students of American Government/Civics must understand the philosophy, functions, and structure of the United States government. Assessment of this domain focuses on the students' ability to analyze the philosophical foundations of the United States government; to describe, explain, and analyze how that philosophy developed into the structure and function of the United States government; and to describe and explain the government's relationship to the states and to its citizens. Assessment of American Government/Civics includes items that require students to interpret primary source material and charts.

2 United States History to 1865 (26%)

Students of United States History to 1865 must understand major events and themes in United States history from the seventeenth century to 1865. Assessment of this domain focuses on students' ability to describe, explain, analyze, and evaluate important events, themes, and concepts from early European settlement to the end of the Civil War. Assessment of United States History to 1865 includes items that require students to interpret primary source material, maps, graphs, and charts as well as apply geographical knowledge to very specific historical events.

3 United States History Since 1865 (25%)

Students of United States History since 1865 must understand major events and themes in United States history from 1865 to the late twentieth century. Assessment of this domain focuses on students' ability to

describe, explain, analyze, and evaluate important events, themes, and concepts from Reconstruction to the social change movements of the 1960s. Assessment of United States History since 1865 includes items that require students to interpret primary source material, maps, graphs, and charts as well as apply geographical knowledge to very specific historical events.

4 Geography (13%)

Students studying history must understand geographical concepts, including the importance and impact of both physical and cultural geography on the development of regions. Assessment of this domain focuses on students' ability to describe, explain, and analyze the physical and cultural aspects of geography and to describe the interaction of physical and human systems that have shaped specific regions of the world. Assessment of Geography includes items that require students to apply informational processing skills by drawing conclusions and making generalizations about geographical concepts. Students will also be required to apply map and globe skills by drawing conclusions and making generalizations based on maps.

5 World History (18%)

Students of World History must understand major events and themes in world history from the Renaissance and Reformation period to the second half of the twentieth century. Assessment of this domain focuses on students' ability to describe, explain, analyze, and evaluate important events, themes, and concepts from the Italian Renaissance to developments related to globalization in the late 1900s. Assessment of World History includes items that require students to interpret primary source material, maps, graphs, and charts as well as apply geographical knowledge to very specific historical events.

GPS Social Studies Performance Level Descriptors

Honors

Students at this level demonstrate a mastery of social studies content and comprehensively apply a variety of critical thinking skills to make connections across time and space, to justify conclusions by citing evidence, to apply concepts in new situations, and to use concepts to solve problems.

In the five domains of social studies, a student performing at the **Honors Level:**

American Government/Civics

- evaluates the origins, principles, structure and function of the government of the United States.

United States History to 1865

- evaluates significant events, individuals, and issues that impacted U.S. history from the development of English colonies in the 17th century to the Civil War.

United States History since 1865

- evaluates significant events, individuals, and issues that impacted U.S. history from Reconstruction to the late 20th century.

Geography

- evaluates the importance and impact of physical and cultural geography on the development of regions.
- Evaluates the interrelationship between physical and human geographical characteristics that have shaped specific regions of the world.

World History

- evaluates significant events, individuals, and issues that impacted world history from the Italian Renaissance to the late 20th century.

Skills

A student performing at the **Honors Level:**

- demonstrates mastery in using map and globe skills to retrieve information and in applying this information to make connections and justify conclusions.
- demonstrates mastery in locating, analyzing and synthesizing information relating to social studies content and in applying this information to make connections and justify conclusions.

Advanced Proficiency

Students at this level demonstrate an understanding of social studies content and apply a variety of critical thinking skills to make generalizations and interpret new information.

In the five domains of social studies, a student performing at the **Advanced Proficiency Level:**

American Government/Civics

- analyzes the origins, principles, structure and function of the government of the United States.

United States History to 1865

- analyzes significant events, individuals, and issues that impacted U.S. history from the development of English colonies in the 17th century to the Civil War.

United States History since 1865

- analyzes significant events, individuals, and issues that impacted U.S. history from Reconstruction to the late 20th century.

Geography

- analyzes the importance and impact of physical and cultural geography on the development of regions.
- analyzes the interrelationship between physical and human geographical characteristics that have shaped specific regions of the world.

World History

- analyzes significant events, individuals, and issues that impacted world history from the Italian Renaissance to the late 20th century.

Skills

A student performing at the **Advanced Proficiency Level:**

- consistently uses map and globe skills to retrieve information and applies this information to draw conclusions and make generalizations.
- consistently locates, analyzes and synthesizes information relating to social studies content and applies this information to draw conclusions, make generalizations, and interpret information.

Basic Proficiency

Students at this level demonstrate factual understanding of social studies content and use critical thinking skills to locate, interpret and apply information.

In the five domains of social studies, a student performing at the **Basic Proficiency Level**:

American Government/Civics

- describes and explains the origins, principles, structure and function of the government of the United States.

United States History to 1865

- describes and explains significant events, individuals, and issues that impacted U.S. history from the development of English colonies in the 17th century to the Civil War.

United States History since 1865

- describes and explains significant events, individuals, and issues that impacted U.S. history from Reconstruction to the late 20th century.

Geography

- describes and explains the importance and impact of physical and cultural geography on the development of regions.
- describes and explains the interrelationship between physical and human geographical characteristics that have shaped specific regions of the world.

World History

- describes and explains significant events, individuals, and issues that impacted world history from the Italian Renaissance to the late 20th century.

Skills

A student performing at the **Basic Proficiency Level**:

- uses map and globe skills to retrieve and apply information.
- locates, interprets, and applies information relating to social studies content.

Below Proficiency

Students at this level demonstrate a limited knowledge and understanding of social studies content and a limited ability to use critical thinking skills to locate and apply information.

In the five domains of social studies, a student performing at the **Below Proficiency Level**:

American Government/Civics

- identifies the origins, principles, structure and function of the government of the United States but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.

United States History to 1865

- identifies significant events, individuals, and issues that impacted U.S. history from the development of English colonies in the 17th century to the Civil War but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.

United States History since 1865

- identifies significant events, individuals, and issues that impacted U.S. history from Reconstruction to the late 20th century but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.

Geography

- identifies elements of the importance and impact of physical and cultural geography on the development of regions but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.
- identifies physical and human geographical characteristics that have shaped specific regions of the world but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.

World History

- identifies significant events, individuals, and issues that impacted world history from the Italian Renaissance to the late 20th century but shows a limited understanding of the significance of or relationship among the elements of this conceptual knowledge.

Skills

A student performing at the **Below Proficiency Level**:

- uses map and globe skills to retrieve information but shows a limited ability to apply this information.
- locates information relating to social studies content but shows a limited ability to apply this information.

This section describes the content of the older versions of the GHSGT, including GPS/QCC English Language Arts, QCC Math, GPS/QCC Science, and GPS/QCC Social Studies. The approximate percent of items of the total test for each strand or domain is shown in parentheses.

GPS/QCC English Language Arts Domains (2006 and before)

This test assesses both GPS and QCC curricula.

1 Reading Comprehension (47%–49%)

This domain tests a student's ability to read and understand the meaning and main ideas in fiction, nonfiction, and poetry. Also tested is the ability to identify an author's use of literary elements including language and style, character development, point of view, irony, sound, form, and structure as these are used to convey meaning.

2 Literary Analysis (37%–39%)

This domain tests a student's ability to analyze text, focusing on how authors use language and various techniques for particular purposes in fiction, nonfiction, and poetry. Items in this domain also test the ability to recognize theme and underlying meaning. In addition, this domain includes items that assess understanding of the history of American Literature.

3 Conventions and Writing (14%–16%)

This domain tests a student's knowledge of vocabulary, writing for specific audiences, proper English usage, and the ability to formulate clear research questions. Items in this domain also test the ability to revise writing in order to address different audiences and improve the organization.

QCC Mathematics Strands (2010 and before)

This test assesses QCC curriculum.

1 Number and Computation (17–19%)

This strand tests the different uses of numbers; equivalent and approximate forms of numbers; arithmetic properties and operations; and computing with integers, decimals, fractions, percents, and proportions. Real-world applications in computing prices, change, discounts, sales tax, interest, and best buy are tested. Estimation strategies and problem-solving techniques are also included.

2 Data Analysis (19–21%)

This strand tests use of exact and approximate numbers; probability, collecting and organizing data in graphs, charts, and tables; reading and interpreting such graphic representations; and determining answers using statistical measures such as mean, mode, median, and range.

3 Measurement and Geometry (32–34%)

This strand tests estimation and determination of measurements such as length, area, volume, weight, time, and temperature. Similar and congruent figures, use of proportions to find missing sides of figures, and use of scale drawings are included. The coordinate plane and its uses are tested, as well as geometric properties and figures, and application of the Pythagorean theorem.

4 Algebra (28–30%)

This strand tests algebraic principles taught in algebra and other Mathematics courses. Simplification of expressions, evaluation of algebraic expressions, solving equations, and applications of ratios and proportions are included.



GPS/QCC Science Domains (2006 and before)

This test assesses both GPS and QCC curricula.

1 Cells and Heredity (24%–26%)

This domain tests knowledge of the structure and function of cell components and the process of inheritance. Items in this domain also test the ability to distinguish between organisms of different kingdoms.

2 Ecology (16%–18%)

This domain test the ability to analyze the interdependence of organisms. Items in this domain also test knowledge of the flow of energy and matter in an ecosystem.

3 Structure and Properties of Matter (25%–27%)

This domain tests knowledge of the structure of atoms. Items in this domain also test knowledge of the properties of solutions.

4 Energy Transformations (15%–17%)

This domain tests the ability to describe radioactivity and the flow of energy in systems. Items in this domain also test knowledge of the phases of matter and the related atomic and molecular motion.

5 Forces, Waves, and Electricity (15%–17%)

This domain tests knowledge of the relationship between force, mass and motion. Items in this domain also test knowledge of properties of waves and properties of electricity and magnetism.

GPS/QCC Social Studies Domains (2008 and before)

This test is dually aligned to both GPS and QCC.

1 American Government/Civics (approximately 18%)

This domain tests knowledge of the philosophical foundations of the United States government and how that philosophy developed into the structure and function of the United States government. Also tested is knowledge of the United States government's relationship to states and to its citizens.

2 United States History to 1865 (approximately 26%)

This domain tests knowledge of major events and themes in United States history from early European colonization to the end of the Civil War.

3 United States History Since 1865 (approximately 25%)

This domain tests knowledge of major events and themes in United States history from Reconstruction to the late 20th century.

4 World Geography (approximately 13%)

This domain tests knowledge of the importance and impact of physical and cultural geography on the development of regions throughout the world.

5 World History (approximately 18%)

This domain tests knowledge of major events and themes beginning with the Renaissance and Reformation period and ending in the second half of the 20th century.

Map and Globe Skills and **Information Processing Skills** are found in the transitional test content description but are not assessed as separate domains. These Social Studies skills are included in the content of test questions as appropriate.

