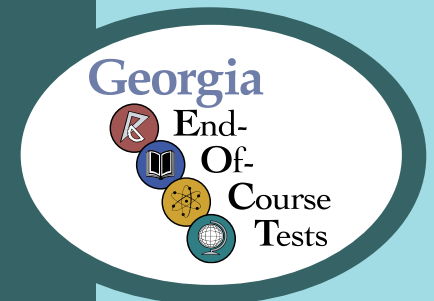




Georgia *EOCT* Interpretive Guide for Score Reports



Georgia Department of Education
Dr. John D. Barge, State School Superintendent
2012 - 2013
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Georgia EOCT Interpretive Guide for Score Reports

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Appendix A: GEORGIA EOCT PERFORMANCE LEVEL NARRATIVE Please find Appendix A posted separately on
GaDOE's website under EOCT Resources.

General Information on the End-of-Course Tests (EOCT)

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates that the State Board of Education (SBOE) adopt end-of-course assessments in grades nine through twelve for core high school subjects to be determined by the SBOE. The Georgia Performance Standards (GPS) were adopted by the State Board of Education in July 2004, and the science and social studies assessments are based on these standards. The Common Core Georgia Performance Standards (CCGPS) were adopted by the State Board of Education in July 2010 for K-12 in English language arts and mathematics. The End-of-Course Tests (EOCT) program assesses student achievement in the following eleven courses:

English Language Arts

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

Mathematics

- *CCGPS Coordinate Algebra*
- *Mathematics I: Algebra/Geometry/Statistics*
- *Mathematics II: Geometry/Algebra II/Statistics*

- *GPS Algebra*

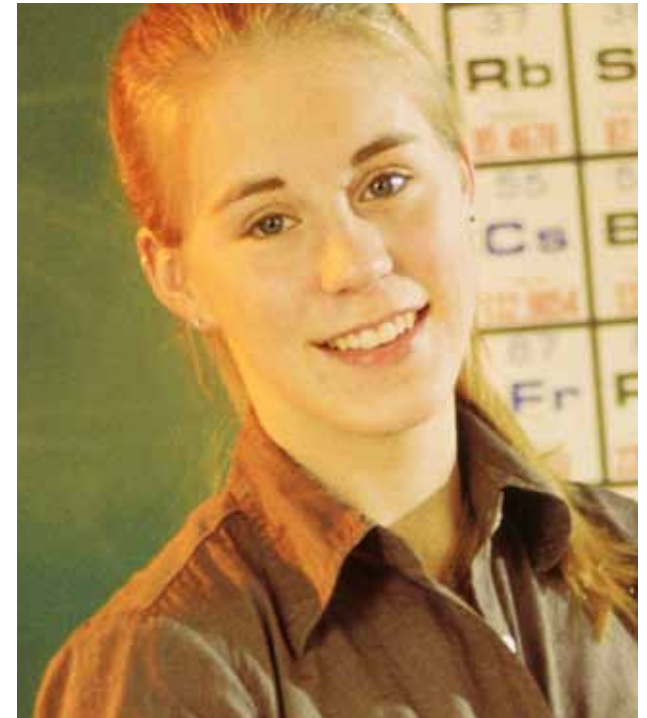
- *GPS Geometry*

Science

- *Biology*
- *Physical Science*

Social Studies

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



What are the purposes of the EOCT?

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

When are the EOCT given?

There are three main administrations of the EOCT during the school year: winter, spring, and summer with corresponding retest administrations. In addition to the three main administrations, online mid-month administrations are available to accommodate varying school schedules.

Who takes the EOCT?

Any student enrolled in an EOCT course, regardless of grade level, will be assessed at the completion of the course. The EOCT will be given as a final exam and the score will be a part of the student's final grade in the course. Any student who has earned credit for an EOCT course prior to full implementation in the 2004-2005 school year is not required to take the EOCT for that course.

How are the EOCT administered?

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

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

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

What are the Common Core Georgia Performance Standards?

In July 2010, Georgia joined with 46 other states by adopting a set of “common core” standards for K-12 in English language arts and mathematics. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace.

EOCT CONTENT DOMAINS

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

Ninth Grade Literature and Composition

- Reading (Literary and Informational)
- Speaking and Listening
- Writing
- Language

American Literature and Composition

- Reading (Literary and Informational)
- Speaking and Listening
- Writing
- Language

CCGPS Coordinate Algebra

- Algebra and Functions
(includes Number and Quantity)
- Geometry
- Statistics and Probability

Mathematics I: Algebra/Geometry/Statistics

- Algebra
- Geometry
- Data Analysis and Probability

Mathematics II: Geometry/Algebra II/Statistics

- Algebra
- Geometry
- Data Analysis and Probability

GPS Algebra

- Algebra
- Data Analysis and Probability

GPS Geometry

- Algebra
- Geometry
- Data Analysis and Probability

Biology

- Cells
- Organisms
- Genetics
- Ecology
- Evolution

Physical Science

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

United States History

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

Economics/Business/Free Enterprise

- Fundamental Economic Concepts
- Microeconomic Concepts
- Macroeconomic Concepts
- International Economics
- Personal Finance Economics

END-OF-COURSE TEST CONTENTS

Questions on the End-of-Course Tests (EOCT) assess various content domains in the areas of English language arts (ELA), mathematics, science and social studies. The Common Core Georgia Performance Standards (for ELA & mathematics) and the Georgia Performance Standards (for social studies & science) for each course have been grouped into domains, or clusters of standards with related content, to provide more detailed information about student achievement. Descriptions of the content of these domains for each EOCT follow.

Ninth Grade Literature and Composition (Four Domains)

- 1. Reading (Literary and Informational)** - Assessment in this domain focuses on reading for general understanding; recognizing and analyzing literary elements of texts; locating evidence that supports claims and inferences; evaluating author's purpose and use of evidence; analyzing the effect of word choice and figurative language; and acquiring and using new vocabulary.
- 2. Speaking and Listening** - Assessment in this domain focuses on comprehension and presentation of information in a variety of media; evaluation of the credibility and accuracy of messages delivered in diverse formats; evaluation of a speaker's reasoning and use of evidence; and the ability to adapt or enhance a message for the appropriate audience, purpose, or task.
- 3. Writing** - Assessment in this domain requires students to demonstrate understanding of coherence and focus in texts, including well-defined perspectives, tightly reasoned arguments,



and audience awareness. The assessment addresses the stages of the writing process, the effective use of introductions, the use of supporting evidence, and the construction of a meaningful conclusion. Assessment in this domain also addresses strategies for developing and refining research subjects; using print and digital sources for research and distribution of writing; selecting, synthesizing, and evaluating the credibility of multiple sources; and following a standard format for citation.

- 4. Language** - Assessment in this domain focuses on demonstrating command of the correct conventions of Standard American English grammar and usage, capitalization, punctuation, and spelling.

American Literature and Composition (Four Domains)

- 1. Reading (Literary and Informational)** - Assessment in this domain focuses on reading for general understanding; recognizing and analyzing literary elements of texts; locating evidence that supports claims and inferences; evaluating author's purpose and point of view; analyzing the effect of word choice and figurative language; and acquiring and using new vocabulary. In addition to including a variety of literary and informational texts, assessment in this domain will include excerpts from, and references to, foundational American works of literary and historical importance.
- 2. Speaking and Listening** - Assessment in this domain focuses on comprehension and presentation of information in a variety of media; evaluation of the credibility and accuracy of messages delivered in diverse formats; evaluation of a speaker's reasoning and use of evidence; and the ability to adapt or enhance a message for the appropriate audience, purpose, or task.
- 3. Writing** - Assessment in this domain requires students to demonstrate understanding of coherence and focus in texts, including well-defined perspectives, tightly reasoned arguments, and audience awareness. The assessment addresses the stages of the writing process, the effective use of introductions, the use of supporting evidence, and the construction of a meaningful conclusion. Assessment in this domain also addresses strategies for developing and refining research subjects; using print and digital sources



for research and distribution of writing; selecting, synthesizing, and evaluating the credibility of multiple sources; and following a standard format for citation.

- 4. Language** - Assessment in this domain focuses on demonstrating command of the correct conventions of Standard American English grammar and usage, capitalization, punctuation, and spelling.



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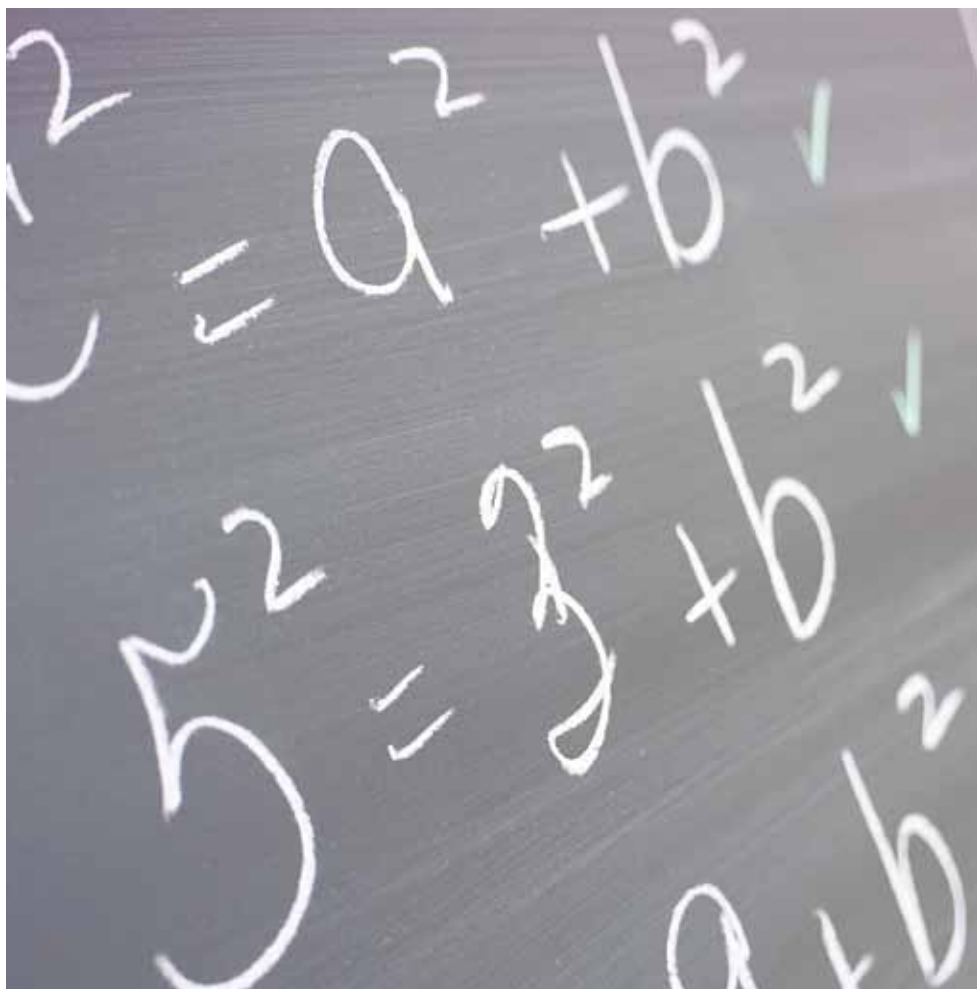
CCGPS Coordinate Algebra (Three Domains)

- 1. Algebra and Functions (includes Number and Quantity)** - Assessment in this domain focuses on creating and interpreting algebraic expressions; creating, solving, graphing, and interpreting the solutions to linear equations and inequalities; creating, solving, graphing, and interpreting the solutions to systems of equations; using function notation and interpreting the domain and range of a function; modeling and comparing linear and exponential functions using multiple representations; writing arithmetic and geometric sequences; and building new functions from existing linear and exponential functions.
- 2. Geometry** - Assessment in this domain focuses on comparing and describing transformations on the coordinate plane; using distance and slope to prove simple geometric theorems algebraically; and using the distance formula to find perimeters and areas of geometric figures on the coordinate plane.
- 3. Statistics and Probability** - Assessment in this domain focuses on representing data with plots of the real number line and describing the shape and spread of the data distribution; representing bivariate data on a scatter plot and describing how the variables are related; summarizing categorical data for two categories in two-way frequency tables; and exploring variability of data by determining the mean absolute deviation (the average of the absolute values of the deviations).

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

- 1. Algebra** - Assessment in this domain focuses on exploring functions and solving radical, simple quadratic and rational equations; and simplifying and operating with radical, polynomial, and rational expressions.
- 2. Geometry** - Assessment in this domain focuses on exploring, understanding, and using the formal language of reasoning and justification in both algebraic and geometric contexts; and applying properties of polygons and determining distances and points of concurrence.
- 3. Data Analysis and Probability** - Assessment in this domain focuses on determining probability, finding the number of outcomes using both permutations and combinations; demonstrating understanding of data analysis by posing questions to be answered by collecting data; and organizing, representing, investigating, interpreting, and making inferences from data.





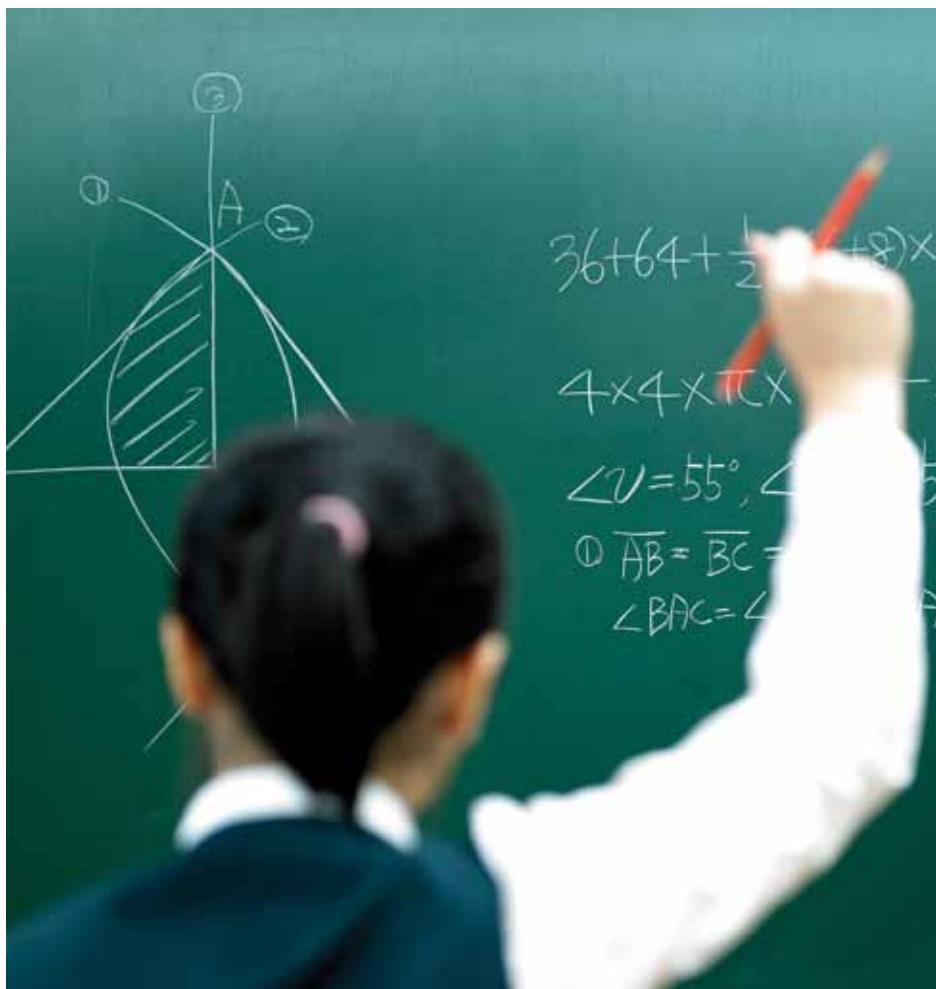
Mathematics II: Geometry/Algebra II/Statistics (Three Domains)

1. **Algebra (including Number and Operations)** - Assessment in this domain focuses on investigating piecewise, exponential, and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solving equations and inequalities related to these functions; exploring the inverses of functions; and using the complex number system.
2. **Geometry** - Assessment in this domain focuses on understanding and applying properties of right-triangles and right-triangle trigonometry; understanding and applying properties of circles and spheres, and using them in determining related measures.
3. **Data Analysis and Probability** - Assessment in this domain focuses on demonstrating understanding of data analysis by posing questions to be answered by collecting data; organizing, representing, investigating, interpreting, and making inferences from data; comparing data for two different samples and/or populations using measures of central tendency and measures of spread, including standard deviation; and using linear and quadratic regressions to analyze data and to make inferences.

GPS Algebra (Two Domains)

- 1. Algebra (including Number and Operations)** - Assessment in this domain focuses on using the complex number system; exploring functions; solving radical, simple quadratic and rational equations; simplifying and performing operations with radical, polynomial, and rational expressions; investigating piecewise and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; and solving equations and inequalities related to these functions.
- 2. Data Analysis and Probability** - Assessment in this domain focuses on determining probability; using both permutations and combinations to find the number of outcomes; posing questions to be answered by collecting data; organizing, representing, investigating, interpreting, and making inferences from data; and using linear and quadratic regressions to analyze data and to make inferences.





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GPS Geometry (Three Domains)

- 1. Geometry** - Assessment in this domain focuses on exploring, understanding, and using the formal language of reasoning and justification in both algebraic and geometric contexts; applying properties of polygons; determining distances and points of concurrence; understanding and applying properties of right triangles and right-triangle trigonometry; and understanding and applying properties of circles and spheres and using them in determining related measures.
- 2. Data Analysis and Probability** - Assessment in this domain focuses on posing questions to be answered by collecting data; organizing, representing, investigating, interpreting, and making inferences from data; and comparing data for two different samples and/or populations using measures of central tendency and measures of spread, including standard deviation.
- 3. Algebra** - Assessment in this domain focuses on investigating exponential functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solving equations and inequalities related to these functions; and exploring the inverses of functions.



Biology (Five Domains)

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

- 1. Cells** - Assessment in this domain focuses on understanding cell structure and organization; identifying the four major biomolecules and their function within the living cell; and comprehending how and why homeostasis is essential for life.
- 2. Organisms** - Assessment in this domain focuses on comparing the similarities and differences in unicellular and multicellular organisms; comprehending the need and abilities of organisms to obtain and utilize nutrients and energy; and examining the basis and development of the current six kingdom classification system.

- 3. Genetics** - Assessment in this domain focuses on explaining the structure and role of DNA and RNA in living systems and how changes in these nucleic acids can affect an organism; comprehending Mendelian genetics and the role of meiosis in genetics; examining genetic technology and its effect on various industries; and understanding the differences and similarities in sexual and asexual reproduction.
- 4. Ecology** - Assessment in this domain focuses on identifying the interdependence of organisms and their environment; comprehending the recycling of nutrients within a system and the flow of energy through that system; recognizing the effect man has made on the environment; and examining the adaptations of plants and animals to an ever-changing world.
- 5. Evolution** - Assessment in this domain focuses on comprehending the role of natural selection in the success of a species; understanding the scientific evidence for natural selection and evolution; and recognizing the development of scientific theories throughout history.

Physical Science (Four Domains)

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

1. Chemistry: Atomic and Nuclear Theory and the Periodic Table -

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

2. Chemistry: Chemical Reactions and Properties of Matter -

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

3. Physics: Energy, Force, and Motion -

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

4. Physics: Waves, Electricity, and Magnetism -

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



U.S. History (Five Domains)

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

Economics/Business/Free Enterprise (Five Domains)

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





Performance Levels, Scale Scores and Grade Conversion Scores

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

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

A statewide committee of Georgia educators, using a procedure approved by the State Board of Education, determined the cut scores for meeting the standard and exceeding the standard for each test. The performance level classification for each student is determined by the scale score associated with the total number of questions a student gets correct on an EOCT.

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

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

Understanding the Use of Scale Scores

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

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

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

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





Class Rosters

Student Rosters are generated at the class level for all EOCT. These reports contain demographic data and test results for each student listed on the roster. Rosters are produced for each subject area with students listed alphabetically within the class. The Class Roster is distributed via the PearsonAccess website only and is accessible by System Test Coordinators. These reports are not produced in paper format. A sample class roster is provided on page 19.

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

- 4. Scale Score:** The Class Roster indicates the scale score for each student on the roster.
- 5. Performance Level:** The student's performance level for the test is reported following the scale score. There are three performance levels for the EOCT - does not meet standard, meets standard, and exceeds standard. The cut score that indicates a student is meeting the EOCT standard is 400 for GPS and/or CCGPS-based tests. The cut score that indicates a student is exceeding standard is 450 for GPS and/or CCGPS-based tests.
- 6. Grade Conversion Score:** The EOCT grade conversion scores range from 0 to 100. This score is for use in calculating the student's course grade.
- 7. Domain Scores:** Standards for each course have been grouped into domains, or clusters of standards with related content. A student will receive a Domain Score which indicates the number of items within that domain that the student answered correctly out of the number of items possible.



Individual Student Report (electronic or paper format)

The Individual Student Report (ISR) reflects the score for an individual student taking a subject area of the EOCT. If a student took more than one EOCT, he/she will receive an ISR for each EOCT he/she took. A sample ISR is provided on page 21.

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


The sample report is for SAMPLE STUDENT. Their GTID Number is 9999999999, the student took form 123, is in the 9th grade and is in SAMPLE CLASS. In addition, the student attends SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the Winter 2012 administration.

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

3. Scale Score: The ISR indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 750 for GPS and/or CCGPS-based tests.

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

4. **Performance Level:** The student's performance level for the test is reported following the scale score. There are three performance levels for the EOCT - does not meet, meets and exceeds. The cut score that indicates a student is **meeting** the EOCT standard is 400 for GPS and/or CCGPS-based tests. The cut score that indicates a student is **exceeding** standard is 450 for GPS and/or CCGPS-based tests. SAMPLE STUDENT's scale score of 432 meets standard.
5. **Grade Conversion Score:** The EOCT grade conversion scores range from 0 to 100. The sample report indicates that SAMPLE STUDENT's grade conversion score is 83. This score is for use in calculating SAMPLE STUDENT's course grade.
6. **State Target Performance:** A scale score of 400 or above for GPS and/or CCGPS-based tests.
7. **Lexile Information:** The Individual Student Lexile Measure indicates the level of text that a student can read with 75% comprehension. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L. SAMPLE STUDENT's Lexile Measure on the Ninth Grade Literature & Composition test is 1180L.
8. **The scale score indicates the student's performance on the day of testing.** If a student were to take the same test again, it is likely that his or her score would be within a range of standard error of measurement. SAMPLE STUDENT's score on the day of testing was 432. If SAMPLE STUDENT were to take the same test again, it is likely that his or her score could be within the standard error of measurement range of 422 to 452.
9. **Performance Level Description:** Describes the performance level achieved by the student. For specific content performance level descriptions, please see Appendix A: Georgia EOCT Performance Level Narrative. This document has been posted as a separate document on the GaDOE website under EOCT Resources.
10. **Domain Descriptions:** Standards for each course have been grouped into domains, or clusters of standards with related content. The Individual Student Report lists the domains for the subject reported. In addition, the report indicates the number of items within that domain that the student got correct out of the number of items possible. The sample report indicates that in the domain of Reading (Literary and Informational) SAMPLE STUDENT answered 22 of 23 items correctly.



Georgia
End-of-Course
Tests

Individual Student Report

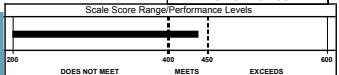
Student: SAMPLE STUDENT
 GTID: 999999999 Grade: 09
 Form: 123
 Class: SAMPLE CLASS
 School: SAMPLE SCHOOL
 System: SAMPLE COUNTY
 Code: 123-4567
 Test Date: WINTER 2012

Ninth Grade Literature & Composition

Report for : **SAMPLE STUDENT**

| | |
|-------------------|-------|
| Scale Score | 432 |
| Performance Level | MEETS |
| Grade Conversion | 83 |

State Target Performance



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

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

Students who meet the standard demonstrate a competent understanding of explicit and implied aspects of various grade-appropriate literary and informational texts, using some textual evidence as a basis for interpretation. Students performing at this level are generally able to identify and evaluate structural elements and literary devices. Students demonstrate a general ability to interpret the messages, rhetoric, and credibility of speakers, mass media, and persuasive texts. Students also display a general knowledge of strategies used to enhance understanding across subject areas, including domain-specific and contextual vocabulary. Students who meet the standard show an adequate knowledge of grade-level research techniques, a general understanding of the writing process, and an adequate understanding of the usage and mechanics of Standard American English.

| Domain Descriptions | Items Possible | Items Correct |
|--------------------------------------|----------------|---------------|
| Reading (Literary and Informational) | 23 | 22 |
| Speaking and Listening | 17 | 16 |
| Writing | 14 | 13 |
| Language | 14 | 0 |

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Individual Student Lexile Report (electronic or paper format)

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

The EOCT has been linked to the Lexile framework in an effort to provide teachers with an additional indicator of a student's reading ability. If a student took the Ninth Grade Literature EOCT or American Literature EOCT and received a scale score, he/she will be provided with an Individual Student Lexile Report on the opposite side of their Individual Student Report. A sample Individual Student Lexile Report is provided on page 23.

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

The sample report is for SAMPLE STUDENT. The GTID number is 9999999999, the student took form 123, is in the 9th grade and is in SAMPLE CLASS.

In addition the student attends SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the WINTER 2012 administration.

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

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

3. Scale Score: The Individual Student Report indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 750 for all GPS and/or CCGPS-based tests, but the maximum scale score for Ninth Grade Literature & Composition and American Literature & Composition is 600.

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

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

Individual Student Lexile Report

Winter 2012

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

2 This student's Ninth Grade Literature Performance:

Total EOCT Scale Score: **432**

Performance Level: Meets Expectations 3

Lexile® Information

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

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

Selected titles that fall within this range include:

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

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

Selected titles that fall within this range include:

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

Lexile Information

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

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

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

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

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

Please visit www.gadoe.org/lexile.aspx for more information

4. **Lexile Measure:** The Individual Student Lexile Measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L. Lexile text below 200L represents beginning-reading material, and a student's Lexile score may have a number in the 100s or the code of BR. BR is a code that stands for Beginning Reading and is used for any text or student ability that has a Lexile measure of zero or below. SAMPLE STUDENT's Lexile Measure from the Ninth Grade Literature & Composition test is 1180L.


5. **Leisure Reading Range:** The leisure reading range represents the easiest kind of reading material that is appropriate for the student (this range is found by subtracting 100L from the student's Lexile measure). SAMPLE STUDENT's leisure reading range is 1080L - 1180L. A list of selected titles that fall within this range is provided.

6. **Motivating Challenge Reading Range:** The motivating challenge range represents the most difficult level of material the student can read successfully (found by adding 50L to the student's Lexile measure). SAMPLE STUDENT's motivating challenge reading range is 1180L - 1230L. A list of selected titles that fall within this range is provided.

Summary Reports

Summary Reports are generated at the state, system, school, and class levels. The Summary Reports are generated by subject and present summary statistics for a particular group of students.

- 1. Student Group** - The student group provides a break out for all students and various demographic groups.
- 2. N Tested** - The Summary Report provides disaggregated data for special student populations. "N Tested" identifies the number of students in the SAMPLE SCHOOL who took the test. The sample report indicates that for Mathematics II 231 students were tested.
- 3. Mean Scale Score** - This statistic indicates the average scale score for the group of students in the school who took the test. The sample report indicates that the Mean Scale Score for All Students is 402.
- 4. % Pass** - The % Pass includes students in the SAMPLE SCHOOL with performance levels of "Meets" or "Exceeds" standards. Of all the students tested in Mathematics II at SAMPLE SCHOOL, 54% passed the EOCT.
- 5. Performance Levels** - There are three performance levels for the EOCT - does not meet, meets, and exceeds. The cut score that indicates a student is meeting the EOCT standard is 400 for GPS and/or CCGPS-based tests. The cut score that indicates a student is exceeding standard is 450 for GPS and/or CCGPS-based tests. Of all the students tested in Mathematics II at SAMPLE SCHOOL, 46% did not meet standard, 48% met standard and 5% exceeded standard. The state performance levels are provided for comparative purposes.



Georgia
End-
Of-
Course
Tests

School Summary Report

School: SAMPLE SCHOOL
System: SAMPLE COUNTY
Code: 123-4567
Test Date: WINTER 2012

Mathematics II
Geometry/Algebra II/Statistics

| Student Group | N Tested | Mean Scale Score | % Pass * | Performance Levels | | | State Performance Levels | | |
|--------------------------------------|----------|------------------|----------|--------------------|---------|-----------|--------------------------|---------|-----------|
| | | | | % Does Not Meet | % Meets | % Exceeds | % Does Not Meet | % Meets | % Exceeds |
| All Students | 231 | 402 | 54 | 46 | 48 | 5 | 46 | 48 | 8 |
| Regular Program Students | 203 | 405 | 59 | 41 | 53 | 6 | 43 | 48 | 9 |
| SRC 13 English Learner (EL) | 1 | - | - | - | - | - | 64 | 32 | 5 |
| SRC 19 EL - Monitored | 0 | - | - | - | - | - | 55 | 39 | 6 |
| SRC 14 Section 504 | 8 | - | - | - | - | - | 54 | 41 | 5 |
| SRC 18 Migrant Certified | 1 | - | - | - | - | - | 57 | 42 | 1 |
| Other Regular Program Students | 195 | 406 | 60 | 40 | 54 | 6 | 42 | 48 | 9 |
| All Special Ed | 28 | 380 | 14 | 86 | 14 | 0 | 77 | 22 | 1 |
| SRC 01 Visually Impaired | 0 | - | - | - | - | - | 61 | 35 | 4 |
| SRC 02 Deafness/Hard of Hearing | 0 | - | - | - | - | - | 74 | 23 | 3 |
| SRC 03 Deaf/Blind | 0 | - | - | - | - | - | - | - | - |
| SRC 04 Spec Learning Disabilities | 18 | 382 | 22 | 78 | 22 | 0 | 77 | 23 | 1 |
| SRC 05 Mild Intellectual Disability | 0 | - | - | - | - | - | 96 | 4 | 0 |
| SRC 06 Traumatic Brain Injury | 0 | - | - | - | - | - | 67 | 29 | 5 |
| SRC 07 Mod/Sev/Prof Intell. Dis. | 0 | - | - | - | - | - | - | - | - |
| SRC 08 Autism | 1 | - | - | - | - | - | 55 | 37 | 8 |
| SRC 09 Orthopedic Impairments | 0 | - | - | - | - | - | 65 | 33 | 3 |
| SRC 10 Speech/Language Disability | 1 | - | - | - | - | - | 64 | 30 | 7 |
| SRC 11 Emotional/Behavioral Disorder | 5 | - | - | - | - | - | 81 | 18 | 1 |
| SRC 12 Other Health Impairments | 3 | - | - | - | - | - | 77 | 22 | 1 |
| Gender | | | | | | | | | |
| Female | 106 | 405 | 60 | 40 | 54 | 7 | 44 | 48 | 8 |
| Male | 125 | 400 | 48 | 52 | 44 | 4 | 48 | 44 | 9 |
| Ethnic Group | | | | | | | | | |
| Asian/Pacific Islander | 0 | - | - | - | - | - | 26 | 49 | 25 |
| Black/Non-Hispanic | 31 | 387 | 32 | 68 | 32 | 0 | 60 | 37 | 3 |
| Hispanic | 9 | - | - | - | - | - | 49 | 46 | 5 |
| Native American/Alaskan Native | 1 | - | - | - | - | - | 44 | 52 | 3 |
| White/Non-Hispanic | 179 | 404 | 56 | 44 | 50 | 6 | 34 | 53 | 13 |
| Multi-Racial | 11 | 401 | 55 | 45 | 55 | 0 | 41 | 49 | 10 |
| All Accommodated | 24 | 378 | 17 | 83 | 17 | 0 | 76 | 22 | 2 |
| SRC 13 English Learner (EL) | 0 | - | - | - | - | - | 62 | 33 | 6 |
| SRC 19 EL - Monitored | 0 | - | - | - | - | - | 51 | 41 | 8 |
| SRC 14 Section 504 | 3 | - | - | - | - | - | 58 | 36 | 6 |
| Special Education | 21 | 378 | 19 | 81 | 19 | 0 | 80 | 19 | 1 |
| Present Test Not Attempted | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Invalidated and PIV | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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

Content Area Summary Reports

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

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

School: **SAMPLE SCHOOL**
 System: **SAMPLE COUNTY**
 Code: **123-4567**
 Test Date: **WINTER 2012**

| 1 N Tested | 2 Mean Scale Score | | | | 3 Content Area/Domain | 4 Number Possible | 5 Mean Number Correct | | | |
|---------------|-----------------------|--------|------|-------|---|----------------------|--------------------------|--------|------|-------|
| | School | System | RESA | State | | | School | System | RESA | State |
| 203 | 416 | 416 | 426 | 415 | CCGPS Coordinate Algebra | | | | | |
| | | | | | Algebra and Functions (includes Number and Quantity) | 27 | 18.3 | 18.3 | 19.0 | 18.0 |
| | | | | | Geometry | 16 | 9.8 | 9.8 | 10.9 | 9.9 |
| | | | | | Statistics and Probability | 11 | 5.6 | 5.6 | 6.7 | 5.9 |
| | | | | | Mathematics I: Algebra/Geometry/Statistics | | | | | |
| | | | | | Algebra | | | | | |
| | | | | | Geometry | | | | | |
| | | | | | Data Analysis and Probability | | | | | |
| 231 | 402 | 402 | 412 | 405 | Mathematics II: Geometry/Algebra II/Statistics | | | | | |
| | | | | | Algebra | 21 | 9.4 | 9.4 | 10.3 | 9.5 |
| | | | | | Geometry | 19 | 8.0 | 8.0 | 9.4 | 9.5 |
| | | | | | Data Analysis and Probability | 14 | 6.7 | 6.7 | 7.3 | 6.7 |
| | | | | | GPS Algebra | | | | | |
| | | | | | Algebra | | | | | |
| | | | | | Data Analysis and Probability | | | | | |
| | | | | | GPS Geometry | | | | | |
| | | | | | Algebra | | | | | |
| | | | | | Geometry | | | | | |
| | | | | | Data Analysis and Probability | | | | | |
| 185 | 438 | 438 | 444 | 436 | Ninth Grade Literature & Composition | | | | | |
| | | | | | Reading (Literary and Informational) | 23 | 17.5 | 17.5 | 18.0 | 17.0 |
| | | | | | Speaking and Listening | 17 | 13.6 | 13.6 | 14.2 | 13.5 |
| | | | | | Writing | 14 | 9.6 | 9.6 | 10.1 | 9.5 |
| | | | | | Language | 14 | 9.7 | 9.7 | 10.1 | 9.6 |
| 120 | 421 | 421 | 439 | 434 | American Literature & Composition | | | | | |
| | | | | | Reading (Literary and Informational) | 26 | 15.2 | 15.2 | 17.5 | 16.7 |
| | | | | | Speaking and Listening | 14 | 10.7 | 10.7 | 11.4 | 11.0 |
| | | | | | Writing | 14 | 8.0 | 8.0 | 9.8 | 9.5 |
| | | | | | Language | 14 | 9.1 | 9.1 | 10.7 | 10.5 |
| 11 | 455 | 455 | 294 | 303 | Biology | | | | | |
| | | | | | Cells | 12 | 8.4 | 8.4 | 4.6 | 4.8 |
| | | | | | Organisms | 12 | 7.7 | 7.7 | 3.8 | 4.0 |
| | | | | | Genetics | 17 | 11.4 | 11.4 | 3.9 | 4.2 |
| | | | | | Ecology | 17 | 11.8 | 11.8 | 2.3 | 2.7 |
| | | | | | Evolution | 10 | 7.5 | 7.5 | 0.5 | 0.8 |
| 11 | 483 | 483 | 295 | 305 | Physical Science | | | | | |
| | | | | | Chemistry: Atomic and Nuclear Theory and the Periodic Table | 17 | 10.2 | 10.2 | 6.2 | 6.4 |
| | | | | | Chemistry: Chemical Reactions and Properties of Matter | 17 | 12.6 | 12.6 | 4.6 | 4.9 |
| | | | | | Physics: Energy, Force, and Motion | 17 | 10.4 | 10.4 | 2.9 | 3.2 |
| | | | | | Physics: Waves, Electricity, and Magnetism | 17 | 10.8 | 10.8 | 1.2 | 1.6 |
| 11 | 459 | 459 | 286 | 294 | US History | | | | | |
| | | | | | Colonization through the Constitution | 13 | 10.3 | 10.3 | 5.1 | 5.3 |
| | | | | | New Republic through Reconstruction | 13 | 8.5 | 8.5 | 4.1 | 4.3 |
| | | | | | Industrialization, Reform, and Imperialism | 11 | 8.2 | 8.2 | 2.6 | 2.9 |
| | | | | | Establishment as a World Power | 16 | 11.6 | 11.6 | 2.5 | 2.9 |
| | | | | | Modern Era | 15 | 10.5 | 10.5 | 1.0 | 1.4 |
| 240 | 443 | 443 | 441 | 430 | Economics/Business/Free Enterprise | | | | | |
| | | | | | Fundamental Economic Concepts | 14 | 9.4 | 9.4 | 8.9 | 8.4 |
| | | | | | Microeconomic Concepts | 15 | 9.9 | 9.9 | 9.9 | 9.2 |
| | | | | | Macroeconomic Concepts | 14 | 8.9 | 8.9 | 8.8 | 8.3 |
| | | | | | International Economics | 12 | 7.9 | 7.9 | 7.8 | 7.3 |
| | | | | | Personal Finance Economics | 13 | 9.1 | 9.1 | 9.0 | 8.6 |

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

mmd00y-COMLETE-2145555-0000000



Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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