APPENDIX A:
ITEM AND TEST DEVELOPMENT

- Table A.1.1: Target Item Difficulty Means
- Figure A.1.1: Material Presented at the Content and Bias Review Meeting
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Table A.1.1: Target Item Difficulty Means

Content Area	Grade or Course	Number of Items	Rasch Means
English Language Arts	3	45	-0.22
	4	45	-0.32
	5	45	-0.15
	6	45	-0.10
	7	45	0.04
	8	45	-0.06
	AMLC	45	-0.32
Reading	3	29	-0.34
	4	29	-0.50
	5	29	-0.07
	6	29	-0.13
	7	29	0.16
	8	29	-0.13
	AMLC	29	-0.34
Mathematics	3	50	-0.12
	4	50	-0.06
	5	50	-0.15
	6	50	-0.02
	7	50	0.01
	8	50	-0.03
	CALG	50	-0.12
	ALG1	50	0.01
Science	5	38	0.00
	8	38	-0.01
	BIOL	38	0.05
	PHSC	55	0.02
Social Studies	8	38	0.09
	HIST	38	-0.13

Figure A.1.1: Material Presented at the Content and Bias Review Meeting

Georgia
Milestones
Assessment System
New Item Review Meeting
July 2022

1

Overview of Process
Test Planning & Specifications (Includes GA Educators)
New Item Development Planning and Training
New Item Development
Internal Reviews
Georgia DOE Reviews
New Item Content Review with Georgia Educators
Item Data Review with Georgia Educators
Select Items to Build Test Cores
Form Approvals
Testing

2

Importance of Content Review
• Your role is essential for verifying the appropriateness of the test items for students throughout the state.
• Your work is critical to establishing evidence of the alignment of test items and test validity.

3

Introductions: GaDOE
Office of Assessment & Accountability
Allison Timberlake, Deputy Superintendent for Assessment & Accountability
Assessment Development
• Jan Blose, Director
• Nija Byrd, Program Manager, Test Development
• Lisa Hardman, Assessment Specialist
• Tiffani Taylor, Assessment Specialist
• Adrienne Walker, Program Manager, Data, Quality, and Reporting
• Richard Parler, Assessment Specialist
• Elena Nightingale, Lead Psychometrician
Assessment Administration
• Sandy Greene, Director
• Joe Blessing, Assessment Specialist
• Missy Shealy, Assessment Specialist

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Introductions: GaDOE
Office of Curriculum, Instruction, & School Climate
English Language Arts
• Breanne Huston, Program Manager
• Asha Jassani, ESOL Program Specialist
• Sarah Welch, Program Specialist
Science
• Keith Crandall, Program Manager
• Renee Shirley-Stevens, Program Specialist
• Laura Canepa-Redondo, ESOL Program Specialist
Mathematics
• Lya Snell, Program Manager
• Michael Wiernicki, Program Specialist
• Jenise Sexton, Program Specialist
• Isa Sanchez, ESOL Program Specialist
• Karla Cwetna, Program Specialist
• Kenneth Golden, Program Specialist
Social Studies
• Joy Hatcher, Program Manager
• Jennifer Zoumberis, Program Specialist
• Ashley Melville, Program Specialist
• Nancy Balaun, ESOL Program Specialist

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COVID-19 Precautions
• All parties are working together to ensure a safe environment that aligns with protocols recommended by health experts to mitigate the spread of COVID-19.
• Meeting rooms arranged to allow as much space as possible.
• Meal and break times will be staggered to avoid long serving lines.
• Individual supplies (pens/pencils, etc.) will be provided for you to use and keep.
• Masks are optional.

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COVID-19 Precautions

- By registering for the meeting, you agreed to follow an Attendee Code of Conduct:
  - Do not attend if you are feeling ill, have COVID or flu-like symptoms, or have been in close contact with someone who tested positive for COVID in the past 7 days.
  - Practice appropriate social distancing.
  - Email to report an absence or illness to GeorgiaMilestonesMeetings@DataRecognitionCorp.com

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Notice of Filming and Photography

- On **Thursday, July 14th** staff from the GaDOE Communications Team will be filming portions of the IDR meeting and interviewing educators.
- Footage will be used in a series of GaDOE videos designed to show how educators are involved in the test development process.
- Thank you to those who have already answered the request to be interviewed! We are still accepting volunteers. Please let someone from the GaDOE Assessment Team know if you would like to be interviewed.
- **Test security is a priority!** We will ensure that all footage is free from test content and all secure conversations are omitted from the videos.

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Introductions: DRC

Facilitators: ELA

- April Ellwanger, EOG Grades 3 and 4
- Karen Brinkmann, EOG Grades 5 and 6
- Kara Courtney, EOG Grades 7 and 8
- Suzanne Hindman, EOC American Literature

Facilitators: Mathematics

- Adam Roseberg, EOG Grades 3 and 4
- Carrie Schaefer, EOG Grades 5 and 6
- Eugene Tsai, EOG Grades 7 and 8
- Albert Hernandez, EOC Algebra Concepts & Connections

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Introductions: DRC

Facilitators: Science

- Brooks Rowlett, EOG Grade 5
- Jon Irving, EOG Grade 8
- Jon Irving, EOG Grade 8 HS Physical Science
- Patrick Erikson, EOC Biology

Facilitators: Social Studies

- Lisa Marie DiFranco, EOG Grade 8
- Lisa Marie DiFranco, EOC US History

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Introductions: DRC

- Patty McDivitt, Executive Vice President, Curriculum, Instruction, and Assessment
- Marc Julian, Executive Vice President, Psychometrics *(remote)*
- Anu Tummala, Vice President, State Assessment Programs, Education Program Management
- Chris McCullough, Vice President, Test Development
- Kara Courtney, Senior Director, Test Development
- Eric Jenson, Senior Manager, Test Development
- Nora Rowally, Project Manager, Performance Assessment Services (ELA)
- Maggie Frye, Manager, Meeting Planner

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Overview

- Content
- Item Types
- Spectrum of Cognitive Complexity and Appropriate Difficulties
- Accessibility
- Bias, Fairness, and Sensitivity
- Meeting Process

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Technology Enhanced (1 pt. and 2 pt. TE)

- Measure student analysis skills and knowledge through multistep processes and other scaffolding
- Provide cognitive rigor through application of student skills and abilities
- Mirror instruction and learning through technology
- Provide opportunities for dependency/partial credit or rule-based scoring
- Can be worth 1 or 2 points depending on the item content

Opportunity to review functionality live this week.

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Evidence-Based Selected Response

Two-parts and requires both parts to be completed

- 1st Part: inferential or key concept question related to text; one correct response
- 2nd Part: select evidence from text to support inference or idea; one correct response
- Students support key ideas and concepts with textual evidence
- Both parts must be correct to receive 2 pts.; 1-pt. if only 1st part is correct

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Evidence-Based Selected Response Sample

This question has two parts. Answer Part A, and then answer Part B.

Part A

What motivates Caleb to want to become a Pony Express rider?

A. a desire to be independent from his family
B. a need for adventure in his life
C. a desire to make a great deal of money
D. a need to travel to other places

Part B

Which sentence from the story BEST supports the answer in Part A?

A. Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn't afford with the wages of his last month's work.
B. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise.
C. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he'd settled into a life on the plains.
D. The horse balked for the open road, but Caleb's deft touch convinced the horse of the pace they would maintain.

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Multiple-Select

- One part item that allows for more than one correct answer with 5 or 6 answer options
- Provide students with opportunity to show fluency and/or multiple representations
- 2 pts. for all correct or 1 pt. for specific combinations

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Multiple-Select Sample

Civil law and criminal law have similarities and differences. Select the TWO statements that are true ONLY about civil law.

A. Trials are held in superior courts.
B. Juries can determine the outcome of a trial.
C. A plaintiff brings a lawsuit against a defendant.
D. A government brings charges against a defendant.
E. A defendant can be sentenced to serve time in prison.
F. A private party tries to settle a disagreement with another private party.

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Multi-Part

- Two-parts built from selected-response, multiple select, and "true-TE" components
- Can be
  - Selected Response/Selected Response
  - Selected Response/Multiple Select
  - Selected Response/Technology Enhanced
  - Multiple Select/Multiple Select
  - Multiple Select/Technology Enhanced
  - Technology Enhanced/Technology Enhanced
- 1 pt. for each part answered correctly (up to 2 pts. total)

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Bias, Fairness, and Sensitivity: Overview

- Free of stereotypes or other sources of bias
- Reflect community standards
- Bias:
  - language or context that prevents members of one group from demonstrating knowledge or skill being measured
  - detected through judgmental and statistical procedures

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Bias, Fairness, and Sensitivity: Identifying Stereotypes

- Gender or age
- Racial, ethnic, cultural, or religious
- Socioeconomic or occupational
- Regional or geographic
- Linguistic (dialect, regionalisms in language)
- Physical abilities

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Bias, Fairness, and Sensitivity: Applying Community Standards

- Is the topic appropriate?
- Is the language appropriate?
- Is there anything controversial, inflammatory, or insensitive?
- Are there any stereotypes?
- Would students of one particular group, background, or region have a distinct advantage or disadvantage that cannot be accommodated?

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Bias, Fairness, and Sensitivity: Equal Treatment of Genders

- Consider roles assigned to women and men.
  - Educational and career opportunities
  - Job stereotypes
  - Lifestyle stereotypes
- Use parallel language.
  - "men and women" not "men and girls"
  - "chair" not "chairwoman"
  - "mail carrier" not "mailman"
- Avoid unnecessary gender-specific pronouns or subject/verb agreement using "they/them" if not necessary to achieve the intent of the standard.

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Bias, Fairness, and Sensitivity: Fair Representation of Groups

- Great diversity of groups and diversity within groups—the Milestones reflect and respect that diversity
- Text and illustrations contribute to positive portrayal of a cohesive society
- Avoid stereotypes of appearance, personality, occupation, history/culture, economic status, lifestyle

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Bias, Fairness, and Sensitivity: Fair Representation of Differing Ability

- Use correct/preferred terminology
- Avoid stereotypes and discriminatory language
- Show persons with disabilities as integral to society
- Portray achievements of people with differing abilities, including role model portrayal

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Meeting Process: Roles & Responsibilities

- **Committee Facilitator** organizes discussion for group and records edits to ensure suggestions conform to item-writing best practices.
- **Committee Members** engage in discussion of items and record comments on rating sheets.
- **Committee Recorder** notes committee discussion and documents consensus edits on hard copy.
- **Department Representatives** provide input on policy questions, standards, and other topics.

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Meeting Process: How to Proceed

- Follow lead of Committee Facilitator to verify:
  - Alignment (domain and standard being measured)
  - DOK and other item data
  - One clear and correct answer for each item part
  - Distractor functionality (appropriate/plausible)
  - Clear, concise questions/tasks in each item part
  - Scoring information

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Meeting Process: How to Proceed

- Work to reach consensus.
- Determine whether to *accept* or *revise* each item.
  - Work to revise items as necessary.
  - If revision is not possible, document rationale for rejection.
- Document decisions and proposed item revisions.

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Meeting Process: Reviewing Items

When reviewing items, ask:

- What evidence of learning will the item elicit?
- What must a student know in order to respond?
- Does the item elicit substantive (or weak) evidence of student learning and mastery of construct being measured?
- Would the item measure same skills if the student responds online versus paper?
- Would a student who is testing online respond to an item in same way as a student who is testing on paper?
- *For 2pt items:* What kind of response would be expected for full credit and partial credit?

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Meeting Process: Review Materials

- Item Review Binders and Rating Sheets
- Standards
- Blueprints
- DOK Information
- ALD Information
- Formula Sheets (Math and Science)
- Periodic Table (Science)
- Language Progressive Skills Chart (ELA)
- ECR Scoring Rubric (ELA)
- Supplemental Resource for Instructional Assessment Practices - Proper Nouns (Social Studies)
- Checklists for Content and Sensitivity Reviewers
- Social Studies Vocabulary List

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Meeting Process: Meeting Norms and Security Reminders

Security is important and critical.

- Your signed non-disclosure security agreement:
  - Do not use phones, smart watches, tablets, or computers in meeting rooms.
  - Notes taken during the meeting are secure and are part of the materials returned at the end of the committee meetings.
  - Content of items and responses are secure and may not be disclosed.
- Your communication following the meeting:
  - All committee conversations are confidential (what happens here stays here.)
  - When you return to your districts and schools, do talk about process undertaken, but do not disclose specifics (items, content, student or sample responses).
  - Share Georgia Milestones website: testing.gadoe.org

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9

Questions
• Questions now?
• Questions later?
• Place inquiries on index cards.
• Give cards to DRC facilitator.
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Figure A.1.2: Checklist for Content and Bias Reviewer

SECURE

- ☐ cannot be obtained unless the student has the knowledge or skill being assessed
- ☐ cannot be obtained for the wrong reasons

Check to ensure that the distractors of each item:

- ☐ are plausible and attractive to the student who has not mastered the objective or skill
- ☐ represent common misconceptions, errors, flawed process, or incomplete understanding
- ☐ are mutually exclusive
- ☐ are not partially correct
- ☐ are not polar opposites of other distractors or the correct answer
- ☐ function appropriately and correspond to the rationale; where rationales are not explicitly presented, ensure coherence for each distractor individually and for the set collectively
- ☐ are not outliers or humorous

Check to ensure that for associated graphics or stimuli:

- ☐ shading is not used behind text
- ☐ grayscale drawings or illustrations with little contrast are avoided
- ☐ keys or legends are placed to the right of the graphic when possible (not to the left or below) (Note: Keys or legends that supplement reading graphics are placed at the top left of the tactile graphic or on the left-hand facing page in Braille transcriptions.)
- ☐ graphs or pictures use high-contrast fill shades or patterns
- ☐ illustrations that are merely decorative are avoided
- ☐ complicated drawings with extensive details are avoided unless related to the skill being assessed
- ☐ extraneous elements and detail are avoided or minimized (Noting which elements are essential or extraneous is helpful information for preparing large print and Braille forms.)
- ☐ graphics that extend over more than one page, or are likely to extend when increased for large print, are not used
- ☐ large maps that cannot be contained on one page if enlarged are not used
- ☐ extensive charts or tables with multiple columns are avoided unless essential to the skill being assessed
- ☐ graphs, charts, or figures have a title
- ☐ illustrations are labeled or are referred to by name in the item stem, unless the label or name would clue the correct answer
- ☐ all elements, lines, etc. in graphics are at least 1/8 inch
- ☐ stem and answer choice illustrations are labeled to make such visuals more accessible to students with visual disabilities, unless labels would clue the correct answer

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SECURE

Checklist for the Fairness Reviewer

To have confidence in test results, it is important to ensure that students are given a reasonable chance to do their best on the test. Test items must be accessible to a diverse student population with respect to gender, race, ethnicity, geographic region, socioeconomic status, language, disability, and other factors.

Check to ensure that the content of each item is free of explicit references to or descriptions of:

- ☐ events involving extreme sadness or adversity
- ☐ acts of physical or psychological violence
- ☐ alcohol or drug abuse
- ☐ vulgar language
- ☐ sex

Check to ensure that if any religious, political, social, or philosophical issues are addressed:

- ☐ more than one point of view is expressed
- ☐ beliefs or biases do not interfere with factual accuracy
- ☐ contemporary issues that have already been proven to be controversial are absent
- ☐ stereotypic descriptions of beliefs or customs are absent

Test items must:

- ☐ be free of offensive, disturbing, or inappropriate language or content
- ☐ be free of stereotyping based on:
  - ☐ gender
  - ☐ race
  - ☐ ethnicity
  - ☐ religion
  - ☐ socioeconomic status
  - ☐ age
  - ☐ regional or geographic area
  - ☐ disability
  - ☐ occupation
  - ☐ lifestyle
- ☐ demonstrate sensitivity to historical representation of groups
- ☐ be free of unnecessarily complex graphics with extraneous or low-contrast detail that is difficult to access by low-vision or Braille readers
- ☐ be free of differential familiarity for any group based on:
  - ☐ disability status
  - ☐ language
  - ☐ socioeconomic status
  - ☐ regional or geographic area
  - ☐ prior knowledge or experiences unrelated to the subject matter
  - ☐ being tested

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Figure A.1.3: Material Presented at the Item Data Review Meeting

Georgia Milestones 2022
Data Review
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1

Welcome
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2

Data Review within the Test Development Cycle
Test Planning & Specifications (includes GA Educators)
Item Development Planning and Training
Item Development
External Reviews
GaDOE Reviews
Item Content Review with GA Educators
Field Testing
Item Data Review with GA Educators
Select Items to Build Test Cores
Form Approvals
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3

Highlights and Objectives
This presentation will include:
Definition of key terms.
Walkthrough of a sample item-data card.
Overview of the different statistics that will be used in the review of field-test items.
Guidance on understanding and interpreting these statistics.
You will:
Review statistics for a subset of field-test items that appeared on the Georgia Milestones in 2022.
Accept items for possible placement on future Georgia Milestones assessments.
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4

Definitions
Item statistics: Statistical values generated during data analysis after item has been administered.
Field-testing: Process of collecting data to make sure an item is functioning as intended.
Georgia uses a strong field test design where items are embedded in small numbers within operational tests that do not count towards student scores.
Provides the high quality data for computing the statistics you see will review today.
Item pools: A set of items that have been reviewed, field tested and approved for future test form construction.
Operational items: Items that have already been used in an operational test administration.
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5

Definitions
Item type: The format of the item
Selected Response (SR)
Constructed Response (CR)
Extended Constructed Response (ECR)
Multi-select (MS)
Evidence-based selected response (EBSR)
Multi-part (MP)
Technology Enhanced (TE)
Item Scoring: The range of scores points that a student may receive on an item
Dichotomous: Item is scored as 0 or 1
Polytomous (Multipoint): Item has a range of possible scores from 0 to greater than 1
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6

1

Item Data Review Cards
• One (two-page) "dashboard" per item
• Part 1 – Item information
• Item image and associated descriptive information
• Intended grade, content standard, correct answer, etc.
• Part 2 – Field test item statistics
• Overall summary of item difficulty and item information
• Detailed item statistics
• Differential Item Functioning (DIF)
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Sample Item Data Review Card Part 1
Standard text
Item ID
Grade
Standard
Points
Responses
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8

Sample Item Data Review Card Part 2
Year of administration
General Summary Statistics
- N-Count
- P-Value
- Item/Total Correlation
Detailed Statistics
Distractor or Step Specific Statistics
DIF Analysis
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Georgia Milestones
Examining the Field Test Statistics
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Item Statistics
• Item Difficulty
• Item-Total Correlations
• Differential Item Functioning (DIF) indices
These three statistics have widespread use in the development of high-stakes assessments and are key considerations in assembling test forms.
We are flagging field items with extreme statistics or odd response patterns and ask for your input about the item
• Example – We may anticipate that an item may be very difficult for students but in field testing, it was much easier than expected or vice versa. As educators, in the classroom, you have best insight into why this might be happening.
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Use of the Statistics and Flags
• The statistics provide a reality check of an item's performance based on the FT data.
• Statistical values and associated flagging criteria are provided for your reference in the review, but they should be considered in conjunction with item content and the characteristics of the tested students.
• Some FT items, even flagged, may be entirely appropriate to include on an operational assessment given the content standards and the expectations set forth within the assessment.
• The evaluation should focus on the quality of the item in measuring the intended standard, rather than simply meeting given statistical criteria.
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2

Item Difficulty (1)

- One common measure of item difficulty is *p*-value.
- For 1-point items (dichotomous items like selected-response items), *p*-value equals the proportion of examinees in the sample who answered the item correctly.
  - If an item has a p-value of 0.79, it means 79% of the students answered the item correctly.
- For items with more than one point possible (polytomous items), *p*-value is calculated as the average item score divided by the maximum item score possible.
  - If an item has 2 points, and the average score on that item is 1.5, the *p*-value of the item equals to 1.5/2 = 0.75.
- Remember that p-values range from 0.0 to 1.0 and tell us about the relative difficulty of the item.

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Item Difficulty (2)

- Interpretation of *p*-value:
- Relatively lower values (e.g., 0.30) correspond to more difficult items.
- Relatively higher values (e.g., 0.70) correspond to easier items.
- Items that are either very hard (e.g., < 0.10) or very easy (e.g., > 0.95) provide little information about student differences in achievement.
- Items with extreme p-values can be approved/included on assessment when the educational importance of the item content or the desire to measure students with very high or low achievement levels override the statistical considerations.

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P-Values on Item Cards

- P-Values are in two spots on each item card
  - Traditional Statistics
  - Distractor Section

Traditional Statistics

N	P-Val	Mean	Item Total Corr
129764	0.83		0.43

Distractor/Step Specific

Label	Percent	Corr	Avg Meas	Step Meas
A	0.05	-0.26		
B	0.07	-0.20		
C	0.05	-0.25		
D*	0.83	0.43		
OMITS	0.00			
TOTAL	1.00			

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P-Values on Item Card – Traditional Statistics

Traditional Statistics

N	P-Val	Mean	Item Total Corr
129764	0.83		0.43

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P-Values on Item Card – Distractor Analysis

- The "*" denotes the correct answer.
- Other response options are called distractors.
  - Proportions selecting each distractor are also displayed in this table.
  - OMITS means student omitted a response.

Distractor/Step Specific

Label	Percent	Corr	Avg Meas	Step Meas
A	0.05	-0.26		
B	0.07	-0.20		
C	0.05	-0.25		
D*	0.83	0.43		
OMITS	0.00			
TOTAL	1.00			

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P-Value Guidelines

- Items with p-values below 0.25 may be too difficult.
- Items with p-values above 0.90 may be too easy.
- We build tests with a wide range of p-values (generally 0.30–0.90) in order to effectively place students into the four proficiency categories.
  - Hard items help to distinguish between proficient and distinguished levels.
  - Easy items help to distinguish between beginning and developing levels.

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3

Item Total Correlation (1)

- Item-total correlation describes the relationship between performance on the specific item and the performance on the entire form.
  - For FT items, the performance on the entire form is indicated by a student's total score on the operational form that has been administered.
  - For 1-point items (such as MC), the item total correlation statistic is typically referred to as the point-biserial correlation.
- The correlation coefficient can range from −1.00 to +1.00.
- The correlation coefficient of zero (or close to zero) indicates little relationship between student performance on the item and on the total test.

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Item Total Correlation (2)

- Interpretation of item-total correlation:
  - Large and positive values (i.e., well above zero, like 0.40) mean the item is a good discriminator between high- and low-ability students.
  - In other words, students who answered the item correctly are very likely to have better mastery of the test content and have high total scores also.
  - Close to zero or negative values (e.g., 0.01, -0.20) can indicate problems with the item content, or students' opportunity to learn.
  - Items with item-total correlation <0.1 are flagged.

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Item Total Correlation (3)

- Item total correlations can be computed for each answer choice or score point.
- When this is done, you expect a particular pattern of results:
  - For the correct answer, you expect that the item total correlation would be positive and ideally high.
    - High item total correlations mean that students who answered the item correctly are very likely to have better mastery of the test content and also have high total scores.
  - For an incorrect answer, you would expect the item total correlation to be weak, zero or negative.
    - Students who answer an item incorrectly are unlikely to have higher total scores on the full test.

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Item Total Correlations on Item Cards

- (*) indicates the key.
- Note that for multiple choice items the item total correlation appears twice
- Look at the pattern of item total correlations for the correct answer and the other options (distractors)

Traditional Statistics

N	P-Val	Mean	Item Total Corr
129764	0.83		0.43

Distractor/Step Specific

Label	Percent	Corr	Avg Mean	Step Mean
A	0.05	-0.26		
B	0.07	-0.20		
C	0.05	-0.25		
D*	0.8	0.43		
OMITS	0.00			
TOTAL	1.00			

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Guidelines for Reviewing Item Total Correlations

- Expect a general pattern for a dichotomous item –
  - Item total correlation for the key (correct answer) should be positive and greater than 0.25.
  - Item total correlation for the distractors should be negative.
    - Note that just because an item has a low item total correlation, that does not mean the item should be rejected.
    - Items that are very easy (p-value > 0.90) or very difficult (p-value < 0.30) are likely to have smaller item total correlations (less than 0.25).
- Use your expertise instead of focusing on rigid adherence to guidelines.

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Differential Item Functioning (DIF) (1)

- Differential item functioning (DIF) occurs when samples of people from different groups with the same ability level have different probabilities of getting an item correct.
- DIF suggests a potential threat to validity.
  - Avoid including items that introduce systematic bias that disadvantages the test performance of one group over another.
  - We typically look at gender bias and ethnic bias when field test data have been collected.

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Visualizing DIF

No DIF Evident

DIF Evident

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DIF Statistics

- We compute DIF statistics that quantify the difference in item performance between two groups – after matching group performance on the test.
- We flag the statistics in terms of level (magnitude) and the direction of the differential performance.
- You will see DIF statistics for the following comparisons on the item/data cards
  - Male/Female
  - White/Black
  - White/Hispanic

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Level of DIF

- DIF statistics are classified into three levels:
  - Level A
    - Item with little or no difference in performance between matched groups of students
  - Level B
    - Items with small to moderate differences in performance between matched groups of students
  - Level C
    - Items with larger differences in performance between matched groups of students

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Direction of DIF

- + or – sign indicates direction of the difference
  - Example – DIF in Male/Female Groups
    - A negative sign (-) means that, among students of similar ability, female students did **not** perform as well on the item as male students.
    - A positive sign (+) means that, among students of similar ability, female student performed better on the item than male students.

Comparison Groups	Favored Group for +	Favored Group for -
Male/Female	Female students	Male students
White/Black	Black students	White students
White/Hispanic	Hispanic students	White students

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Item/Data Card – DIF Analyses

DIF Analysis

Category	Bias Code	Num Value	N - Ref	N - Focal
MALEFEMALE	B+	0.20	1639	1660
WHITEBLACK	A	-0.10	1412	1052
WHITEHISPANIC	A	0.11	1415	479

Reference/Focal Group

- Letter – magnitude
- +/- Sign – direction

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DIF Statistics Flagging

- DIF levels
  - A: No significant difference between the student groups of interest.
  - B+: Moderate DIF favoring the focal group.
  - B-: Moderate DIF favoring the reference group.
  - C+: Large DIF favoring the focal group.
  - C-: Large DIF favoring the reference group.
- Items with B+/B-/C+/C- need to be reviewed, and the number of items with C+/C- should be minimized in OP form assembly.

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DIF Flagging – Final Comment

- All biased items should show DIF, but **not** all items with DIF will be biased.
  - DIF involves a statistical test and classification that flags potential bias.
  - You **must** be able to posit a reason/explanation for the bias.

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Multipoint Items

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Multipoint/Polytomous Items

- Georgia Milestones includes several different kinds of multipoint items depending on grade/subject/course.
  - Constructed-response items
    - Items with scoring rubrics assigned by raters
  - Evidence-based selected response items (ELA)
    - Two-part items worth 2 points with common passage
    - Part One – involves making an inference related to the text
    - Part Two – select evidence to support inference
    - Two points for getting both parts correct
  - Multi-select items
    - Where students are asked to select multiple correct answers from a set of available options
- Different item types have data cards that looks a little different but analogous information has been provided.

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Constructed-Response Items

Traditional Statistics

N	P-Val	Mean	Item Total Corr
1101	0.25	1.00	0.57

Distractor/Step Specific

Label	Proportion	Corr	Avg Meas	Step Meas
0	0.50	-0.51		
1	0.22	0.04		
2	0.12	0.26		
3	0.11	0.29		
4	0.05	0.28		
BL	0.01			

BL= Blank

- **Item Mean**
  - Average student score
- **P-Value**
  - Item mean divided by maximum possible score
- **Item Total Correlation**
  - Correlation between item performance (correct answer or distractor) and total score
- **Proportion**
  - Percentage of students receiving a certain score point

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Sample Card - EBSR/Multipart Items

Distractor/Step Specific

Part	Label	Freq	Proportion	Corr	Avg Meas	Step Meas
A	A	2638	0.13	-0.14		
A	B	3180	0.16	-0.20		
A	C	7839	0.40	0.19		
A	D	5861	0.30	0.06		
A	OMITS	5	0.00			
B	A	3282	0.17	-0.07		
B	B	4422	0.23	-0.13		
B	C	10226	0.52	0.37		
B	D	3861	0.20	-0.16		
B	E	7752	0.39	0.25		
B	OMITS	5	0.00			
	0	10550	0.54	-0.27		
	1	6763	0.34	0.03		
	2	2226	0.11	0.39		
	BL	84	0.00			

- Part 1 Answer Choices
- Part 2 Answer Choices
- Total Score Distribution

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Multi-Select Items

Distractor/Step Specific

Part	Label	Freq	Proportion	Corr	Avg Meas	Step Meas
A	A	2217	0.40	-0.07		
A	B	3269	0.59	0.16		
A	C	2047	0.37	-0.14		
A	D	3255	0.59	0.16		
A	E	3767	0.68	0.18		
A	F	1230	0.22	-0.07		
	0	2106	0.38	-0.16		
	1	1434	0.26	-0.16		-0.05
	2	1957	0.36	0.32		0.05
	BL	9	0.00			

- Answer Choices
- Total Score Distribution

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Figure A.1.3: Material Presented at the Item Data Review Meeting

Figure A.1.4: Sample Data Card

GSE Standard: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the...

GA - Item Card

Item ID	
Content Area	Mathematics
Passage ID	
Passage Title	
Grade	5
GSE Standards	5.G.1
Item Type	Multiple Choice
Points	1
Depth of Knowledge	1
Bloom's Taxonomy	
Est Difficulty	Low
Key	A
Calculator	CN

Data Recognition Corporation Page 1

Standard: Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the ...

1.

GA - Data Card

Item ID	
Content Area	Mathematics
Passage ID	
Passage Title	
Grade	6
Standards	GSE: 6.EE.2b
Item Type	Multiple Choice
Points	1
Depth of Knowledge	1
Est Difficulty	
Calculator	Yes
Key	B
Focus	

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GA - Data Card continued

Administration(s)

Form Name	Use Function	Seq	Period	Year	Session	Calc	Model	/Ext	Grade
	FT		Spring		2	Yes	Rasch		6

Traditional Statistics

N	P-Val	Mean	Item Total Corr
32152	0.48		0.07

Distractor/Step Specific

Label	Percent	Corr	Avg Meas	>Step Meas
A	0.13	-0.14		
B*	0.48	0.07		
C	0.27	0.04		
D	0.11	0.00		
MULTS	0.00			
OMITS	0.00			
TOTAL	1.00			

DIF Analysis

Category	Bias Code	Num Value	N - Ref	N - Focal
MALEFEMALE	A	-0.01	17482	14674
WHITEBLACK	B+	0.03	12642	11589
WHITEHISPANIC	A	0.01	12642	5646

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Figure A.2.1: 2022-2023 Georgia Content Blueprints

Georgia Milestones Assessment System

Georgia Milestones Assessment System

Grade 3 English Language Arts

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE3.RL (1, 2, 3) ELAGSE3.RI (1, 2, 3)	18	30%
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE3.RL (5, 6, 7, 9) ELAGSE3.RI (5, 6, 7, 8, 9)	8	13%
Vocabulary Acquisition and Use	ELAGSE3.RL4/RI4 ELAGSE3.L (4, 4a, 4b, 4c, 4d, 5, 5a, 5b, 5c, 6)	6	10%
Writing and Language		**28**	**47%**
Writing	ELAGSE3.W (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 4, 7, 8)	16	27%
Language	ELAGSE3.L (1, 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3, 3a)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE3.RL (1, 2, 3, 4, 5, 6, 7, 9) ELAGSE3.L (4, 4a, 4b, 4c, 4d, 5, 5a, 5b, 5c, 6)	19	60%
Reading Informational Text	ELAGSE3.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE3.L (4, 4a, 4b, 4c, 4d, 5, 5a, 5b, 5c, 6)	13	40%

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Georgia Milestones Assessment System
Grade 3 English Language Arts
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	6 to 12	10% to 20%
Level 2	27 to 33	45% to 55%
Level 3	9 to 15	15% to 25%
Level 4	6 to 12	10% to 20%

Assessment Design – Spring Main Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Opinion or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

Assessment Design – Retest Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	44 - 50	44 - 50
2-point Technology-Enhanced[1]	5 - 8	10 - 16
Total[3]	**52 - 55**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Total:** The distributions of 1-point and 2-point items will vary, but the total number of operational points will always be 60. There are no field test items on the End-of-Grade Retest.

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Georgia Milestones Assessment System

Grade 3 Mathematics

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Operations and Algebraic Thinking	MGSE3.OA (1, 2, 3, 4, 5, 6, 7, 8, 9)	15	25%
Number and Operations	MGSE3.NBT (1, 2, 3)	20	35%
	MGSE3.NF (1, 2, 3)		
Measurement and Data	MGSE3.MD (1, 2, 3, 4, 5, 6, 7, 8)	17	30%
Geometry	MGSE3.G (1, 2)	6	10%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	15 to 20	25% to 35%
Level 2	26 to 32	45% to 55%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.

[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.

[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

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Grade 4 English Language Arts

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE4.RL (1, 2, 3)	18	30%
	ELAGSE4.RI (1, 2, 3)		
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE4.RL (5, 6, 7, 9)	8	13%
	ELAGSE4.RI (5, 6, 7, 8, 9)		
Vocabulary Acquisition and Use	ELAGSE4.RL4/RI4	6	10%
	ELAGSE4.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)		
Writing and Language		**28**	**47%**
Writing	ELAGSE4.W (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE4.L (1, 1a, 1b, 1c, 1d, 1e, 1f, 1g, 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category and Domains	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE4.RL (1, 2, 3, 4, 5, 6, 7, 9) ELAGSE4.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	19	60%
Reading Informational Text	ELAGSE4.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE4.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	13	40%

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Georgia Milestones Assessment System

Grade 4 English Language Arts

ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	24 to 30	40% to 50%
Level 3	15 to 21	25% to 35%
Level 4	6 to 12	10% to 20%

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Opinion or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

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Georgia Milestones Assessment System

Grade 4 Mathematics

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Operations and Algebraic Thinking	MGSE4.OA (1, 2, 3, 4, 5)	11-12	20%
Number and Operations in Base 10	MGSE4.NBT (1, 2, 3, 4, 5, 6)	11-12	20%
Number and Operations - Fractions	MGSE4.NF (1, 2, 3, 4, 5, 6, 7)	17	30%
Measurement and Data	MGSE4.MD (1, 2, 3, 4, 5, 6, 7, 8)	11-12	20%
Geometry	MGSE4.G (1, 2, 3)	6	10%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	17 to 23	30% to 40%
Level 2	23 to 29	40% to 50%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

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Georgia Milestones Assessment System
Grade 5 English Language Arts
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE5.RL (1, 2, 3)	17	28%
	ELAGSE5.RI (1, 2, 3)		
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE5.RL (5, 6, 7, 9)	9	15%
	ELAGSE5.RI (5, 6, 7, 8, 9)		
Vocabulary Acquisition and Use	ELAGSE5.RL4/RI4	6	10%
	ELAGSE5.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)		
Writing and Language		**28**	**47%**
Writing	ELAGSE5.W (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE5.L (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE5.RL (1, 2, 3, 4, 5, 6, 7, 9) ELAGSE5.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	16	50%
Reading Informational Text	ELAGSE5.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE5.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	16	50%

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Georgia Milestones Assessment System
Grade 5 English Language Arts
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	24 to 30	40% to 50%
Level 3	15 to 21	25% to 35%
Level 4	6 to 12	10% to 20%

Assessment Design – Spring Main Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Opinion or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

Assessment Design – Retest Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	44 - 50	44 - 50
2-point Technology-Enhanced[1]	5 - 8	10 - 16
Total[3]	**52 to 55**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Distribution of 1-Point and 2-Point Items:** The numbers of 1-point and 2-point items will vary, but the total number of operational points will always be 60. There are no field test items on the End-of-Grade Retest.

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Georgia Milestones Assessment System
Grade 5 Mathematics
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Operations and Algebraic Thinking	MGSE5.OA (1, 2, 3)	6	10%
Number and Operations in Base 10	MGSE5.NBT (1, 2, 3, 4, 5, 6, 7)	14	25%
Number and Operations - Fractions	MGSE5.NF (1, 2, 3, 4, 5, 6, 7)	17	30%
Measurement and Data	MGSE5.MD (1, 2, 3, 4, 5)	12	20%
Geometry	MGSE5.G (1, 2, 3, 4)	9	15%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	17 to 23	30% to 40%
Level 2	23 to 29	40% to 50%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items. Field test items are not included on the End-Of-Grade Retest.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score. The End-Of-Grade Retest includes only 50 items, all of which contribute to the student's Mathematics score.

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Georgia Milestones Assessment System

Grade 5 Science

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Earth Science	S5E1 (a, b, c)	11	23%
Physical Science	S5P1 (a, b, c)	16	35%
	S5P2 (a, b, c)		
	S5P3 (a, b)		
Life Science	S5L1 (a, b)	19	42%
	S5L2 (a, b)		
	S5L3 (a, b, c)		
	S5L4 (a, b)		
	Total	**46**	**100%**

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Science exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	23 to 28	50% to 60%
Level 3	14 to 18	30% to 40%
Level 4	N/A	N/A

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Georgia Milestones Assessment System

Grade 5 Science

ASSESSMENT BLUEPRINT

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Science include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's Science score.

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Georgia Milestones Assessment System

Grade 6 English Language Arts

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE6.RL (1, 2, 3) ELAGSE6.RI (1, 2, 3)	17	28%
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE6.RL (5, 6, 9) ELAGSE6.RI (5, 6, 7, 8, 9)	9	15%
Vocabulary Acquisition and Use	ELAGSE6.RL4/RI4 ELAGSE6.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	6	10%
Writing and Language		**28**	**47%**
Writing	ELAGSE6.W (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE6.L (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 3, 3a, 3b)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE6.RL (1, 2, 3, 4, 5, 6, 9) ELAGSE6.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	16	50%
Reading Informational Text	ELAGSE6.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE6.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	16	50%

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Georgia Milestones Assessment System

Grade 6 English Language Arts

ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	21 to 27	35% to 45%
Level 3	15 to 21	25% to 35%
Level 4	6 to 12	10% to 20%

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Argumentative or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

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Georgia Milestones Assessment System
Grade 6 Mathematics
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Ratios and Proportional Relationships	MGSE6.RP (1, 2, 3, 3a, 3b, 3c, 3d)	7	12%
The Number System	MGSE6.NS (1, 2, 3, 4, 5, 6, 6a, 6b, 6c, 7, 7a, 7b, 7c, 7d, 8)	17	30%
Expressions and Equations	MGSE6.EE (1, 2, 2a, 2b, 2c, 3, 4, 5, 6, 7, 8, 9)	13	23%
Geometry	MGSE6.G (1, 2, 3, 4)	11	18%
Statistics and Probability	MGSE6.SP (1, 2, 3, 4, 5)	10	17%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	15 to 20	25% to 35%
Level 2	26 to 32	45% to 55%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

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Georgia Milestones Assessment System

Grade 7 English Language Arts

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE7.RL (1, 2, 3) ELAGSE7.RI (1, 2, 3)	16	27%
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE7.RL (5, 6, 9) ELAGSE7.RI (5, 6, 7, 8, 9)	10	16%
Vocabulary Acquisition and Use	ELAGSE7.RL4/RI4 ELAGSE7.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	6	10%
Writing and Language		**28**	**47%**
Writing	ELAGSE7.W (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE7.L (1, 1a, 1b, 1c, 2, 2a, 2b, 3, 3a)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE7.RL (1, 2, 3, 4, 5, 6, 9) ELAGSE7.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	14	44%
Reading Informational Text	ELAGSE7.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE7.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	18	56%

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Georgia Milestones Assessment System
Grade 7 English Language Arts
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	21 to 27	35% to 45%
Level 3	15 to 21	25% to 35%
Level 4	6 to 12	10% to 20%

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Argumentative or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced**: Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items**: The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items**: Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total**: Of the total 51 items, 45 contribute to the student's ELA score.

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Georgia Milestones Assessment System
Grade 7 Mathematics
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Ratios and Proportional Relationships	MGSE7.RP (1, 2, 2a, 2b, 2c, 2d, 3)	11	19%
The Number System	MGSE7.NS (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 3)	12	21%
Expressions and Equations	MGSE7.EE (1, 2, 3, 4, 4a, 4b, 4c)	10	17%
Geometry	MGSE7.G (1, 2, 3, 4, 5, 6)	13	23%
Statistics and Probability	MGSE7.SP (1, 2, 3, 4, 5, 6, 7, 7a, 7b, 8, 8a, 8b, 8c)	12	20%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	6 to 12	10% to 20%
Level 2	35 to 41	60% to 70%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

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Georgia Milestones Assessment System
Grade 8 English Language Arts
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE8.RL (1, 2, 3)	16	27%
	ELAGSE8.RI (1, 2, 3)		
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE8.RL (5, 6, 9)	10	16%
	ELAGSE8.RI (5, 6, 7, 8, 9)		
Vocabulary Acquisition and Use	ELAGSE8.RL4/RI4	6	10%
	ELAGSE8.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)		
Writing and Language		**28**	**47%**
Writing	ELAGSE8.W (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE8.L (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 3, 3a)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE8.RL (1, 2, 3, 4, 5, 6, 9) ELAGSE8.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	14	44%
Reading Informational Text	ELAGSE8.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE8.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)	18	56%

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Georgia Milestones Assessment System
Grade 8 English Language Arts
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade English/Language Arts exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	21 to 27	35% to 45%
Level 3	15 to 21	25% to 35%
Level 4	6 to 12	10% to 20%

Assessment Design – Spring Main Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Argumentative or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

Assessment Design – Retest Administration

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	44 - 50	44 - 50
2-point Technology-Enhanced[1]	5 - 8	10 - 16
Total[3]	**52 to 55**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for ELA include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Distribution of 1-Point and 2-Point Items:** The numbers of 1-point and 2-point items will vary, but the total number of operational points will always be 60. There are no field test items on the End-of-Grade Retest.

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Georgia Milestones Assessment System
Grade 8 Mathematics
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Numbers, Expressions, and Equations	MGSE8.EE (1, 2, 3, 4)	12	20%
	MGSE8.NS (1, 2)		
Algebra and Functions	MGSE8.EE (5, 6, 7, 7a, 7b, 8, 8a, 8b, 8c)	23	40%
	MGSE8.F (1, 2, 3, 4, 5)		
Geometry	MGSE8.G (1, 2, 3, 4, 5, 6, 7, 8, 9)	16	28%
Statistics and Probability	MGSE8.SP (1, 2, 3, 4)	7	12%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Mathematics exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	12 to 17	20% to 30%
Level 2	29 to 35	50% to 60%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items. There are no field test items on the End-of-Grade Retest.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

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Georgia Milestones Assessment System
Grade 8 Science
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Matter	S8P1 (a, b, c, d, e, f)	13	28%
Energy	S8P2 (a, b, c, d)	8	18%
Motion	S8P3 (a, b, c)	7	15%
Waves	S8P4 (a, b, c, d, e, f, g)	11	24%
Force	S8P5 (a, b, c)	7	15%
	Total	**46**	**100%**

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Science exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	25 to 30	55% to 65%
Level 3	12 to 16	25% to 35%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Science include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's Science score.

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Georgia Milestones Assessment System
High School Physical Science*
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Chemistry: Atomic and Nuclear Theory and the Periodic Table	SPS1 (a, b, c)	13	28%
	SPS2 (a, b, c)		
	SPS4 (a, b, c)		
Chemistry: Chemical Reactions and Properties of Matter	SPS3 (a, b)	10	22%
	SPS5 (a, b)		
	SPS6 (a, b, c, d, e)		
Physics: Energy, Force, and Motion	SPS7 (a, b, c, d)	13	28%
	SPS8 (a, b, c, d)		
Physics: Waves, Electricity, and Magnetism	SPS9 (a, b, c, d, e)	10	22%
	SPS10 (a, b, c)		
	Total	**46**	**100%**

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the High School Physical Science exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	25 to 30	55% to 65%
Level 3	12 to 16	25% to 35%
Level 4	N/A	N/A

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Georgia Milestones Assessment System
High School Physical Science*
ASSESSMENT BLUEPRINT

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for High School Physical Science include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's High School Physical Science score.

*Only grade 8 students who are enrolled in the high school Physical Science course are eligible to take the High School Physical Science exam.

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Georgia Milestones Assessment System
Grade 8 Social Studies
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
History	SS8H1 (a, b, c)	23	50%
	SS8H2 (a, b, c, d, e)		
	SS8H3 (a, b, c, d)		
	SS8H4 (a, b, c, d, e)		
	SS8H5 (a, b)		
	SS8H6 (a, b, c, d, e)		
	SS8H7 (a, b, c, d)		
	SS8H8 (a, b, c, d, e)		
	SS8H9 (a, b, c)		
	SS8H10 (a, b, c)		
	SS8H11 (a, b, c)		
	SS8H12 (a, b, c, d)		
Geography	SS8G1 (a, b, c, d)	7	15%
Government/Civics	SS8CG1 (a, b, c, d, e)	9	20%
	SS8CG2 (a, b, c, d)		
	SS8CG3 (a, b)		
	SS8CG4 (a, b, c, d)		
	SS8CG5 (a, b, c)		
	SS8CG6 (a, b)		
Economics	SS8E1 (a, b)	7	15%
	SS8E2 (a, b, c)		
	SS8E3 (a, b, c, d)		
	Total	**46**	**100%**

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Georgia Milestones Assessment System
Grade 8 Social Studies
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Grade Social Studies exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	30 to 35	65% to 75%
Level 3	7 to 12	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Social Studies include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's Social Studies score.

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Georgia Milestones Assessment System

Algebra I

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Equations	N-Q (1, 2, 3)	17	30%
	A-CED (1, 2, 3, 4)		
	A-REI (1, 3, 4, 4a, 4b, 5, 6, 10, 11, 12)		
Expressions	N-RN (2, 3)	12	20%
	A-SSE (1, 1a, 1b, 2, 3, 3a, 3b)		
	A-APR (1)		
Functions	F-IF (1, 2, 3, 4, 5, 6, 7, 7a, 7e, 8, 8a, 9)	20	35%
	F-BF (1, 1a, 2, 3)		
	F-LE (1, 1a, 1b, 1c, 2, 3, 5)		
Algebra Connections to Statistics and Probability	S-ID (1, 2, 3, 5, 6, 6a, 6c, 7, 8, 9)	9	15%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course Algebra I exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	15 to 20	25% to 35%
Level 2	26 to 32	45% to 55%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

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Georgia Milestones Assessment System

Algebra I

ASSESSMENT BLUEPRINT

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Algebra I include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 55 items, 50 contribute to the student's Algebra I score.

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Georgia Milestones Assessment System
American Literature and Composition
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		**32**	**53%**
Key Ideas and Details	ELAGSE11-12.RL (1, 2, 3) ELAGSE11-12.RI (1, 2, 3)	16	27%
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE11-12.RL (5, 6, 9) ELAGSE11-12.RI (5, 6, 7, 8, 9)	10	16%
Vocabulary Acquisition and Use	ELAGSE11-12.RL4/RI4 ELAGSE11-12.L (4, 4a, 4b, 4c, 5, 5a, 5b, 6)	6	10%
Writing and Language		**28**	**47%**
Writing	ELAGSE11-12.W (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 5, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE11-12.L (1, 1a, 2, 2a, 2b, 3, 3a)	12	20%
	Total	**60**	**100%**

Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

Reporting Category/Domain	Content Standards Assessed	Approximate # of Reading and Vocabulary Points	Approximate % of Reading and Vocabulary Points
Text Type		**32**	**100%**
Reading Literary Text	ELAGSE11-12.RL (1, 2, 3, 4, 5, 6, 9) ELAGSE11-12.L (4, 4a, 4b, 4c, 5, 5a, 5b, 6)	13	40%
Reading Informational Text	ELAGSE11-12.RI (1, 2, 3, 4, 5, 6, 7, 8, 9) ELAGSE11-12.L (4, 4a, 4b, 4c, 5, 5a, 5b, 6)	19	60%

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Georgia Milestones Assessment System
American Literature and Composition
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course American Literature and Composition exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	3 to 9	5% to 15%
Level 2	18 to 24	30% to 40%
Level 3	18 to 24	30% to 40%
Level 4	6 to 12	10% to 20%

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced[1, 2]	37	37
2-point Technology-Enhanced[1]	5	10
2-point Constructed-Response	1	2
4-point Extended Constructed-Response (Narrative Writing Genre)	1	4
7-point Extended Writing-Response (Argumentative or Informational/Explanatory Genre)	1	7
Field Test Items[3]	6	0
Total[4]	**51**	**60**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types for American Literature and Composition include evidence-based selected-response, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point technology-enhanced, and 4-point extended constructed-response items.
[4] **Total:** Of the total 51 items, 45 contribute to the student's American Literature and Composition score.

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Georgia Milestones Assessment System

Biology

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Cells	SB1 (a, b, c, d, e)	9	20%
Cellular Genetics & Heredity	SB2 (a, b, c)	11	23%
	SB3 (a, b, c)		
Classification & Phylogeny	SB4 (a, b, c)	6	13%
Ecology	SB5 (a, b, c, d, e)	12	27%
Theory of Evolution	SB6 (a, b, c, d, e)	8	17%
	Total	**46**	**100%**

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course Biology exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	5 to 9	10% to 20%
Level 2	23 to 28	50% to 60%
Level 3	12 to 16	25% to 35%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Biology include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's Biology score.

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Georgia Milestones Assessment System

Coordinate Algebra

ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Algebra *(includes Number and Quantity)*	N-Q (1, 2, 3)	17	30%
	A-CED (1, 2, 3, 4)		
	A-REI (1, 3, 5, 6, 10, 11, 12)		
	A-SSE (1, 1a, 1b)		
Functions	F-IF (1, 2, 3, 4, 5, 6, 7, 7a, 7e, 9)	17	30%
	F-BF (1, 1a, 2, 3)		
	F-LE (1, 1a, 1b, 1c, 2, 3, 5)		
Algebra Connections to Geometry	G-CO (1, 2, 3, 4, 5)	15	25%
	G-GPE (4, 5, 6, 7)		
Algebra Connections to Statistics and Probability	S-ID (1, 2, 3, 5, 6, 6a, 6c, 7, 8, 9)	9	15%
	Total	**58**	**100%**

The Standards for Mathematical Practice (1-8) will be embedded within items aligned to the mathematical content standards.

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course Coordinate Algebra exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	15 to 20	25% to 35%
Level 2	26 to 32	45% to 55%
Level 3	9 to 15	15% to 25%
Level 4	N/A	N/A

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Georgia Milestones Assessment System

Coordinate Algebra

ASSESSMENT BLUEPRINT

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	42	42
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	5	0
Total[4]	**55**	**58**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Coordinate Algebra include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.

[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.

[4] **Total:** Of the total 55 items, 50 contribute to the student's Coordinate Algebra score.

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Georgia Milestones Assessment System
United States History
ASSESSMENT BLUEPRINT

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Colonization through the Constitution	SSUSH.1 (a, b, c, d)	7-8	16%
	SSUSH.2 (a, b, c, d)		
	SSUSH.3 (a, b, c)		
	SSUSH.4 (a, b, c, d, e, f)		
	SSUSH.5 (a, b, c, d, e)		
New Republic through Reconstruction	SSUSH.6 (a, b, c, d, e)	9	20%
	SSUSH.7 (a, b, c, d)		
	SSUSH.8 (a, b, c, d, e)		
	SSUSH.9 (a, b, c, d)		
	SSUSH.10 (a, b, c, d, e)		
Industrialization, Reform, & Imperialism	SSUSH.11 (a, b, c, d, e)	7-8	16%
	SSUSH.12 (a, b, c)		
	SSUSH.13 (a, b, c, d)		
	SSUSH.14 (a, b)		
Establishment as a World Power	SSUSH.15 (a, b, c)	11	24%
	SSUSH.16 (a, b, c, d, e)		
	SSUSH.17 (a, b, c)		
	SSUSH.18 (a, b, c, d)		
	SSUSH.19 (a, b, c, d, e)		
Post–World War II to the Present	SSUSH.20 (a, b, c)	11	24%
	SSUSH.21 (a, b, c, d, e)		
	SSUSH.22 (a, b)		
	SSUSH.23 (a, b, c, d)		
	Total	**46**	**100%**

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Georgia Milestones Assessment System
United States History
ASSESSMENT BLUEPRINT

Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course United States History exam.

Depth of Knowledge	Approximate # of Points	Approximate % of Test
Level 1	2 to 7	5% to 15%
Level 2	30 to 35	65% to 75%
Level 3	7 to 12	15% to 25%
Level 4	N/A	N/A

Assessment Design

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items[1, 2]	30	30
2-point Technology-Enhanced Items[1]	8	16
Field Test Items[3]	4	0
Total[4]	**42**	**46**

[1] **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for US History include multiple-part selected-response, multiple-select, drag-and-drop, and drop-down.
[2] **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.
[3] **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.
[4] **Total:** Of the total 42 items, 38 contribute to the student's US History score.

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Figure A.2.2: Georgia Milestones Parents Brochure

Georgia Milestones Assessment System

End-of-Grade Assessments
Grades 3–8

End-of-Course Assessments
High School

Questions and Answers for Parents

2022–2023

What is the Georgia Milestones Assessment System?

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take End-of-Grade (EOG) assessments in English language arts and mathematics. Students in grades 5 and 8 will take the EOG science assessment, and students in grade 8 will take the EOG social studies assessment. High school students will take End-of-Course (EOC) assessments for each of the courses in which they are enrolled, as designated by the State Board of Education.

What is the purpose of Georgia Milestones?

Georgia Milestones is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning—be it the next grade, the next course, or the next endeavor (college or career).

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What types of questions will a student see on the Georgia Milestones assessments?

Georgia Milestones includes the item types described below:

- multiple-choice items in all content grades and courses;
- technology-enhanced items in all grades and courses;
- a writing component (in response to passages read by students) and open-ended (constructed response) items in English language arts (all grades and courses).

The mode of administration for the Georgia Milestones program is online. Paper/pencil test materials, such as Braille forms, are available for the small number of students who cannot interact with a computer or device due to their disability.

Where can I find more information about Georgia Milestones?

Talk with your student's teacher or school principal. They can provide specific information about the dates your student will be taking the assessments this year. Resources to help your student prepare for Georgia Milestones are available on the Georgia Department of Education's website at http://testing.gadoe.org. To see what online testing is like, you and your student may visit the Experience Online Testing Georgia website at http://gaexperienceonline.com. The items on the demonstration tests are general and represent multiple grade levels. They do not assess student achievement.

What can I do to help my student?

Students who are prepared, calm, and rested perform better on tests. Here are some of the many ways to help your student approach Georgia Milestones in a relaxed, positive way:

- Encourage your student to employ good study and test-taking skills. These skills include following directions carefully, avoiding careless errors, and reviewing work.
- Explain the purpose of the tests. The assessments give students an opportunity to show what they have learned in school. They also give teachers information that helps them plan instruction.
- Point out that some items may be more difficult than others.
- Be certain your student gets plenty of sleep and has a healthy breakfast and lunch. Taking tests is hard work for many students and can require a lot of energy.
- Be certain your student is at school on time. Rushing and worrying about being late could affect performance on the tests.
- Remember to ask your student about the testing at the end of each day.

When do students take the assessments?

Students take the assessments on days specified by their local school system within designated state testing windows.

Students in grades 3 through 8 will participate in the EOG assessments from early April through May. The Retest administration will occur from May through July.

The EOC Winter Main administration occurs from late November through early January. The Spring Main administration occurs from late April through late May, with the Summer Main administration taking place in June and July. In addition, Mid-Month administrations are available during designated months of the year for students who require testing at a time other than the Main administrations.

What scores do students receive on Georgia Milestones?

The state-adopted content standards set specific academic benchmarks and expectations for all students in Georgia's public schools. Georgia Milestones measures how well a student has acquired the knowledge and skills outlined in the standards for his or her grade level. Students are not compared to each other but are measured instead on how well they are meeting the standards. Student achievement in each content area is classified into four performance levels. Student test results are provided to parents and schools.

In grades 3, 5, and 8, Georgia Milestones results inform local district promotion/retention decisions in the areas of reading (grades 3, 5, and 8) and mathematics (grades 5 and 8). If needed, students are afforded a retest opportunity in the summer. School systems and charter systems may have local policies governing student promotion to the next grade and may or may not require a retest administration. For high school students, the EOC measures serve as their final exam with the resulting score counting as 20 percent of their final course grade.

Performance on the English language arts portion of Georgia Milestones is linked to the Lexile scale, a national reading measure that matches students to appropriately challenging reading materials. An abundance of books and articles are assigned Lexile measures by publishers. All major standardized tests can report student reading scores in Lexiles.

For more information about the Lexile scale, as well as resources to help select literature for your student, visit www.gadoe.org/lexile.aspx on the Georgia Department of Education website.

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Are students with disabilities or students who are English Learners required to take Georgia Milestones?

State rules, federal requirements of the Elementary and Secondary Education Act (ESEA), and the Individuals with Disabilities Education Act (IDEA) mandate that all students participate in the state assessment program. All students must be tested in all Georgia Milestones content areas at their respective grade levels or courses.

Specified accommodations are allowed on state assessments for students who require them. Neither an Individualized Education Program (IEP) team, Individual Accommodation Plan (IAP/504), nor a parent can request that a student be exempted from the assessment program. However, if a student's IEP team determines that a student meets the eligibility criteria for the Georgia Alternate Assessment (GAA 2.0), then the student must participate in the GAA 2.0.

While Georgia Milestones' primary mode of testing is online, paper-and-pencil tests will be available for students who require that mode of testing (e.g., Braille) due to a documented disability that interferes with a student's ability to interact with a computer or device.

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Georgia Milestones Assessment System

Exámenes de Fin de Grado
Grados 3–8

Exámenes de Fin de Curso
Preparatoria

Preguntas y respuestas para los padres

¿Qué es el Sistema de Exámenes Georgia Milestones?

El Sistema de Exámenes Georgia Milestones es un sistema de evaluación acumulativa que abarca desde el 3.er grado hasta la preparatoria. En los exámenes Georgia Milestones se mide qué tan bien han aprendido los estudiantes el conocimiento y las destrezas que se definen en los estándares de contenido adoptados por el estado en artes del lenguaje inglés, matemáticas, ciencias y estudios sociales. Los estudiantes de los grados 3 al 8 tomarán los exámenes de fin de grado (EOG) de artes del lenguaje inglés y matemáticas. Los estudiantes de los grados 5 y 8 tomarán el examen EOG de ciencias, y los estudiantes del grado 8 tomarán el examen EOG de estudios sociales. Los estudiantes de preparatoria tomarán los exámenes de fin de curso (EOC) para cada uno de los cursos en los que están matriculados, según lo designado por la Junta Estatal de Educación.

¿Cuál es el propósito de los exámenes Georgia Milestones?

Los exámenes Georgia Milestones están diseñados para ofrecer información sobre el dominio que tienen los estudiantes de los estándares adoptados por el estado para el contenido básico en las áreas de artes del lenguaje inglés, matemáticas, ciencias y estudios sociales. Es importante señalar que los exámenes Georgia Milestones están diseñados para ofrecer a los estudiantes información crítica sobre sus propios logros y su preparación para el siguiente nivel de aprendizaje, ya sea el siguiente grado, el siguiente curso o el siguiente reto (universidad o carrera).

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¿Qué tipos de preguntas verá un estudiante en los exámenes Georgia Milestones?

Los tipos de preguntas de los exámenes Georgia Milestones incluyen:

- preguntas de opción múltiple en todos los grados y cursos;
- preguntas mejoradas con tecnología en todos los grados y cursos;
- un componente de escritura (en respuesta a pasajes leídos por los estudiantes) y preguntas abiertas (respuesta razonada) en artes del lenguaje inglés (todos los grados y cursos).

Los exámenes del programa Georgia Milestones se administran en línea. Los materiales de los exámenes en papel y lápiz, tal como formularios en el sistema Braille, están disponibles para el pequeño número de estudiantes que no pueden interactuar con una computadora o dispositivo debido a su discapacidad.

¿Dónde puedo encontrar más información sobre los exámenes Georgia Milestones?

Hable con el profesor de su estudiante o con el director de la escuela. Ellos pueden ofrecer información específica sobre las fechas en que el estudiante tomará los exámenes este año. Los recursos para ayudar al estudiante a prepararse para los exámenes Georgia Milestones están disponibles en la página web del Departamento de Educación de Georgia http://testing.gadoe.org. Para ver una muestra de pruebas en línea, usted y su estudiante pueden visitar la página web de Experience Online Testing Georgia http://gaexperienceonline.com. Las preguntas en las pruebas de demostración son generales y representan múltiples grados. No son para evaluar los logros académicos del estudiante.

¿Qué puedo hacer para ayudar a mi estudiante?

Los estudiantes que están preparados, tranquilos y descansados obtienen mejores resultados en los exámenes. Estas son algunas de las muchas maneras de ayudar a su estudiante a tomar los exámenes Georgia Milestones de una manera relajada y positiva:

- Anime a su estudiante a usar buenas tácticas para estudiar y tomar el examen. Estas tácticas incluyen: seguir las instrucciones cuidadosamente, evitar errores de descuido y revisar su trabajo.
- Explique el propósito de los exámenes. Las evaluaciones dan a los estudiantes una oportunidad para demostrar lo que han aprendido en la escuela. También dan a los maestros información que los ayuda a planificar sus clases.
- Enfatice que algunas preguntas pueden ser más difíciles que otras.
- Asegúrese que su estudiante duerma lo suficiente y tome alimentos sanos en el desayuno y el almuerzo. Tomar exámenes es un trabajo arduo para muchos estudiantes y puede requerir mucha energía.
- Asegúrese que su estudiante llegue a la escuela a tiempo. Apresurarse y preocuparse de llegar tarde podría afectar el desempeño en los exámenes.
- Recuerde preguntarle a su estudiante cómo le fue en el examen al final de cada día.

2022–2023

¿Cuándo toman los exámenes los estudiantes?

Los estudiantes toman los exámenes en los días establecidos por su sistema escolar local dentro de los períodos de examen designados por el estado.

Los estudiantes de los grados 3 al 8 participarán en los exámenes EOG de principios de abril a mayo. El período para volver a tomarlos es de mayo a julio.

Los exámenes EOC del período normal de invierno son de finales de noviembre a principios de enero. El período normal de primavera es de finales de abril a finales de mayo, y el período normal de verano es en junio y julio. Además, hay exámenes de mitad del mes disponibles durante meses designados del año para estudiantes que requieran exámenes en una fecha distinta a la de los períodos normales.

¿Qué calificaciones reciben los estudiantes en los exámenes Georgia Milestones?

Los estándares de contenido adoptados por el estado establecen puntos de referencia académicos y expectativas para todos los estudiantes de las escuelas públicas de Georgia. Los exámenes Georgia Milestones miden qué tan bien un estudiante ha adquirido el conocimiento y las destrezas que se describen en los estándares para su grado. A los estudiantes no se les compara entre sí pero se mide qué tan bien cumplen con los estándares. El logro del estudiante en cada área de contenido se clasifica en cuatro niveles de rendimiento. Los resultados de los exámenes de cada estudiante se ofrecen a los padres y a las escuelas.

En los grados 3, 5 y 8, los resultados de los exámenes Georgia Milestones influyen en las decisiones del distrito local de aprobar/reprobar en las áreas de lectura (grados 3, 5 y 8) y matemáticas (grados 5 y 8). Si es necesario, los estudiantes tendrán la oportunidad de volver a tomarlos en el verano. Los sistemas escolares y chárter pueden tener políticas locales que determinan si el estudiante pasa al siguiente grado, y pueden o no requerir que se les vuelva a administrar el examen. Para los estudiantes de preparatoria, la evaluación EOC sirve como su examen final y su calificación cuenta como 20% de su calificación final del curso.

El rendimiento en la porción de artes del lenguaje inglés de los exámenes Georgia Milestones se asocia con la escala Lexile, una medida nacional de lectura que asigna a los estudiantes materiales de lectura correspondientes al nivel apropiado del estudiante. Las editoriales asignan medidas Lexile a una gran cantidad de libros y artículos. Todos los exámenes estandarizados importantes pueden reportar calificaciones de lectura en Lexile.

Para obtener más información sobre la escala Lexile, así como los recursos que ayudan a seleccionar lecturas para su estudiante, visite la página web del Departamento de Educación de Georgia www.gadoe.org/lexile.aspx.

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¿Es obligatorio que los estudiantes con discapacidades o los estudiantes que están aprendiendo inglés tomen los exámenes Georgia Milestones?

Las reglas del estado, los requisitos federales de la ley de educación primaria y secundaria (ESEA), y la ley de educación de individuos con discapacidades (IDEA) requieren que todos los estudiantes participen en el programa de evaluaciones del estado. Debe evaluarse a todos los estudiantes en todas las áreas de contenido de los exámenes Georgia Milestones de acuerdo a su grado o curso respectivo.

Se permiten adaptaciones detalladas en las evaluaciones del estado para los estudiantes que las necesiten. Ni un equipo del programa de educación individualizada (IEP), Plan de Adaptación Individual (IAP/504), ni los padres, pueden pedir que un estudiante quede exento del programa de evaluaciones. Sin embargo, si el equipo de IEP de un estudiante determina que un estudiante cumple con los criterios de elegibilidad para la Evaluación Alternativa de Georgia (GAA 2.0), entonces el estudiante debe participar en la GAA 2.0.

Aunque los exámenes Georgia Milestones se hacen principalmente en línea, habrá exámenes en papel y lápiz disponibles para los estudiantes que requieran este tipo de examen (p.ej. Braille) debido a una discapacidad que obstaculice la capacidad del estudiante de interactuar con una computadora o dispositivo.

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Figure A.2.3: 2023 EOG Interpretive Guide for Score Reports

Georgia Milestones Assessment System

End-of-Grade (EOG) Interpretive Guide for Score Reports for Spring and Summer 2022

For Use with Score Reports from the Spring and Summer 2022 Administrations

Georgia Department of Education

Last updated: 4/29/2022

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PURPOSE OF THIS GUIDE

The purpose of this guide is to provide essential information to help various stakeholders interpret reports, scores, and data related to the Georgia Milestones End-of-Grade (EOG) Assessments. The primary users of this guide are educators as well as parents. This guide should assist all stakeholders in understanding how to interpret and use the various scores for improving student attainment of the knowledge and skills assessed. This guide details the Individual Student Report and various reports created primarily for system and school staff use in evaluating student learning and making decisions about improving instruction.

This guide is organized into four sections:

- Background of Georgia Milestones,
- Key Terms,
- General Guidelines for Score Interpretation, and
- Georgia Milestones Sample Reports with Annotations.

BACKGROUND OF GEORGIA MILESTONES

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program that spans grades three through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-mandated content standards in English language arts (ELA), mathematics, science, and social studies. Georgia Milestones is designed to provide students with critical information about their own achievement and readiness for their next level of learning—be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia. As such, Georgia Milestones serves as a key component of the state's accountability system—the College and Career Ready Performance Index (CCRPI).

Students in grades 3 through 8 take End-of-Grade (EOG) assessments:

- grades 3, 4, 6, and 7 take English language arts and mathematics;
- grade 5 takes English language arts, mathematics, and science; and
- grade 8 takes English language arts, mathematics, science, and social studies.

Students enrolled in any of the high school courses designated by the State Board of Education take an EOC assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English language arts assessment; and
- online administration as the mode of testing.

EOG Administrations

The EOG assessment has one test administration in the spring and a retest administration in the summer. The spring (main) administration includes all tested content areas and grades. During the state testing window for the spring administration, school districts are required to develop a local testing window within twenty-five (25) school days of the school district's last school day of the regular school year. The summer retest administration is only for students in grades 3, 5, and 8 who did not achieve grade-level expectations in reading and/or students in grades 5 and 8 who did not achieve grade-level expectations in mathematics on the EOG spring assessment.

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Grade Levels and Content Areas Assessed

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones EOG program assesses the following courses, as designated by the State Board of Education. The courses are:

English Language Arts
- Grades 3–8

Mathematics
- Grades 3–8

Science*
- Grades 5 and 8

Social Studies
- Grade 8

*Grade 8 students who are enrolled in a high school Physical Science course are administered the Grade 8 High School Physical Science EOG in lieu of the Grade 8 Science EOG. All other Grade 8 students are administered the Grade 8 Science EOG.

Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic standards for each grade and content area. The content standards describe what a student is expected to know and do. The Georgia Milestones test items have been written to assess the content knowledge and skills that are described in the academic content standards. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the Georgia Department of Education website at https://www.georgiastandards.org.

End-of-Grade Test Contents

The contents of the EOG assessments are outlined in the test blueprints, which are designed to communicate the structure of the Georgia Milestones assessments. The blueprints outline the types of items students will encounter on each grade level and content area assessment, as well as the number of items and number of points possible. The blueprints also outline the domains, which are reporting categories based on groupings of related content standards. The standards assessed in each domain and the approximate percentage of points allocated to each domain are also provided. EOG test blueprints can be found at: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx.

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Format of Georgia Milestones EOG Assessments

Georgia Milestones assessments are administered online, with paper forms available for those students who cannot access the online assessment due to their disability.

In addition to selected-response items (i.e., multiple-choice), ELA has constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science, social studies, and mathematics include selected-response and technology-enhanced items.

A ***selected-response*** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These items are each worth one point.

A ***constructed-response*** item asks a question and students provide a response that they construct on their own. These items are each worth two points. Partial credit may be awarded if part of the response is correct. The ELA EOG assessments contain constructed-response items.

An ***extended constructed-response*** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points each and partial credit may be awarded. The ELA EOG assessments contain the narrative writing response, which is an extended constructed-response item.

The ***extended writing-response*** item is a specific type of constructed-response item that requires students to produce an argument, develop an informative or explanatory response, or write an opinion response based on information read in two passages. The extended writing-response task is scored on a seven-point scale: four points for idea development, organization, and coherence, and three points for language usage and conventions. It is found in Section 1 of the ELA EOG and follows three selected response items and one two-point constructed-response item, which serves to help focus students' thoughts on the passages and to prepare them for the task.

A ***technology-enhanced*** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, mathematics, science, and social studies, there are four specific types of technology-enhanced items being used: multiple-select, multiple-part, drag and drop, and drop down. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that could be a combination of multiple-choice and/or other technology-enhanced item types. Drag and drop items allow response choices to be moved and placed in another location (such as a chart or map). Drop down input items allow the student to select their response from a drop down list. In addition to these item types, ELA also uses a two-part item called an Evidence-Based Selected-Response (EBSR) item. In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. On the mathematics test, students respond to graphing items and keypad-input items. Graphing items allow students to graph and label points and lines, and shade regions in a coordinate plane. Keypad-input items require students to answer a question by providing the corresponding mathematical expression or equation. Table 1 summarizes the Georgia Milestones item types by content area.

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Table 1: Georgia Milestones Item Types

Item Types	ELA	Mathematics	Science	Social Studies
Selected-Response/Multiple-Choice (1 pt)	X	X	X	X
Constructed-Response				
Short Constructed-Response (2 pts)	X			
Extended Constructed-Response (4 pts)	X			
Extended Writing-Response (7 pts)	X			
Technology-Enhanced (1 pt or 2 pts)				
Multiple-Select	X	X	X	X
Multiple-Part	X	X	X	X
Evidence-Based Selected-Response	X			
Drag and Drop*	X	X	X	X
Graphing		X		
Drop Down Input	X	X	X	X
Keypad Input		X		

*Some drag and drop items may include graphing concepts.

KEY TERMS

Accommodations

Accommodations are changes in a test administration that assist an eligible student in accessing the assessment and are only available to those students who have a documented disability or are classified as an English Learner (EL). The accommodations allowed on the EOG assessments 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 who are eligible due to their disability and/or level of English language proficiency. When used appropriately, they reduce or even eliminate the effects of a student's disability or limited language proficiency. They do not, however, reduce learning expectations.

An **accommodation** is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. 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/Test Participation Committee (**EL/TPC**). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

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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 a limited number of students who meet specific eligibility criteria. A test score for a student provided such an accommodation(s) must be interpreted in light of the accommodation given.

The type of accommodation provided to a student determines the administration type (see below). For more information on accommodations, see the *Student Assessment Handbook* and the *Accessibility & Accommodations Manual* (both posted annually on the Georgia Department of Education's website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx).

Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner* (see page 9 of this guide for more information).

Achievement Level Descriptor (ALD)

An achievement level descriptor (ALD) is a narrative statement describing each achievement level in terms of what the student has learned and is able to do. A condensed version of the ALDs is provided for parents in the Individual Student Report. Both the condensed and more detailed versions of the ALDs are available on the Georgia Department of Education website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx.

Administration Type

Administration type refers to the testing conditions under which a given student participates in an assessment. As required by federal and state law, all students must participate in a state's annual assessment that is based on its adopted content standards. As previously stated, students with disabilities (including those with Section 504 plans) and English Learners (ELs) may be eligible for accommodations that allow them to participate meaningfully in an assessment. **Based on the accommodation type, the administration type for these students would be classified as one of the following:**

- ***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 testing in a small-group setting or using large-print materials.

- ***Conditional 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(s).

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Criterion-Referenced Test

A criterion-referenced test is designed to provide information about how well a student has mastered the state-mandated content standards within a grade level and content area. It allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criterion rather than in comparison to the performances of other test takers. The Georgia Milestones is a criterion-referenced test.

Domain

A domain is a group of related content standards within a grade level and content area. Providing information at the domain level helps educators determine the relative strengths and areas of need of individual students and entire classes as a whole. The number of domains on an EOG assessment varies by grade level and content area (see page 13 of this guide).

GTID

The Georgia Test Identifier (GTID) is the unique 10-digit number assigned to each student that identifies the student throughout his or her public education years in the Georgia public school system.

Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest Lexile scores possible range from 1200L in third grade to 1700L in eighth grade. More information about Lexiles can be found on pages 13 and 16 of this guide or at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Lexile® Range

A student's Lexile score is used to determine his or her Lexile range; a full Lexile range can be used to select reading material for the classroom and at home. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

Lexile "Stretch" Bands

Lexile "stretch" bands are ranges of Lexiles by grade level that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile "stretch" bands can be found on page 16 of this guide or at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Mean Scale Score

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

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Norm-Referenced Scores

Performance on the Georgia Milestones assessment can be used to compare achievement to a national sample of students. To do this, a concordance between Georgia Milestones and TerraNova, a norm-referenced achievement test (updated in 2017), is used to determine an estimated norm-referenced percentile. This estimation process provides norm-referenced scores, where student performance on a test can be compared to a nationally-representative reference group of students.

- ***National Percentile Ranks*** range from 1 to 99 and are commonly used for reporting norm-referenced test results to students and their parents and/or guardians. A percentile may be interpreted as the percentage of students in a national sample whose scores fall below a given student's TerraNova scale score. For example, if a student's scale score converts to a national percentile (NP) rank of 71, the student scored higher than approximately 71 percent of the students in the national norming group.
- ***National Percentile Range*** indicates where a student's true national percentile ranking likely falls. For example, if a student's national percentile range is 54–74, it indicates that the student performed as well as or better than 54 to 74 percent of the national norming group. The specific computation of the national percentile range is based on the concordance between the TerraNova scale score and Georgia Milestones scale score and the standard error of measurement.

Individual Student Reports include the estimated national percentile range for the student.

Summary reports include median national percentile and normal curve equivalent information. This information is important when studying overall performance and in comparing class, school, and system student achievement.

- ***Median National Percentile:*** The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50.
- ***Normal Curve Equivalent (NCE) Scores*** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99. Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

Scale Score

A scale score is a mathematical transformation of the total number of points earned (i.e., the raw score). Scale scores provide a uniform metric for interpreting and comparing scores within each grade level and content area.

Standard Deviation (SD)

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

Standard Error of Measurement (SEM)

The standard error of measurement (SEM) is the amount a student's observed score (the score the student actually receives on the assessment) may vary from his or her "true" score, based on the reliability of the test. More information about the SEM can be found on page 11 of this guide.

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Test Form

Multiple versions of tests are developed for each grade level and content area of the Georgia Milestones Assessment. These alternate tests, referred to as parallel test forms, are designed to be as similar as possible in terms of test specifications and statistical criteria. Although test forms may differ slightly in difficulty, tests are equated through a statistical process so that scale scores are equivalent across test forms within the same grade level and content area and can be compared across administrations.

GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting various scores generated from the Georgia Milestones EOG assessment. Educators are advised to help parents understand the various components of the Individual Student Report. Particularly, the focus should be to help parents understand their child's individual strengths and areas of need in relation to the expectations of the state-mandated content standards. School and system staff should use the various school, system, and state summary reports to understand the strengths and areas of need of the school's or system's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the state-mandated standards and incorporate other evidence of student learning.

Understanding the Use of Scale Scores

In order for different stakeholders (Georgia, systems, schools, parents, etc.) to make consistent and accurate decisions based on assessment results, the scores reported from assessments need to be comparable—that is, scores must carry the same meaning regardless of which form was administered. The use of scale scores to report student performance makes this possible and has distinct advantages over other methods such as raw scores and proportion-correct information.

Creating scale scores is analogous to converting currency from different countries to US dollars in order to report the relative value of different currencies. For example, scores for the SAT, the widely-used college entrance exam, are reported on a scale ranging from 200 to 800. Student raw score performance on the SAT is converted to the reporting scales in order to take into account any differences between the various forms of the SAT that are administered.

A new scale of measurement was developed to report student performance on the Georgia Milestones assessments. Scores on all Georgia Milestones reports are expressed as scale scores. The scale score reported for each EOG assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the Georgia Milestones scale for each particular EOG assessment. Scale scores are comparable across all test forms and administrations for the *same* EOG assessment. For example, a scale score of 525 on the Grade 4 English language arts EOG assessment from one form of the test, or from one administration, indicates the same examinee ability as a score of 525 from any other form or administration of the Grade 4 English language arts EOG assessment. 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. Scale scores are *not* comparable across different EOG assessments. Thus, a scale score of 525 on the Grade 4 English language arts EOG assessment does not indicate the same level of ability as a scale score of 525 on the Grade 8 English language arts EOG assessment or the Grade 4 mathematics EOG assessment.

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Scale Scores and Achievement Levels

To provide more meaning to an assessment's scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the Georgia Milestones EOG assessments in August 2015. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in September 2015.

An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The following are the general policy ALDs for the Georgia Milestones Assessment System.

> ***Beginning Learners*** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.
>
> ***Developing Learners*** demonstrate partial proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level and to be on track for college and career readiness.
>
> ***Proficient Learners*** demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students are prepared for the next grade level and are on track for college and career readiness.
>
> ***Distinguished Learners*** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level and are well prepared for college and career readiness.

The achievement level classification for a student is determined by the scale score cuts. EOG scores are reported on a scale that can range from 140 to 830. The minimum and maximum scale scores for the different EOG assessments differ because the tests vary in length and their relative difficulty. Table 2 presents the scale score ranges and cut scores associated with each student achievement level and EOG assessment.

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Table 2: Scale Score Ranges by Achievement Level

Achievement Levels					
		Level 1: Beginning Learner	Level 2: Developing Learner	Level 3: Proficient Learner	Level 4: Distinguished Learner
Content Area	Grade Level	Scale Score	Scale Score	Scale Score	Scale Score
ELA	Grade 3	180 to 474	475 to 524	525 to 580	581 to 830
	Grade 4	210 to 474	475 to 524	525 to 573	574 to 775
	Grade 5	210 to 474	475 to 524	525 to 586	587 to 760
	Grade 6	140 to 474	475 to 524	525 to 598	599 to 820
	Grade 7	165 to 474	475 to 524	525 to 591	592 to 785
	Grade 8	225 to 474	475 to 524	525 to 580	581 to 730
Mathematics	Grade 3	290 to 474	475 to 524	525 to 579	580 to 705
	Grade 4	270 to 474	475 to 524	525 to 584	585 to 715
	Grade 5	265 to 474	475 to 524	525 to 579	580 to 725
	Grade 6	285 to 474	475 to 524	525 to 579	580 to 700
	Grade 7	265 to 474	475 to 524	525 to 579	580 to 740
	Grade 8	275 to 474	475 to 524	525 to 578	579 to 755
Science	Grade 5	160 to 474	475 to 524	525 to 594	595 to 780
	Grade 8	165 to 474	475 to 524	525 to 592	593 to 785
	Grade 8 HS Physical Science	145 to 474	475 to 524	525 to 603	604 to 815
Social Studies	Grade 8	240 to 474	475 to 524	525 to 571	572 to 715

Promotion and Retention

In compliance with the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11), students in grades 3, 5, and 8 must achieve grade-level proficiency on the state-adopted assessment in reading and students in grades 5 and 8 must also achieve grade-level proficiency on the state-adopted assessments in mathematics. School districts and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

For students in grades 3, 5, and 8, performance on the reading portion of the ELA test, specifically the Reading & Vocabulary domain, is used to provide a grade-level reading status of *Below Grade Level* or *Grade Level or Above*. Students who receive a reading status of *Grade Level or Above* are eligible for promotion. Students who receive a reading status of *Below Grade Level* need remediation and are eligible to retest in ELA. Students in grades 5 and 8 must also achieve the *Developing Learner* achievement level in mathematics to be considered eligible for promotion. These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support. Students who achieve the *Beginning Learner* achievement level need remediation and are eligible to retest in mathematics.

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The Remediation and Retest Roster Report provides teachers and school administrators a quick way to identify students who are not meeting grade-level standards in reading and/or mathematics. These students may need remediation in one or both content areas and are eligible for a retest opportunity during the summer EOG administration.

Standard Error of Measurement

The standard error of measurement (SEM) is an estimate of the precision at various points along the score scale, and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her "true" score within a range of "observed score plus or minus the SEM." Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student's observed score and his or her "true" score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, the scores would likely fall within the SEM range.

Students Not Receiving Scale Scores

There are a number of reasons why a student may not receive a scale score. In these cases, the student receives one of the following designations in lieu of a scale score.

- **PTNA:** This designation indicates **Present, Test Not Attempted**. A PTNA designation is used for instances in which a student was present for the test administration but was unable to test. In this case, the examiner should mark the student with the PTNA indicator. Parental request for a student to opt out is not an allowable use of PTNA. Scores associated with a PTNA are not included when computing statistics for the summary reports.
- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the EOG assessment. For example, if a student is absent for a paper EOG assessment, he or she would receive a DNA rather than a scale score for that test. For online assessments, students who log in to a test session but do not answer any items will also receive a DNA. For students enrolled in the online assessment who do not log in to the test, the test does not get created and nothing is reported for that student. Scores associated with DNA are not included when computing statistics for summary reports.
- **IV:** This designation 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 an EOG assessment, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.
- **PIV:** This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on an EOG assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would **not** be counted as a test participant. Scores associated with a PIV are not included when computing statistics for the summary reports.
- **LCE:** This designation indicates that there is a Local Coding Error that the school system must correct prior to the student receiving a scale score. An LCE designation will appear only on preliminary reports. All LCE designations must be resolved prior to the close of the state administration window.

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Students With Conditional Scale Scores

Students with disabilities (including those with Section 504 plans) and English Learners (ELs) are allowed accommodations on the EOG assessments 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 nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and ELs with very limited English proficiency to access the assessments. Conditional accommodations are limited to a small number of students who meet specific eligibility criteria.

If a student had a conditional accommodation/administration, then his or her scale score appears with a '**CA**'. Any test score (e.g., scale score, national percentile range, etc.) 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.

The teacher should review the test results in light of the student's IEP, IAP, or EL/TPC and explain to a parent the type(s) of accommodation(s), if any, that were provided during testing. Discussions should focus on the fact that the student obtained an EOG assessment score with a conditional accommodation(s) and that it is not clear how his or her performance would be affected if such a conditional accommodation(s) were removed.

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 he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

NOTE: The ELA EOG assessments provide several scores: an ELA scale score, a reading status, a Lexile measure, and national percentile range. If a student takes an ELA EOG assessment with a conditional accommodation, each of these scores needs to be interpreted in light of this conditional administration.

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SCORES BASED ON SUBSETS OF ITEMS

Interpreting Domain Level Information

For each grade level and content area, related content standards are grouped into smaller categories called domains. An overview of the domains assessed on each EOG assessment is presented in Table 3.

Table 3: Domain Structure for Each Georgia Milestones End-of-Grade Assessment

EOG Domains										
Grade 3	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry					
Grade 4	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry				
Grade 5	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry				
	Science	Earth Science	Physical Science	Life Science						
Grade 6	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability				
Grade 7	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability				
Grade 8	**ELA**	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language
	Mathematics	Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability					
	Science	Matter	Energy	Motion	Waves	Force				
	HS 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					
	Social Studies	History	Geography	Government/ Civics	Economics					

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Student performance for each domain is reported on the Individual Student Report and Class Roster Report to provide information about a student's relative strengths and/or areas of need within each content area. For mathematics, science, and social studies, each item on the assessment contributes to the student's performance in a single domain in that content area. However, each item on the ELA assessment contributes to the student's performance in multiple domains. There are two primary domains for ELA: Reading & Vocabulary and Writing & Language; every ELA item on the assessment contributes to the student's Reading & Vocabulary performance or the student's Writing & Language performance. Additionally, each reading and vocabulary question is used to determine a student's performance on one of these related domains: Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, or Vocabulary Acquisition and Use. Each reading and vocabulary question is also used to determine a student's performance on one of these related domains: Reading Literary Text or Reading Informational Text. Similarly, each writing and language question is used to determine a student's performance on one of these related domains: Writing or Language. Although each ELA item is used in determining performance in multiple domains, each item counts only one time in the student's overall ELA scale score.

Domain Mastery

To provide more information about student performance on Georgia Milestones, an indication of domain mastery is reported. Domain mastery indicators provide information about a student's strengths and areas of need for different aspects of test content. Domain mastery is determined by classifying the likelihood of student proficiency on the overall assessment, given student performance on the domain. As the likelihood of *overall* student proficiency increases as a function of *domain* performance, we have greater confidence that the student has indeed mastered an aspect of test content. Domain mastery is reported with respect to three levels:

- A student who achieves *Remediate Learning* is performing well below mastery on a domain and should consider additional study or instruction opportunities on that domain. In particular, the domain performance suggests that the student has less than a 40 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

- A student who achieves *Monitor Learning* has not consistently demonstrated mastery-level performance on a domain, and thus, additional information should be gathered to further evaluate their mastery of the domain. In particular, the domain performance suggests that the student has between a 40 percent chance and an 89 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

- A student who achieves *Accelerate Learning* has demonstrated achievement on the domain that is consistent with students who were proficient (or above) on the assessment and as such reflect an area of strength. In particular, the domain performance suggests that the student has a 90 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

NOTE: The results for domains that are measured with fewer points are less reliable than for domains measured with more points. Thus, when only a few points are used to measure a domain, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here. To find the approximate number of points allocated to each domain, visit the EOG blueprints that can be found at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx.

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Interpreting Lexile Measures

A Lexile measure is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The ELA EOG assessments have been linked to the Lexile® Framework for Reading in an effort to provide teachers with an additional indicator of a student's reading ability. A student's Lexile score is based on their performance on the subset of items from the Reading & Vocabulary section of the ELA assessment and the Lexile score associated with that performance. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile scores range from 1200L in third grade to 1700L in eighth grade. **A student must take an ELA EOG assessment and receive an ELA scale score in order to receive a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure, but also displays a Lexile range. The lower value of the range represents the easiest kind of reading material that is appropriate for the student for leisure reading; it can be found by subtracting 100L from the student's Lexile measure. The higher value of the range represents the most difficult level of material the student can read successfully for a motivating challenge; it is found by adding 50L to the student's Lexile measure. Some students may receive "BR" as their Lexile measure, which denotes a Beginning Reader and indicates that the student can read the simplest of books.

A student's Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

When advising parents about how to use their student's Lexile measure and range to select reading material, educators should stress the following points:

- The Lexile measure is a good starting point but should not be the only factor in identifying reading material.
- The Lexile measure is a measure of textual difficulty and does not take into account age appropriateness, student interest, or the quality of the text.
- Educators and parents should always preview books before encouraging students to read them.

It is generally not appropriate to calculate a mean Lexile score for a class, school, or system. The Lexile measure is intended to match an individual student's reading ability with texts of appropriate difficulty levels.

Two of the Georgia Milestones reports provide summary information on the Lexile measures. The Class Roster Summary and the Content Area Summary Reports show a distribution of the percentage of students who fall below, within, or above the Lexile "stretch" band. The Lexile "stretch" bands shown in Table 4 are ranges of Lexiles by grade level/course that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation.

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Table 4: Georgia Milestones Lexile "Stretch" Bands

Grade Level/Course	College & Career Ready "Stretch" Lexile Bands
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
American Literature and Composition	1185L to 1385L

The Lexile bands in the table above help teachers and parents determine what level of text is appropriate for each grade level or course and what level of text will stretch the students and help them gain in literacy skills. Students should read written texts within the "stretch" Lexile band for each year in order to be on the pathway to be college or career ready upon high school graduation.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education's Lexile® Framework for Reading website at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Interpreting Reading Status

The Reading Status indicator is based on student performance on the Reading & Vocabulary subset of items on the ELA assessment and the associated Lexile score.

Reading Status is reported as one of the following:

- *Below Grade Level*
- *Grade Level or Above*

A student who earns a Lexile score equal to or greater than the lower bound of the grade-level stretch band will be classified as "Grade Level or Above". A student who earns a Lexile score less than the lower bound of the grade-level stretch band will be classified as "Below Grade Level". The grade-level stretch bands are listed in Table 4 above.

Although the items contributing to the Lexile score, Reading Status, and the Reading & Vocabulary domain are the same, each of these achievement indicators communicate something unique about student performance. For example, it is possible for a student to receive a domain mastery designation of Remediate Learning in the Reading & Vocabulary domain and still receive a Reading Status of Grade Level or Above, or for a student with a Reading Status of Below Grade Level to demonstrate sufficient writing and language skills to be classified into the *Developing Learner* achievement level for the overall ELA assessment.

The Reading Status indicator is used to comply with the Georgia Promotion, Placement, and Retention law and State Board of Education Rule (see page 10).

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Interpreting Writing Scores

To provide information about writing performance, the number of points earned on the Extended Writing Task (either opinion, argumentative, or informational/explanatory) and the Narrative Writing Response is provided. Writing tasks only appear in the EOG Spring Main administration; there is no Extended Writing Task or Narrative Writing Response for the EOG Retest. The writing tasks are scored and reported as follows:

- Extended Writing Task – reported as scores for the following two traits:
  - Trait 1: Idea Development, Organization, and Coherence – number of points earned out of 4 points
  - Trait 2: Language Usage and Conventions – number of points earned out of 3 points
- Narrative Writing Response – number of points earned out of 4 points

It is important to note that performance on other items, combined with performance on the writing tasks, contribute to the domain mastery designation for the Writing domain (as well as the Writing & Language domain). Therefore, it is possible that a student who earns high scores on the writing tasks may receive the Remediate Learning designation on these domains if fewer points are earned for the other items.

Braille Forms

Students who take the Braille version of the EOG assessment are scored only on those items that are present on the Braille form of the assessment. Because some test items may not be converted to Braille, the Braille version may have a different number of items in a given domain than other EOG assessment versions. Most Braille forms have the same number of items as regular forms because Universal Design has been the focus throughout item and test development.

Interpreting Group Data in Summary Reports

Summary reports are provided for classes, schools, systems, and the state as a whole. In addition, some reports provide comparative data at the school, system, Regional Educational Service Agency (RESA), and state levels. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason, summary information is not provided for groups of fewer than 15 students. The exception to this rule is the Class Roster Report. Class Roster Reports will summarize the student results for instructional decision making even for classes with fewer than 15 students. These reports carry a special note: “Provided for Instructional Purposes Only; NOT for Public Distribution; Avoid FERPA Violations.” Educators should take extra precautions with these reports. It should also be noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

Results from students using the Braille version of the EOG assessment are included in the summary reports. Because some items cannot be Brailled to be accessed easily by blind students, the Braille version may have slightly fewer items than the paper-and-pencil or online version. All tests in a given form of a grade level and content area are equated so that total test performance is comparable. However, when examining domain performance, caution should be taken when comparing the achievement of students who took the Braille version with the achievement of students who took the standard paper-and-pencil or online EOG assessment because the items that could not be Brailled may impact one domain more than another.

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GEORGIA MILESTONES SAMPLE REPORTS WITH ANNOTATIONS

This section of the *EOG Interpretive Guide for Score Reports* provides samples of reports with annotation of the different components of each report. Electronic versions of static reports and interactive versions of the reports are available for certain school system personnel to access electronically through a secure and protected site [i.e., DRC INSIGHT Portal, MyGaDOE Portal, or the Statewide Longitudinal Data System (SLDS); see Table 5]. The reports provided for the Georgia Milestones EOG assessments and their delivery method are detailed below:

Table 5: Report Type and Delivery Method

Report Type/Data File	DRC INSIGHT Portal – Static	DRC INSIGHT Portal – Interactive	MyGaDOE Portal	SLDS
Individual Student Report (ISR)	X			X
Class Roster	X	X		
Remediation and Retest Roster		X		
LCE Roster		X		
Content Area Summary – School Level		X	X	
Content Area Summary – System Level		X	X	
Content Area Summary – State Level		X	X	
Summary Report of All Student Populations – School Level		X	X	
Summary Report of All Student Populations – System Level		X	X	
Summary Report of All Student Populations – State Level		X	X	
Student Data File – System (.txt and .xlsx)			X	
Student Data File – System (.xlsx only)	X			

Preliminary Reports

ISRs, Class Roster Reports, and Remediation and Retest Rosters are initially produced as preliminary reports, providing results for the student and class as soon as scores are available, rather than waiting until all testing is complete. These reports may be accessed via the DRC INSIGHT Portal from the Interactive Reporting menu. These preliminary reports are labeled as such, are cumulative, and may not include comprehensive information for the student or class. As more tests are scored the new student scores are added to the Class Rosters and Remediation and Retest Rosters, and the ISRs are able to be viewed. If a student has not completed a subject area within a test, no record for that student will display in that subject area, but all other subject areas that have been completed and scored will be reported. Once the conditions are met to transition from preliminary reports to final reports, the preliminary labeling is removed from the reports.

An LCE designation may appear on a preliminary report. An LCE designation is used to indicate an incorrect 5-digit code has been used when assigning an invalidation code (IV, PIV, or IR). An LCE designation is not used to indicate a partial test. All LCE designations must be resolved prior to the close of the state administration window. During preliminary reporting, an LCE Roster is made available in the Interactive Reporting platform for districts to identify any students with LCE designations and make the necessary corrections.

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On the following pages, sample reports are provided. Sample static reports are shown first followed by sample interactive reports. The sample ISRs, Class Rosters, Remediation and Retest Rosters, and LCE Rosters in the following pages contain fictitious student names and other information (e.g., GTID) and are provided in this guide to illustrate different aspects of test results and reports.

NOTE: With reports being delivered in an interactive format for 2021–2022, the preliminary results will flow continuously into the reports as tests are scored.

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STATIC REPORTS

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. Select school and district staff can download electronic versions of the ISRs accessible via the DRC INSIGHT Portal from the Interactive Reporting menu or the SLDS.

A sample Grade 8 ISR appears on pages 23 through 28. Please note that ISRs for students in grade 8 will have six numbered pages, grade 5 will have five pages, and all other grades will have four pages. A Sample Grade 8 ISR for the Retest appears on pages 29–32. Grade 3 tests English language arts, and grades 5 and 8 test English language arts and/or mathematics for the summer retest.

The top of each page of the ISR provides:

1. ***Student Demographic Information:*** student name, GTID, birth date, test date, class name, school name, and system name. The ELA page also provides the test form number.

The first page of the ISR also provides:

2. ***Achievement Level:*** The overall student achievement level on each test is categorized as *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner*. According to the Grade 8 sample ISR, Bernard A. Bailey's overall performance level is *Proficient Learner* for English language arts, mathematics, and science, and *Developing Learner* for social studies. Science and social studies are not tested for the EOG Retest. These content areas will be blank on ISRs for the EOG Retest.
3. ***Scale Score:*** This area of the report shows a student's scale score and the range of scale scores for the achievement level for all four content areas. According to the Grade 8 sample ISR, Bernard A. Bailey's scale score is 526 for English language arts and this falls within the *Proficient Learner* scale score range of 525–580. In mathematics, he achieved a scale score of 556, which falls into the *Proficient Learner* scale score range of 525–578. In science, Bernard achieved a scale score of 563, which falls into the *Proficient Learner* scale score range of 525–592. In social studies, he achieved a scale score of 516, which falls into the *Developing Learner* scale score range of 475–524. Science and social studies are not tested for the EOG Retest, so these content areas will be blank on ISRs.
4. ***Achievement Levels:*** Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations. Page 2 of the ISR provides more in-depth descriptions of the achievement levels for ELA and mathematics, as well as a link to the science and social studies descriptions.

Pages 3–6 of the ISR provide more details for the ELA, mathematics, science, and social studies assessments and include the student's:

5. ***Achievement Level:*** Bernard A. Bailey's achievement level in Grade 8 English language arts is *Proficient Learner*, with a scale score of 526. Bernard demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

   Bernard's achievement level in Grade 8 mathematics is *Proficient Learner*, with a scale score of 556. Bernard demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

   Bernard's achievement level in Grade 8 science is *Proficient Learner*, with a scale score of 563. Bernard demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

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Bernard's achievement level in Grade 8 social studies is *Developing Learner*, with a scale score of 516. Bernard demonstrates partial proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

6 ***Standard Error of Measurement (SEM):*** The standard error of measurement (SEM) is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. The standard error of measurement (SEM) for Bernard's scale score of 526 indicates that if he were to take the ELA assessment again, it is likely that his score would be within the standard error of measurement range of 511–541.

7 ***Domain Category and Performance:*** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and weaknesses of the student with respect to course content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the ELA EOG reports, students also receive information on how they performed on the Extended Writing Task and the Narrative Writing Response for the Writing & Language domain. On the sample Grade 8 ELA ISR, Bernard A. Bailey received *Accelerate Learning* in the Reading & Vocabulary domain and *Monitor Learning* in the Writing & Language domain. Within the Reading & Vocabulary domain, Bernard received a *Monitor Learning* designation for Key Ideas and Details and Craft and Structure/Integration of Knowledge and Ideas, and a *Remediate Learning* designation for Vocabulary Acquisition and Use. Within the Text Types domain, Bernard received a *Remediate Learning* designation for Reading Literary Text, and a *Monitor Learning* designation for Reading Informational Text. For the two traits of the Extended Writing Task (which was an argumentative essay for Bernard), he earned 3 out of 4 points for Idea Development, Organization, and Coherence and 3 out of 3 points for Language Usage and Conventions. For the Narrative Writing Response, he received 4 out of 4 points. **Note:** Writing scores are reported only for the EOG Main administration. There is no Extended Writing Task or Narrative Writing Response for the EOG Retest.

On the Grade 8 mathematics, science, and social studies ISRs, Bernard's domain mastery performance is reported by using the domain categories. Bernard received *Accelerate Learning* and *Monitor Learning* across the four mathematics domains; *Accelerate Learning*, *Remediate Learning*, and *Monitor Learning* across the five science domains; and *Remediate Learning* and *Monitor Learning* across the four social studies domains.

8 ***Your Student's Reading Status (ELA Only):*** The reading status indicator is determined by student performance on the subset of Reading & Vocabulary items within the ELA assessment and the associated Lexile score. Reading status is reported as either *Below Grade Level* or *Grade Level or Above*. The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. On the Grade 8 ELA ISR, Bernard A. Bailey received a reading status of *Grade Level or Above* and a Lexile score of 1165L. His Lexile score falls within the Lexile Range of 1065L–1215L.

9 ***Comparison of the student's performance to a national sample of students:*** A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student to receive a national percentile range. Bernard A. Bailey received a national percentile range of 87–99 on the Grade 8 ELA assessment, which means that he performed as well as or better than 87–99 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 87–99.

On the mathematics assessment, Bernard received a national percentile range of 92–99, which means that he performed as well as or better than 92–99 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 92–99.

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On the science assessment, Bernard received a national percentile range of 30–64, which means that he performed as well as or better than 30–64 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 30–64.

On the social studies assessment, Bernard received a national percentile range of 36–62, which means that he performed as well as or better than 36–62 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 36–62.

10 ***Comparison chart illustrating the student's score compared to the mean scale scores within the school, system, and state:*** On the sample ISR for Grade 8, Bernard A. Bailey performed better in ELA, mathematics, science, and social studies than most students at his school, as well as most students in the system and in the state. Comparisons to the school, system, and state are not provided for the EOG Retest.

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Sample Individual Student Report (Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

1 **FIRST NAME:** BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Individual Student Report

End-of-Grade Assessment
Spring 20XX
Grade 8

Georgia Milestones Assessment System

The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Grade (EOG) Assessment. This first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 8

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
2 ACHIEVEMENT LEVEL	LEVEL 3 PROFICIENT LEARNER	LEVEL 3 PROFICIENT LEARNER	LEVEL 3 PROFICIENT LEARNER	LEVEL 2 DEVELOPING LEARNER
3 SCALE SCORE	526 Scale Score Range 525-580	556 Scale Score Range 525-578	563 Scale Score Range 525-592	516 Scale Score Range 475-524

Achievement Levels

4 **LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

990100-000001-04821

For more information, see the Score Interpretation Guide at testing.gadoe.org.

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Sample Individual Student Report (Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

Grade 8 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well* as all content and skills that precede it (for example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner).

4

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
English Language Arts	In general, your child can: • identify a theme or central idea and provide a summary of below- grade-level text • write basic arguments to support a claim • write basic informational texts to examine a topic and convey information • write simple narratives with vague details • conduct short research projects to answer a question	In general, your child can: • attempt to follow the development of a theme or central idea and provide an objective summary of near-grade-level text • write general arguments to support a claim with reasons and evidence • write general informational texts with relevant facts and examples • write narratives with simple events and limited details • generate additional questions to investigate while conducting short research projects	In general, your child can: • determine a theme or central idea in complex, grade-level text and analyze its development • write arguments and address counterclaims, using clear reasons and relevant evidence • write informational texts with analysis of relevant facts and examples • write structured narratives with descriptive details and well-structured event sequences • generate additional questions to investigate while conducting short research projects	In general, your child can: • assess the strength of ideas that support the central idea and provide a thorough summary of complex, above-grade-level text • write conclusive arguments and address counterclaims with facts and reasoned arguments • write precise, well-developed informational texts with analysis of relevant facts and examples • write descriptive narratives with well-chosen details and precise language • conduct sustained research projects to answer questions or solve problems
Mathematics	In general, your child can: • recognize irrational numbers • calculate with a negative-whole-number exponent • represent multiples of ten in scientific notation • identify equivalent ratios • distinguish between relations that are/are not functions • distinguish between congruent and similar figures • recognize single translations, reflections, rotations, and dilations • find the hypotenuse of a right triangle • recognize associations between two sets of data	In general, your child can: • approximate irrational numbers to the nearest whole • express numbers in scientific notation • find the slope of a line • solve simple equations with two variables • identify and define linear functions and use them to model relationships • recognize similarity and congruence and identify a series of transformations • apply Pythagorean Theorem in 2-D figures • describe associations between two sets of data	In general, your child can: • interpret irrational numbers • apply properties of integer exponents and scientific notation • solve linear equations and systems of equations • determine the meaning of the slope of a line • solve linear equation word problems with two variables • evaluate and compare functions • describe a sequence of transformations • apply Pythagorean Theorem and its converse in 2-D figures • find the volume of 3-D figures • investigate associations between two sets of data	In general, your child can: • approximate irrational numbers • interpret properties of integer exponents and scientific notation • solve complex, multistep word problems with systems of linear equations • model relationships using functions • apply Pythagorean Theorem in 3-D figures • analyze congruency and similarity • find volume in real-world problems • analyze patterns of association between two sets of data

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.

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Sample Individual Student Report (English Language Arts Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX
FORM: B10

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

English Language Arts

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	Scale Score
✓ **Level 3: Proficient Learner**	
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	526

6 **Standard Error of Measurement (SEM):** A scale score of **526** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **511-541**.

7

Domain Performance	
Reading and Vocabulary*	●
Key Ideas and Details	◒
Craft and Structure/Integration of Knowledge and Ideas	◒
Vocabulary Acquisition and Use	○
Text Types*	
Reading Literary Text	●
Reading Informational Text	●
Writing and Language	◒
Writing	◒
Language	●

Extended Writing Scores[1]	
Extended Writing argumentative essay	
Idea Development, Organization, and Coherence	**3 out of 4 points**
Language Usage and Conventions	**3 out of 3 points**
Narrative Writing Response	**4 out of 4 points**

Domain Mastery ○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

*Each reading and vocabulary question connects to a Reading and Vocabulary domain in the table above as well as to a Text Type domain. However, each question counts only one time in your student's total score.

8

Your Student's Reading Status	
Reading Status: **Grade Level or Above**	
Lexile Measure: **1165L**	Lexile Range: **1065L-1215L**
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a Book database at www.lexile.com. For more information, visit www.gadoe.org/lexile.aspx.	

9

Comparison to a National Sample of Students
National Percentile Range: **87-99**
Your student's performance can be compared to other students nationally in Reading. The national percentile range is based on his or her estimated score on *TerraNova*, a nationally-normed achievement test. A national percentile range of 87-99 means that your student performed as well as or better than 87 to 99 percent of the national norming group. The national percentile range is based on his or her estimated *TerraNova* score ± the standard error of measurement.

10

Comparison to the School, System, and State

The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 581-730				
Level 3: Proficient Learner Scale Score Range: 525-580	526			507
Level 2: Developing Learner Scale Score Range: 475-524		484	484	
Level 1: Beginning Learner Scale Score Range: 225-474				

[1]**Condition Codes for Writing**

A = Blank, **B** = Copied, **C** = Too Limited to Score, **D** = Non-English/Foreign Language, **E** = Off Topic, **F** = Offensive, **G** = Illegible/Incomprehensible

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Sample Individual Student Report (Mathematics Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Mathematics

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	Scale Score
✓ **Level 3: Proficient Learner**	
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	556

7

Domain Category	Performance
Numbers, Expressions, and Equations	● **Accelerate Learning**
Algebra and Functions	◒ **Monitor Learning**
Geometry	● **Accelerate Learning**
Statistics and Probability	◒ **Monitor Learning**

6 **Standard Error of Measurement (SEM):** A scale score of **556** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **542-570**.

Domain Mastery
○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

10

Comparison to the School, System, and State

The School, System, and State bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 579-755				
Level 3: Proficient Learner Scale Score Range: 525-578	556			510
Level 2: Developing Learner Scale Score Range: 475-524		495	495	
Level 1: Beginning Learner Scale Score Range: 275-474				

9

Comparison to a National Sample of Students

National Percentile Range	
Your student's performance can be compared to other students nationally in Mathematics. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 92-99 means that your student performed as well as or better than 92 to 99 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement.	92-99

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Sample Individual Student Report (Science Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Science

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	
✓ **Level 3: Proficient Learner**	**Scale Score**
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	563

6 **Standard Error of Measurement (SEM):** A scale score of **563** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **542-584**.

7

Domain Category	Performance
Matter	● Accelerate Learning
Energy	○ Remediate Learning
Motion	● Accelerate Learning
Waves	◒ Monitor Learning
Force	◒ Monitor Learning

Domain Mastery
○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

10

Comparison to the School, System, and State

The School, System, and State bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 593-785				
Level 3: Proficient Learner Scale Score Range: 525-592	563	526	526	
Level 2: Developing Learner Scale Score Range: 475-524				499
Level 1: Beginning Learner Scale Score Range: 165-474				

9

Comparison to a National Sample of Students	
National Percentile Range	
Your student's performance can be compared to other students nationally in Science. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 30-64 means that your student performed as well as or better than 30 to 64 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement.	30-64

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Sample Individual Student Report (Social Studies Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Social Studies

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	Scale Score
✓ **Level 2: Developing Learner**	
Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.	516

7

Domain Category	Performance
History	○ Remediate Learning
Geography	◒ Monitor Learning
Government/Civics	◒ Monitor Learning
Economics	◒ Monitor Learning

6 **Standard Error of Measurement (SEM):** A scale score of **516** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **502-530**.

Domain Mastery
○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

10

Comparison to the School, System, and State

The School, System, and State bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 572-715				
Level 3: Proficient Learner Scale Score Range: 525-571	516	514	514	
Level 2: Developing Learner Scale Score Range: 475-524				506
Level 1: Beginning Learner Scale Score Range: 240-474				

9

Comparison to a National Sample of Students

National Percentile Range	
Your student's performance can be compared to other students nationally in Social Studies. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 36-62 means that your student performed as well as or better than 36 to 62 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement.	36-62

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

1 **FIRST NAME:** DAVIS
LAST NAME: DREW
GTID: 1234567890

BIRTH DATE: MM/DD/YYYY
TEST DATE: 04/08/XX

CLASS NAME: ANYCLASS
SCHOOL NAME: ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

Individual Student Report
End-of-Grade Assessment
Summer 20xx
Grade 8

Georgia Milestones Assessment System

The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Summer 20xx Georgia Milestones End-of-Grade (EOG) Assessment. This first page provides an overview of English Language Arts and/or Mathematics content areas. Additional pages provide more details about your student's performance in each content area.

Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 8

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
2 ACHIEVEMENT LEVEL	LEVEL 1 BEGINNING LEARNER	LEVEL 1 BEGINNING LEARNER		
3 SCALE SCORE	430 Scale Score Range 225-474	455 Scale Score Range 275-474		

Achievement Levels

4 **LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

990100-000001-05922

For more information, see the Score Interpretation Guide at testing.gadoe.org.

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

Grade 8 – Understanding Your Child's Performance: Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well* as all content and skills that precede it (for example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner).

4

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
English Language Arts	In general, your child can: • identify a theme or central idea and provide a summary of below- grade-level text • write basic arguments to support a claim • write basic informational texts to examine a topic and convey information • write simple narratives with vague details • conduct short research projects to answer a question	In general, your child can: • attempt to follow the development of a theme or central idea and provide an objective summary of near-grade-level text • write general arguments to support a claim with reasons and evidence • write general informational texts with relevant facts and examples • write narratives with simple events and limited details • generate additional questions to investigate while conducting short research projects	In general, your child can: • determine a theme or central idea in complex, grade-level text and analyze its development • write arguments and address counterclaims, using clear reasons and relevant evidence • write informational texts with analysis of relevant facts and examples • write structured narratives with descriptive details and well-structured event sequences • generate additional questions to investigate while conducting short research projects	In general, your child can: • assess the strength of ideas that support the central idea and provide a thorough summary of complex, above-grade-level text • write conclusive arguments and address counterclaims with facts and reasoned arguments • write precise, well-developed informational texts with analysis of relevant facts and examples • write descriptive narratives with well-chosen details and precise language • conduct sustained research projects to answer questions or solve problems
Mathematics	In general, your child can: • recognize irrational numbers • calculate with a negative-whole-number exponent • represent multiples of ten in scientific notation • identify equivalent ratios • distinguish between relations that are/are not functions • distinguish between congruent and similar figures • recognize single translations, reflections, rotations, and dilations • find the hypotenuse of a right triangle • recognize associations between two sets of data	In general, your child can: • approximate irrational numbers to the nearest whole • express numbers in scientific notation • find the slope of a line • solve simple equations with two variables • identify and define linear functions and use them to model relationships • recognize similarity and congruence and identify a series of transformations • apply Pythagorean Theorem in 2-D figures • describe associations between two sets of data	In general, your child can: • interpret irrational numbers • apply properties of integer exponents and scientific notation • solve linear equations and systems of equations • determine the meaning of the slope of a line • solve linear equation word problems with two variables • evaluate and compare functions • describe a sequence of transformations • apply Pythagorean Theorem and its converse in 2-D figures • find the volume of 3-D figures • investigate associations between two sets of data	In general, your child can: • approximate irrational numbers • interpret properties of integer exponents and scientific notation • solve complex, multistep word problems with systems of linear equations • model relationships using functions • apply Pythagorean Theorem in 3-D figures • analyze congruency and similarity • find volume in real-world problems • analyze patterns of association between two sets of data

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: DAVIS
LAST NAME: DREW
GTID: 1234567890

BIRTH DATE: MM/DD/YYYY
TEST DATE: 04/08/XX
FORM: A1

CLASS NAME: ANYCLASS
SCHOOL NAME: ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

English Language Arts

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	
✓ **Level 1: Beginning Learner**	**Scale Score**
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	430

6 **Standard Error of Measurement (SEM):** A scale score of **430** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **415-445**.

7

Domain Performance	
Reading and Vocabulary*	○
Key Ideas and Details	◒
Craft and Structure/Integration of Knowledge and Ideas	○
Vocabulary Acquisition and Use	○
Text Types*	
Reading Literary Text	◒
Reading Informational Text	○
Writing and Language	◒
Writing	○
Language	○

Domain Mastery ○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

*Each reading and vocabulary question connects to a Reading and Vocabulary domain in the table above as well as to a Text Type domain. However, each question counts only one time in your student's total score.

Your Student's Reading Status		Comparison to a National Sample of Students
Reading Status: **Below Grade Level**		National Percentile Range: **02-19**
Lexile Measure: **830L**	Lexile Range: **730L-880L**	
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a Book database at www.lexile.com. For more information, visit www.gadoe.org/lexile.aspx.		Your student's performance can be compared to other students nationally in Reading. The national percentile range is based on his or her estimated score on *TerraNova*, a nationally-normed achievement test. A national percentile range of 02-19 means that your student performed as well as or better than 02 to 19 percent of the national norming group. The national percentile range is based on his or her estimated *TerraNova* score ± the standard error of measurement.

8 9

Comparison to the School, System, and State

The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.

10

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 581-730				
Level 3: Proficient Learner Scale Score Range: 525-580		Comparison data are not provided for summer retests.		
Level 2: Developing Learner Scale Score Range: 475-524	430			
Level 1: Beginning Learner Scale Score Range: 225-474	[redacted]			

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: DAVIS
LAST NAME: DREW
GTID: 1234567890

BIRTH DATE: MM/DD/YYYY
TEST DATE: 04/08/XX

CLASS NAME: ANYCLASS
SCHOOL NAME: ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

Mathematics

Grade 8

Georgia Milestones Assessment System

5

Achievement Level	Scale Score
✓ **Level 1: Beginning Learner**	
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	455

7

Domain Category	Performance
Numbers, Expressions, and Equations	◯ Remediate Learning
Algebra and Functions	◯ Remediate Learning
Geometry	◯ Remediate Learning
Statistics and Probability	◯ Remediate Learning

6 **Standard Error of Measurement (SEM):** A scale score of **455** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **442-468**.

Domain Mastery
◯ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

10

Comparison to the School, System, and State
The School, System, and State bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 579-755				
Level 3: Proficient Learner Scale Score Range: 525-578		Comparison data are not provided for summer retests.		
Level 2: Developing Learner Scale Score Range: 475-524	455			
Level 1: Beginning Learner Scale Score Range: 275-474				

9

Comparison to a National Sample of Students

National Percentile Range	
Your student's performance can be compared to other students nationally in Mathematics. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 07-51 means that your student performed as well as or better than 07 to 51 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement.	07-51

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Class Roster Reports

Class Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu. Class Roster Reports are available in the Interactive Reporting format, as well as the traditional PDF format.

Student rosters are generated at the class level for all EOG assessments. These reports contain demographic data and test results for each student listed on the roster. Rosters are available for each grade level with students listed alphabetically within the class. Select school and district staff can download electronic versions of the ISRs from the DRC INSIGHT Portal.

The Class Roster PDF consists of two sections; one section contains a list of students and their test performance and the other section contains a summary of performance for the entire class.

A sample Class Roster Report for Grade 8 appears on pages 36–37 followed by a sample Class Roster Summary on pages 38–39.

The Class Roster Report provides:

1. ***Grade/Content Area:*** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report. ELA and mathematics are reported on the same page(s) while science and social studies are reported on a different page(s). **Note:** There is no science or social studies for the EOG Retest.

2. ***Class Demographic Information:*** This includes the Grade and Class Name (as reflected by the test session name), the school and system name, the state, and system/school code.

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 GTID number and birth date.

4. ***Scale Score:*** The Class Roster Report indicates the scale score for each content area for a student on the roster. For example, on the Grade 8 Class Roster Report, for ELA, Drew E. Davis received a scale score of 507 CA, which indicates a conditional administration. This should be taken into consideration when interpreting his results. Elsa H. Ellis received a scale score of 559. For mathematics, Drew received a scale score of 497, and Elsa received a scale score of 533. For science, Drew received a scale score of 563, and Elsa received a scale score of 608. For social studies, Drew received a scale score of 521, while Elsa's assessment was invalidated and she received an IV in lieu of a scale score. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a scale score of 559.

5. ***Achievement Level:*** The student's achievement level for the test is reported following the scale score. There are four achievement levels for the EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On both the Grade 8 ELA and mathematics assessments, Drew E. Davis received an achievement level of *Developing Learner*, while Elsa H. Ellis received an achievement level of *Proficient Learner*. For science, Drew received an achievement level of *Proficient Learner*, while Elsa received an achievement level of *Distinguished Learner*. For social studies, Drew's achievement level was *Developing Learner*, while Elsa did not receive an achievement level because her assessment was invalidated.

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6 ***Lexile Scores (ELA only):*** 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 1600L. Drew E. Davis's Lexile measure on the Grade 8 ELA assessment is 1130L and Elsa H. Ellis's Lexile measure is 1285L.

7 ***Reading Status (ELA only):*** For ELA, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+). Drew E. Davis and Elsa H. Ellis both received a reading status of *Grade Level or Above*.

8 ***Domain Scores:*** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*.

For ELA, Drew E. Davis received *Remediate Learning* on both the Reading & Vocabulary and Writing & Language domains, and *Monitor Learning* on the Key Ideas and Details domain. Elsa H. Ellis received *Monitor Learning* on Reading & Vocabulary, *Accelerate Learning* on Key Ideas and Details, and *Accelerate Learning* on Writing & Language.

For mathematics, Drew received *Remediate Learning* on the three domains Numbers, Expressions, and Equations; Geometry; and Statistics and Probability and *Monitor Learning* on Algebra and Functions. Elsa received *Remediate Learning* on the two domains Numbers, Expressions, and Equations and Algebra and Functions. She received *Accelerate Learning* on Geometry and *Monitor Learning* on Statistics and Probability.

For science, Drew received *Remediate Learning* on Matter and Waves, *Accelerate Learning* on Energy and Force, and *Monitor Learning* on Motion. Elsa received *Accelerate Learning* on four of the five science domains and *Monitor Learning* on Waves.

For social studies, Drew received *Remediate Learning* on History, *Accelerate Learning* on Geography, and *Monitor Learning* on Government/Civics and Economics. Elsa did not receive any domain mastery information for social studies because she received an IV in lieu of a scale score.

9 ***Writing (ELA EOG Spring Main only):*** For the Writing & Language domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. For example, Drew E. Davis scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 2 out of 4 points on the Narrative Writing Response.

Elsa H. Ellis scored 2 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 3 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, she scored 4 out of 4 points on the Narrative Writing Response.

Students who received 0 points on a writing task will have a condition code reported. The condition codes provide information about the reason why the student did not receive any points. These codes are explained in the footnotes of the Class Roster Report. For example, Amy I. Aanenson received a 'C' code on the Narrative Writing Response, meaning that her response was too limited to score.

Note that the left side of the ELA portion of the Class Roster Report has a column containing the ELA form number that the student took. This form number indicates what genre of writing prompt the student received. The types of genres and their corresponding form numbers are detailed in the footnotes of the Class Roster Report.

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⑩ ***National Percentile Range:*** The national percentile range is included for each student.

In Grade 8 ELA, Drew E. Davis received a national percentile range of 69–95. Elsa H. Ellis received a national percentile range of 81–99. In mathematics, Drew received a national percentile range of 60–84. Elsa received a national percentile range of 73–91. In science, Drew received a national percentile range of 77–96. Elsa received a national percentile range of 80–98. In social studies, Drew received a national percentile range of 29–55. Elsa did not receive a national percentile range for social studies because her test was invalidated.

The Class Roster Summary can be found on the last two pages of the Class Roster Report (see pages 38 and 39 for a Grade 8 sample). The summary details are below:

⑪ ***Summary by Content Area:*** On the Class Roster Summary PDF, the Summary by Content Area section of the report has three main sections. The section entitled "Students Included in Summaries" provides, by content area, the number of students with scores, the mean scale score, and the standard deviation. It is important to note that the total number of students included in the summary does not include the students who received a PTNA, DNA, IV, PIV, or LCE in lieu of a scale score. In this sample class of 29 students, not every student received a score in each content area. Therefore, the total number of students is only 28 in mathematics, science, and social studies. In addition, the table shows the percentage of students scoring in each achievement level. The next section entitled "Students Not Included in Summaries" shows students who did not receive a scale score in that content area. For this Grade 8 class, one student received an Invalidation (IV) in social studies, one student received a Did Not Attempt (DNA) in mathematics. The last section, entitled "Norm-Referenced Scores," provides the median national percentile for the class along with the mean normal curve equivalent for the class.

⑫ ***Performance on the Domains:*** The Class Roster Summary for ELA displays the percentage of students by reading status (*Below Grade Level* or *Grade Level or Above*), the percentage of students at each score point on the Extended Writing Task, the percentage of students at each score point on the Narrative Writing Response, the number of students with each condition code for the Extended Writing Task and Narrative Writing Response, and the percentage of students by Lexile band. The ELA, mathematics, science, and social studies domain performances include the percentage of students in each domain mastery category of *Remediate Learning*, *Monitor Learning*, and *Accelerate Learning*.

For ELA, condition codes are assigned when a score cannot be assigned to the Extended Writing Task or the Narrative Writing Response. The tables in this section of the Class Roster Summary Report show the number of students who received a '0' score on one of the writing tasks and the reason why. There are seven writing condition codes to indicate the reason why a response was not able to be scored.

- A: Blank – no student response
- B: Copied – copied from a published source
- C: Too Limited to Score – information provided was too limited to score
- D: Non-English/Foreign Language – response was written in a language other than English
- E: Off Topic – the response is off topic
- F: Offensive – offensive language or pictures were used
- G: Illegible/Incomprehensible – the response is illegible or incomprehensible

For the Grade 8 ELA sample report, 3 percent of the students in the class received a '0' score on the Narrative Writing Response as indicated in Section 12 of the report in the table titled "Percentage of Students with Each Score Point." The table below it, titled "Number of Students with Each Condition Code," shows that this 3 percent represents 1 student. The student received a writing condition code 'C' for Too Limited to Score, indicating that they provided limited information to the Narrative Writing Response.

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

GRADE: 8
CLASS: ANY CLASS
2 SCHOOL: ANY SCHOOL
SYSTEM: ANY SYSTEM
STATE: GA
CODE: 123-1234

Georgia Milestones Assessment System

Class Roster

Spring 20XX End-of-Grade Assessment

1 Grade 8

3 Student Name / GTID	Birth Date	9 Form[1]	4 Scale Score[2]	5 Achievement Level[3]	6 Lexile Score	7 Reading Status[4]	1 English Language Arts: 8 Domain Mastery[5]: Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	9 Writing[6] Points Earned: Extended Writing Task: Ideas	Usage	Narrative Writing Response	10 National Percentile Range	1 Mathematics: 4 Scale Score[2]	5 Achievement Level[3]	8 Domain Mastery[5]: Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability	10 National Percentile Range
AANENSON, AMY I	01/01/20XX	A3	501	2	1255L	+	◑	◑	◑	●	◑	◑	◑	◑	○	2 of 4	1 of 3	C	26-56	536	3	◑	○	◑	◑	71-90
1234567890																										
ARAGON, ANDRINA S	01/01/20XX	A5	520	2	1070L	+	○	◑	○	○	○	◑	◑	◑	○	4 of 4	3 of 3	3 of 4	58-87	517	2	○	○	◑	◑	40-72
1234567890																										
ASHER, ARGON Z	01/01/20XX	B8	531	3	1130L	+	○	●	◑	○	◑	◑	●	◑	●	3 of 4	3 of 3	4 of 4	37-68	480	2	○	○	◑	○	60-84
1234567890																										
AZIZI, ASHLEY Y	01/01/20XX	A5	506	2	1215L	+	◑	◑	○	○	○	◑	○	◑	○	2 of 4	2 of 3	2 of 4	34-65	487	2	○	○	○	○	20-58
1234567890																										
BAILEY, BERNARD A	01/01/20XX	B10	526	3	1165L	+	●	◑	◑	○	●	●	◑	◑	●	3 of 4	3 of 3	4 of 4	87-99	556	3	●	◑	●	◑	92-99
1234567890																										
BRECHER, BARB C	01/01/20XX	A1	492	2	940L	-	○	◑	○	◑	○	◑	◑	◑	○	3 of 4	3 of 3	2 of 4	22-51	513	2	○	○	◑	○	67-88
1234567890																										
CREWS, CARRIE D	01/01/20XX	A5	501	2	1005L	-	○	●	◑	◑	◑	○	◑	○	◑	2 of 4	2 of 3	3 of 4	52-82	504	2	○	○	○	●	43-74
1234567890																										
DAVIS, DREW E	01/01/20XX	A1	507	2	1130L	+	○	◑	◑	●	◑	◑	○	◑	◑	3 of 4	2 of 3	2 of 4	69-95	497	2	○	◑	○	○	60-84
1234567890			CA																							
DIEGO, DARA F	01/01/20XX	B8	507	2	1130L	+	○	◑	◑	○	○	○	○	◑	○	2 of 4	2 of 3	1 of 4	82-99	529	3	○	◑	◑	◑	63-86
1234567890																										
ELLIS, ELSA H	01/01/20XX	B4	559	3	1285L	+	◑	●	○	●	○	◑	●	◑	●	2 of 4	3 of 3	4 of 4	81-99	533	3	○	○	●	◑	73-91
1234567890																										

[1] Writing Prompt Genre
Argumentative: Forms A1, A3, A5, A7, A9, A11, C1, B1, and VSL
Informational/Explanatory: Forms B2, B4, B6, B8, B10, and B12

[2] Scale Score Codes
PTNA = Present; Test Not Attempted
DNA = Did Not Attempt
IV = Invalidation
PIV = Participation Invalidation
CA = Conditional Administration

[3] Achievement Levels
1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

[4] Reading Status
– Below Grade Level
+ Grade Level or Above

[5] Domain Mastery
○ Remediate Learning
◑ Monitor Learning
● Accelerate Learning

[6] Condition Codes for Writing
A = Blank
B = Copied
C = Too Limited to Score
D = Non-English/Foreign Language
E = Off Topic
F = Offensive
G = Illegible/Incomprehensible

[7] National Percentile Range
DNA = Did Not Attempt
IV = Invalidation

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

GRADE: 8
CLASS: ANY CLASS
SCHOOL: ANY SCHOOL
SYSTEM: ANY SYSTEM
STATE: GA
CODE: 123-1234

Georgia Milestones Assessment System

Class Roster

Spring 20XX End-of-Grade Assessment

Grade 8

Student Name / GTID / Birth Date	Grade 8 Science: Scale Score[1]	Achievement Level[2]	Domain Mastery[3]: Matter	Energy	Motion	Waves	Force	National Percentile Range[4]	High School Physical Science: Scale Score[1]	Achievement Level[2]	Domain Mastery[3]: 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	National Percentile Range[4]	Social Studies: Scale Score[1]	Achievement Level[2]	Domain Mastery[3]: History	Geography	Government/Civics	Economics	National Percentile Range[4]
AANENSON, AMY I 1234567890 01/01/20XX	578	3	◑	◑	●	○	◑	77–96								528	3	◑	◑	○	○	46–72
ARAGON, ANDRINA 1234567890 01/01/20XX	587	3	●	○	●	○	◑	79–97	528	3	●	○	○	◑	53–78							
ASHER, ARGON Z 1234567890 01/01/20XX									547	3	◑	◑	◑	◑	67–89	512	2	◑	◑	◑	●	47–73
AZZIZI, ASHLEY Y 1234567890 01/01/20XX	469	1	○	○	○	○	○	55–83	501	2	○	◑	○	◑	47–73							
BAILEY, BERNARD A 1234567890 01/01/20XX	563	3	●	○	●	◑	◑	30–64	516	2	○	◑	◑	◑	36–62							
BRECHER, BARB C 1234567890 01/01/20XX	498	2	◑	○	○	◑	○	22–53	485	2	○	○	○	○	49–74							
CREWS, CARRIE D 1234567890 01/01/20XX	459	1	○	○	○	○	○	25–58	455	1	○	○	○	○	08–36							
DAVIS, DREW E 1234567890 01/01/20XX	563	3	○	●	◑	○	●	77–96	521	2	○	◑	●	◑	29–55							
DIEGO, DARA F 1234567890 01/01/20XX									537	3	◑	◑	○	◑	29–64	561	3	●	◑	◑	●	57–80
ELLIS, ELSA H 1234567890 01/01/20XX	608	4	●	●	●	◑	●	80–98								IV						IV

[1]Scale Score Codes
FNVS = Present Test Not Attempted
DNA = Did Not Attempt
IV = Invalidation
PIV = Participation Invalidation
CA = Conditional Administration

[2]Achievement Levels
1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

[3]Domain Mastery
○ Remediate Learning
◑ Monitor Learning
● Accelerate Learning

[4]National Percentile Range
DNA = Did Not Attempt
IV = Invalidation

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

GRADE: 8
CLASS: ANY CLASS
2 **SCHOOL:** ANY SCHOOL
SYSTEM: ANY SYSTEM
STATE: GA
CODE: 123-1234

Georgia Milestones Assessment System

Class Roster Summary

Spring 20XX End-of-Grade Assessment

Grade 8

11 **Summary by Content Area**

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	English Language Arts	Mathematics	Grade 8 Science	High School Physical Science	Social Studies
Students Included in Summaries:					
Number of Students	29	28	23	5	28
Mean Scale Score	512	518	535	520	500
Standard Deviation	25	24	39	27	23
Percentage in Level 1 - Beginning Learner	3	0	7	0	7
Percentage in Level 2 - Developing Learner	66	54	21	40	79
Percentage in Level 3 - Proficient Learner	31	46	68	60	14
Percentage in Level 4 - Distinguished Learner	0	0	4	0	0
Students Not Included in Summaries:					
Number of Students - Present, Test Not Attempted	0	1	0	0	1
Number of Students - Did Not Attempt	0	0	0	0	0
Number of Students - Invalidation	0	1	0	0	0
Number of Students - Participation Invalidation	0	0	0	0	1
					0
Norm-Referenced Scores:					
Median National Percentile	72	73	71	76	54
Mean Normal Curve Equivalent	60.3	60.7	62.2	63.6	50.5

Due to rounding, percentages may not total 100%.
**The norm-referenced scores are calculated for groups of 15 or more students.

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

GRADE: 8
CLASS: ANY CLASS
SCHOOL: ANY SCHOOL
SYSTEM: ANY SYSTEM
STATE: GA
CODE: 123-1234

Georgia Milestones Assessment System

Class Roster Summary

Spring 20XX End-of-Grade Assessment

Grade 8

Performance on the Domains

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English Language Arts

Reading Status	Percentage of Students By Reading Status	
	Below Grade Level	Grade Level or Above
	28	72

Extended Writing Task	Percentage of Students with Each Score Point			
	0	1	2	3	4
Idea Development, Organization, and Coherence	0	3	59	28	10
Language Usage and Conventions	0	7	55	38	—

	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	0	0	0	0	0	0

Students with a '0' score were given a condition code.

Narrative Writing Response	Percentage of Students with Each Score Point				
	0	1	2	3	4
	3	17	28	31	21

	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	0	1	0	0	0	0

Students with a '0' score were given a condition code.

***Condition Codes for Writing**
A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

Lexile Bands	Percentage of Students By Lexile Band		
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L)	Above the Stretch Band (Above 1185L)
	28	45	28

Domains	Percentage of Students In Each Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
English Language Arts			
Reading and Vocabulary	72	24	3
Key Ideas and Details	62	28	10
Craft and Structure/Integration of Knowledge and Ideas	38	52	10
Vocabulary Acquisition and Use	59	31	10
Reading Literary Text	52	41	7
Reading Informational Text	52	41	7
Writing and Language	52	34	14
Writing	21	69	10
Language	59	21	21

Due to rounding, percentages may not total 100%.

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

GRADE: 8
CLASS: ANY CLASS
2 **SCHOOL:** ANY SCHOOL
SYSTEM: ANY SYSTEM
STATE: GA
CODE: 123-1234

Class Roster Summary

Spring 20XX End-of-Grade Assessment

Grade 8

Georgia Milestones Assessment System

12 **Performance on the Domains - Continued**

Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.

Domains	Percentage of Students In Each Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Mathematics			
Numbers, Expressions, and Equations	32	39	29
Algebra and Functions	68	21	11
Geometry	43	50	7
Statistics and Probability	61	25	14
Grade 8 Science			
Matter	20	40	40
Energy	30	30	40
Motion	40	20	40
Waves	20	20	60
Force	30	40	30
High School Physical Science			
Chemistry: Atomic and Nuclear Theory and the Periodic Table	20	60	20
Chemistry: Chemical Reactions and Properties of Matter	40	40	20
Physics: Energy, Force, and Motion	20	80	0
Physics: Waves, Electricity, and Magnetism	40	20	40
Social Studies			
History	61	21	18
Geography	50	43	7
Government/Civics	64	29	7
Economics	61	32	7

Due to rounding, percentages may not total 100%.

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Content Area Summary Reports

Content Area Summary Reports are generated at the state, system, and school levels for each grade level and content area. Each of these reports contains similar information, but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data and domain-level data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data and domain-level data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level. Content Area Summary Reports are produced for the spring main administration only.

A sample School Content Area Summary Report for Grade 8 English language arts appears on pages 44–46.

A sample System Content Area Summary Report for Grade 8 social studies appears on pages 47–48.

Page 1 of the Content Area Summary Reports is similar for all content areas and provides:

1. ***Overall Performance***
   - Number of Students – In ELA, 221 students at the school received scores. In social studies, the system had 575 students with scores.
   - Mean Scale Score – In ELA, the mean scale score for the school was 502, which is the same as that of the system and RESA and lower than the state. In social studies, the mean scale score for the system was 514, which is higher than both the RESA and state.
   - Standard Deviation – In ELA, the school had a standard deviation of 41. In social studies, the system's standard deviation was 46.
   - Percentage Proficient (Levels 3 & 4) – In ELA, 28 percent of the students at the school achieved proficiency (Levels 3 & 4) as compared to 29 percent, 32 percent, and 39 percent at the system, RESA, and state levels, respectively. In social studies, the system had a larger percentage of students in Levels 3 and 4 (38 percent) than reported at the RESA (31 percent) and state levels (33 percent).
2. ***Percentage of Students Proficient (Levels 3 & 4):*** This is a graphical display of the percentages of students who demonstrate proficiency in the knowledge and skills necessary in this grade level and content area.
3. ***Percentage of Students by Achievement Level:*** This is a graphical display of the percentages of students in each achievement level. In ELA, the graph shows that the school had the same percentage of students in the *Beginning Learner* category as the system, a smaller percentage than the RESA, and slightly larger percentage than the state. In the *Developing Learner* category the school had a larger percentage than the system, RESA, and the state. In social studies, the system had a larger percentage of students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.
4. ***Norm-Referenced Performance***
   - Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In ELA, the median national percentile of 55 for the school is the same as the system and lower than that of the RESA and state. In social studies, the median national percentile for the system is 53, which is lower than both the RESA and state.
   - Mean Normal Curve Equivalent – The Normal Curve Equivalent (NCE) scale ranges from 1–99 and coincides with the percentile scale at 1, 50, and 99. These are based on an equal-interval scale, which allows for meaningful comparisons. The mean NCE is computed by adding the NCE scores of all students in a group and then dividing by the number of students in that group. In ELA, the school received a mean NCE score of 53.7. In social studies, the system's mean NCE score was 51.3.

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5 ***Summary Data Exclusions:*** This table provides counts for the numbers of students who were excluded from summary data calculations at the school, system, or state levels (no comparison data is provided).

Students were excluded from summary data if they received a PTNA, DNA, IV, or PIV designation in lieu of a scale score.

- Present, Test Not Attempted (PTNA) – No students received a PTNA in ELA or social studies.
- Did Not Attempt (DNA) – No students received a DNA in ELA or social studies.
- Invalidation (IV) – One student received an IV in ELA as well as in social studies.
- Participation Invalidation (PIV) – No students received a PIV in ELA or social studies.

Pages 2 and 3 of an ELA EOG Content Area Summary Report provide:

6 ***Performance by Reading Status (ELA only):*** This table displays the percentage of students who have a reading status of *Below Grade Level* or *Grade Level or Above* for the Reading & Vocabulary domain. On the Grade 8 ELA school report, 71 percent of students are reading at *Grade Level or Above*, which is the same as the system and state levels and compares to 68 percent at the RESA level.

7 ***Lexile Distribution (ELA only):*** This is a graphical display of the percentages of students scoring in each Lexile "stretch" band. The Grade 8 ELA example shows the following:

- Above the Stretch Band – 35 percent of students in the school scored above 1185.
- Within the Stretch Band – 36 percent of students in the school scored between 1010L–1185L.
- Below the Stretch Band – 29 percent of students in the school scored below 1010L.

The graph shows that the school has the same percentage of students scoring below the stretch band as the system and state and a lower percentage than the RESA. The school had a larger percentage of students scoring within the stretch band than the system, RESA, and state. The percentage of students scoring above the stretch band is lower at the school level than at the system, RESA, and state levels.

8 ***Percentage of Students in Each Mastery Category (ELA only):*** This section of the report displays the percentages of students in the nine domains of Reading & Vocabulary, Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Reading Literary Text, Reading Informational Text, Writing & Language, Writing, and Language. On the Grade 8 ELA report, results for the Reading & Vocabulary domain show that 29 percent of students at the school received a *Remediate Learning* designation, 52 percent received a *Monitor Learning* designation, and 19 percent received an *Accelerate Learning* designation. School-level domain performance can be compared to the other domains, as well as to performance at the system, RESA, and state levels. For example, when looking at school performance across the nine domains, the Craft and Structure/Integration of Knowledge and Ideas domain showed the highest percentage of students receiving an *Accelerate Learning* designation. Furthermore, the school outperformed the system and RESA in this specific domain and mastery category (22 percent versus 20 percent and 21 percent, respectively).

9 ***Percentage of Students with Each Score Point (ELA only):*** ELA Content Area Summary Reports also include tables showing the percentages of students obtaining each score point for the Extended Writing Task (Traits 1 and 2) and the Narrative Writing Response. Trait 1 of the Extended Writing Task measures Idea Development, Organization, and Coherence and is worth 4 possible points. Trait 2 of the Extended Writing Task measures Language Usage and Conventions and is worth 3 possible points. The Narrative Writing Response is worth a maximum of 4 points.

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The sample Grade 8 ELA school report shows that 6 percent of students in the school obtained the highest possible score on Trait 1 compared to 7 percent in the system, 5 percent in the RESA, and 9 percent in the state. On Trait 2 of the Extended Writing Task, 24 percent of the students in the school obtained the highest possible score, whereas 25 percent, 29 percent, and 42 percent of the students obtained the highest possible score in the system, RESA, and state, respectively. On the Narrative Writing Response, 1 percent of students in the school received the highest score of 4 points whereas 3 percent, 5 percent, and 13 percent of the students obtained the highest possible score in the system, RESA, and state, respectively.

⑩ ***Number of Students with a Writing Condition Code (ELA only):*** Condition codes are assigned when a score cannot be assigned to the Extended Writing Task or the Narrative Writing Response. The tables in this section of the Content Area Summary Report show the number of students who received a '0' score on one of the writing tasks and the reason why. There are seven writing condition codes to indicate the reason why a response was not able to be scored.

- A: Blank – no student response
- B: Copied – copied from a published source
- C: Too Limited to Score – information provided was too limited to score
- D: Non-English/Foreign Language – response was written in a language other than English
- E: Off Topic – the response is off topic
- F: Offensive – offensive language or pictures were used
- G: Illegible/Incomprehensible – the response is illegible or incomprehensible

For the Grade 8 ELA sample report, 6 percent of the students in the school received a '0' score on the Narrative Writing Response as indicated in Section 9 of the report. Section 10 of the report shows that this 6 percent represents a total of 14 students. Of these 14 students, 3 students received a writing condition code 'A' for Blank, indicating that they did not provide a response to the Narrative Writing Response. Likewise, 1 student received a condition code of 'B,' meaning that their response was copied from a published source. Two students received a 'C' code, meaning that their response was too limited to score. One student received a code of 'E,' meaning that their response was off topic. Four students received a code of 'F,' meaning that their responses were offensive, and the remaining 3 students received a 'G' condition code, which indicates their response was illegible or incomprehensible. Similar information is provided for students receiving a writing condition code for the Extended Writing Task.

It is important to highlight that Section 10 of the report reflects the *number* of students, rather than the *percentage* of students, as indicated in Section 9. Therefore, the numbers will usually be higher at the system level and always be higher at the RESA and state levels than the school level. However, comparisons can be made regarding the frequency of these condition codes and their distribution across the various condition codes.

Page 2 of a Content Area Summary Report for mathematics, science, and social studies provides:

❻ ***Domain Performance:*** This table displays the percentages of students in each mastery category for each domain. On the Grade 8 social studies report, the first domain is History. For this domain, system-level results show that 51 percent of students scored in the *Remediate Learning* mastery category, 30 percent in the *Monitor Learning* category, and 19 percent in the *Accelerate Learning* category. System-level domain performance can be compared to other domains, as well as to performance at the RESA and state levels.

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Sample School Content Area Summary Report (Grade 8 English Language Arts example)

(Please see pages 41 through 43 for descriptions of numbered areas.)

GRADE: 8
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
RESA: ANYRESA
STATE: GA
CODE: 123-1234

Georgia Milestones Assessment System

School Content Area Summary

Spring 20XX — End-of-Grade Assessment

Grade 8

English Language Arts

1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	221	502	41	28
System	575	502	41	29
RESA	3,771	502	46	32
State	130,028	510	50	39

2 Percentage of Students Proficient (Levels 3 & 4)

3 Percentage of Students by Achievement Level

4 Norm-Referenced Performance

	School	System	RESA	State
Median National Percentile	55	55	56	60
Mean Normal Curve Equivalent	53.7	53.7	54.3	55.8

5 Summary Data Exclusions for the School

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	1
Participation Invalidation (PIV)	0

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample School Content Area Summary Report (Grade 8 English Language Arts example)

(Please see pages 41 through 43 for descriptions of numbered areas.)

GRADE: 8
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
RESA: ANYRESA
STATE: GA
CODE: 123-1234

School Content Area Summary

Spring 20XX — End-of-Grade Assessment

Grade 8

English Language Arts

Georgia Milestones Assessment System

6 Performance by Reading Status

	Number of Students	Percentage of Students	
		Below Grade Level	Grade Level or Above
School	221	29	71
System	575	29	71
RESA	3,771	32	68
State	130,028	29	71

7 Lexile Distribution

	School	System	RESA	State
Above the Stretch Band (Above 1185L)	35%	36%	37%	42%
Within the Stretch Band (1010L-1185L)	36%	35%	31%	29%
Below the Stretch Band (Below 1010L)	29%	29%	32%	29%

8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	221	29	52	19
System	575	28	52	20
RESA	3,771	32	48	20
State	130,028	29	50	21

	Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	221	29	50	21	25	53	22	30	52	18
System	575	29	50	21	27	53	20	28	52	20
RESA	3,771	31	49	20	33	46	21	34	50	16
State	130,028	28	50	22	30	48	22	31	49	20

	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	221	31	54	15	30	51	19
System	575	32	54	14	24	51	25
RESA	3,771	30	48	22	32	47	21
State	130,028	28	51	21	28	52	20

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample School Content Area Summary Report (Grade 8 English Language Arts example)

(Please see pages 41 through 43 for descriptions of numbered areas.)

GRADE: 8
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
RESA: ANYRESA
STATE: GA
CODE: 123-1234

School Content Area Summary

Spring 20XX — End-of-Grade Assessment

Grade 8

English Language Arts

Georgia Milestones Assessment System

8 Percentage of Students in Each Mastery Category

	Number of Students	Writing & Language		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	221	27	54	19
System	575	27	52	21
RESA	3,771	33	48	19
State	130,028	28	52	20

	Number of Students	Writing			Language		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	221	29	50	21	25	58	17
System	575	29	50	21	25	54	21
RESA	3,771	30	50	20	36	46	18
State	130,028	27	50	23	29	54	17

9 Percentage of Students with Each Score Point

Extended Writing Task Idea Development, Organization, and Coherence					
	0*	1	2	3	4
School	2	17	51	24	6
System	2	16	51	24	7
RESA	2	10	46	38	5
State	2	12	41	37	9

Extended Writing Task Language Usage and Conventions				
	0*	1	2	3
School	2	23	52	24
System	2	23	51	25
RESA	2	22	47	29
State	2	14	43	42

Narrative Writing Response					
	0*	1	2	3	4
School	6	47	40	6	1
System	4	47	39	8	3
RESA	4	49	32	11	5
State	4	32	32	19	13

* Students with a '0' score were given a condition code.

10 Number of Students with a Writing Condition Code

Writing Condition Codes	
A	Blank
B	Copied
C	Too Limited to Score
D	Non-English/Foreign Language
E	Off Topic
F	Offensive
G	Illegible/Incomprehensible

Extended Writing Task							
	A	B	C	D	E	F	G
School	0	1	0	0	0	2	1
System	4	2	0	0	1	2	3
RESA	18	16	10	0	6	19	17
State	1,346	412	485	4	395	256	34

Narrative Writing Response							
	A	B	C	D	E	F	G
School	3	1	2	0	1	4	3
System	6	1	4	0	3	4	4
RESA	74	15	23	0	14	11	12
State	3,347	577	491	2	337	144	112

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample System Content Area Summary Report (Grade 8 Social Studies example)

(Please see pages 41 through 43 for descriptions of numbered areas.)

GRADE: 8
SYSTEM: ANYSYSTEM
RESA: ANYRESA
STATE: GA
CODE: 123

Georgia Milestones Assessment System

System Content Area Summary
Spring 20XX — End-of-Grade Assessment
Grade 8
Social Studies

1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	575	514	46	38
RESA	3,765	504	48	31
State	129,672	506	51	33

2 Percentage of Students Proficient (Levels 3 & 4)

3 Percentage of Students by Achievement Level

4 Norm-Referenced Performance

	System	RESA	State
Median National Percentile	53	54	57
Mean Normal Curve Equivalent	51.3	52.5	53.9

5 Summary Data Exclusions for the System

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	1
Participation Invalidation (PIV)	0

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample System Content Area Summary Report (Grade 8 Social Studies example)

(Please see pages 41 through 43 for descriptions of numbered areas.)

GRADE: 8
SYSTEM: ANYSYSTEM
RESA: ANYRESA
STATE: GA
CODE: 123

System Content Area Summary

Spring 20XX — End-of-Grade Assessment

Grade 8

Social Studies

6 Domain Performance

Percentage of Students in Each Mastery Category*

	Number of Students	History			Geography			Government/Civics			Economics		
		1	2	3	1	2	3	1	2	3	1	2	3
System	575	51	30	19	47	27	26	52	38	10	61	28	11
RESA	3,765	62	25	13	58	23	18	57	29	13	65	25	10
State	129,672	59	25	16	57	23	20	59	28	13	60	27	13

*Domain Mastery:
1 = Remediate Learning
2 = Monitor Learning
3 = Accelerate Learning

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Summary Reports of All Student Populations

Summary Reports of All Student Populations are generated at the school, system, and state levels. The reports are generated by grade level and content area and present summary statistics for all students as well as particular groups of students. These reports are produced for the spring main administration only.

A sample state summary report for Grade 8 ELA appears on pages 50 and 51. Population Summary Reports for other grade levels and content areas contain similar information.

The Summary of All Student Populations Report provides:

1. ***Group:*** The student group provides a break-out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.

2. ***Number of Students:*** The summary report identifies the total number of students who received scores, as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 379 students had conditional administrations and 129,649 had standard administrations for a total of 130,028 students statewide receiving scores on the Grade 8 English language arts assessment. As expected, most of these 130,028 students are regular program students (116,454), while 13,574 are special education students.

3. ***Mean Scale Score:*** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 510. When looking at gender, females had a higher mean scale score than males (520 vs. 501).

4. ***Percentage of Students Scoring in Each Achievement Level:*** There are four achievement levels for the EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In Grade 8 ELA, 24 percent are *Beginning Learners*, 37 percent are *Developing Learners*, 31 percent are *Proficient Learners*, and 8 percent are *Distinguished Learners* in the All Students category.

5. ***Students with No Scores:*** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students who did not receive scores for one of the following reasons:
   - Present, Test Not Attempted (PTNA) – 1256 students received a PTNA on the Grade 8 ELA assessment.
   - Did Not Attempt (DNA) – 326 students received a DNA on the Grade 8 ELA assessment.
   - Invalidation (IV) – 138 students received an IV on the Grade 8 ELA assessment.
   - Participation Invalidation (PIV) – No students received a PIV on the Grade 8 ELA assessment.

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Sample State Summary Report of All Student Populations (Grade 8 English Language Arts example)

(Please see page 49 for descriptions of numbered areas.)

GRADE: 8
STATE: GA

Georgia Milestones Assessment System

State Summary of All Student Populations

Spring 20XX – End-of-Grade Assessment

Grade 8

English Language Arts

1 Group	2 Number of Students			3	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations	Mean Scale Score	Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
All Students	130,028	379	129,649	510	24	37	31	8
All Regular Program Students	116,454	140	116,314	516	19	38	34	8
Section 504	2,607	1	2,606	499	32	40	24	4
English Learner	3,446	152	3,294	452	74	23	2	0
English Learner - Monitored	837	1	836	497	26	52	21	1
Migrant	253	6	247	485	42	40	17	1
All Other Regular Program Students	110,233	11	110,222	518	17	38	35	9
All Special Education Students	13,574	239	13,335	459	67	26	6	1
Visual Impairment or Blind (01)	57	1	56	496	28	44	23	5
Deaf or Hard of Hearing (02)	151	1	150	470	56	28	13	3
Deaf and Blind (03)	1	0	1	—	—	—	—	—
Specific Learning Disabilities (04)	7,055	115	6,940	455	71	25	4	0
Mild Intellectual Disabilities (05)	500	42	458	421	97	3	0	0
Traumatic Brain Injury (06)	34	1	33	446	74	26	0	0
M/S/P Intellectual Disabilities (07)	7	1	6	—	—	—	—	—
Autism (08)	859	11	848	478	49	31	18	3
Orthopedic Impairments (09)	54	2	52	477	52	26	20	2
Speech-Language Impairments (10)	733	2	731	485	44	35	19	3
Emotional and Behavioral Disabilities (11)	1,346	23	1,323	457	68	25	7	1
Other Health Impairments (12)	2,782	40	2,742	460	65	28	6	1
Gender	129,955	379	129,576	510	24	37	31	8
Female	63,889	138	63,751	520	18	36	36	10
Male	66,066	241	65,825	501	30	38	27	5

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

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Sample State Summary Report of All Student Populations (Grade 8 English Language Arts example)

(Please see page 49 for descriptions of numbered areas.)

GRADE: 8
STATE: GA

Georgia Milestones Assessment System

State Summary of All Student Populations

Spring 20XX – End-of-Grade Assessment

Grade 8

English Language Arts

1 Group	2 Number of Students			3	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations	Mean Scale Score	Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
Ethnic Group	**129,443**	**373**	**129,070**	**510**	**24**	**37**	**31**	**8**
Asian/Pacific Islander	4,961	14	4,947	542	12	22	42	24
Black, Non-Hispanic	48,718	102	48,616	494	35	40	22	3
Hispanic	17,214	139	17,075	502	27	41	27	4
American Indian/Alaskan Native	237	1	236	508	21	43	30	6
White, Non-Hispanic	54,416	114	54,302	524	15	34	40	11
Multiracial	3,897	3	3,894	518	18	37	35	10
All Accommodated	**15,210**	**376**	**14,834**	**459**	**67**	**26**	**6**	**1**
Section 504	1,537	1	1,536	491	38	40	20	3
English Learner	2,549	152	2,397	448	77	21	2	0
English Learner - Monitored	119	1	118	488	29	57	12	2
Special Education	10,794	236	10,558	454	72	24	4	0

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Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	1,256
Did Not Attempt (DNA)	326
Invalidation (IV)	138
Participation Invalidation (PIV)	0

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Due to rounding, achievement level percentages may not total 100%.

- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

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INTERACTIVE REPORTING

The Interactive Reporting platform leverages industry-leading technologies that provide Georgia users more options and flexibility than traditional reporting formats such as PDFs and file extracts. The system incorporates advanced visualization tools and best practices from data analytics and business intelligence in order to process and display large amounts of data in near-real time. Users can filter, sort, drill down, and export data all within a modern, intuitive interface. As with all components of the DRC INSIGHT Portal, the Interactive Reporting suite is role- and permission-based, which allows for controlled access to data and supports Georgia's data privacy policies for each and every system user and student record.

Class Roster Reports

Class Roster reports are accessible via the Class Roster tab in Interactive Reporting. On the Class Roster report, a list of students and their test scores are provided. For school and district users, class groupings are reported based on test session information. For teacher users, class groupings are reported based on the roster information provided in the rostering file upload.

As noted above, these rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. Because the Class Roster reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

A noteworthy difference between the Interactive Class Roster and the static Class Roster is the Class Roster Summary information that is provided on the subsequent pages of the static Class Roster. This summary information is also provided on the interactive reports, but it is located under two different tabs: Content Area Summary and Domain Summary. These reports will be discussed in the following sections. Examples of the Interactive Reporting versions of Grade 8 are on pages 54–77.

The Interactive Class Roster Report provides:

1. ***Grade/Content Area:*** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report.
2. ***Class Demographic Information:*** This includes the Grade and Class Name, the school and district name, the state.
3. ***Student Demographic Information:*** The student's name is followed by the student's GTID number, birth date, grade, and test form number.
4. ***Scale Score:*** The Class Roster Report indicates the scale score for each content area for a student on the roster. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a scale score of 559.
5. ***Achievement Level:*** The student's achievement level for the test is reported following the scale score. There are four achievement levels for the EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received an achievement level of 3, which is a *Proficient Learner*.
6. ***Lexile Scores (ELA only):*** 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 1600L. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera's Lexile measure is 1355L.
7. ***Reading Status (ELA only):*** For ELA, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+).On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a reading status of *Grade Level or Above*.

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8 ***Domain Scores:*** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received *Accelerate Learning* on the Reading and Vocabulary domain and received *Monitor Learning* on both the Key Ideas and Details domain and the Writing and Language domain.

9 ***Writing (ELA EOG Spring Main only):*** For the Writing and Language domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera scored 2 out of 4 points on the Ideas trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, she scored 3 out of 4 points on the Narrative Writing Response. The Interactive Class Roster also provides the Writing Genre. The sample shows Ruby Butera's Writing Genre was Informational/Explanatory.

10 ***National Percentile Range:*** The national percentile range is included for each student.

On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a national percentile range of 81–99.

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Sample Interactive Class Roster (Grade 8 example)

(Please see pages 52 through 53 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA MY APPLICATIONS

Dashboard | Class Roster | Content Area Summary | Domain Summary | Demographic Summary | Remediation and Retest Roster | LCE Roster | Batch Download | Quick Links | Scale Score Ranges

Admin: EOG Spring | Year: 2021 | District: SAMPLE DISTRICT | School: SAMPLE SCHOOL | Grade: 08 | Content Area: English Language Arts | Class: Danielle, Noble

English Language Arts Roster

The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations.

Class Name	Student Name	GTID	Birth Date	Grade	ELA Form	ELA Scale Score[1]	ELA Achievement Level	ELA Achievement Level Description	National Percentile Range[2]	Lexile Score	Reading Status	Reading and Vocabulary Domain Mastery	Key Ideas and Details Domain Mastery
Danielle, Noble	AUSTIN, NAT	999999990	02/22/20XX	8	A1	479	2	Developing Learner	18-46	940L	Below Grade Level	Remediate Learning	Monitor Learning
Danielle, Noble	BELT, JASON	999999991	08/21/20XX	8	A3	483	2	Developing Learner	25-54	1000L	Below Grade Level	Remediate Learning	Remediate Learning
Danielle, Noble	BUTERA, RUBY	999999992	09/11/20XX	8	A5	559	3	Proficient Learner	81-99	1355L	Grade Level or Above	Accelerate Learning	Monitor Learning
Danielle, Noble	CARONE, HANS	999999993	01/11/20XX	8	A7	501	2	Developing Learner	16-43	1130L	Grade Level or Above	Remediate Learning	Remediate Learning
Danielle, Noble	HANEMER, JAN	999999994	06/17/20XX	8	A1	492	2	Developing Learner	29-60	1205L	Grade Level or Above	Monitor Learning	Monitor Learning
Danielle, Noble	JACKSON, NIC	999999995	05/08/20XX	8	B2	529	3	Proficient Learner	46-77	1255L	Grade Level or Above	Accelerate Learning	Accelerate Learning
Danielle, Noble	KAVIN, DANA	999999996	10/11/20XX	8	B4	487	2	Developing Learner	15-41	1040L	Grade Level or Above	Monitor Learning	Remediate Learning
Danielle, Noble	KINDER, SALLY	999999997	07/17/20XX	8	B6	531	3	Proficient Learner	59-88	1300L	Grade Level or Above	Accelerate Learning	Accelerate Learning
Danielle, Noble	LEMERS, VINNY	999999998	02/10/20XX	8	B8	507	2	Developing Learner	16-43	1130L	Grade Level or Above	Monitor Learning	Accelerate Learning
Danielle, Noble	LEVELA, DON	999999999	06/06/20XX	8	B2	540	3	Proficient Learner	62-90	1295L	Grade Level or Above	Accelerate Learning	Accelerate Learning

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Sample Interactive Class Roster (Grade 8 example)

(Please see pages 52 through 53 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA MY APPLICATIONS

Dashboard | Class Roster | Content Area Summary | Domain Summary | Demographic Summary | Remediation and Retest Roster | LCE Roster | Batch Download | Quick Links | Scale Score Ranges

Administ. EOG Spring | Year 2021 | District SAMPLE DISTRICT | School SAMPLE SCHOOL | Grade 08 | Content Area English Language Arts | Class Danielle, Noble

English Language Arts Roster

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Key Ideas and Details Domain Mastery	Craft and Structure/Integration of Knowledge and Ideas Domain Mastery	Vocabulary Acquisition and Use Domain Mastery	Reading Literary Text Domain Mastery	Reading Informational Text Domain Mastery	Writing and Language Domain Mastery	Writing Domain Mastery	Language Domain Mastery	Writing Genre	Extended Writing Task - Ideas[1]	Extended Writing Task - Usage[1]	Narrative Writing Response[1]	ELA Test Date
Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	2 of 4	1 of 3	1 of 4	4/19/2021
Remediate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	1 of 4	2 of 3	1 of 4	4/19/2021
Monitor Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Accelerate Learning	Informational / Explanatory	2 of 4	2 of 3	3 of 4	4/19/2021
Remediate Learning	Remediate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Remediate Learning	Informational / Explanatory	1 of 4	1 of 3	2 of 4	4/19/2021
Monitor Learning	Monitor Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Informational / Explanatory	1 of 4	2 of 3	1 of 4	4/19/2021
Accelerate Learning	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Argumentative	2 of 4	2 of 3	2 of 4	4/19/2021
Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Monitor Learning	Argumentative	1 of 4	1 of 3	2 of 4	4/19/2021
Accelerate Learning	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Monitor Learning	Argumentative	2 of 4	1 of 3	2 of 4	4/19/2021
Accelerate Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Remediate Learning	Monitor Learning	Remediate Learning	Argumentative	1 of 4	1 of 3	1 of 4	4/19/2021
Accelerate Learning	Monitor Learning	Monitor Learning	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Argumentative	3 of 4	2 of 3	2 of 4	4/19/2021

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Content Area Summary Reports

Content Area Summary Reports are generated at the state, system, school, and class levels for each course during the spring and summer administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Content Area Summary Report provides overall performance data for a class. The School Content Area Summary Report provides overall performance data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level.

The Content Area Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Achievement Level

The screenshot on page 57 provides a graphical representation of the Percentage of Students in Each Achievement Level for a class. The sample report shows 20 percent of students scored in the *Proficient Learner achievement level* in class English Language Arts, which has 5 students. Twenty percent of students in the class scored in the *Developing Learner achievement level and 60 percent of students in the class scored in the Beginning Learner achievement level*.

The screenshot on page 58 provides a graphical representation of the Summary of Achievement Level by Classes. The sample report shows 65 percent of students scored *Proficient Learner* in Grade 8 Mathematics in class Teacher One Math.01, compared to 24 percent in class Teacher One Math.03.

The screenshot on page 59 provides a graphical representation of the Summary of Achievement Level by Schools. The sample report shows 19 percent of students scored *Developing Learner* in Grade 8 Mathematics at Sample School 1, compared to 17 percent at Sample School 2.

The screenshot on page 60 provides a graphical representation of the Summary of Achievement Level by State, RESA, and District. The sample report shows 21 percent of students scored *Proficient Learner* in Mathematics Grade 8 at the district, compared to 30 percent at the State and 27 percent at the RESA.

Mean Scale Score

The screenshot on page 61 provides a graphical representation of the Mean Scale Score for State, RESA, District, School, and Classes from the School Content Area Summary report. The sample report shows the mean scale score for Grade 8 Mathematics in class Teacher One Math.01 (547), compared to the mean scale scores at the school and district (513), RESA (503), and state (500).

The screenshot on page 62 provides a graphical representation of the Mean Scale Score by State, RESA, District, and Schools from the District Content Area Summary report. The sample report shows the mean scale score at Sample School 01 (454) compared to the mean scale score at the district (476), RESA (493), and state (503).

Summary of Content Area

The screenshot on page 63 shows a table for the School Content Area report. The table provides information about the total number of students, mean scale score, standard deviation, achievement level percentage, median national percentile, and mean normal curve equivalent. The sample report shows 29 percent of students scored *Developing Learning* in class TeacherOne.Math.01, compared to 34 percent at the school, 34 percent at the district, 36 percent at the RESA, and 36 percent at the state.

The screenshot on page 64 shows a table for the District Content Area report. The sample report shows 7 percent of students scored *Proficient Learner* at Sample School 01, compared to 21 percent at the district, 27 percent at the RESA, and 30 percent at the state.

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Test Session	7 Classes Selected

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics

Summary of Achievement Level by Schools

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Test Session	7 Classes Selected

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Test Session	7 Classes Selected

Summary of Content Area For State, RESA, District, Schools, and Classes

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.

Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	29,784	500	53	29%	36%	31%	3%	34%	71%	67	59.1
RESA	2,712	503	51	27%	36%	34%	3%	37%	73%	70	60.1
District: Sample District	117	513	49	21%	34%	42%	3%	44%	79%	74	63.4
School: Sample School	117	513	49	21%	34%	42%	3%	44%	79%	74	63.4
Class: TeacherOne.Math.01	49	547	36	0%	29%	65%	6%	71%	100%	87	74.9
Class: TeacherOne.Math.02	1	464		100%	0%	0%	0%	0%	0%	41	45
Class: TeacherOne.Math.03	42	484	45	40%	36%	24%	0%	24%	60%	63	54.1
Class: TeacherOne.Math.04	2	512	8	0%	100%	0%	0%	0%	100%	78	66
Class: TeacherOne.Math.05	1	579		0%	0%	100%	0%	100%	100%	97	90
Class: TeacherOne.Math.06	3	457	27	67%	33%	0%	0%	0%	33%	30	43.3
Class: TeacherOne.Math.07	19	498	32	26%	42%	32%	0%	32%	74%	66	57

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Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics

Summary of Content Area For State, RESA, District, and Schools

Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are displayed only when the total number of students in a group is at least 15.

Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	24,387	510	69	34%	28%	30%	9%	39%	67%	61	56.2
RESA	8,097	501	70	38%	27%	27%	7%	34%	61%	57	53.8
District: Sample District	1,770	490	64	49%	28%	21%	5%	26%	54%	51	50.5
School: Sample School 01	98	461	54	66%	24%	7%	2%	9%	33%	33	41.5
School: Sample School 02	151	468	61	60%	20%	17%	3%	20%	40%	34	44.1
School: Sample School 03	81	470	50	57%	31%	12%	0%	12%	43%	44	45.4
School: Sample School 04	154	473	50	53%	32%	14%	1%	15%	47%	41	45.9
School: Sample School 05	114	523	59	22%	36%	34%	8%	42%	78%	68	60
School: Sample School 06	114	523	59	22%	36%	34%	8%	42%	78%	68	60

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Domain Summary Reports

Domain Summary Reports are generated at the state, system, school, and class levels for each course during the spring and summer administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Domain Summary Report provides domain-level data at the class level. Similarly, the System Domain Summary Report provides overall domain-level data for the schools, system, RESA, and state. The State Domain Summary Report simply provides these data at the overall state level.

The Domain Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Domain Mastery

The screenshot on page 66 is a sample Percentage of Students In Each Domain Mastery Category that provides a graphical representation of student performance in each domain at the class level. The sample report shows 67 percent of students in the class scored in *Accelerate Learning* on the Geometry domain in Mathematics.

The screenshot on page 67 is a sample Summary of Domain Mastery by Classes that provides a graphical representation of student performance in the Geometry domain in Mathematics. The sample report shows 25 percent of students in class Teacher, One.Math.02 scored in *Monitor Learning*, compared to 38 percent who scored *Monitor Learning* on the Geometry domain in class Teacher, One.Math03.

The screenshot on page 68 is a sample Summary of Domain Mastery by Schools, and provides a graphical representation of student performance in the Geometry domain in Mathematics at the school level. The sample report shows 24 percent of students at Sample School One scored in *Monitor Learning*, compared to 29 percent who scored *Monitor Learning* at Sample School Two.

The screenshot on page 69 is a sample Summary of Domain Mastery by State, RESA, and District. The sample report shows 13 percent of students at the district scored in *Accelerate Learning* in the Geometry domain, compared to 16 percent at the RESA, and 19 percent at the state.

The screenshot on page 70 displays a table with the percentage of students scoring in the domain mastery category for the State, RESA, District, and Schools. On the sample Summary of Domain report, 12 percent of students scored in *Accelerate Learning* in the Geometry domain at school Sample School 02, compared to 6 percent at the district, 16 percent at the RESA, and 18 percent at the state.

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Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

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Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Geometry	Test Session	6 Classes Selected

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Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics	Geometry

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Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics	Geometry

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Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics	Geometry

Summary of Domain For State, RESA, District, and Schools

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.

Organizations ↑	Content Area	Domain	Total Number of Students	Remediate Learning %	Monitor Learning %	Accelerate Learning %
State	Mathematics	Geometry	31,843	48%	34%	18%
RESA	Mathematics	Geometry	10,010	52%	31%	16%
District: Sample District	Mathematics	Geometry	492	67%	26%	6%
School: Sample School 01	Mathematics	Geometry	17	65%	35%	0%
School: Sample School 02	Mathematics	Geometry	124	59%	29%	12%
School: Sample School 03	Mathematics	Geometry	106	76%	21%	3%
School: Sample School 04	Mathematics	Geometry	2	100%	0%	0%
School: Sample School 05	Mathematics	Geometry	9	89%	11%	0%
School: Sample School 06	Mathematics	Geometry	68	66%	26%	7%

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Demographic Summary Reports

Demographic Summary Reports are generated at the state, system, and school levels for each course during the spring and summer administrations. Demographic category, number of students tested, mean scale score, standard deviation, and achievement level information is presented in this report. Note that the Demographic Summary is not available at the class level.

The Demographic Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Demographic Summary

The screenshot on page 72 is a sample Demographic Summary by School that provides demographic information in a table format at the school level. The sample report shows 10 students tested in the Section 504 demographic, 1 student tested in the English Learner demographic, and 2 student tested in the English Learner-Monitored demographic. The information in the widgets at the top of the report provide summary data for All Students at the school level.

The screenshot on page 73 is a sample Demographic Summary by District. The sample report shows 3 students tested in the Section 504 demographic, 2 students tested in the English Learner demographic, and 0 students tested in the English Learner-Monitored demographic. The information in the widgets at the top of the report provide summary data for All Students at the district level.

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Sample Interactive Demographic Summary

(Please see page 71 for description of sample report.)

All Administrations Number of Students: 127

Conditional Administration Number of Students: 0

Standard Administration Number of Students: 127

Mean Scale Score: 497

Standard Deviation: 44

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

School Name	Grade	Content Area	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	All Regular Program Students	121	0	121	496	44
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	Section 504	10	0	10	481	39
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	English Learner	1	0	1	497	
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	English Learner - Monitored	2	0	2	522	35
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	Migrant	3	0	3	515	27
SAMPLE SCHOOL 1	8	Mathematics	Regular Program Students	All Other Regular Program Students	107	0	107	497	45
SAMPLE SCHOOL 1	8	Mathematics	Special Education Students	All Special Education Students	6	0	6	519	34
SAMPLE SCHOOL 1	8	Mathematics	Special Education Students	Visual Impairment or Blind (01)	0	0	0		
SAMPLE SCHOOL 1	8	Mathematics	Special Education Students	Deaf or Hard of Hearing (02)	0	0	0		

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Sample Interactive Demographic Summary

(Please see page 71 for description of sample report.)

All Administrations Number of Students	Conditional Administration Number of Students	Standard Administration Number of Students	Mean Scale Score	Standard Deviation
1,770	0	1,770	490	64

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

School Name	Grade	Content Area	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	All Regular Program Students	121	0	121	496	44
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	Section 504	3	0	3	481	39
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	English Learner	2	0	2	497	
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	English Learner - Monitored	0	0	0	522	35
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	Migrant	3	0	3	515	27
SAMPLE DISTRICT 1	8	Mathematics	Regular Program Students	All Other Regular Program Students	113	0	113	497	45
SAMPLE DISTRICT 1	8	Mathematics	Special Education Students	All Special Education Students	6	0	6	519	34
SAMPLE DISTRICT 1	8	Mathematics	Special Education Students	Visual Impairment or Blind (01)	0	0	0		
SAMPLE DISTRICT 1	8	Mathematics	Special Education Students	Deaf or Hard of Hearing (02)	0	0	0		

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Remediation and Retest Roster Reports

Remediation and Retest Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

Remediation and Retest Roster Reports are generated at the school level for all students who tested in grades 3, 5, and 8. These reports indicate whether or not a student should receive remediation in ELA and/or mathematics and be provided the opportunity to retest during the summer EOG administration. To be eligible for a retest in ELA, students in grades 3, 5, and 8 must have a reading status designation of *Below Grade Level*. For students in grades 5 and 8, retest eligibility for mathematics is defined by attaining an achievement level designation of *Beginning Learner*.

There are several important points to note about this roster.

- All students in these grades who have tested in ELA or mathematics are listed on the roster, not just those students needing to retest.
- Students are listed alphabetically within a class and grade.
- Preliminary rosters are updated daily.
- Grade 3 students will only have results reported for reading status. Mathematics will be blank.
- Student results are populated as tests are scored. Therefore, one student may have both reading and mathematics scores reported but another student may only have scores in mathematics.
- Status date indicates when a student's record was last updated.
- Students who have a DNA, PTNA, IV, PIV, or LCE designation will be marked as "YES" for retest.

The Remediation and Retest Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System and School Test Coordinators the flexibility of using the sort tool to quickly identify students meeting the remediation requirements. Preliminary Remediation and Retest Roster Reports are replaced by final reports when state-level reporting has completed.

A sample Remediation and Retest Roster Report for Grade 8 appears on page 75. The Remediation and Retest Roster Report provides:

1. ***Class Demographic Information:*** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.

2. ***Student Demographic Information:*** The report includes the student's name followed by the student's GTID number.

3. ***Reading Status:*** For ELA, grade 3, 5, and 8 students receive a reading status: either *Below Grade Level* or *Grade Level or Above*. Ruby Butera and Hans Carone both received a reading status of *Grade Level or Above* and are therefore not eligible to take the EOG retest in ELA. Jason Belt has a reading status of *Below Grade Level* and is therefore eligible to retest in ELA. The Reading Status Date is May 11. This is the date these students received their scores and corresponding reading statuses. Students in a class or grade may have different dates depending on when their scores are received. Subsequent Remediation and Retest Roster Reports will always reflect the most recent status dates and scores for each student.

4. ***Mathematics Status:*** For mathematics, the achievement level for grade 5 and 8 students is reported: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. Hans Carone achieved *Distinguished Learner* in mathematics and is therefore not eligible to take the EOG retest. Ruby Butera achieved *Beginning Learner* in mathematics and is therefore eligible to take the EOG retest.

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Sample Remediation and Retest Roster Report (Grade 8 example)

(Please see page 74 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA MY APPLICATIONS

Dashboard | Class Roster | Content Area Summary | Domain Summary | Demographic Summary | Remediation and Retest Roster | LCE Roster | Batch Download | Quick Links

Admin: EOG Spring | Year: 2021-2022 | District: SAMPLE DISTRICT 1 | School: SAMPLE SCHOOL | Student Group: Test Session

Grade (Select) | Class Name (Select)

Remediation and Retest Roster - Preliminary

The Reading Status Date is the last date that the Reading Remediate & Retest status was changed. The Math Status Date is the last date that the Math Remediate & Retest status was changed. The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations.

1 System Name	School Name	System Code	School Code	Tested Grade	Class Name	2 Student Name	GTID	3 Reading Status Date	Reading Status	Reading Remediate & Retest	4 Math Status Date	Math Status	Math Remediate & Retest
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	ADAMS, JOHN	999999990	05/11	Grade Level or Above	NO	05/11	Proficient Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	ARTHUR, MILLARD	999999991	05/11	Grade Level or Above	NO	05/11	Developing Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	AUSTIN, SALLY	999999992	05/11	Grade Level or Above	NO	05/17	Developing Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	BUTERA, RUBY	999999993	05/11	Grade Level or Above	NO	05/11	Beginning Learner	YES
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	JACKSON, NIC	999999994	05/11	Grade Level or Above	NO	05/11	Developing Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JOHN	ADAMS, LYNDON	999999995	05/11	Below Grade Level	YES	05/11	Developing Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JOHN	BELT, JASON	999999996	05/11	Below Grade Level	YES	05/11	Beginning Learner	YES
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JOHN	CARONE, HANS	999999997	05/11	Grade Level or Above	NO	05/11	Distinguished Learner	NO

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Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of LCE in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in the DRC INSIGHT Portal prior to the close of the state administration window. Students will remain on the LCE Roster until the LCE has been updated in the DRC INSIGHT Portal. An LCE that is not corrected by the close of the state administration window will be replaced by an IV in the final report.

The LCE Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System Test Coordinators the flexibility of using the sort tool to quickly identify students with an LCE designation.

A sample LCE Roster Report appears on page 77.

The LCE Roster Report provides:

1. ***Class Demographic Information:*** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.
2. ***Student Demographic Information:*** The report includes the student's name followed by the student's GTID number.
3. ***Content Area:*** The report includes the content area for which the student's LCE must be corrected prior to the close of the state administration window.

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Sample Local Coding Error (LCE) Roster Report

(Please see page 76 for descriptions of numbered areas.)

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Figure A.2.4: 2022–2023 EOC Interpretive Guide for Score Reports

Georgia Milestones Assessment System

End-of-Course (EOC) Interpretive Guide for Score Reports

For Use with Score Reports from Winter 2022–Summer 2023 Administrations

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PURPOSE OF THIS GUIDE

The purpose of this guide is to provide essential information to help various stakeholders interpret reports, scores, and data related to the Georgia Milestones End-of-Course (EOC) Assessments. The primary users of this guide are educators and parents. This guide should assist all stakeholders in understanding how to interpret and use the various scores for improving student attainment of the knowledge and skills assessed. This guide details the Individual Student Report and various reports created primarily for system and school staff use in evaluating student learning and making decisions about improving instruction.

This guide is organized into four sections:

- Background of Georgia Milestones,
- Key Terms,
- General Guidelines for Score Interpretation, and
- Georgia Milestones Sample Reports with Annotations.

BACKGROUND OF GEORGIA MILESTONES

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program that spans grades three through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-mandated content standards in English language arts (ELA), mathematics, science, and social studies. Georgia Milestones is designed to provide students with critical information about their own achievement and readiness for their next level of learning—be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia. As such, Georgia Milestones serves as a key component of the state's accountability system—the College and Career Ready Performance Index (CCRPI).

Students in grades 3 through 8 take End-of-Grade (EOG) assessments:

- grades 3, 4, 6, and 7 take English language arts and mathematics;
- grade 5 takes English language arts, mathematics, and science; and
- grade 8 takes English language arts, mathematics, science, and social studies.

Students enrolled in any of the high school courses designated by the State Board of Education take an EOC assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English language arts assessment; and
- online administration as the mode of testing.

The remainder of this section will focus on Georgia Milestones EOC assessments.

EOC Administrations

The EOC assessment program has three primary test administration windows: winter, spring, and summer. There are also mid-month windows for assessments administered in August, September, October, November, January, February, and March. Based on their local school calendar, each school district selects their local test dates from within the state-designated test administration window.

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Courses Assessed

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-mandated content standards. The Georgia Milestones EOC program assesses the following courses, as designated by the State Board of Education. The EOC assessments serve as the final exam in these courses. The courses are:

English Language Arts
- American Literature and Composition

Mathematics
- Coordinate Algebra
- Algebra I

Science
- Biology

Social Studies
- United States History

Using the End-of-Course Assessment as a Final Exam

Any student enrolled in an EOC course, regardless of grade level, is assessed at the completion of the course. This includes middle school students who are enrolled in one or more high school courses associated with an EOC assessment. The EOC assessment is given as a final exam and the score is part of the student's final grade in the course. The percentage that the EOC score counts in a student's final grade is determined by the State Board of Education. The final course grade must be a 70 or higher to pass the course and receive credit towards graduation. For more information about the passing score rule and graduation requirements, see State Board Rules 160-4-2-.48 and 160-4-2-.13.

Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic standards for each course. The content standards describe what a student is expected to know and do. The Georgia Milestones test items have been written to assess the content knowledge and skills that are described in the academic content standards. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the Georgia Department of Education website at https://www.georgiastandards.org. For more information on Georgia's Test Development process, visit: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test_Development.aspx.

End-of-Course Assessment Contents

The contents of the EOC assessments are outlined in the test blueprints which are designed to communicate the structure of the Georgia Milestones assessments. The blueprints outline the types of items students will encounter on each course assessment, as well as the number of items and number of points possible. The blueprints also outline the domains, which are reporting categories based on groupings of related content standards. The standards assessed in each domain and the approximate percentage of points allocated to each domain are also provided. EOC test blueprints can be found at: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx.

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Format of Georgia Milestones End-of-Course Assessments

Georgia Milestones assessments are administered online, with paper forms available for those students who cannot access the online assessment due to their disability.

The EOC assessments contain various item types to assess student achievement. ELA has selected-response items, constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science, social studies, and mathematics include selected-response items and technology-enhanced items. Each item type is described below.

A ***selected-response*** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These questions are each worth one point.

A ***constructed-response*** item asks a question and students provide a response that they construct on their own. These questions are each worth two points. Partial credit may be awarded if part of the response is correct. The ELA EOC assessment contains constructed-response items.

An ***extended constructed-response*** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points each and partial credit may be awarded. The ELA EOC assessment contains the narrative writing response, which is an extended constructed-response item.

The ***extended writing-response*** item is a specific type of constructed-response item that requires students to produce an argument or develop an informative or explanatory response based on information read in two passages. The extended writing-response task is scored on a seven-point scale: four points for idea development, organization, and coherence, and three points for language usage and conventions. It is found in Section 1 of the ELA EOC and follows three selected response items and one two-point constructed-response item, which serves to help focus students' thoughts on the passages and to prepare them for the task.

A ***technology-enhanced*** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, Mathematics, Science, and Social Studies, there are four specific types of technology-enhanced items being used: multiple-select, multiple-part, drag and drop, and drop down. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that combines multiple-choice and/or multiple-select. For these item types, the student selects the responses from the choices provided. Drag and drop items allow response choices to be moved and placed in another location (such as a chart or map). Drop down input items allow the student to select their response from a drop down list. In addition to these item types, ELA also uses a two-part item called an Evidence-Based Selected-Response (EBSR) item. In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. Mathematics will also present students with graphing items, keypad-input items, and items that allow students to use the protractor tool. Graphing items allow students to graph and label points and lines, and shade regions in a coordinate plane. Keypad-input items require students to answer a question by providing the corresponding mathematical expression or equation. The protractor tool allows students to measure angles. Table 1 summarizes the Georgia Milestones item types by content area.

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Table 1: Georgia Milestones Item Types

Item Types	ELA	Mathematics	Science	Social Studies
Selected-Response/Multiple-Choice (1 pt)	X	X	X	X
Constructed-Response				
Short Constructed-Response (2 pts)	X			
Extended Constructed-Response (4 pts)	X			
Extended Writing-Response (7 pts)	X			
Technology-Enhanced (1 pt or 2 pts)				
Multiple-Select	X	X	X	X
Multiple-Part	X	X	X	X
Evidence-Based Selected-Response	X			
Drag and Drop*	X	X	X	X
Graphing		X		
Drop Down Input	X	X	X	X
Keypad Input		X		
Protractor		X		

*Some drag and drop items may include graphing concepts.

KEY TERMS

Accommodations

Accommodations are changes in a test administration that assist an eligible student in accessing the assessment and are only available to those students who have a documented disability or are classified as an English Learner (EL). The accommodations allowed on the EOC assessments 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 who are eligible due to their disability and/or level of English language proficiency. When used appropriately, they reduce or even eliminate the effects of a student's disability or limited language proficiency. They do not, however, reduce learning expectations.

An **accommodation** is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. 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/Test Participation Committee (**EL/TPC**). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

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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 specific eligibility criteria. A test score for a student provided a conditional accommodation(s) must be interpreted in light of the accommodation given.

The type of accommodation provided to a student determines the administration type (see below). For more information on accommodations, see the *Student Assessment Handbook* posted annually on the Georgia Department of Education's website at www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx.

Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner* (see pages 9 and 10 of this guide for more information).

Achievement Level Descriptor (ALD)

An achievement level descriptor (ALD) is a narrative statement describing each achievement level in terms of what the student has learned and is able to do. A condensed version of the ALDs is provided for parents in the Individual Student Report. Both the condensed and more detailed versions of the ALDs are available on the Georgia Department of Education website at www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx.

Administration Type

Administration type refers to the testing conditions under which a given student participates in an assessment. As required by federal and state law, all students must participate in a state's annual assessment that is based on its adopted content standards. As previously stated, students with disabilities (including those with Section 504 plans) and English Learners (ELs) may be eligible for accommodations that allow them to participate meaningfully in an assessment. **Based on the accommodation type, the administration type for these students would be classified as one of the following:**

- ***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 testing in a small-group setting or using large-print materials.

- ***Conditional Administration*** refers to testing conditions in which more expansive accommodations are used to provide access for students with more severe disabilities or very limited English proficiency and who would not be able to access the assessment without such assistance. Because conditional accommodations may encroach on the skills targeted by the test, 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 accommodation(s).

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Criterion-Referenced Test

A criterion-referenced test is designed to provide information about how well a student has mastered the state-mandated content standards within a course. It allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criterion, rather than in comparison to the performances of other test takers. The assessments included in the Georgia Milestones Assessment program are criterion-referenced tests.

Domain

A domain is a group of related content standards within a course. Providing information at the domain level helps educators determine the relative strengths and areas of need of individual students and entire classes as a whole. The number of domains on an EOC assessment varies by course (see page 14 of this guide).

Grade Conversion Score (GCS)

A grade conversion score (GCS) is a transformation of the Georgia Milestones EOC scale score to a number between 0 and 100. Since the EOC assessment is used as the final exam for a course, the GCS provides a score on the typical 0 to 100 grade scale.

GTID

The Georgia Test Identifier (GTID) is the unique 10-digit number assigned to each student that identifies the student throughout his or her public education years in the Georgia public school system.

Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the American Literature and Composition EOC assessment is 1800L. More information about Lexiles can be found on pages 14 and 16 of this guide or at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Lexile® Range

A student's Lexile score is used to determine his or her Lexile range; a full Lexile range can be used to select reading material for the classroom and at home. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

Lexile "Stretch" Bands

Lexile "stretch" bands are ranges of Lexiles by grade/course that indicate the text complexity on which students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile "stretch" bands can be found on pages 14 and 16 of this guide or at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Mean Scale Score

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

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Norm-Referenced Scores

Performance on the Georgia Milestones assessment can be used to compare achievement to a national sample of students. To do this, a concordance between Georgia Milestones and TerraNova, a norm-referenced achievement test (updated in 2017), is used to determine an estimated norm-referenced percentile. This estimation process provides norm-referenced scores, where student performance on a test can be compared to a nationally-representative reference group of students.

- ***National Percentile Ranks*** range from 1 to 99 and are commonly used for reporting norm-referenced test results to students and their parents and/or guardians. A percentile may be interpreted as the percentage of students in a national sample whose scores fall below a given student's TerraNova scale score. For example, if a student's scale score converts to a national percentile (NP) rank of 71, the student scored as well as or better than approximately 71 percent of the students in the national norming group.

- ***National Percentile Range*** indicates where a student's true national percentile ranking likely falls. For example, if a student's national percentile range is 54–74, it indicates that the student performed as well as or better than 54 to 74 percent of the national norming group. The specific computation of the national percentile range is based on the concordance between the TerraNova scale score and Georgia Milestones scale score and the standard error of measurement.

Note that the TerraNova scale scores and national percentile ranks are not included on score reports to avoid confusion with Georgia Milestones scale scores. Since 2020–2021, Individual Student Reports only include the estimated national percentile range for the student.

Summary reports include median national percentile and normal curve equivalent information. This information is important when studying overall performance and in comparing class, school, and system student achievement.

- ***Median National Percentile:*** The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50.

- ***Normal Curve Equivalent (NCE) Scores*** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99. Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

Scale Score

A scale score is a mathematical transformation of the total number of points earned (i.e., the raw score). Scale scores provide a uniform metric for interpreting and comparing scores within each course.

Standard Deviation (SD)

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

Standard Error of Measurement (SEM)

The standard error of measurement (SEM) is the amount a student's observed score (the score the student actually receives on the assessment) may vary from his or her "true" score, based on the reliability of the test. More information about the SEM can be found on page 11 of this guide.

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Student Growth Percentiles

Student growth percentiles (SGPs) describe the amount of growth a student has demonstrated relative to academically similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. More information on SGPs can be found on page 11 of this guide.

Test Form

Multiple versions of tests are developed for each course of the Georgia Milestones Assessment. These alternate tests, referred to as parallel test forms, are designed to be as similar as possible in terms of test specifications and statistical criteria. Although test forms may differ slightly in difficulty, tests are equated through a statistical process so that scale scores are equivalent across test forms within the same course and can be compared across administrations.

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GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting various scores generated from the Georgia Milestones EOC assessment. Educators are advised to help parents understand the various components of the Individual Student Report. Particularly, the focus should be to help parents understand their child's individual strengths and areas of need in relation to the expectations of the state-mandated content standards. School and system staff should use the various school, system, and state summary reports to understand the strengths and areas of need of the school's or system's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the state-mandated standards and incorporate other evidence of student learning.

Understanding the Use of Scale Scores

In order for different stakeholders (policymakers, systems, schools, parents, etc.) to make consistent and accurate decisions based on assessment results, the scores reported from assessments need to be comparable—that is, scores must carry the same meaning regardless of which form was administered. The use of scale scores to report student performance makes this possible and has distinct advantages over other methods such as raw scores and proportion-correct information. Creating scale scores is analogous to converting currency from different countries to US dollars in order to report the relative value of different currencies. For example, scores for the SAT, the widely-used college entrance exam, are reported on a scale ranging from 200 to 800. Student raw score performance on the SAT is converted to the reporting scales in order to take into account any differences between the various forms of the SAT that are administered.

Scores on all Georgia Milestones reports are expressed as scale scores. The scale score reported for each EOC assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the Georgia Milestones scale for each particular EOC assessment. Scale scores are comparable across all test forms and administrations for the *same* EOC assessment. For example, a scale score of 525 on the American Literature and Composition EOC assessment from one form of the test, or from one administration, indicates the same examinee ability as a score of 525 from any other form or administration of the American Literature and Composition EOC assessment. 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. Scale scores are *not* comparable across different EOC assessments. Thus, a scale score of 525 on the American Literature and Composition EOC assessment does not indicate the same level of ability as a scale score of 525 on the United States History EOC assessment.

Scale Scores and Achievement Levels

To provide more meaning to an assessment's scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the Georgia Milestones EOC assessments in August 2015. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in September 2015.

An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The following are the general policy ALDs for the Georgia Milestones Assessment System.

> ***Beginning Learners*** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

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Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

The achievement level classification for a student is determined by the scale score cuts. EOC scores are reported on a scale that can range from 140 to 820. The minimum and maximum scale scores for the different EOC assessments differ because the tests vary in length and relative difficulty. Table 2 presents the scale score ranges and cut scores associated with each student achievement level and EOC assessment.

Grade Conversion Score (GCS)

The Georgia Milestones EOC assessments serve as the final exam for the EOC courses and account for a percent of a student's course grade as defined by State Board of Education Rule 160-4-2-.13; therefore, a score on the typical 0–100 grade scale must be provided. The grade conversion score (GCS) is used as this score. The GCS is not a percent correct score. Rather, it corresponds directly with the scale score.

Grade conversion scores are derived from the scale score in the following manner for the Georgia Milestones scales. The value of 0 is assigned to the lowest obtainable scale score (LOSS), which differs by course. The value of 68 is assigned to the scale score cut for *Developing Learner*, which is 475. The value of 80 is assigned to the scale score cut for *Proficient Learner*, which is 525. The value of 92 is assigned to the scale score cut for *Distinguished Learner*, which differs by course. The value of 100 is assigned to the highest obtainable scale score (HOSS). The HOSS differs by course. Finally, a linear transformation is applied to all possible scale scores between any of the two key points referenced above. Table 2 presents the grade conversion scores associated with each student achievement level.

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Table 2: Georgia Milestones End-of-Course Scale Score Ranges and Grade Conversion Score Ranges by Achievement Level

Achievement Levels								
	Level 1: Beginning Learner		Level 2: Developing Learner		Level 3: Proficient Learner		Level 4: Distinguished Learner	
	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score
American Literature and Composition	190 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 750	92 to 100
Coordinate Algebra	215 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 790	92 to 100
Algebra I	200 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 785	92 to 100
Biology	140 to 474	0 to 67	475 to 524	68 to 79	525 to 608	80 to 91	609 to 820	92 to 100
United States History	215 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 765	92 to 100

Standard Error of Measurement (SEM)

The standard error of measurement (SEM) is an estimate of the precision at various points along the score scale, and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her "true" score within a range of "observed score plus or minus the SEM." Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOC assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student's observed score and his or her "true" score. The SEM is a way to measure this variation. If a student were to take this assessment multiple times, the scores would likely fall within the SEM range.

Student Growth Percentiles

Student Growth Percentiles (SGPs) quantify student progress from one year to the next by comparing a student's test performance to that of academically similar students. To calculate SGPs, historical student assessment data are used to model student performance on prior assessments, current assessments, and the growth in between assessments. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance the student demonstrated compared to their academic peers.

As a simple illustration, consider a student who scored 525 on last year's test and a 575 on this year's test. Their scores on this year's test will be compared with those of other students who scored 525 on last year's test (i.e., their academic peers). Their SGP of 75 indicates they scored better than 75 percent of their academic peers who scored 525 last year.

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In 2022–2023, SGPs are calculated for Algebra I and Coordinate Algebra, and are reported for students who have at least two immediately consecutive test scores in the same subject (e.g., a current score in Algebra I and a prior score in grade 8 Mathematics). In cases where two prior test scores are available, students are compared with their peers who have the same combination of prior-year test scores. SGP are not calculated for Biology and U.S. History. American Literature SGPs will not be calculated in 2022–2023 due to prior score data limitations as a result of the cancellation of testing in spring 2020. SGPs will be calculated for American Literature in future years when sufficient data are available.

Much like achievement levels are used to provide additional context to scale scores, growth levels provide additional context for interpreting student growth percentiles. SGP levels were set using information about the relationship between student growth and achievement and classify SGPs into three categories: Low Growth, defined as SGPs between 1 and 34, Typical Growth, defined as SGPs between 35 and 65, and High Growth, defined as SGPs between 66 and 99. A student who demonstrates low growth may struggle to maintain his or her current level of achievement, a student who demonstrates typical growth may maintain or improve academically, and a student who demonstrates high growth may make greater improvements academically.

Students With Conditional Scale Scores

Students with disabilities (including those with Section 504 plans) and English Learners (ELs) are allowed accommodations on the EOC assessments 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 nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and ELs with very limited English proficiency to access the assessments. Conditional accommodations are limited to a small number of students who meet specific eligibility criteria.

If a student had a conditional accommodation/administration, then his or her scale score appears with a '**CA**'. Any test score (e.g., scale score, GCS, national percentile range, etc.) 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.

The teacher should review the test results in light of the student's IEP, IAP, or EL/TPC and explain to a parent the type(s) of accommodation(s), if any, that were provided during testing. Discussions should focus on the fact that the student obtained an EOC assessment score with a conditional accommodation(s) and that it is not clear how his or her performance would be affected if such a conditional accommodation(s) were removed.

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 he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

NOTE: The ELA EOC assessment provides several scores: an ELA scale score, a reading status, a Lexile measure, a national percentile range, and a Student Growth Percentile. If a student takes the ELA EOC assessment with a conditional accommodation, each of these scores needs to be interpreted in light of this conditional administration.

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Students Not Receiving Scale Scores

There are a number of reasons why a student may not receive a scale score. In these cases, the student receives one of the following designations in lieu of a scale score.

- **PTNA:** This designation indicates **Present, Test Not Attempted**. A PTNA designation is used for instances in which a student was present for the test administration but was unable to test. Parental request for a student to opt out of testing is not an allowable use of PTNA. Scores associated with a PTNA are not included when computing statistics for the summary reports.

- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the EOC assessment. For example, students who log in to a test session but do not answer any questions will receive a DNA. This differs from situations where students enrolled in the assessment do not log in to a test session. For these students, nothing is reported because a test was not created for them. Scores associated with DNA are not included when computing statistics for summary reports.

- **IV:** This designation 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 an EOC assessment, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.

- **PIV:** This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on an EOC assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would **not** be counted as a test participant. Scores associated with a PIV are not included when computing statistics for the summary reports.

- **ME** (Spring only): A significant **Medical Emergency** is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window and any subsequent test window during the school year. Scores associated with ME are not included when computing statistics for summary reports.

- **LCE:** This designation indicates that there is a local coding error that the school system must correct prior to the student receiving a scale score. An LCE designation will appear only on preliminary reports. All LCE designations must be resolved prior to the close of the state administration window.

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SCORES BASED ON SUBSETS OF ITEMS

Interpreting Domain Level Information

For each course, related content standards are grouped into smaller categories called domains. An overview of the domains assessed on each EOC assessment is presented in Table 3.

Table 3: Domain Structure for Each Georgia Milestones End-of-Course Assessment

EOC Domains									
American Literature and Composition	Reading & Vocabulary	Key Ideas and Details	Craft and Structure / Integration of Knowledge and Ideas	Vocabulary Acquisition and Use	Reading Literary Text	Reading Informational Text	Writing & Language	Writing	Language
Coordinate Algebra	Algebra (includes Number and Quantity)	Functions	Algebra Connections to Geometry	Algebra Connections to Statistics and Probability					
Algebra I	Equations	Expressions	Functions	Algebra Connections to Statistics and Probability					
Biology	Cells	Cellular Genetics and Heredity	Classification and Phylogeny	Ecology	Theory of Evolution				
United States History	Colonization through the Constitution	New Republic through Reconstruction	Industrialization, Reform, & Imperialism	Establishment as a World Power	Post-World War II to the Present				

Student performance for each domain is reported on the Individual Student Report and Class Roster Report to provide information about a student's relative strengths and/or areas of need within the course. For mathematics, science, and social studies, each item on the assessment contributes to the student's performance in a single domain in that content area. However, each item on the ELA assessment contributes to the student's performance in multiple domains. There are two primary domains for ELA: Reading & Vocabulary and Writing & Language; every ELA item on the assessment contributes to the student's Reading & Vocabulary performance or the student's Writing & Language performance. Additionally, each reading and vocabulary question is used to determine a student's performance on one of these related domains: Key Ideas and Details, Craft and Structure/ Integration of Knowledge and Ideas, or Vocabulary Acquisition and Use. Each reading and vocabulary question is also used to determine a student's performance on one of these related domains: Reading Literary Text or Reading Informational Text. Similarly, each writing and language question is used to determine a student's performance on one of these related domains: Writing or Language. Although each ELA item is used in determining performance in multiple domains, each item counts only one time in the student's overall ELA scale score.

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Domain Mastery

To provide more information about student achievement on the Georgia Milestones, an indication of domain mastery is reported. Domain mastery indicators provide information about a student's strengths and areas of need for different aspects of test content. Domain mastery is determined by classifying the likelihood of student proficiency on the overall assessment, given student performance on the domain. As the likelihood of *overall* student proficiency increases as a function of *domain* achievement, we have greater confidence that the student has indeed mastered an aspect of test content. Domain mastery is reported with three levels.

- A student who achieves *Remediate Learning* has not demonstrated mastery on a domain and should consider additional study or instruction opportunities on that domain. In particular, the domain achievement suggests that the student has less than a 40 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Monitor Learning* has not consistently demonstrated mastery on a domain and thus additional information should be gathered to further evaluate their mastery of the domain. In particular, the domain achievement suggests that the student has between a 40 percent chance and an 89 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Accelerate Learning* has demonstrated mastery on the domain, reflecting an area of strength. In particular, the domain achievement suggests that the student has a 90 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

NOTE: The results for domains that are measured with fewer points are less reliable than for domains measured with more points. Thus, when only a few points are used to measure a domain, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported. To find the approximate number of points allocated to each domain, visit the EOC blueprints that can be found at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx.

Interpreting Lexile Measures

A Lexile measure is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The ELA EOC assessment has been linked to the Lexile® Framework for Reading in an effort to provide teachers with an additional indicator of a student's reading ability. A student's Lexile score is based on their performance on the subset of items from the Reading & Vocabulary section of the ELA assessment and the Lexile score associated with that performance. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the American Literature and Composition EOC assessment is 1800L. **A student must take an ELA EOC assessment and receive an ELA scale score in order to receive a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure, but also displays a Lexile range. The lower value of the range represents the easiest kind of reading material that is appropriate for the student for leisure reading; it can be found by subtracting 100L from the student's Lexile measure. The higher value of the range represents the most difficult level of material the student can read successfully for a motivating challenge; it is found by adding 50L to the student's Lexile measure.

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A student's Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

When advising parents about how to use their student's Lexile measure and range to select reading material, educators should stress the following points:

- The Lexile measure is a good starting point but should not be the only factor in identifying reading material.
- The Lexile measure is a measure of textual difficulty and does not take into account age appropriateness, student interest, or the quality of the text.
- Educators and parents should always preview books before encouraging students to read them.

It is generally not appropriate to calculate a mean Lexile score for a class, school, or system because the Lexile measure is intended to match an individual student's reading ability with texts of appropriate difficulty levels. The Class Roster Summary and Content Area Summary Reports provide summary information on Lexile measures. These reports show a distribution of the percentage of students who fall below, within, or above the Lexile "stretch" band. The Lexile "stretch" bands shown in Table 4 are ranges of Lexiles by grade/course that indicate the text complexity students should be reading to be college or career ready upon high school graduation.

Table 4: Georgia Milestones Lexile "Stretch" Bands

Grade/Course	College & Career Ready "Stretch" Lexile Bands
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
American Literature and Composition	1185L to 1385L

The Lexile bands in the table above help teachers and parents determine what level of text is appropriate for each grade or course and what level of text will stretch the students and help them improve literacy skills. Students should read written texts within the "stretch" Lexile band each year to set themselves up for college and career readiness upon high school graduation.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education's Lexile® Framework for Reading website at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx.

Interpreting Reading Status

The Reading Status indicator is based on student performance on the Reading & Vocabulary subset of items on the ELA assessment and the associated Lexile score.

Reading Status is reported as one of the following:

- *Below Grade Level*
- *Grade Level or Above*

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A student who earns a Lexile score equal to or greater than the lower bound of the grade-level stretch band will be classified as "Grade Level or Above". A student who earns a Lexile score less than the lower bound of the grade-level stretch band will be classified as "Below Grade Level". The grade-level stretch bands are listed in Table 4 above.

Interpreting Writing Scores (American Literature and Composition only)

To provide information about student writing performance, the number of points earned on the writing tasks (the extended writing task, which is either argumentative or informational/explanatory, and the narrative writing task) is reported. The writing tasks are scored and reported as follows:

- Extended Writing Task: reported as scores for the following two traits:
  - Trait 1: Idea Development, Organization, and Coherence: number of points earned out of 4 points
  - Trait 2: Language Usage and Conventions: number of points earned out of 3 points
- Narrative Writing Response: number of points earned out of 4 points

It is important to note that performance on other items, combined with performance on the writing tasks, contribute to the domain mastery designation for the Writing domain (as well as the Writing & Language domain). Therefore, it is possible that a student who earns high scores on the writing tasks may receive the Remediate Learning designation on these domains if fewer points are earned for the other items.

Braille Forms

Students who take the Braille form of the EOC assessment are scored only on those items that are present on the Braille form of the assessment. Because some test items may not be converted to Braille, the Braille form may have a different number of items in a given domain than other EOC assessment versions. Most Braille forms have the same number of items as regular forms because Universal Design has been the focus throughout item and test development.

Interpreting Group Data in Summary Reports

Summary reports are provided for classes, schools, systems, and the state. In addition, some reports provide comparative data at the school, system, Regional Educational Service Agency (RESA), and state levels. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. With smaller group sizes, the findings may be more unstable due to the larger error associated with the group statistics. It is also noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

Results from students using the Braille form of the EOC assessment are included in the summary reports. Because some items cannot be converted to Braille, the Braille version may have slightly fewer items than the standard version. All tests in a given form of a course are equated so that total test performance is comparable. However, when examining domain performance, caution should be taken when comparing the achievement of students who took the Braille version with the achievement of students who took the standard EOC assessment because the items that could not be Brailled may impact one domain more than another.

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GEORGIA MILESTONES SAMPLE REPORTS WITH ANNOTATIONS

This section of the *EOC Interpretive Guide for Score Reports* provides samples of reports with annotation of the different components of each report. Electronic versions of static reports and interactive versions of the reports are available for authorized school system personnel to access through several secure and protected sites: Interactive Reporting on DRC INSIGHT, MyGaDOE Portal, and Georgia's Statewide Longitudinal Data System (SLDS). Table 5 provides a list of report information that is provided for the Georgia Milestones EOC assessments and their locations for the 2022–2023 school year.

Table 5: Report Type and Location

Report Type/Data File	Interactive Reporting: Batch Download, Report Delivery	Interactive Reporting: Dashboard Views and Downloads	MyGaDOE Portal	SLDS
Individual Student Report (ISR)	X	X		X
Class Roster	X	X		
LCE Roster		X		
Content Area Summary – School Level		X	X	
Content Area Summary – System Level		X	X	
Content Area Summary – State Level		X	X	
Summary Report of All Student Populations – School Level		X	X	
Summary Report of All Student Populations – System Level		X	X	
Summary Report of All Student Populations – State Level		X	X	
Student Data File – System (.txt and .xlsx)			X	
Student Data File – System (.xlsx only)	X			

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Preliminary Reports

ISRs and Class Roster Reports are initially produced as preliminary reports, providing results for the student and class as soon as scores are available, rather than waiting until all testing is complete. These reports may be accessed via the DRC INSIGHT Portal from the Interactive Reporting menu. These preliminary reports are labeled as such, are cumulative, and may not include comprehensive information for the student or class. As more tests are scored, new students are added to the Class Rosters and ISRs become available. If a student has not completed the test for a course, no record for that student will display in that course, but all other courses that have been completed and scored will be reported. Once the conditions are met to transition from preliminary reports to final reports, the preliminary labeling is removed from the reports.

A Local Coding Error (LCE) designation may appear within a preliminary report. An LCE designation is used to indicate an incorrect 5-digit code has been used when assigning an irregularity code (IR, PTNA, IV, PIV, ME). An LCE designation is not used to indicate a partial test. All LCE designations must be resolved prior to the close of the state administration window. During preliminary reporting, an LCE Roster is made available in the Interactive Reporting platform for districts to identify any students with LCE designations and make the necessary corrections.

On the following pages, sample reports are provided. Sample static reports are shown first followed by sample interactive reports. The sample ISRs, Class Rosters, and LCE Rosters in the following pages contain fictitious student names and other information (e.g., GTID) and are provided to illustrate different aspects of test results and reports.

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STATIC REPORTS

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. A sample American Literature and Composition ISR appears on pages 22 and 23.

A sample United States History ISR appears on pages 24 and 25.

The top of each page of the ISR (on pages 22 through 25) provides:

1. ***Student Demographic Information:*** student name, GTID, birth date, test date, form, class name, school name, and system name.

The first page of the ISR (on pages 22 and 24) also provides:

2. ***Achievement Level:*** The overall student achievement level on each test is categorized as *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner*. According to the American Literature and Composition sample ISR, Caleb Cruz's overall performance level is *Proficient Learner*. On the United States History sample ISR, Todd Tehrani's overall performance level is *Beginning Learner*.

3. ***Scale Score:*** This area of the report shows a student's scale score and the range of scale scores for the achievement level. According to the American Literature and Composition sample ISR, Caleb Cruz's scale score is 552 and this falls within the *Proficient Learner* scale score range of 525–589. Todd Tehrani's scale score on United States History is 463 and this falls within the *Beginning Learner* scale score range of 215–474.

4. ***Grade Conversion Score (GCS):*** A GCS, ranging from 0 to 100, is a transformation of the scale score and is helpful because it can be more readily incorporated into the course grade than a scale score. Caleb Cruz's American Literature and Composition GCS is 85. Todd Tehrani's United States History GCS is 64.

5. ***Achievement Levels:*** Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations.

The second page of the ISR (on pages 23 and 25) includes the student's:

6. ***Achievement Level:*** Caleb Cruz's achievement level in American Literature and Composition is *Proficient Learner*, with a scale score of 552. Caleb demonstrates proficiency in the knowledge and skills necessary in American Literature and Composition, as specified in Georgia's content standards. Todd Tehrani's United States History achievement level is *Beginning Learner*, with a scale score of 463. Todd does not yet demonstrate proficiency in the knowledge and skills necessary in United States History.

7. ***Standard Error of Measurement (SEM):*** The standard error of measurement (SEM) is calculated independently for each EOC assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. On the sample ISR for American Literature and Composition, Caleb Cruz received a scale score of 552 on the day of testing. If he were to take the same test again, it is likely that his score would be within the standard error of measurement range of 534–570. On the sample ISR for United States History, Todd Tehrani received a scale score of 463 on the day of testing. If he were to take the same test again, it is likely that his score would be within the standard error of measurement range of 447–479.

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8 ***Domain Category and Performance:*** Standards for each course have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and areas of need of the student with respect to course content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the ELA EOC reports, students also receive information on how they performed on the extended writing task and the narrative writing response for the Writing & Language domain. On the sample ISR for American Literature and Composition, Caleb Cruz received an *Accelerate Learning* designation for Reading & Vocabulary, and a *Monitor Learning* designation for Writing & Language. Within the Reading & Vocabulary domain, Caleb received a *Monitor Learning* designation for Key Ideas and Details, an *Accelerate Learning* designation for Craft and Structure/Integration of Knowledge and Ideas, and a *Remediate Learning* designation for Vocabulary Acquisition and Use. Within the Text Types domain, Caleb received a *Monitor Learning* designation for Reading Literary Text, and an *Accelerate Learning* designation for Reading Informational Text. For the two traits of the extended writing task (which was an informational/explanatory essay), he earned 3 out of 4 points for Idea Development, Organization, and Coherence; 3 out of 3 points for Language Usage and Conventions; and 2 out of 4 points for the narrative writing response. On the United States History ISR, Todd Tehrani received *Remediate Learning* on all five of the domains.

9 ***Your Student's Reading Status (ELA Only):*** The reading status indicator is determined by student performance on the Reading & Vocabulary items within the ELA assessment and the associated Lexile score. Reading status is reported as either *Below Grade Level* or *Grade Level or Above*. The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. On the sample ISR for American Literature and Composition, Caleb Cruz received a reading status of *Grade Level or Above* and a Lexile score of 1315L. His Lexile score falls within the Lexile Range of 1215L–1365L.

10 ***Comparison of the student's performance to a national sample of students.*** A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student to receive a national percentile range. On the sample ISR for American Literature and Composition, Caleb Cruz received a national percentile range of 69–93, which means that he performed as well as or better than 69 to 93 percent of the national norming group. On the sample ISR for United States History, Todd Tehrani received a national percentile range of 02–18, which means that he performed as well as or better than 02 to 18 percent of the national norming group.

11 ***Comparison chart illustrating the student's score compared to the mean scale scores within the school, system, and state.*** On the sample ISR for American Literature and Composition, Caleb Cruz did not perform as well as most students in his school and performed better than most students in the system and in the state. On the sample ISR for United States History, Todd Tehrani did not perform above most students in his school, system, or state.

12 ***Student Growth Percentile and SGP Level*** (Low, Typical, High Growth). Measures student progress from one year to the next by comparing a student's test performance to that of academically similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. In 2022–2023, SGP is not calculated for American Literature and will display as *Not Available* on the ISR. SGPs will be calculated for American Literature in future years when sufficient data are available. On the sample ISR for American Literature and Composition, Caleb Cruz's Student Growth Percentile is indicated as *Not Available* since American Literature and Composition is not calculated for the spring 2023. SGP is not calculated for Biology or U.S. History.

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Sample Individual Student Report (American Literature and Composition example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: CALEB
LAST NAME: CRUZ
1 **GTID:** 0123456789

BIRTH DATE: 02/01/20XX
TEST DATE: 04/17/23
FORM: A1

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Individual Student Report
End-of-Course Assessment
American Literature and Composition
Spring 20XX

Georgia Milestones Assessment System

The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning–be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for American Literature and Composition

CONTENT AREA	2 ACHIEVEMENT LEVEL	3 SCALE SCORE	4 GRADE CONVERSION SCORE
American Literature and Composition	LEVEL 3 PROFICIENT LEARNER	552 Scale Score Range 525-589	85

Grade Conversion Score: A student's score converted to a 0 - 100 scale for use in the course grade as defined by State Board of Education Rule 160-4-2-.13.

5 **Achievement Levels**

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

990005-000001-08123

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.
For more information, see the Score Interpretation Guide at testing.gadoe.org.

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03/22/2023

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Sample Individual Student Report (American Literature and Composition example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: CALEB
LAST NAME: CRUZ
GTID: 0123456789

BIRTH DATE: 02/01/20XX
TEST DATE: 04/17/23
FORM: A1

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

American Literature and Composition

6 Spring 20XX 8

Georgia Milestones Assessment System

Achievement Level	Scale Score
✓ **Level 3: Proficient Learner**	
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	552

7 **Standard Error of Measurement (SEM):** A scale score of **552** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **534-570**.

Domain Performance	
Reading and Vocabulary*	●
Key Ideas and Details	◒
Craft and Structure/Integration of Knowledge and Ideas	●
Vocabulary Acquisition and Use	○
Text Types*	
Reading Literary Text	◒
Reading Informational Text	●
Writing and Language	◒
Writing	○
Language	●

Extended Writing Scores[1]	
Extended Writing Argumentative Essay	
Idea Development, Organization, and Coherence	**3 out of 4 points**
Language Usage and Conventions	**3 out of 3 points**
Narrative Writing Response	**2 out of 4 points**

Domain Mastery ○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

*Each Reading and Vocabulary question connects to a Reading and Vocabulary domain in the table above as well as to a Text Type domain. However, each question counts only one time in your student's total score.

9 **Your Student's Reading Status**

Reading Status: **Grade Level or Above**

Lexile Measure: **1315L** | Lexile Range: **1215L-1365L**

The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at www.lexile.com. For more information, visit www.gadoe.org/lexile.aspx.

Comparison to a National Sample of Students 10

National Percentile Range: **69-93**

Your student's performance can be compared to other students nationally in Language. The national percentile range is based on his or her estimated score on *TerraNova*, a nationally-normed achievement test. A national percentile range of 69-93 means that your student performed as well as or better than 69 to 93 percent of the national norming group. The national percentile range is based on his or her estimated *TerraNova* score ± the standard error of measurement.

11 **Comparison to the School, System, and State**

The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-750				
Level 3: Proficient Learner Scale Score Range: 525-589	552	554	550	520
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 190-474				

Student Growth Percentile 12

NOT AVAILABLE

High Growth: 66th - 99th Percentile
Typical Growth: 35th - 65th Percentile
Low Growth: 1st - 34th Percentile

990005-000002-10323

[1]Condition Codes for Writing
A = Blank, **B** = Copied, **C** = Too Limited to Score, **D** = Non-English/Foreign Language, **E** = Off Topic, **F** = Offensive, **G** = Illegible/Incomprehensible

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Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: TODD
LAST NAME: TEHRANI
1 **GTID:** 0123456789

BIRTH DATE: 02/01/20XX
TEST DATE: 04/17/23
FORM: A1

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

Individual Student Report

End-of-Course Assessment
United States History
Spring 20XX

Georgia Milestones Assessment System

The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning–be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History

CONTENT AREA	2 ACHIEVEMENT LEVEL	3 SCALE SCORE	4 GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER	463 Scale Score Range 215-474	64

Grade Conversion Score: A student's score converted to a 0 - 100 scale for use in the course grade as defined by State Board of Education Rule 160-4-2-.13.

5 **Achievement Levels**

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

99005-000003-08123

For more information about the achievement levels, see gadoe.org/milestones/achievement_levels.
For more information, see the Score Interpretation Guide at testing.gadoe.org.
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Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: TODD
LAST NAME: TEHRANI
GTID: 0123456789

BIRTH DATE: 02/01/20XX
TEST DATE: 04/17/23
FORM: A1

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

United States History

Spring 20XX

Georgia Milestones Assessment System

6

Achievement Level	Scale Score
✓ **Level 1: Beginning Learner**	
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	463

8

Domain Category	Performance
Colonization through the Constitution	○ **Remediate Learning**
New Republic through Reconstruction	○ **Remediate Learning**
Industrialization, Reform, & Imperialism	○ **Remediate Learning**
Establishment as a World Power	○ **Remediate Learning**
Post-World War II to the Present	○ **Remediate Learning**

7 **Standard Error of Measurement (SEM):** A scale score of **463** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **447-479**.

Domain Mastery
○ Remediate Learning ◒ Monitor Learning ● Accelerate Learning

11

Comparison to the School, System, and State

The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-765				
Level 3: Proficient Learner Scale Score Range: 525-589		530	550	525
Level 2: Developing Learner Scale Score Range: 475-524	463			
Level 1: Beginning Learner Scale Score Range: 215-474				

10

Comparison to a National Sample of Students

National Percentile Range	
Your student's performance can be compared to other students nationally in Social Studies. The national percentile range is based on his or her estimated score on *TerraNova*, a nationally-normed achievement test. A national percentile range of 02-18 means that your student performed as well as or better than 02 to 18 percent of the national norming group. The national percentile range is based on his or her estimated *TerraNova* score ± the standard error of measurement.	02-18

990005-000004-08123

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Class Roster Reports

Class Roster Reports show students organized by classes. These reports contain demographic data and test results for each student listed on the roster. Rosters are available for each course with students listed alphabetically within the class.

The Class Roster static (PDF) report consists of two sections; one section contains a list of students and their test performance and the other section contains a summary of performance for the entire class. A sample static Class Roster Report for American Literature and Composition appears on page 29 followed by a sample static Class Roster Summary on pages 30–31. A sample static Class Roster Report for United States History appears on page 32 followed by the corresponding static Class Roster Summary on page 33.

The Class Roster Report provides:

1. ***Course:*** Each Class Roster Report lists the name of the course being reported.
2. ***Class Demographic Information:*** This includes the Class Name (as reflected by the test session name), the school name, and the system name.
3. ***Student Demographic Information:*** The student's name is followed by the student's GTID number, birth date, grade, and test form number.
4. ***Scale Score:*** The Class Roster Report indicates the scale score for each student on the roster. For example, on the American Literature and Composition roster, Maalik N. Mora received a scale score of 540. Yael Z. Young received a scale score of 413 CA, which indicates a conditional administration. In United States History, Abby B. Arnold received a 551 scale score. Pia R. Palmer received an Invalidation (IV) in lieu of a scale score.
5. ***Achievement Level:*** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the American Literature and Composition roster, Maalik N. Mora's achievement level is *Proficient Learner*, while Yael Z. Young's is *Beginning Learner*. On the United States History roster, Abby B. Arnold's achievement level is *Proficient Learner* while Pia R. Palmer does not receive an achievement level designation because her scale score code is IV for Invalidation.
6. ***Grade Conversion Score (GCS):*** Grade conversion scores range from 0 to 100. This score is for use in calculating the student's course grade. In American Literature and Composition, Maalik N. Mora received a GCS of 83. Yael Z. Young received a GCS of 51. In United States History, Abby B. Arnold received 84, while Pia R. Palmer did not receive a GCS as she received an Invalidation (IV).

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7 ***Lexile Score (ELA Only):*** 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 1600L. Maalik N. Mora's Lexile Measure on the American Literature and Composition test is 1275L. Yael Z. Young's Lexile Measure on the American Literature and Composition test is 930L.

8 ***Reading Status (ELA only):*** For American Literature and Composition, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+). Maalik N. Mora received a reading status of *Grade Level or Above*, and Yael Z. Young received a reading status of *Below Grade Level*.

9 ***Domain Scores:*** Standards for each course have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*.

For American Literature and Composition, Maalik N. Mora received *Accelerate Learning* on the Reading & Vocabulary and Key Ideas and Details domains, and *Remediate Learning* on the Writing & Language domain. Yael Z. Young received *Remediate Learning* on the Reading & Vocabulary and Key Ideas and Details domains, and *Monitor Learning* on the Writing & Language domain.

On the United States History Class Roster, Abby B. Arnold received *Remediate Learning* in Domain 1, *Accelerate Learning* in Domain 2, and *Monitor Learning* in Domains 3, 4, and 5. Pia R. Palmer did not receive any domain performance information because her scale score code was IV, or Invalidation.

10 ***Writing (ELA only):*** For the Writing & Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. For example, Maalik N. Mora scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 2 out of 4 points on the Narrative Writing Response.

Yael Z. Young received a condition code of 'C' for the Ideas trait (i.e., Idea Development, Organization, and Coherence) as well as on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task meaning that her responses were too limited to score. Yael received a condition code of 'B' on the Narrative Writing Response meaning that her response was copied from a published source.

11 ***National Percentile Range:*** The national percentile range is included for each student. In American Literature and Composition, Maalik N. Mora received a national percentile range of 84–98. Yael Z. Young received a national percentile range of 06–27. In United States History, Abby B. Arnold received a national percentile range of 45–74. Pia R. Palmer received an Invalidation (IV) on United States History so she did not receive a national percentile range.

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The static Class Roster Summary (PDF) report summarizes student results for instructional decision making. Note that summary information is *not* suppressed for small groups. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

The static Class Roster Summary Report provides:

12 ***Overall Content Area Performance:*** On the Class Roster Summary PDF, the overall content area performance section of the report has three main sections. The section entitled "Students Included in Summaries" provides the number of students with scores, the mean scale score, and the standard deviation. In addition, a table shows the percentage of students scoring in each achievement level. The next section entitled "Students Not Included in Summaries" shows students with no scores and those who are excluded based on testing purposes. The last section entitled "Norm-Referenced Scores" provides the median national percentile for the class along with the mean normal curve equivalent for the class.

13 ***Performance on the Domains:*** This section of the report displays the percentages of students in each mastery category for each domain. On the American Literature and Composition report, the first domain is Reading & Vocabulary. For this domain, 42 percent of students scored in the *Remediate Learning* mastery category, 25 percent in the *Monitor Learning* category, and 33 percent in the *Accelerate Learning* category. The Reading Status shows the percentage of students who scored *Below Grade Level* or *Grade Level or Above*. The American Literature and Composition sample shows 25 percent of students scored *Below Grade Level* and 75 percent scored *Grade Level or Above*. The table of Lexile Bands provides the percentage of students that scored *Below the Stretch Band*, *Within the Stretch Band*, or *Above the Stretch Band*. The sample shows 75 percent of students fell *Within the Stretch Band (1185L–1385L)*. The next page of the American Literature and Composition Class Roster Summary provides the Writing & Language domain mastery performance as well as the performance of students on the Extended Writing Task and Narrative Writing Response. The sample shows 42 percent of students received a *Monitor Learning* mastery designation for Writing & Language. For the Extended Writing Task, 42 percent of students received a score point of 2 on the Usage trait (i.e., Language Usage and Conventions). For the Narrative Writing Response, 33 percent of students received a score point of 1. There were 5 students who received a condition code of 'E', indicating their narrative responses were off topic.

On the United States History report, the first domain is Colonization through the Constitution. For this domain, class-level results show that 51 percent of students scored in the *Remediate Learning* mastery category, 36 percent scored in the *Monitor Learning* category, and 14 percent scored in the *Accelerate Learning* category.

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Sample Class Roster Report (American Literature and Composition example)

(Please see pages 26–28 for descriptions of numbered areas.)

2 CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster

End-of-Course Assessment

Spring 20XX

Georgia Milestones Assessment System

1 American Literature and Composition

3 Student Name / GTID	Birth Date	Grade	Form[1]	4 Scale Score[2]	5 Achievement Level	6 Grade Conversion Score	7 Lexile Score	8 Reading Status[3]	9 Domain Mastery[4]: Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	10 Writing (Points Earned)[5]: Extended Task: Ideas	Extended Task: Usage	Narrative Response	11 National Percentile Range[6]
ADAMS, AMELIA 0123456789	02/01/20XX	11	A1	467	Beginning Learner	65	1185L	+	◒	○	◒	◒	◒	○	◒	◒	◒	1 of 4	1 of 3	E	23-54
CRUZ, CALEB D 0123456789	02/01/20XX	11	A1	552	Proficient Learner	85	1315L	+	●	◒	●	◒	◒	○	◒	◒	◒	3 of 4	3 of 3	2 of 4	69-93
FILLMORE, FABIAN G 0123456789	02/01/20XX	11	A1	475	Developing Learner	68	1250L	+	◒	○	○	◒	◒	○	○	◒	◒	1 of 4	1 of 3	1 of 4	31-63
GEERER, GABRIELLA H 0123456789	02/01/20XX	11	B2	501	Developing Learner	74	1200L	+	◒	○	◒	◒	◒	○	○	○	○	3 of 4	3 of 3	E	31-63
JENKINS, JADE K 0123456789	02/01/20XX	11	B2	484	Developing Learner	70	1190L	+	●	●	●	◒	◒	○	○	○	○	2 of 4	2 of 3	E	38-70
MORA, MAALIK N 0123456789	02/01/20XX	11	B2	540	Proficient Learner	83	1275L	+	●	●	◒	●	◒	●	○	○	◒	3 of 4	2 of 3	2 of 4	84-98
PATEL, PIA Q 0123456789	02/01/20XX	11	A1	483	Developing Learner	70	1315L	+	○	○	○	◒	◒	○	●	●	◒	B	B	1 of 4	30-62
STIEGLER, SALOSA T 0123456789	02/01/20XX	11	A1	471	Beginning Learner	66	1195L	+	○	○	○	◒	◒	○	◒	◒	◒	2 of 4	2 of 3	E	13-40
THAMES, TAARIQ U 0123456789	02/01/20XX	11	A1	487	Developing Learner	71	1295L	+	●	●	◒	●	◒	●	◒	◒	◒	2 of 4	2 of 3	1 of 4	31-63
TRENT, TAMMY V 0123456789	02/01/20XX	11	B2	450	Beginning Learner	61	960L	–	○	○	○	◒	○	○	○	○	○	2 of 4	2 of 3	E	03-22
WILLIAMS, WAJID X 0123456789	02/01/20XX	11	B2	402	Beginning Learner	48	645L	–	○	○	○	○	○	○	○	○	○	1 of 4	1 of 3	1 of 4	01-16
YOUNG, YAEL Z 0123456789	02/01/20XX	11	B2	413 CA	Beginning Learner	51	930L	–	○	○	○	◒	○	○	◒	◒	◒	C	C	B	06-27

[1] **Writing Prompt Genre**
Argumentative:
Form B2
Informational/Explanatory:
Forms A1, C1, BR and VSL

[2] **Scale Score Codes**
PTNA = Present, Test Not Attempted
DNA = Did Not Attempt
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency
CA = Conditional Administration
LCE = Local Coding Error

[3] **Reading Status**
– Below Grade Level
+ Grade Level or Above

[4] **Domain Mastery**
○ Remediate Learning
◒ Monitor Learning
● Accelerate Learning

[5] **Condition Codes for Writing**
A = Blank
B = Copied
C = Too Limited to Score
D = Non-English/Foreign Language
E = Off Topic
F = Offensive
G = Illegible/Incomprehensible

[6] **National Percentile Range**
DNA = Did Not Attempt
IV = Invalidation

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Sample Class Roster Report (American Literature and Composition example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary

End-of-Course Assessment

Spring 20XX

American Literature and Composition

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Overall Content Area Performance 12

Students Included in Summaries

Number of Students	12
Mean Scale Score	477
Standard Deviation	42

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	42
Level 2 - Developing Learner	42
Level 3 - Proficient Learner	17
Level 4 - Distinguished Learner	0

Students Not Included in Summaries	0
Students with No Scores	
Number of Students - Present, Test Not Attempted	0
Number of Students - Did Not Attempt	0
Number of Students - Invalidation	0
Number of Students - Participation Invalidation	0
Students Excluded Based on Testing Purpose	
Number of Students - Retest	0
Number of Students - Test Out	0
Number of Students - Validation of Credit	0

Norm-Referenced Scores

Median National Percentile:	45
Mean Normal Curve Equivalent:	43.2

Due to rounding, percentages may not total 100%.

Domain Performance - Reading & Vocabulary 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Reading & Vocabulary	42	25	33
Key Ideas and Details	67	8	25
Craft and Structure/Integration of Knowledge and Ideas	50	33	17
Vocabulary Acquisition and Use	8	75	17
Reading Literary Text	25	75	0
Reading Informational Text	83	0	17

Reading Status	Percentage of Students By Reading Status	
	Below Grade Level	Grade Level or Above
	25	75

Lexile Bands	Percentage of Students By Lexile Band		
	Below the Stretch Band (Below 1185L)	Within the Stretch Band (1185L-1385L)	Above the Stretch Band (Above 1385L)
	25	75	0

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Sample Class Roster Report (American Literature and Composition example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Georgia Milestones Assessment System

Class Roster Summary

End-of-Course Assessment

Spring 20XX

American Literature and Composition

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Domain Performance - Writing & Language 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Writing & Language	50	42	8
Writing	42	50	8
Language	33	67	0

Extended Writing Task	Percentage of Students with Each Score Point				
	0	1	2	3	4
Idea Development, Organization, and Coherence	17	25	33	25	0
Language Usage and Conventions	17	25	42	17	

	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	1	1	0	0	0	0

Students with a '0' score were given a condition code.

Narrative Writing Response	Percentage of Students with Each Score Point				
	0	1	2	3	4
	50	33	17	0	0

	Number of Students with Each Condition Code*						
	A	B	C	D	E	F	G
	0	1	0	0	5	0	0

Students with a '0' score were given a condition code.

***Condition Codes for Writing**
A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

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Sample Class Roster Report (United States History example)

(Please see pages 26–28 for descriptions of numbered areas.)

Class Roster

End-of-Course Assessment

Spring 20XX

Georgia Milestones Assessment System

2 **CLASS:** ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

1 **United States History**

3 Student Name / GTID	Birth Date	Grade	Form	4 Scale Score[1]	5 Achievement Level	6 Grade Conversion Score[2]	9 Domains[2,3] 1	2	3	4	5	11 National Percentile Range[4]
ARNOLD, ABBY B 012345678	02/01/20XX	11	B2	551	Proficient Learner	84	○	●	◑	◑	◑	45-74
CRAMER, CHRISTINE D 012345678	02/01/20XX	11	A1	501	Developing Learner	74	◑	○	◑	○	○	39-69
DELGADO, DAVID E 012345678	02/01/20XX	11	A1	515	Developing Learner	77	◑	◑	◑	○	○	65-92
FINCH, FARAH G 012345678	02/01/20XX	11	A1	477	Developing Learner	68	○	○	◑	○	○	18-44
GIAMATTI, GREGORY H 012345678	02/01/20XX	11	B2	525	Proficient Learner	80	◑	◑	●	○	○	56-84
HOLSTROM, HAKAN I 012345678	02/01/20XX	11	A1	510	Developing Learner	76	○	○	◑	◑	○	06-26
INCA, ISABELLA J 012345678	02/01/20XX	11	B2	496	Developing Learner	73	◑	◑	○	○	○	29-57
LEVINE, LARRY M 012345678	02/01/20XX	11	B2	510	Developing Learner	76	○	○	○	●	○	47-76
NESTER, NORA O 012345678	02/01/20XX	11	A1	427	Beginning Learner	55	○	○	○	○	○	11-34
O'CONNELL, OTTO P 012345678	02/01/20XX	11	B2	606	Distinguished Learner	93	●	●	◑	◑	●	90-99
PALMER, PIA R 012345678	02/01/20XX	11	A1	IV								IV
ROSENBERG, ROBERT S 012345678	02/01/20XX	11	B2	525	Proficient Learner	80	◑	○	◑	◑	○	47-76
TEHRANI, TODD U 012345678	02/01/20XX	11	A1	463	Beginning Learner	64	○	○	○	○	○	02-18
ZOKAI, ZOE A 012345678	02/01/20XX	11	B2	551	Proficient Learner	84	◑	◑	◑	◑	◑	58-87

[1]**Scale Score Codes**
PTNA – Present, Test Not Attempted
DNA – Did Not Attempt
IV = Invalidation
PIV = Participation Invalidation
CA = Conditional Administration
LCE = Local Coding Error

[2]**Domains**
1 = Colonization through the Constitution
2 = Early Republic through Reconstruction
3 = Industrialization, Reform & Imperialism
4 = Establishment as a World Power
5 = Post-World War II to the Present

[3]**Domain Mastery**
○ Remediate Learning
◑ Monitor Learning
● Accelerate Learning

[4]**National Percentile Range**
DNA = Did Not Attempt
IV = Invalidation

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Sample Class Roster Report (United States History example)

(Please see pages 26–28 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary

End-of-Course Assessment

Spring 20XX

United States History

Georgia Milestones Assessment System

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Overall Content Area Performance 12

Students Included in Summaries

Number of Students	81
Mean Scale Score	518
Standard Deviation	46

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	17
Level 2 - Developing Learner	35
Level 3 - Proficient Learner	43
Level 4 - Distinguished Learner	5

Students Not Included in Summaries 1

Students with No Scores

Number of Students - Present, Test Not Attempted	0
Number of Students - Did Not Attempt	0
Number of Students - Invalidation	1
Number of Students - Participation Invalidation	0

Students Excluded Based on Testing Purpose

Number of Students - Retest	0
Number of Students - Test Out	0
Number of Students - Validation of Credit	0

Norm-Referenced Scores

Median National Percentile:	51
Mean Normal Curve Equivalent:	49.1

Due to rounding, percentages may not total 100%.

Performance on the Domains 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Colonization through the Constitution	51	36	14
New Republic through Reconstruction	51	33	16
Industrialization, Reform, & Imperialism	30	58	12
Establishment as a World Power	48	44	7
Post-World War II to the Present	56	32	12

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Content Area Summary Reports

Static Content Area Summary Reports are generated at the state, system, and school for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data and domain-level data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data and domain-level data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason and to protect the privacy of individual students, summary information is not provided for groups of fewer than 15 students on the static Content Area Summary Reports.

A sample static School Content Area Summary Report for American Literature and Composition appears on pages 38–40.

A sample static System Content Area Summary Report for United States History appears on pages 41 and 42.

Page 1 of the Content Area Summary Reports is similar for all EOC assessments and provides:

1. ***Overall Performance***
   - Number of Students – In American Literature and Composition, 151 students at the school received scores. In United States History, the system had 3,071 students with scores.
   - Mean Scale Score – In American Literature and Composition, the mean scale score for the school is 497, which is the same as the system, and less than the RESA and state. In United States History, the mean scale score for the system is 527, which is higher than both the RESA and state.
   - Standard Deviation – In American Literature and Composition, the school has a standard deviation of 50. In United States History, the system's standard deviation is 57.
   - Percentage Proficient (Levels 3 & 4) – In American Literature and Composition, 25 percent of the students at the school achieved proficiency (Levels 3 & 4) as compared to 25 percent, 32 percent, and 35 percent at the system, RESA, and state levels, respectively. In United States History, the system had a greater percentage of students in Levels 3 & 4 (51 percent) than reported at the RESA (42 percent) and state levels (39 percent).

2. ***Percentage of Students Proficient (Levels 3 & 4):*** This is a graphical display of the percentages of students who demonstrate proficiency in the knowledge and skills necessary in this course.

3. ***Percentage of Students by Achievement Level:*** This is a graphical display of the percentages of students in each achievement level. In American Literature and Composition, the graph shows that the school had a larger percentage of students in the *Beginning Learner* category than the system, RESA, or state. The school had a lower percentage of students in the *Developing Learner* category than the system, the same percentage as the RESA, and a larger percentage than the state. In United States History, the system had more students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.

4. ***Norm-Referenced Performance***
   - Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In American Literature and Composition, the median national percentile of 53 for the school is the same as the system and lower than that of the RESA and state. In United States History, the median national percentile for the system is 57, which is higher than both the RESA and state.

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- Mean Normal Curve Equivalent – The Normal Curve Equivalent (NCE) scale ranges from 1-99 and coincides with the percentile scale at 1, 50, and 99. These are based on an equal-interval scale, which allows for meaningful comparisons. The mean NCE is computed by adding the NCE scores of all students in a group and then dividing by the number of students in that group. In American Literature and Composition, the school received a mean NCE score of 51.6. In United States History, the system's mean NCE score was 53.9.

5 ***Summary Data Exclusions:*** This table provides counts for the number of students who were excluded from summary data calculations at either the school, system, or state levels (no comparison data is provided).

Students were excluded from summary data for one of two reasons:

1) They received a PTNA, DNA, IV, PIV, or ME designation in lieu of a scale score.

- Present, Test Not Attempted (PTNA) – No students in the school received a PTNA on the American Literature and Composition or United States History EOC assessments.
- Did Not Attempt (DNA) – In United States History, one student received a DNA.
- Invalidation (IV) – Four students in the system received an IV on the United States History EOC assessment.
- Participation Invalidation (PIV) – No students received a PIV.
- Medical Emergency (ME) (Spring only) – No students received a ME.

2) They indicated that their purpose for EOC testing was for retest, test out, or validation of credit. Although these students do receive a scale score, their scores are not included in calculations for summary reporting purposes.

- Purpose – Retest – No students indicated they took an EOC assessment as a retest.
- Purpose – Test Out – No students indicated they took an EOC assessment for test out purposes.
- Purpose – Validation of Credit – No students indicated they took an EOC assessment for validation of credit.

Pages 2 and 3 of an ELA EOC Content Area Summary Report provides:

6 ***Performance by Reading Status (ELA only):*** This table displays the percentage of students who are *Below Grade Level* or at *Grade Level or Above* for the Reading & Vocabulary Domain. On the American Literature and Composition school report, 69 percent of students are reading at *Grade Level or Above* as compared to 72 percent at the system level, 75 percent at the RESA level, and 74 percent at the state level.

7 ***Lexile Distribution (ELA only):*** This is a graphical display of the percentages of students scoring in each Lexile "Stretch Band." The American Literature and Composition example shows the following:

- Above the Stretch Band – 30 percent of students in the school scored above 1385L.
- Within the Stretch Band – 39 percent of students in the school scored between 1185L–1385L.
- Below the Stretch Band – 31 percent of students in the school scored below 1185L.

The graph shows that the school has a larger percentage of students scoring below the stretch band and within the stretch band than the system, RESA, and state. Percentages of students scoring above the stretch band are lower than the system, RESA, and state.

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8 ***Percentage of Students in Each Mastery Category (ELA only):*** This section of the report displays the percentages of students in the nine domains of Reading & Vocabulary, Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Reading Literary Text, Reading Informational Text, Writing & Language, Writing, and Language. On the American Literature and Composition sample school report, results for the Reading & Vocabulary domain show that 31 percent of students at the school received a *Remediate Learning* designation, 55 percent received a *Monitor Learning* designation, and 14 percent received an *Accelerate Learning* designation. School-level domain performance can be compared to the other domains, as well as to performance at the system, RESA, and state levels. For example, when looking at school performance across the nine domains, the Reading Literary Text domain showed the highest percentage of students receiving an *Accelerate Learning* designation. Furthermore, the school outperformed the system, RESA, and state in this specific domain and mastery category (22 percent vs. 15 percent, 12 percent, and 12 percent, respectively).

9 ***Percentage of Students with Each Score Point (ELA only):*** ELA Content Area Summary Reports also include tables showing the percentages of students obtaining each score point for the Extended Writing Task (Traits 1 and 2) and the Narrative Writing Response. Trait 1 of the Extended Writing Task measures Idea Development, Organization, and Coherence and is worth 4 possible points. Trait 2 of the Extended Writing Task measures Language Usage and Conventions and is worth 3 possible points. The Narrative Writing Response is worth a maximum of 4 points.

The sample American Literature and Composition school report shows that 5 percent of students in the school obtained the highest possible score on Trait 1 while 25 percent achieved the highest possible score on Trait 2 of the Extended Writing Task. On the Narrative Writing Response, 7 percent of students in the school received the highest score of 4 points. These results show that for Traits 1 and 2, a smaller percentage of students at the school are receiving the highest writing scores compared to the RESA and state. For the Narrative Writing Response, a larger percentage of students at the school are receiving the highest writing scores compared to the RESA and state.

10 ***Number of Students with a Writing Condition Code (ELA only):*** Condition codes are assigned when a score cannot be assigned to the Extended Writing Task or the Narrative Writing Response. The tables in this section of the Content Area Summary Report show the number of students who received a '0' score on one of the writing tasks and the reason why. There are seven writing condition codes to indicate the reason why a response was not able to be scored.

- A: Blank – no student response
- B: Copied – copied from a published source
- C: Too Limited to Score – information provided was too limited to score
- D: Non-English/Foreign Language – response was written in a language other than English
- E: Off Topic – the response is off topic
- F: Offensive – offensive language or pictures were used
- G: Illegible/Incomprehensible – the response is illegible or incomprehensible

For the American Literature and Composition sample report, 38 percent of the students in the school received a '0' score on the Narrative Writing Response; this 38 percent represents a total of 58 students. Of these 58 students, 3 students received a writing condition code of 'A' for Blank, indicating that they did not provide a response to the Narrative Writing Response. Likewise, 15 students received a condition code of 'C' meaning that their response was too limited to score. The remaining 40 students received condition codes of 'B' and 'E'. Similar information is provided for students receiving a writing condition code for the Extended Writing Task.

It is important to highlight that this section of the report reflects the *number* of students, rather than the *percentage* of students. Therefore, the numbers will always be higher at the system, RESA, and state levels than the school level. However, comparisons can be made regarding the frequency of these condition codes and their distribution across the various condition codes.

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Page 2 of a Content Area Summary Report for mathematics, science, and social studies provides:

11 ***Domain Performance:*** Displays percentages of students in each mastery category for each domain. On the United States History report, the first domain is Colonization through the Constitution. For this domain, system-level results show that 50 percent of students scored in the *Remediate Learning* mastery category, 32 percent in the *Monitor Learning* category, and 18 percent in the *Accelerate Learning* category. System-level domain performance can be compared to other domains, as well as to performance at the RESA and state levels.

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Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)

SCHOOL: SAMPLE SCHOOL
SYSTEM: SAMPLE SYSTEM
RESA: SAMPLE RESA
STATE: GA
CODE: 999-9999

Georgia Milestones Assessment System

School Content Area Summary

End-of-Course Assessment
Spring 20YY

American Literature and Composition

1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	151	497	50	25
System	453	497	50	25
RESA	2,712	503	46	32
State	29,784	505	49	35

2 Percentage of Students Proficient (Levels 3 & 4)

3 Percentage of Students by Achievement Level

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

4 Norm-Referenced Performance

	School	System	RESA	State
Median National Percentile	53	53	56	58
Mean Normal Curve Equivalent	51.6	51.6	52.3	53.7

5 Summary Data Exclusions for the School

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	0
Participation Invalidation (PIV)	0
Medical Emergency (ME)	0
Purpose - Retest	0
Purpose - Test Out	0
Purpose - Validation of Credit	0

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Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)

SCHOOL: SAMPLE SCHOOL
SYSTEM: SAMPLE SYSTEM
RESA: SAMPLE RESA
STATE: GA
CODE: 999-9999

School Content Area Summary

End-of-Course Assessment
Spring 20YY
American Literature and Composition

Georgia Milestones Assessment System

6 Performance by Reading Status

	Number of Students	Percentage of Students	
		Below Grade Level	Grade Level or Above
School	117	31	69
System	117	28	72
RESA	2,712	25	75
State	29,784	26	74

7 Lexile Distribution

	School	System	RESA	State
Above the Stretch Band (Above 1385L)	30%	34%	37%	39%
Within the Stretch Band (1185L-1385L)	39%	34%	37%	35%
Below the Stretch Band (Below 1185L)	31%	28%	25%	26%

8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	117	31	55	14
System	117	56	25	19
RESA	2,712	61	24	15
State	29,784	63	23	14

	Number of Students	Key Ideas and Details			Craft and Structure/Integration of Knowledge and Ideas			Vocabulary Acquisition and Use		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	117	59	31	10	50	40	10	55	28	17
System	117	59	31	10	50	40	10	55	28	17
Resa	2,712	60	33	7	57	34	9	59	28	14
State	29,784	63	30	7	59	33	9	59	27	14

	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	117	58	20	22	50	33	17
System	117	66	20	15	50	33	17
Resa	2,712	62	26	12	56	28	16
State	29,784	63	25	12	59	25	16

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample School Content Area Summary Report (American Literature and Composition example)

(Please see pages 34–37 for descriptions of numbered areas.)

SCHOOL: SAMPLE SCHOOL
SYSTEM: SAMPLE SYSTEM
RESA: SAMPLE RESA
STATE: GA
CODE: 999-9999

Georgia Milestones Assessment System

School Content Area Summary

End-of-Course Assessment

Spring 20YY

American Literature and Composition

Percentage of Students in Each Mastery Category

	Number of Students	Writing & Language		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	117	50	21	28
System	117	50	21	28
RESA	2,712	58	24	17
State	29,784	62	22	16

	Number of Students	Writing			Language		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	117	50	37	14	53	30	17
System	117	50	37	14	53	30	17
Resa	2,712	55	35	9	61	26	13
State	29,784	59	32	9	63	25	12

9 Percentage of Students with Each Score Point

	Extended Writing Task Idea Development, Organization, and Coherence				
	0*	1	2	3	4
School	12	17	41	25	5
System	12	17	41	25	5
RESA	11	13	34	34	8
State	12	12	34	33	10

	Extended Writing Task Language Usage and Conventions				
	0*	1	2	3	
School	12	12	51	25	
System	12	12	51	25	
RESA	11	12	51	26	
State	12	11	50	27	

	Narrative Writing Response				
	0*	1	2	3	4
School	38	15	33	7	7
System	38	15	33	7	7
RESA	38	19	27	12	4
State	36	18	27	14	5

* Students with a "0" score were given a condition code.

10 Number of Students with a Writing Condition Code

	Extended Writing Task							
	A	B	C	D	E	F	G	
School	3	2	13	0	0	0	0	
System	9	6	39	0	0	0	0	
RESA	82	35	194	0	11	1	5	
State	618	331	1,541	4	187	7	19	

	Narrative Writing Response						
	A	B	C	D	E	F	G
School	3	5	15	0	35	0	0
System	9	15	45	0	105	0	0
RESA	208	58	260	0	614	0	13
State	1,468	490	1,621	2	4,581	2	68

	Writing Condition Codes
A	Blank
B	Copied
C	Too Limited to Score
D	Non-English/Foreign Language
E	Off Topic
F	Offensive
G	Illegible/Incomprehensible

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample System Content Area Summary Report (United States History example)

(Please see pages 34–37 for descriptions of numbered areas.)

SYSTEM: SAMPLE DISTRICT
RESA: SAMPLE RESA
STATE: GA
CODE: 999

Georgia Milestones Assessment System

System Content Area Summary
End-of-Course Assessment
Spring 20YY
United States History

1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	3,071	527	57	51
RESA	2,418	509	54	42
State	24,235	510	54	39

2 Percentage of Students Proficient (Levels 3 & 4)

3 Percentage of Students by Achievement Level

4 Norm-Referenced Performance

	System	RESA	State
Median National Percentile	57	48	49
Mean Normal Curve Equivalent	53.9	49.5	49.8

5 Summary Data Exclusions for the System

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	1
Invalidation (IV)	4
Participation Invalidation (PIV)	0
Medical Emergency (ME)	0
Purpose - Retest	0
Purpose - Test Out	0
Purpose - Validation of Credit	0

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Sample System Content Area Summary Report (United States History example)

(Please see pages 34–37 for descriptions of numbered areas.)

SYSTEM: SAMPLE DISTRICT
RESA: SAMPLE RESA
STATE: GA
CODE: 999

Georgia Milestones Assessment System

System Content Area Summary

End-of-Course Assessment
Spring 20YY

United States History

11 Domain Performance
Percentage of Students in Each Mastery Category*

	Number of Students	Colonization through the Constitution			New Republic through Reconstruction			Industrialization, Reform, & Imperialism			Establishment as a World Power			Post-World War II to the Present		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
System	114	50	32	18	53	32	16	61	37	3	63	30	7	71	20	9
RESA	2,418	52	36	12	50	37	13	52	38	10	55	32	13	63	22	15
State	24,235	52	37	11	48	39	13	50	41	9	53	33	14	63	22	15

***Domain Mastery:**
1 = Remediate Learning
2 = Monitor Learning
3 = Accelerate Learning

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.

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Summary Reports of All Student Populations

Static Summary Reports of All Student Populations are generated at the school, system, and state levels during the winter, spring, and summer main administrations. The reports are generated by course and present summary statistics for all students as well as particular groups of students. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason and to protect the privacy of individual students, summary information is not provided for groups of fewer than 15 students on the static Summary Reports of All Student Populations.

A sample state summary report for United States History appears on pages 45 and 46. Population Summary Reports for other courses (including ELA) contain similar information.

The Summary of All Student Populations Report provides:

1. ***Group:*** The student group provides a break-out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.

2. ***Number of Students:*** The summary report identifies the total number of students who received scores as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 2 students had conditional administrations and 21,228 had standard administrations for a total of 21,230 students statewide receiving scores on the United States History EOC assessment. As expected, most of these 21,230 students are regular program students (19,357) while 1,873 are special education students.

3. ***Mean Scale Score:*** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 510. When looking at gender, males had a higher mean scale score than females (515 vs. 505).

4. ***Percentage of Students Scoring in Each Achievement Level:*** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In United States History, 29 percent are *Beginning Learners*, 32 percent are *Developing Learners*, 32 percent are *Proficient Learners*, and 8 percent are *Distinguished Learners* in the All Students category.

5. ***Purpose of Testing:*** There are a number of reasons why a student may be taking the EOC assessment. The most common reason is because a student is completing a course and the EOC assessment is required as the final exam for the course. If students have indicated their purpose for taking the EOC assessment, then the summary report provides a count of the number of students classified in each of the five categories.
   - Completion of Course – 19,712 students indicated that they took the United States History EOC assessment to complete the course. These students are included in summary information.
   - Make-up from Previous Administration – 99 students took United States History as a make-up from a previous administration. These students are included in summary information.
   - Retest – No students indicated that they were taking the United States History EOC assessment as a retest. These students are excluded from summary information.
   - Test Out – 9 students indicated that they were taking the United States History EOC assessment as a test out opportunity. These students are excluded from summary information.
   - Validation of Credit – 61 students indicated that they took the United States History EOC assessment in order to obtain credit for a course taken elsewhere. These students are excluded from summary information.

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6 ***Students with No Scores:*** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students who did not receive scores for one of the following reasons:

- Present, Test Not Attempted (PTNA) – 2 students received a PTNA in United States History.
- Did Not Attempt (DNA) – 2 students received a DNA in United States History.
- Invalidation (IV) – 60 students received an IV in United States History.
- Participation Invalidation (PIV) – No students received a PIV in United States History.
- Medical Emergency (ME) (Spring only) – One student received a ME in United States History.

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Sample State Summary Report of All Student Populations (United States History example)

(Please see page 43 for descriptions of numbered areas.)

STATE: GA

State Summary of All Student Populations
End-of-Course Assessment
Spring 20YY

Georgia Milestones Assessment System

United States History

1 Group	2 Number of Students			3	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations	Mean Scale Score	Beginning Learner (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
All Students	**21,230**	**2**	**21,228**	**510**	**29**	**32**	**32**	**8**
All Regular Program Students	**19,357**	**0**	**19,357**	**513**	**26**	**31**	**34**	**9**
Section 504	420	0	420	520	23	30	37	10
English Learner	519	0	519	464	67	23	9	1
English Learner - Monitored	236	0	236	514	22	37	35	6
Migrant	49	0	49	504	34	31	27	8
All Other Regular Program Students	18,366	0	18,366	518	24	31	35	9
All Special Education Students	**1,873**	**2**	**1,871**	**476**	**58**	**25**	**14**	**3**
Visual Impairment or Blind (01)	9	0	9	506	39	28	28	6
Deaf or Hard of Hearing (02)	33	0	33	461	72	12	13	3
Deaf and Blind (03)	0	0	0	—	—	—	—	—
Specific Learning Disabilities (04)	1,063	1	1,063	472	59	27	12	1
Mild Intellectual Disabilities (05)	60	1	59	433	96	4	0	0
Traumatic Brain Injury (06)	4	0	4	446	83	11	6	0
M/S/P Intellectual Disabilities (07)	0	0	0	—	—	—	—	—
Autism (08)	91	0	91	505	40	22	28	10
Orthopedic Impairments (09)	8	0	8	500	36	36	20	8
Speech-Language Impairments (10)	23	0	23	495	44	26	23	8
Emotional and Behavioral Disabilities (11)	184	0	184	477	58	23	17	3
Other Health Impairments (12)	398	0	398	478	55	27	15	3
Gender	**21,230**	**2**	**21,228**	**510**	**30**	**30**	**31**	**8**
Female	10,429	2	10,429	505	32	32	30	6
Male	10,801	2	10,799	515	29	29	33	10

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the
- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

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Sample State Summary Report of All Student Populations (United States History example)

(Please see page 43 for descriptions of numbered areas.)

STATE: GA

Georgia Milestones Assessment System

State Summary of All Student Populations

End-of-Course Assessment

Spring 20YY

United States History

1 Group	2 Number of Students			3	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations	Mean Scale Score	Beginning Learner (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
Ethnic Group	**20,841**	**2**	**20,839**	**510**	**30**	**30**	**31**	**8**
Asian/Pacific Islander	523	0	523	538	17	24	41	18
Black, Non-Hispanic	7523	1	7,522	492	42	32	22	4
Hispanic	2,288	1	2,287	504	34	31	29	6
American Indian/Alaskan Native	46	0	46	510	30	32	32	6
White, Non-Hispanic	9,940	0	9,940	532	16	29	41	14
Multiracial	521	0	521	519	23	31	36	10
All Accommodated	**2,082**	**2**	**2,080**	**480**	**54**	**25**	**17**	**3**
Section 504	244	0	244	516	26	30	35	9
English Learner	294	0	294	461	71	21	7	1
English Learner - Monitored	101	0	101	504	29	36	31	4
Special Education	1,472	2	1,470	474	59	25	14	2

5

Purpose of Testing	Number of Students
Completion of Course	19,712
Make-up From Previous Administration	99
Retest	0
Test-Out	9
Validation of Credit	61

6

Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	2
Did Not Attempt (DNA)	2
Invalidation (IV)	60
Participation Invalidation (PIV)	0
Medical Emergency (ME)	1

- Summary data are based on **All** (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the
- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Student grouping information is based on data supplied by the school systems.

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INTERACTIVE REPORTING

The Interactive Reporting platform leverages industry-leading technologies that provide Georgia users more options and flexibility than traditional reporting formats such as PDFs and file extracts. The system incorporates advanced visualization tools and best practices from data analytics and business intelligence in order to process and display large amounts of data in near-real time. Users can filter, sort, drill down, and export data all within a modern, intuitive interface. As with all components of the DRC INSIGHT Portal, the Interactive Reporting suite is role- and permission-based, which allows for controlled access to data and supports Georgia's data privacy policies for each and every system user and student record.

Class Roster Reports

Class Roster reports are accessible via the Class Roster tab in Interactive Reporting. On the Class Roster report, a list of students and their test scores are provided. For school and district users, class groupings are reported based on test session information and the roster information provided in the roster file upload. For teacher users, class groupings are reported based on the roster information provided in the rostering file upload.

As noted above, these rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. Because the Class Roster reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

A noteworthy difference between the Interactive Class Roster and the static Class Roster is the Class Roster Summary information that is provided on the subsequent pages of the static Class Roster. This summary information is also provided on the interactive reports, but it is located under two different tabs: Content Area Summary and Domain Summary. These reports will be discussed in the following sections. Examples of the Interactive Reporting versions of the American Literature and Composition Class Roster are on pages 49–50.

The Interactive Class Roster Report provides:

1. ***Course:*** Each Class Roster Report lists the name of the course being reported.
2. ***Class Demographic Information:*** This includes the Class Name, the school name, and the system name.
3. ***Student Demographic Information:*** The student's name is followed by the student's GTID number, birth date, grade, and test form number.
4. ***Scale Score:*** The Class Roster Report indicates the scale score for each student on the roster. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a scale score of 567.
5. ***Achievement Level:*** There are four achievement levels for the EOC assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The Interactive Class Roster provides a color-coded, numeric achievement level in addition to the achievement level description. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received an achievement level of 3, which is a *Proficient Learner*.
6. ***Grade Conversion Score (GCS):*** Grade conversion scores range from 0 to 100. This score is used for incorporating the EOC score into the student's final course grade. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a GCS of 87.
7. ***Lexile Score (ELA Only):*** 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 1600L. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan's Lexile Measure is 1585L.

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8 ***Reading Status (ELA only):*** For American Literature and Composition, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+). On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received a reading status of *Grade Level or Above*.

9 ***Domain Scores:*** Standards for each course have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan received *Accelerate Learning* on all nine of the domains.

10 ***Writing (ELA only):*** For the Writing & Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown.

On the Interactive Class Roster for American Literature and Composition, Ulysses D. Buchanan's Writing Genre was Informational/Explanatory. He also scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 3 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 3 out of 4 points on the Narrative Writing Response.

11 ***National Percentile Range:*** The national percentile range is included for each student. On the Interactive Class Roster for American Literature and Composition, Ulysses received a national percentile range of 63–87.

12 ***Student Growth Percentile and SGP Level (Low, Typical, High Growth):*** Measures student progress from one year to the next by comparing a student's test performance to that of academically similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. On the sample Class Roster for Algebra 1, Franklin Adams grew more than 62 percent of academically similar students, which is classified as demonstrating *Typical Growth*. Student Growth Percentile and SGP Level are not calculated for science or social studies. For 2022–2023, Student Growth Percentiles and SGP Level are not calculated for American Literature and Composition.

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Sample Interactive Class Roster (American Literature and Composition example)

(Please see pages 47–48 for descriptions of numbered areas.)

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Sample Interactive Class Roster (American Literature and Composition example)

(Please see pages 47–48 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA MY APPLICATIONS

Dashboard | Class Roster | Content Area Summary | Domain Summary | Demographic Summary | Remediation and Retest Roster | LCE Roster | Batch Download | Report Delivery | Quick Links

Admin: EOC Winter | Year: 20XX - 20XX | District: SAMPLE DISTRICT | School: SAMPLE SCHOOL | Course: American Literature and Composition | Class: Danielle, Noble

American Literature and Composition Roster

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9

Reading and Vocabulary Domain Mastery	Key Ideas and Details Domain Mastery	Craft and Structure/Integration of Knowledge and Ideas Domain Mastery	Vocabulary Acquisition and Use Domain Mastery	Reading Literary Text Domain Mastery	Reading Informational Text Domain Mastery	Writing and Language Domain Mastery	Writing Domain Mastery	Language Domain Mastery	Writing Genre	Extended Writing Task - Ideas[3]	Extended Writing Task - Usage[3]	Narrative Writing Response[3]
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	2 of 4	1 of 3	3 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	1 of 4	1 of 3	A
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	2 of 4	2 of 3	1 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	2 of 4	2 of 3	3 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	3 of 4	3 of 3	A
Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Informational / Explanatory	3 of 4	3 of 3	3 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	2 of 4	2 of 3	2 of 4
Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Monitor Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	3 of 4	3 of 3	2 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Argumentative	3 of 4	3 of 3	2 of 4
Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	2 of 4	2 of 3	2 of 4

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Sample Interactive Class Roster (Algebra I example)

(Please see pages 47–48 for descriptions of numbered areas.)

Algebra I Roster

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Class Name	Student Name	GTID	Birth Date	Grade	Algebra I Form	Algebra I Scale Score[1]	Algebra I Achievement Level	Algebra I Achievement Level Description	Grade Conversion Score	Growth Percentile	Growth Level	National Percentile Range[2]	Equations Domain Mastery	Expressions Domain Mastery	Functions Domain Mastery	Algebra Concepts Statistics Probability Domain
Danielle, Nicole	Adams, Franklin	903613658	7/19/2007	9	A26	546	4	Distinguished Learner	101	92	Typical Growth	90-99	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning
Danielle, Nicole	Adams, Gerald N	903673751	01/29/2008	9	B2	485	2	Developing Learner	70	11	Low Growth	51-68	Remediate Learning	Remediate Learning	Remediate Learning	Remediate Learning
Danielle, Nicole	Adams, Martin K	903651526	06/16/2008	9	A8	582	3	Proficient Learner	89			91-96	Accelerate Learning	Accelerate Learning	Accelerate Learning	Monitor Learning
Danielle, Nicole	Adams, Sutherford	903692975	01/18/2007	9	B22	551	3	Proficient Learner	84	68	High Growth	65-80	Monitor Learning	Monitor Learning	Accelerate Learning	Remediate Learning
Danielle, Nicole	Buchanan, Andrew	903601059	07/23/2007	9	B14	520	2	Developing Learner	78	33	Typical Growth	70-81	Remediate Learning	Monitor Learning	Monitor Learning	Monitor Learning
Danielle, Nicole	Buchanan, Ulysses M	903672045	02/24/2008	9	B26	561	3	Proficient Learner	84	85	High Growth	81-88	Monitor Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
Danielle, Nicole	Buchanan, Zachary T	903611227	12/07/2007	9	A6	570	3	Proficient Learner	87	70	High Growth	89-95	Accelerate Learning	Monitor Learning	Monitor Learning	Accelerate Learning
Danielle, Nicole	Carter, William T	903673110	02/26/2007	9	B16	556	3	Proficient Learner	85	73	High Growth	83-91	Monitor Learning	Monitor Learning	Monitor Learning	Accelerate Learning
Danielle, Nicole	Clarence, Benjamin B	903652911	02/15/2008	9	A29	589	3	Proficient Learner	96	95	High Growth	91-96	Monitor Learning	Monitor Learning	Accelerate Learning	Accelerate Learning

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Content Area Summary Reports

Interactive Content Area Summary Reports are generated at the state, system, school, and class levels for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Content Area Summary Report provides overall performance data for a class. The School Content Area Summary Report provides overall performance data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level.

The interactive Content Area Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Achievement Level

The screenshot on page 53 provides a graphical representation of the Percentage of Students in Each Achievement Level at the class level. The sample report shows 45 percent of students scored *Proficient Learner* in class Biology, while 13 percent of students in the class scored *Distinguished Learner*.

The screenshot on page 54 provides a graphical representation of the Summary of Achievement Level by Classes. The sample report shows 6 percent of students scored *Proficient Learner* in Biology in class Biology.01, compared to 19 percent in class Biology.02.

The screenshot on page 55 provides a graphical representation of the Summary of Achievement Level by Schools. The sample reports shows 24 percent of students scored *Developing Learner* in Biology at the first High School, compared to 20 percent at the second High School.

The screenshot on page 56 provides a graphical representation of the Summary of Achievement Level by State, RESA, and District. The sample report shows 21 percent of students scored *Proficient Learner* in Biology at the district, compared to 30 percent at the State and 27 percent at the RESA.

Mean Scale Score

The screenshot on page 57 provides a graphical representation of the Mean Scale Score for State, RESA, District, School, and Classes from the School Content Area Summary report. The sample report shows the mean scale score for Biology in class TeacherOne.Biology.01 was 465, compared to 511 at the school, 490 at the district, 501 at the RESA, and 510 at the state.

The screenshot on page 58 provides a graphical representation of the Mean Scale Score by State, RESA, District, and Schools from the District Content Area Summary report. The sample report shows the mean scale score at the first High School was 461 compared to 490 at the district, 501 at the RESA, and 510 at the state.

Summary of Content Area

The screenshot on page 59 shows a table for the School Content Area report. The table provides information about the total number of students, mean scale score, standard deviation, achievement level percentage, median national percentile, and mean normal curve equivalent. The sample report shows 22 percent of students scored *Developing Learning* in class TeacherOne.Biology.01, compared to 29 percent at the school, 28 percent at the district, 27 percent at the RESA, and 28 percent at the state.

The screenshot on page 60 shows a table for the District Content Area report. The sample report shows 7 percent of students scored *Proficient Learner* at Sample School 01, compared to 21 percent at the district, 27 percent at the RESA, and 30 percent at the state.

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Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)

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Sample Interactive Content Area Summary Reports (Biology example)

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Sample Interactive Content Area Summary Reports (Biology example)

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Sample Interactive Content Area Summary Reports (Biology example)

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Sample Interactive Content Area Summary Reports (Biology example)

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Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)

Admin	Year	Report	School	Classes	Course
EOC Winter	2021-2022	School Summary	SAMPLE SCHOOL	8 Classes Selected	Biology

Summary of Content Area For State, RESA, District, Schools, and Classes

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	24,387	510	69	34%	28%	30%	9%	39%	67%	61	56.2
RESA	8,097	501	70	38%	27%	27%	7%	34%	61%	57	53.8
District: Sample District	1,770	490	64	45%	28%	21%	5%	26%	54%	51	50.5
School: Sample School	237	511	69	33%	29%	27%	11%	38%	67%	60	56.6
Class: TeacherOne.Biology.01	18	465	35	72%	22%	6%	0%	6%	28%	38	42.7
Class: TeacherOne.Biology.01	52	490	45	40%	38%	19%	2%	21%	59%	52	51
Class: TeacherOne.Biology.01	11	628	43	0%	0%	45%	55%	100%	100%		
Class: TeacherOne.Biology.01	10	612	71	10%	0%	30%	60%	90%	90%		
Class: TeacherOne.Biology.01	53	552	45	2%	30%	51%	17%	68%	98%	80	68.6
Class: TeacherOne.Biology.01	16	422	22	94%	6%	0%	0%	0%	6%	19	30.6
Class: TeacherOne.Biology.01	16	554	60	13%	25%	44%	19%	63%	88%	81	69.4
Class: TeacherOne.Biology.01	61	481	49	43%	39%	18%	0%	18%	57%	53	49

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Sample Interactive Content Area Summary Reports (Biology example)

(Please see page 52 for description of sample report.)

Admin	Year	Report	District	Schools	Course
EOC Winter	2021-2022	District Summary	SAMPLE DISTRICT	6 Schools Selected	Biology

Summary of Content Area For State, RESA, District, and Schools

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

Organizations ↑	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	24,387	510	69	34%	28%	30%	9%	39%	67%	61	56.2
RESA	8,097	501	70	38%	27%	27%	7%	34%	61%	57	53.8
District: Sample District	1,770	490	64	45%	28%	21%	5%	26%	54%	51	50.5
School: Sample School 01	98	461	54	66%	24%	7%	2%	9%	33%	33	41.5
School: Sample School 02	151	468	61	60%	20%	17%	3%	20%	40%	34	44.1
School: Sample School 03	81	470	50	57%	31%	12%	0%	12%	43%	44	45.4
School: Sample School 04	154	473	50	53%	32%	14%	1%	15%	47%	41	45.9
School: Sample School 05	114	523	59	22%	36%	34%	8%	42%	78%	68	60
School: Sample School 06	114	523	59	22%	36%	34%	8%	42%	78%	68	60

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Domain Summary Reports

Interactive Domain Summary Reports are generated at the state, system, school, and class levels for each course during the winter, spring, and summer main administrations. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Domain Summary Report provides domain-level data at the class level. Similarly, the System domain Summary Report provides overall domain-level data for the schools, system, RESA, and state. The State Domain Summary Report simply provides these data at the overall state level.

The interactive Domain Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Domain Mastery

The screenshot on page 62 is a sample Summary of Domain Mastery by Class that provides a graphical representation of student performance in each domain at the class level. The sample report shows 17 percent of students in the class scored in *Accelerate Learning* on the Cells domain.

The screenshot on page 63 is a sample Summary of Domain Mastery by Classes that provides a graphical representation of student performance in the Ecology domain in Biology. The sample report shows 6 percent of students in class TeacherOne.Biology.01 scored in *Monitor Learning*, compared to 25 percent who scored *Monitor Learning* on the Ecology domain in class TeacherOne.Biology02.

The screenshot on page 64 is a sample Summary of Domain Mastery by Schools, and provides a graphical representation of student performance in the Ecology domain in Biology at the school level. The sample report shows 12 percent of students at the first High School scored in *Monitor Learning*, compared to 20 percent who scored *Monitor Learning* on the Ecology domain at the second High School.

The screenshot on page 65 is a sample Summary of Domain Mastery by State, RESA, and District. The sample report shows 13 percent of students at the district scored in *Accelerate Learning* in the Ecology domain, compared to 16 percent at the RESA, and 19 percent at the state. The screenshot also shows the hover over tool tip for the state percentage of students in *Accelerate Learning* for this domain.

The screenshot on page 66 displays a table with the percentage of students scoring in the domain mastery category for the State, RESA, District, School, and Classes. On the sample Summary of Domain report, 6 percent of students scored in *Accelerate Learning* in the Ecology Domain in class TeacherOne.Biology.01, compared to 24 percent at the school, 13 percent at the district, 16 percent at the RESA, and 19 percent at the state.

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Sample Interactive Domain Summary Reports (Biology example)

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Sample Interactive Domain Summary Reports (Biology example)

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Sample Interactive Domain Summary Reports (Biology example)

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Sample Interactive Domain Summary Reports (Biology example)

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Sample Interactive Domain Summary Reports (Biology example)

(Please see page 61 for description of sample report.)

Admin	Year	Report	District	School	Course	Domain	Class Name
EOC Winter	2021-2022	School	SAMPLE DISTRICT	SAMPLE SCHOOL	Biology	Ecology	7 Classes Selected

Summary of Domain For State, RESA, District, School, and Classes

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.

Organizations ↑	Course	Domain	Total Number of Students	Remediate Learning %	Monitor Learning %	Accelerate Learning %
State	Biology	Ecology	24,387	51%	31%	19%
RESA	Biology	Ecology	8,097	55%	29%	16%
District: Sample District	Biology	Ecology	1,770	63%	24%	13%
School: Sample School	Biology	Ecology	237	53%	23%	24%
Class: TeacherOne.Biology.01	Biology	Ecology	19	89%	6%	6%
Class: TeacherOne.Biology.02	Biology	Ecology	11	63%	25%	12%
Class: TeacherOne.Biology.03	Biology	Ecology	19	0%	36%	64%
Class: TeacherOne.Biology.04	Biology	Ecology	21	10%	30%	60%
Class: TeacherOne.Biology.05	Biology	Ecology	25	23%	32%	45%
Class: TeacherOne.Biology.06	Biology	Ecology	2	100%	0%	0%
Class: TeacherOne.Biology.07	Biology	Ecology	9	19%	38%	44%

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Demographic Summary Reports

Interactive Demographic Summary Reports are generated at the state, system, and school levels for each course during the winter, spring, and summer main administrations. Demographic category, number of students tested, mean scale score, standard deviation, and achievement level information is presented in this report. Note that the Demographic Summary is not available at the class level.

The interactive Demographic Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Demographic Summary

The information in the widgets at the top of the report provide summary data for All Students at the school level. The screenshot on page 68 is a sample Demographic Summary by School that provides demographic information in a table format at the school level. The sample report shows 5 students tested in the Section 504 demographic, 1 student tested in the English Learner demographic, and 1 student tested in the English Learner—Monitored demographic. Note that summary information is *not* suppressed for groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

The information in the widgets at the top of the report provide summary data for All Students at the district level. The screenshot on page 69 is a sample Demographic Summary by District. The sample report shows 17 students tested in the Section 504 demographic, 9 students tested in the English Learner demographic, and 2 students tested in the English Learner—Monitored demographic. Note that summary information is *not* suppressed for groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

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Sample Interactive Demographic Summary

(Please see page 67 for description of sample report.)

Admin: EOC Winter | Year: 2021-2022 | Report: School | District: SAMPLE DISTRICT 1 | School: SAMPLE HIGH SCHOOL 1 | Course: Biology

All Administrations Number of Students	Conditional Administration Number of Students	Standard Administration Number of Students	Mean Scale Score	Standard Deviation
201	0	201	530	66

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

School Name	Course	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	All Regular Program Students	176	0	176	539	63	16%	28%
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	Section 504	5	0	5	521	56	40%	0%
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	English Learner	1	0	1	418		100%	0%
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	English Learner - Monitored	1	0	1	572		0%	0%
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	Migrant	0	0	0				
SAMPLE HIGH SCHOOL 1	Biology	Regular Program Students	All Other Regular Program Students	169	0	169	540	63	15%	29%
SAMPLE HIGH SCHOOL 1	Biology	Special Education Students	All Special Education Students	25	0	25	473	59	52%	32%

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Sample Interactive Demographic Summary

(Please see page 67 for description of sample report.)

Admin: EOC Winter | Year: 2021-2022 | Report: District | District: SAMPLE DISTRICT 1 | Course: Biology

All Administrations Number of Students	Conditional Administration Number of Students	Standard Administration Number of Students	Mean Scale Score	Standard Deviation
515	0	515	514	68

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

District Name	Course	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %
SAMPLE DISTRICT 1	Biology	Regular Program Students	All Regular Program Students	450	0	450	520	68	26%	27%	38%
SAMPLE DISTRICT 1	Biology	Regular Program Students	Section 504	17	0	17	520	73	29%	12%	53%
SAMPLE DISTRICT 1	Biology	Regular Program Students	English Learner	9	0	9	432	45	78%	22%	0%
SAMPLE DISTRICT 1	Biology	Regular Program Students	English Learner - Monitored	2	0	2	577	6	0%	0%	100%
SAMPLE DISTRICT 1	Biology	Regular Program Students	Migrant	0	0	0					
SAMPLE DISTRICT 1	Biology	Regular Program Students	All Other Regular Program Students	422	0	422	522	67	25%	28%	38%
SAMPLE DISTRICT 1	Biology	Special Education Students	All Special Education Students	65	0	65	470	49	57%	31%	11%

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Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV, PTNA, ME—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in the DRC INSIGHT Portal prior to the close of the state administration window. Students will remain on the LCE Roster until the LCE has been updated in the DRC INSIGHT Portal. Unresolved LCEs for IR, IV, and PIV will be replaced by IV in final reports. Unresolved LCEs for PTNA and ME will be replaced by DNA in final reports. It is noted that students with an LCE designation are not included in the class-level summaries reported on the preliminary Content Area and Domain Summary reports.

The LCE Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System Test Coordinators the flexibility of using the sort tool to quickly identify students with an LCE designation.

A Sample LCE Roster Report appears on page 71.

The LCE Roster Report provides:

1. ***Class Demographic Information:*** This includes the system and school name, the system and school code, and the Class Name as reflected in the test session name.
2. ***Student Demographic Information:*** The report includes the student's name followed by the student's GTID number.
3. ***Course:*** The report includes the course for which the student's LCE must be corrected prior to the close of the state administration window.

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Sample Local Coding Error (LCE) Roster Report

(Please see page 70 for descriptions of numbered areas.)

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Student History Roster

Student History Rosters are accessible via the Student History tab in Interactive Reporting. The Student History Roster displays a historical view of student test scores for all students placed in a current roster within the Rostering system. These rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. District and school users will have access to results for all students in rosters associated with their site. Teacher users will only have access to results for current students in rosters assigned to them, and the results will include all content areas that the student tested. To ensure teachers have access to results for only their current students, new rosters must be created for each academic year.

The screenshot on page 73 is a sample roster from Student History. The sample Student History roster shows final results from prior school years. When final reports are available for a test administration, the Student History roster is updated to include these results, thus allowing year-to-year score comparisons for each student. Preliminary results are not included in Student History rosters. Teachers and other users can view preliminary results by viewing the other tabs in Interactive Reporting (e.g., Class Roster, Content Area Summary, and Domain Summary).

The Student History Roster provides:

1. ***Class Information:*** This includes the Class Name, the school and district name.
2. ***Student Name, GTID, Grade:*** The student's name is followed by the student's GTID, and grade.
3. ***Administration and Course/Content Area:*** Student results are displayed per test administration and content area. Each row displays the test administration, content area, and the results for the student.
4. ***Scale Score:*** The student's scale score for each assessment by administration and content area is shown. Ava Logan's American Literature and Composition scale score shows 496 in EOC Spring 2021–2022 and 513 in EOC Winter 2022–2023.
5. ***Achievement Level and Achievement Level Description:*** The student's achievement level for each assessment is reported following the scale score. Ava Logan's American Literature and Composition achievement level of *Developing Learner* was the same for both EOC Spring 2021–2022 and EOC Winter 2022–2023.
6. ***Reading Status (ELA only):*** For ELA, the student's reading status displays: either *Below Grade Level* or *Grade Level or Above*. For both EOC Spring 2021–2022 and EOC Winter 2022–2023, Ava Logan had a Reading Status of *Grade Level or Above*.
7. ***Lexile Score (ELA only):*** The student's Lexile measure displays. For both EOC Spring 2021–2022 and EOC Winter 2022–2023, Ava Logan had a Lexile Score of 1210L.
8. ***Domain Name and Domain Mastery:*** The student's performance on each domain is displayed. For example, Quinn Murphy's EOC Winter 2022–2023 Algebra I domain performance was *Monitor Learning* for the Functions domain.

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Sample Student History Roster

(Please see page 72 for descriptions of numbered areas.)

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