

# Georgia Milestones

Assessment System



## End-of-Grade (EOG) Interpretive Guide for Score Reports for Spring and Retest 2023

**For Use with Score Reports from  
the Spring and Retest 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-Grade (EOG) 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.

## **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.

## 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.

## 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 or higher in mathematics to be considered eligible for promotion. These students have demonstrated at least 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.

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 to retest during the EOG Retest administration.

## 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>. For more information on Georgia's Test Development process, visit: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test\\_Development.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test_Development.aspx).

## 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>.

## 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.

Table 1: Georgia Milestones Item Types

Item Types	ELA	Mathematics	Science	Social Studies
<b>Selected-Response/Multiple-Choice (1 pt)</b>	X	X	X	X
<b>Constructed-Response</b>				
Short Constructed-Response (2 pts)	X			
Extended Constructed-Response (4 pts)	X			
Extended Writing-Response (7 pts)	X			
<b>Technology-Enhanced (1 pt or 2 pts)</b>				
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.

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 <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 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 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).

## 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 14 of this guide).

## Growth Targets

Each year, students with Student Growth Percentile receive growth targets to reflect their most recent achievement level. Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year’s Georgia Milestones assessment. These can be used as guidance for improving student learning and achievement. More information on Growth Targets can be found on pages 11–12 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 14 and 17 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 17 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.

## 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.

## 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. This information is also used to calculate growth targets, which provide information about the level of student growth needed to attain different achievement levels on the Georgia Milestones assessment the following year. More information on SGPs can be found on page 11 of this guide.

## 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.

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.

## 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.

Table 2: Scale Score Ranges by Achievement Level

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

## 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.

## 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. Their SGP of 75 indicates they scored better than 75 percent of their academic peers who scored 525 last year.

SGPs are calculated for grades 4–8 of ELA and mathematics, and are reported for students who have at least two immediately consecutive test scores in the same subject (e.g., a grade 4 mathematics SGP is reported when the student has a grade 4 mathematics score in the current year and a grade 3 mathematics score from the prior year). SGPs are not calculated for science or social studies. In cases where two prior test scores and one current test score are available, students are compared with their peers who have the same combination of prior-year test scores.

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.

For the Georgia Milestones EOG assessments, growth targets are provided for each student with an SGP. Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at the next achievement level on next year’s assessment. That is, growth targets attempt to address the question “What level of growth does my student need to demonstrate next year to be in the next achievement level?”

For students currently performing at the Beginning Learner achievement level, the Developing Learner target is provided. For students currently performing at the Developing Learner achievement level, the Proficient Learner Target is provided. For students currently performing at the Proficient achievement level, the Distinguished Learner Target is provided. For students currently performing at the Distinguished achievement level, the Distinguished Learner Target is provided.

Given the high expectations required by the Georgia Standards of Excellence and the Georgia Milestones assessments, growth targets may be rigorous. For many students, it may take more than one year to move up to the next achievement level, so it is important to remember that growth targets reflect goals that may take more than one year to achieve. Each year, students receive new targets to reflect their most recent achievement level. These can be used by educators and parents to set realistic expectations for improving student learning and achievement.

Note that growth targets are not provided for students taking the Georgia Milestones EOC assessments.

## 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, a national percentile range, and a Student Growth Percentile. 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.

## 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 EOG assessment. For example, students who log in to a test session but do not answer any items will also 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 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.
- **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.

# 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					

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 achievement 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* 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 EOG 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 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 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 the 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 level/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 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 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*

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 2).

## 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 reported. 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 form 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 form 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. 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. 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 EOG 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 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 EOG assessment because the items that could not be Brailled may impact one domain more than another.

# 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 authorized school system personnel to access electronically 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 EOG 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		
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 ISRs become available. 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.

A Local Coding Error (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 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, 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.



# STATIC REPORTS

## Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. A sample Grade 8 ISR appears on pages 24 through 29. 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. 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 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 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 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.

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 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 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 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 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.

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 Bailey performed better in ELA, mathematics, 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.
- 11 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 ISR for Grade 8, Bernard Bailey demonstrated *Typical Growth* between the prior and current assessments in both English Language Arts and mathematics. In both content areas, he grew more than 61 percent of academically similar students. Student Growth Percentile and SGP Level are not calculated for science or social studies.
- 12 Growth Target:** Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year's assessment. On the sample ISR for Grade 8, Bernard Bailey would need to demonstrate growth at the 94 percentile or above to become a Distinguished Learner in English Language Arts. Growth targets are not calculated for science and social studies. For 2022–2023, growth targets are not calculated for grade 8 ELA.

# Sample Individual Student Report

(Please see pages 21 through 23 for descriptions of numbered areas.)

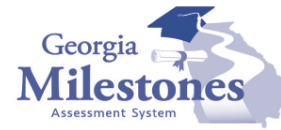
**1** **FIRST NAME:** BERNARD      **BIRTH DATE:** 01/01/YYYY      **CLASS NAME:** ANY CLASS  
**LAST NAME:** BAILEY      **TEST DATE:** 04/11/23      **SCHOOL NAME:** ANY SCHOOL  
**GTID:** 1234567890      **SYSTEM NAME:** ANY SYSTEM

## Individual Student Report

### End-of-Grade Assessment

### Spring 20yy

### Grade 8



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 20yy 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
<b>2</b> <b>ACHIEVEMENT LEVEL</b>	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 2 DEVELOPING LEARNER</b> 
<b>3</b> <b>SCALE SCORE</b>	<b>526</b> Scale Score Range 525-580	<b>556</b> Scale Score Range 525-578	<b>563</b> Scale Score Range 525-592	<b>516</b> 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.

990100-000026-08623

For more information, see the Score Interpretation Guide at [testing.gadoe.org](http://testing.gadoe.org).

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# Sample Individual Student Report

(Please see pages 21 through 23 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
<p><b>English Language Arts</b></p> <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>identify a theme or central idea and provide a summary of below- grade-level text</li> <li>write basic arguments to support a claim</li> <li>write basic informational texts to examine a topic and convey information</li> <li>write simple narratives with vague details</li> <li>conduct short research projects to answer a question</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>attempt to follow the development of a theme or central idea and provide an objective summary of near-grade-level text</li> <li>write general arguments to support a claim with reasons and evidence</li> <li>write general informational texts with relevant facts and examples</li> <li>write narratives with simple events and limited details</li> <li>generate additional questions to investigate while conducting short research projects</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>determine a theme or central idea in complex, grade-level text and analyze its development</li> <li>write arguments and address counterclaims, using clear reasons and relevant evidence</li> <li>write informational texts with analysis of relevant facts and examples</li> <li>write structured narratives with descriptive details and well-structured event sequences</li> <li>generate additional questions to investigate while conducting short research projects</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>assess the strength of ideas that support the central idea and provide a thorough summary of complex, above-grade-level text</li> <li>write conclusive arguments and address counterclaims with facts and reasoned arguments</li> <li>write precise, well-developed informational texts with analysis of relevant facts and examples</li> <li>write descriptive narratives with well-chosen details and precise language</li> <li>conduct sustained research projects to answer questions or solve problems</li> </ul>	
<p><b>Mathematics</b></p> <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>recognize irrational numbers</li> <li>calculate with a negative-whole-number exponent</li> <li>represent multiples of ten in scientific notation</li> <li>identify equivalent ratios</li> <li>distinguish between relations that are/are not functions</li> <li>distinguish between congruent and similar figures</li> <li>recognize single translations, reflections, rotations, and dilations</li> <li>find the hypotenuse of a right triangle</li> <li>recognize associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>approximate irrational numbers to the nearest whole</li> <li>express numbers in scientific notation</li> <li>find the slope of a line</li> <li>solve simple equations with two variables</li> <li>identify and define linear functions and use them to model relationships</li> <li>recognize similarity and congruence and identify a series of transformations</li> <li>apply Pythagorean Theorem in 2-D figures</li> <li>describe associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>interpret irrational numbers</li> <li>apply properties of integer exponents and scientific notation</li> <li>solve linear equations and systems of equations</li> <li>determine the meaning of the slope of a line</li> <li>solve linear equation word problems with two variables</li> <li>evaluate and compare functions</li> <li>describe a sequence of transformations</li> <li>apply Pythagorean Theorem and its converse in 2-D figures</li> <li>find the volume of 3-D figures</li> <li>investigate associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>approximate irrational numbers</li> <li>interpret properties of integer exponents and scientific notation</li> <li>solve complex, multistep word problems with systems of linear equations</li> <li>model relationships using functions</li> <li>apply Pythagorean Theorem in 3-D figures</li> <li>analyze congruency and similarity</li> <li>find volume in real-world problems</li> <li>analyze patterns of association between two sets of data</li> </ul>	

For more information about the achievement levels, see [gdoe.org/milestones/achievement\\_levels](https://gdoe.org/milestones/achievement_levels). Copyright © 2023 Georgia Department of Education. All rights reserved. Lexile® and Lexile Framework® are registered trademarks of MetaMetrics, Inc. 990100-000027-08623

# Sample Individual Student Report (English Language Arts example)

(Please see pages 21 through 23 for descriptions of numbered areas.)

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

**BIRTH DATE:** 01/01/YYYY  
**TEST DATE:** 04/11/23  
**FORM:** A3

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

## English Language Arts Grade 8



5

Achievement Level	
<b>Level 3: Proficient Learner</b>	<b>Scale Score</b>
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.	<b>526</b>

7

Domain Performance	
<b>Reading and Vocabulary*</b>	<input checked="" type="radio"/>
Key Ideas and Details	<input type="radio"/>
Craft and Structure/Integration of Knowledge and Ideas	<input type="radio"/>
Vocabulary Acquisition and Use	<input type="radio"/>
<b>Text Types*</b>	
Reading Literary Text	<input type="radio"/>
Reading Informational Text	<input type="radio"/>
<b>Writing and Language</b>	<input type="radio"/>
Writing	<input type="radio"/>
Language	<input type="radio"/>
<b>Extended Writing Scores<sup>1</sup></b>	
<b>Extended Writing Argumentative Essay</b>	
Idea Development, Organization, and Coherence	<b>3 out of 4 points</b>
Language Usage and Conventions	<b>3 out of 3 points</b>
<b>Narrative Writing Response</b>	<b>4 out of 4 points</b>

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.

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: <b>Grade Level or Above</b> Lexile Measure: <b>1165L</b> Lexile Range: <b>1065L-1215L</b>	National Percentile Range: <b>87-99</b>
8 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 <a href="http://www.lexile.com">www.lexile.com</a> . For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a> .	9 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 <i>TerraNova</i> , 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 <i>TerraNova</i> score ± the standard error of measurement.

Comparison to the School, System, and State					Student Growth Percentile
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.					<b>61<sup>st</sup> Percentile</b> Typical Growth Between the prior and current English Language Arts assessment, your student grew more than 61% of academically similar students.  High Growth: 66 <sup>th</sup> - 99 <sup>th</sup> Percentile Typical Growth: 35 <sup>th</sup> - 65 <sup>th</sup> Percentile Low Growth: 1 <sup>st</sup> - 34 <sup>th</sup> Percentile
Achievement Levels	Student	School	System	State	
<b>Level 4: Distinguished Learner</b> Scale Score Range: 581-730					
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-580	526	507	507	513	
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524					
<b>Level 1: Beginning Learner</b> Scale Score Range: 225-474					
<b>Condition Codes for Writing</b> A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible					11  12 Growth Target Not available

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# Sample Individual Student Report (Mathematics example)

(Please see pages 21 through 23 for descriptions of numbered areas.)

**FIRST NAME:** BERNARD

**BIRTH DATE:** 01/01/YYYY

**CLASS NAME:** ANY CLASS

**LAST NAME:** BAILEY

**TEST DATE:** 04/11/23

**SCHOOL NAME:** ANY SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** ANY SYSTEM

## Mathematics

Grade 8



5

Achievement Level		Scale Score
✓ <b>Level 3: Proficient Learner</b>		556
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.		

7

Domain Category	Performance
<b>Numbers, Expressions, and Equations</b>	Monitor Learning
<b>Algebra and Functions</b>	Monitor Learning
<b>Geometry</b>	Accelerate Learning
<b>Statistics and Probability</b>	Accelerate 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
<b>Level 4: Distinguished Learner</b> Scale Score Range: 579-755				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-578	556	519	519	510
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> Scale Score Range: 275-474				

**Student Growth Percentile** 11

**61<sup>st</sup> Percentile**  
Typical Growth

Between the prior and current Mathematics assessment, your student grew more than 61% of academically similar students.

High Growth: 66<sup>th</sup> - 99<sup>th</sup> Percentile  
 Typical Growth: 35<sup>th</sup> - 65<sup>th</sup> Percentile  
 Low Growth: 1<sup>st</sup> - 34<sup>th</sup> Percentile

**Growth Target** 12  
 To become a Distinguished Learner next year, it is estimated that your student would need to demonstrate growth at the 94<sup>th</sup> percentile or above.

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 $\pm$ the standard error of measurement.	92-99

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# Sample Individual Student Report (Science example)

(Please see pages 21 through 23 for descriptions of numbered areas.)

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

**BIRTH DATE:** 01/01/YYYY  
**TEST DATE:** 04/11/23

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

## Science Grade 8



5

Achievement Level	
✓ <b>Level 3: Proficient Learner</b>	<b>Scale Score</b>
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.	<b>563</b>

7

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

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.

**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	563		
Level 2: Developing Learner Scale Score Range: 475-524			501	491
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.	<b>30-64</b>

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# Sample Individual Student Report (Social Studies example)

(Please see pages 21 through 23 for descriptions of numbered areas.)

**FIRST NAME:** BERNARD

**BIRTH DATE:** 01/01/YYYY

**CLASS NAME:** ANY CLASS

**LAST NAME:** BAILEY

**TEST DATE:** 04/11/23

**SCHOOL NAME:** ANY SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** ANY SYSTEM

## Social Studies

Grade 8



5

Achievement Level		Scale Score
✓ <b>Level 2: Developing Learner</b>		516
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.		

7

Domain Category	Performance
History	<input type="radio"/> Remediate Learning
Geography	<input checked="" type="radio"/> Accelerate Learning
Government/Civics	<input type="radio"/> Monitor Learning
Economics	<input type="radio"/> 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
<input type="radio"/> Remediate Learning
<input type="radio"/> Monitor Learning
<input checked="" type="radio"/> 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
<b>Level 4: Distinguished Learner</b> Scale Score Range: 572-715				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-571	516			509
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524		507	507	
<b>Level 1: Beginning Learner</b> 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 $\pm$ the standard error of measurement.	36-62

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## Class Roster Reports

Class Roster Reports are accessible. 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. 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 Grade 8 appears on pages 33–34 followed by a sample static Class Roster Summary on pages 35–36.

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.
- 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.

- 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 static Class Roster Summary (PDF) report can be found on the last two pages of the Class Roster Report (see pages 35 and 36 for a Grade 8 sample). The static Class Roster Summary report summarizes student results for instructional decision making. Note that summary information is *not* suppressed for small groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

The static Class Roster Summary report provides:

**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, ME, 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.





# Sample Class Roster Report

(Please see pages 30 through 32 for descriptions of numbered areas.)

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

## Class Roster Summary Spring 20XX End-of-Grade Assessment Grade 8



Summary by Content Area					
Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.					
Students Included in Summaries:	English Language Arts	Mathematics	Grade 8 Science	High School Physical Science	Social Studies
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
<b>Students Not Included in Summaries:</b>					
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
<b>Norm-Referenced Scores:</b>					
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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 990105-000003-03922

# Sample Class Roster Report

(Please see pages 30 through 32 for descriptions of numbered areas.)

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

## Class Roster Summary Spring 20XX End-of-Grade Assessment Grade 8



**12** Performance on the Domains Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.

English Language Arts	Percentage of Students By Reading Status				Grade Level or Above	72	Percentage of Students In Each Domain Mastery Category			
	Below Grade Level	28	1	2			3	4	Remediate Learning	Monitor Learning
<b>Extended Writing Task</b>	Percentage of Students with Each Score Point									
	0	1	2	3	4					
Idea Development, Organization, and Coherence	0	3	59	28	10		72	24	3	
Language Usage and Conventions	0	7	55	38	—		62	28	10	
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	0	0	0	0	0	59	31	10
	Students with a '0' score were given a condition code.									
	Percentage of Students with Each Score Point									
	0	1	2	3	4					
	3	17	28	31	21		52	41	7	
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	1	0	0	0	0	52	41	7
	Students with a '0' score were given a condition code.									
	Percentage of Students with Each Score Point									
	0	1	2	3	4					
	3	17	28	31	21		52	41	7	
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	1	0	0	0	0	52	34	14
	Students with a '0' score were given a condition code.									
	Percentage of Students with Each Score Point									
	0	1	2	3	4					
	3	17	28	31	21		21	69	10	
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	1	0	0	0	0	59	21	21
	Students with a '0' score were given a condition code.									

Due to rounding, percentages may not total 100%.

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

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# Sample Class Roster Report

(Please see pages 30 through 32 for descriptions of numbered areas.)

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

## Class Roster Summary Spring 20XX End-of-Grade Assessment Grade 8



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
<b>Mathematics</b>			
Numbers, Expressions, and Equations	32	39	29
Algebra and Functions	68	21	11
Geometry	43	50	7
Statistics and Probability	61	25	14
<b>Grade 8 Science</b>			
Matter	20	40	40
Energy	30	30	40
Motion	40	20	40
Waves	20	20	60
Force	30	40	30
<b>High School Physical Science</b>			
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
<b>Social Studies</b>			
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%.

## Content Area Summary Reports

Static 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 provides these data at the overall state level. Content Area Summary Reports are produced for the spring main administration only. 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 Grade 8 English language arts appears on pages 41–43.

A sample static System Content Area Summary Report for Grade 8 social studies appears on pages 44–45.

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 284 students with scores.
- Mean Scale Score – In ELA, the mean scale score for the school was 502, which is lower than the system, RESA, and state. In social studies, the mean scale score for the system was 507, which is higher than the RESA.
- Standard Deviation – In ELA, the school had a standard deviation of 41. In social studies, the system’s standard deviation was 42.
- 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 (35 percent) than reported at the RESA (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 social studies, the system had a larger percentage of students scoring in the *Proficient Learner* category 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 55, which is higher than the RESA and lower than the 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 52.6.

**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, PIV, or ME 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.
- Participation Invalidation (PIV) – No students received a PIV in ELA or social studies.
- Medical Emergency (ME) (Spring only) – One student received a ME in ELA.

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 4 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 Vocabulary Acquisition and Use domain showed the highest percentage of students receiving an *Accelerate Learning* designation.

**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 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:

**6** **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 58 percent of students scored in the *Remediate Learning* mastery category, 25 percent in the *Monitor Learning* category, and 17 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.

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

(Please see pages 38 through 40 for descriptions of numbered areas.)

GRADE: 8  
 SCHOOL: SAMPLE SCHOOL  
 SYSTEM: SAMPLE SYSTEM  
 RESA: SAMPLE RESA  
 STATE: GA  
 CODE: 999-9999

## School Content Area Summary Spring 20YY — End-of-Grade Assessment Grade 8

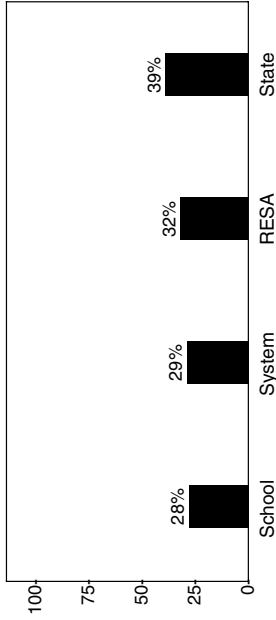


### English Language Arts

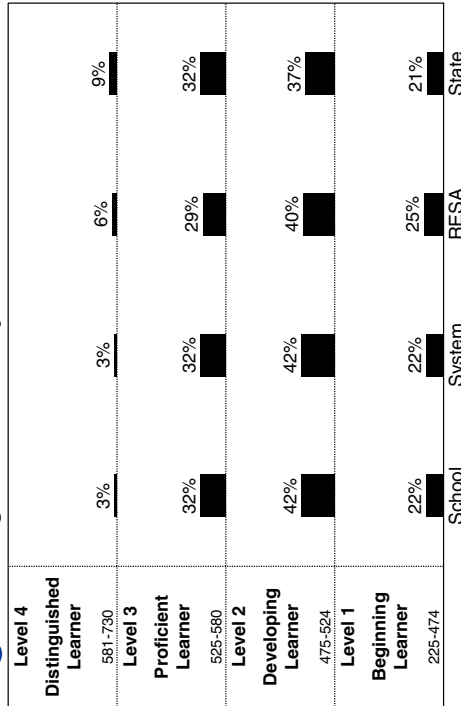
#### 1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	221	502	41	28
System	286	507	42	29
RESA	9,701	507	49	32
State	135,107	513	51	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	59	60
Mean Normal Curve Equivalent	53.7	53.7	54.1	54.9

#### 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
Medical Emergency (ME)	1

• 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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 990115-000028-08623

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

(Please see pages 38 through 40 for descriptions of numbered areas.)

GRADE: 8  
 SCHOOL: SAMPLE SCHOOL  
 SYSTEM: SAMPLE SYSTEM  
 RESA: SAMPLE RESA  
 STATE: GA  
 CODE: 999-9999

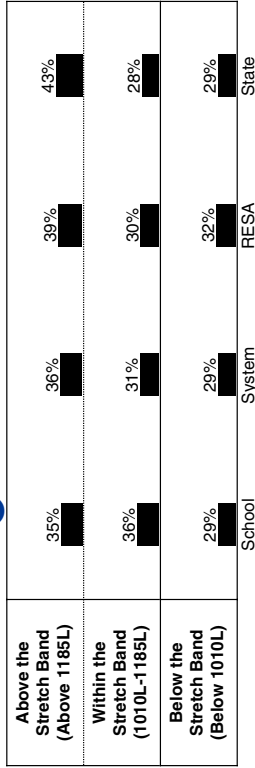
## School Content Area Summary Spring 20YY — End-of-Grade Assessment Grade 8 English Language Arts



### 6 Performance by Reading Status

	Number of Students	Percentage of Students	
		Below Grade Level	Grade Level or Above
School	286	34	71
System	286	34	71
RESA	9,701	32	68
State	135,107	30	71

### 7 Lexile Distribution



### 8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary		
		Remediate Learning	Monitor Learning	Accelerate Learning
School	286	29	52	4
System	286	64	22	14
RESA	9,701	59	23	19
State	135,107	55	23	22

	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	286	59	31	10	57	37	22	60	13	23
System	286	59	31	10	57	37	20	60	13	27
RESA	9,701	57	30	13	50	38	21	58	21	29
State	135,107	53	31	16	47	38	14	56	12	32

	Number of Students	Reading Literary Text			Reading Informational Text		
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning
School	286	58	37	4	61	26	13
System	286	58	37	4	61	26	13
RESA	9,701	57	36	7	55	27	18
State	135,107	54	37	9	51	28	21

• 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 (English Language Arts example)

(Please see pages 38 through 40 for descriptions of numbered areas.)

GRADE: 8  
 SCHOOL: SAMPLE SCHOOL  
 SYSTEM: SAMPLE SYSTEM  
 RESA: SAMPLE RESA  
 STATE: GA  
 CODE: 999-9999

## School Content Area Summary Spring 20YY — End-of-Grade Assessment Grade 8 English Language Arts



### 8 Percentage of Students in Each Mastery Category

	Number of Students	Writing & Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
School	286	55	26	19	19
System	286	55	26	19	19
RESA	9,701	59	25	16	16
State	135,107	54	25	21	21

	Number of Students	Writing				Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	
School	286	54	35	11	45	44	11	11	
System	286	54	35	11	45	44	11	11	
RESA	9,701	53	32	15	57	35	8	8	
State	135,107	48	33	19	52	36	11	11	

### 9 Percentage of Students with Each Score Point

	Extended Writing Task Idea Development, Organization, and Coherence				Extended Writing Task Language Usage and Conventions				Narrative Writing Response						
	0*	1	2	3	4	0*	1	2	3	4	0*	1	2	3	4
	School	3	25	55	16	6	3	27	53	24	24	6	15	30	37
System	3	25	55	25	7	3	27	53	25	25	5	15	30	37	3
RESA	4	31	42	19	5	4	34	41	29	29	6	16	25	32	5
State	3	26	41	23	9	3	29	41	42	42	6	14	22	35	13

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

### 10 Number of Students with a Writing Condition Code

	Writing Condition Codes							Extended Writing Task							Narrative Writing Response						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G	A	B	C	D	E	F	G
School	1	9	0	0	0	0	0	1	9	0	0	0	0	0	3	1	2	0	1	4	3
System	1	9	0	0	0	0	0	1	9	0	0	0	0	0	3	10	12	1	5	6	6
RESA	140	111	48	5	17	0	21	140	111	48	5	17	0	21	307	207	52	4	35	0	12
State	1,753	1,687	684	74	143	1	170	1,753	1,687	684	74	143	1	170	3,686	2,922	654	66	488	0	143

• 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 (Social Studies example)

(Please see pages 38 through 40 for descriptions of numbered areas.)

GRADE: 8  
 SYSTEM: SAMPLE SYSTEM  
 RESA: FIRST DISTRICT  
 STATE: GA  
 CODE: 601

## System Content Area Summary Spring 20YY — End-of-Grade Assessment Grade 8

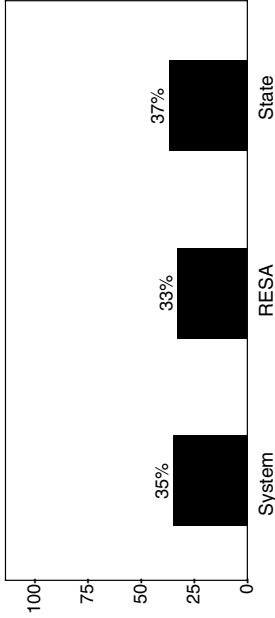


### Social Studies

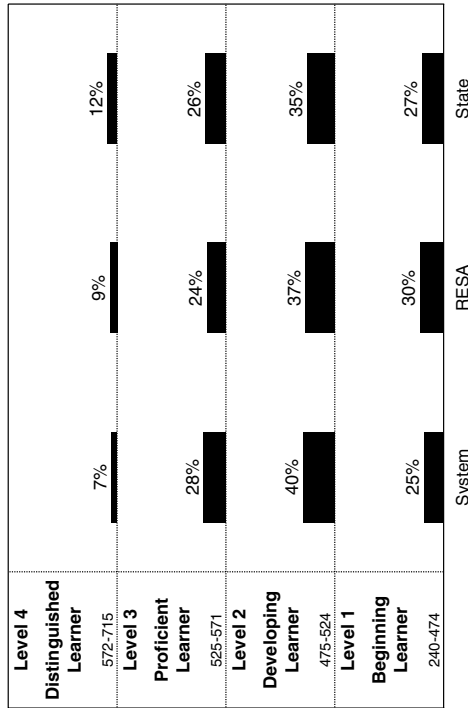
#### 1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	284	507	42	35
RESA	9,645	504	49	33
State	134,035	509	52	37

#### 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	55	53	57
Mean Normal Curve Equivalent	52.6	52.0	53.7

#### 5 Summary Data Exclusions for the System

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

- 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.



# Sample System Content Area Summary Report (Social Studies example)

(Please see pages 38 through 40 for descriptions of numbered areas.)

GRADE: 8  
 SYSTEM: SAMPLE SYSTEM  
 RESA: FIRST DISTRICT  
 STATE: GA  
 CODE: 601

## System Content Area Summary Spring 20YY — 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	284	58	25	17	45	33	21	64	31	5	54	38	8
RESA	9,645	61	23	17	58	29	13	59	32	9	54	35	11
State	134,035	56	24	21	57	30	13	56	32	12	52	35	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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 890118-000038-08123

## Summary Reports of All Student Populations

Static 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. 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 Grade 8 ELA appears on pages 47 and 48. 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 (521 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.
  - Medical Emergency (ME) (Spring only) – One student received a ME on the Grade 8 ELA assessment.

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

(Please see page 46 for descriptions of numbered areas.)

GRADE: 8  
STATE: GA

## State Summary of All Student Populations Spring 20YY – End-of-Grade Assessment Grade 8



### English Language Arts

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
<b>All Students</b>	<b>130,028</b>	<b>379</b>	<b>129,649</b>	<b>510</b>	<b>24</b>	<b>37</b>	<b>31</b>	<b>8</b>
<b>All Regular Program Students</b>	<b>116,454</b>	<b>57</b>	<b>116,559</b>	<b>519</b>	<b>18</b>	<b>37</b>	<b>35</b>	<b>10</b>
Section 504	5,862	0	5,862	512	22	39	32	7
English Learner	6,487	54	6,433	461	61	34	5	0
English Learner - Monitored	6,100	0	6,100	512	12	54	32	3
Migrant	385	12	373	487	38	41	19	2
All Other Regular Program Students	100,166	3	100,163	524	15	36	38	11
<b>All Special Education Students</b>	<b>13,574</b>	<b>125</b>	<b>16,366</b>	<b>465</b>	<b>61</b>	<b>31</b>	<b>7</b>	<b>1</b>
Visual Impairment or Blind (01)	60	5	55	499	35	33	28	3
Deaf or Hard of Hearing (02)	132	4	128	469	58	30	11	1
Deaf and Blind (03)	1	0	1	---	---	---	---	---
Specific Learning Disabilities (04)	8,914	59	8,855	464	61	34	5	0
Mild Intellectual Disabilities (05)	532	8	524	425	98	2	0	0
Traumatic Brain Injury (06)	24	0	24	460	63	38	0	0
M/S/P Intellectual Disabilities (07)	10	0	10	---	---	---	---	---
Autism (08)	1,345	12	1,333	477	49	33	15	2
Orthopedic Impairments (09)	58	0	58	483	52	34	10	3
Speech-Language Impairments (10)	670	0	670	498	34	37	24	5
Emotional and Behavioral Disabilities (11)	1,058	4	1,054	463	63	26	10	1
Other Health Impairments (12)	3,687	33	3,654	464	62	30	7	0
<b>Gender</b>	<b>135,106</b>	<b>182</b>	<b>134,924</b>	<b>513</b>	<b>23</b>	<b>37</b>	<b>32</b>	<b>9</b>
Female	65,941	72	65,869	521	18	36	36	11
Male	69,165	110	69,055	501	28	37	28	6

\* 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.  
 • 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).  
 • Due to rounding, achievement level percentages may not total 100%.

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

(Please see page 46 for descriptions of numbered areas.)

GRADE: 8  
STATE: GA

## State Summary of All Student Populations Spring 20YY – End-of-Grade Assessment Grade 8



### English Language Arts

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
<b>Ethnic Group</b>	<b>135,099</b>	<b>182</b>	<b>134,917</b>	<b>513</b>	<b>23</b>	<b>37</b>	<b>32</b>	<b>9</b>
Asian/Pacific Islander	6,098	2	6,096	554	7	20	44	29
Black, Non-Hispanic	50,577	45	50,532	498	31	40	24	4
Hispanic	24,912	87	24,825	501	28	40	27	5
American Indian/Alaskan Native	263	0	263	510	24	36	33	7
White, Non-Hispanic	47,770	48	47,722	527	14	33	40	13
Multiracial	5,479	0	5,479	521	17	35	37	11
<b>All A accommodated</b>	<b>24,719</b>	<b>182</b>	<b>24,537</b>	<b>469</b>	<b>57</b>	<b>33</b>	<b>10</b>	<b>1</b>
Section 504	4,146	0	4,146	506	25	41	29	5
English Learner	6,389	87	6,302	456	67	29	3	0
English Learner - Monitored	501	0	501	494	23	63	14	0
Special Education	14,894	125	14,769	462	64	31	5	0

5 Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	1256
Did Not Attempt (DNA)	326
Invalidation (IV)	138
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).
- 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.

# 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 Grade 8 are on pages 51–76.

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*.

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’s Writing Genre was Informational/Explanatory. She also 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 on the Narrative Writing Response.

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.

11 **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 Grade 8 ELA, Nat Austin grew more than 51 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.

12 **Growth Targets:** Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year’s EOG assessment. Growth targets are not calculated for science and social studies. For 2022–2023, growth targets are not calculated for grade 8 ELA.

# Sample Interactive Class Roster

(Please see pages 49 through 51 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA ▾ MY APPLICATIONS ▾ Dashboard Class Roster Content Area Summary Demographic Summary Remediation and Retest Roster LCE Roster Batch Download Quick Links Scale Score Ranges Admin Year District School Grade Content Area Class EOG Spring 2023 SAMPLE DISTRICT SAMPLE SCHOOL 08 English Language Arts 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 <sup>1</sup>	ELA Achievement Level	ELA Achievement Level Description	ELA Growth Percentile	ELA Growth Level	ELA Growth Target	ELA Growth Target Achievement Level
Danielle, Noble	AUSTIN, NAT	9999999990	02/22/20XX	8	A1	479	2	Developing Learner	51	Typical Growth		
Danielle, Noble	BELT, JASON	9999999991	08/21/20XX	8	A3	483	2	Developing Learner	3	Low Growth		
Danielle, Noble	BUTERA, RUBY	9999999992	09/11/20XX	8	A5	559	3	Proficient Learner	67	High Growth		
Danielle, Noble	CARONE, HANS	9999999993	01/11/20XX	8	A7	501	2	Developing Learner	57	Typical Growth		
Danielle, Noble	HANEMER, JAN	9999999994	06/17/20XX	8	A1	492	2	Developing Learner	73	High Growth		
Danielle, Noble	JACKSON, NIC	9999999995	05/08/20XX	8	B2	529	3	Proficient Learner	42	Typical Growth		
Danielle, Noble	KAVIN, DANA	9999999996	10/11/20XX	8	B4	467	2	Developing Learner	44	Typical Growth		
Danielle, Noble	KINDER, SALLY	9999999997	07/17/20XX	8	B6	531	3	Proficient Learner	34	Low Growth		
Danielle, Noble	LEMERS, VINNY	9999999998	02/10/20XX	8	B8	507	2	Developing Learner	57	Typical Growth		
Danielle, Noble	LEVELA, DON	9999999999	06/06/20XX	8	B2	540	3	Proficient Learner	3	Low Growth		

# Sample Interactive Class Roster

(Please see pages 49 through 51 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 Year 2021 SAMPLE DISTRICT SAMPLE SCHOOL Grade 08 English Language Arts Danielle, Noble Class													
National Percentile Range <sup>1</sup>	Lexile Score	Reading Status	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 Genre	Extended Writing Task - Ideas <sup>2</sup>	Extended Writing Task - Usage <sup>3</sup>	Narrative Writing Response <sup>4</sup>	ELA Test Date
18-46	940L	Below Grade Level	Remediate Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Remediate Learning	Informational / Explanatory	2 of 4	1 of 3	1 of 4	4/19/2021
25-54	1000L	Below Grade Level	Remediate Learning	Remediate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Remediate Learning	Informational / Explanatory	1 of 4	2 of 3	1 of 4	4/19/2021
81-99	1355L	Grade Level or Above	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Accelerate Learning	Informational / Explanatory	2 of 4	2 of 3	3 of 4	4/19/2021
16-43	1130L	Grade Level or Above	Remediate Learning	Remediate Learning	Remediate Learning	Monitor Learning	Monitor Learning	Remediate Learning	Informational / Explanatory	1 of 4	1 of 3	2 of 4	4/19/2021
29-60	1205L	Grade Level or Above	Monitor Learning	Monitor Learning	Monitor Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Informational / Explanatory	1 of 4	2 of 3	1 of 4	4/19/2021
46-77	1255L	Grade Level or Above	Accelerate Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Argumentative	2 of 4	2 of 3	2 of 4	4/19/2021
15-41	1040L	Grade Level or Above	Monitor Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Argumentative	1 of 4	1 of 3	2 of 4	4/19/2021
59-88	1300L	Grade Level or Above	Accelerate Learning	Accelerate Learning	Accelerate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning	Argumentative	2 of 4	1 of 3	2 of 4	4/19/2021
16-43	1130L	Grade Level or Above	Monitor Learning	Accelerate Learning	Monitor Learning	Remediate Learning	Remediate Learning	Monitor Learning	Argumentative	1 of 4	1 of 3	1 of 4	4/19/2021
62-90	1285L	Grade Level or Above	Accelerate Learning	Accelerate Learning	Monitor Learning	Monitor Learning	Accelerate Learning	Monitor Learning	Argumentative	3 of 4	2 of 3	2 of 4	4/19/2021

## English Language Arts Roster

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



## Content Area Summary Reports

Interactive 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 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 54 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 55 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 56 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 57 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 58 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 59 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).

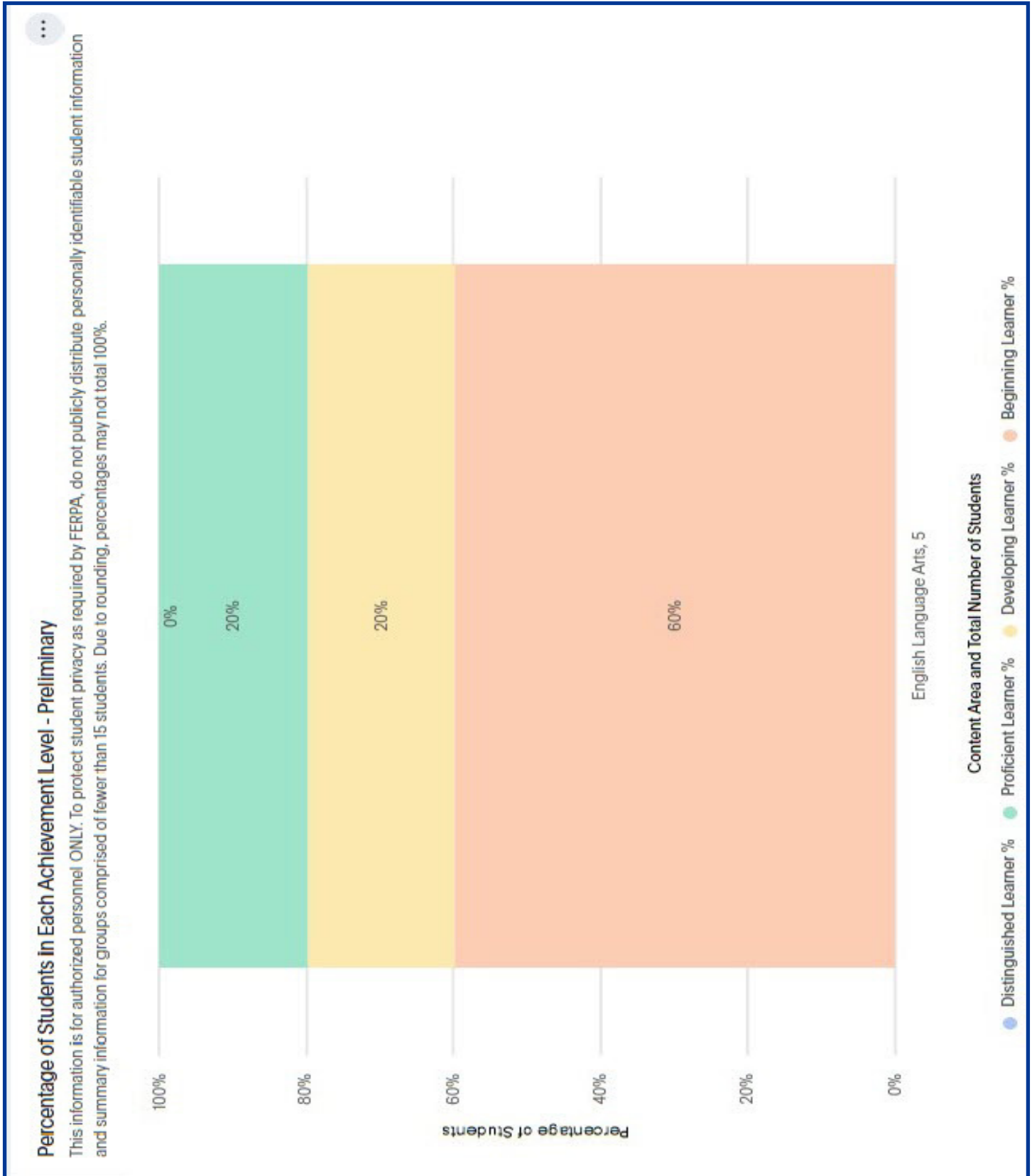
### Summary of Content Area

The screenshot on page 60 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 61 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.

# Sample Interactive Content Area Summary Reports

(Please see page 53 for description of sample report.)



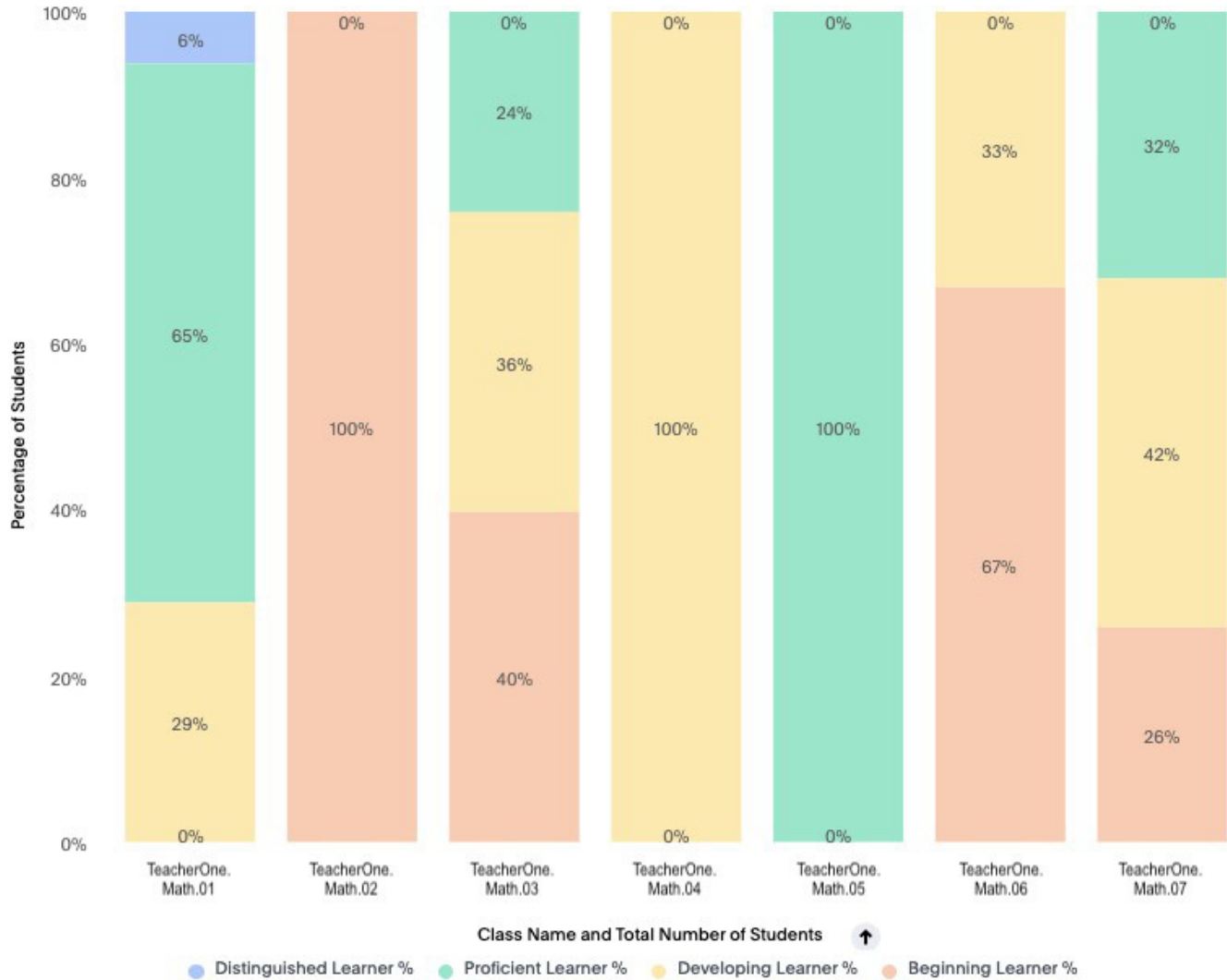
# Sample Interactive Content Area Summary Reports

(Please see page 53 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 Achievement Level by 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. Due to rounding, percentages may not total 100%.



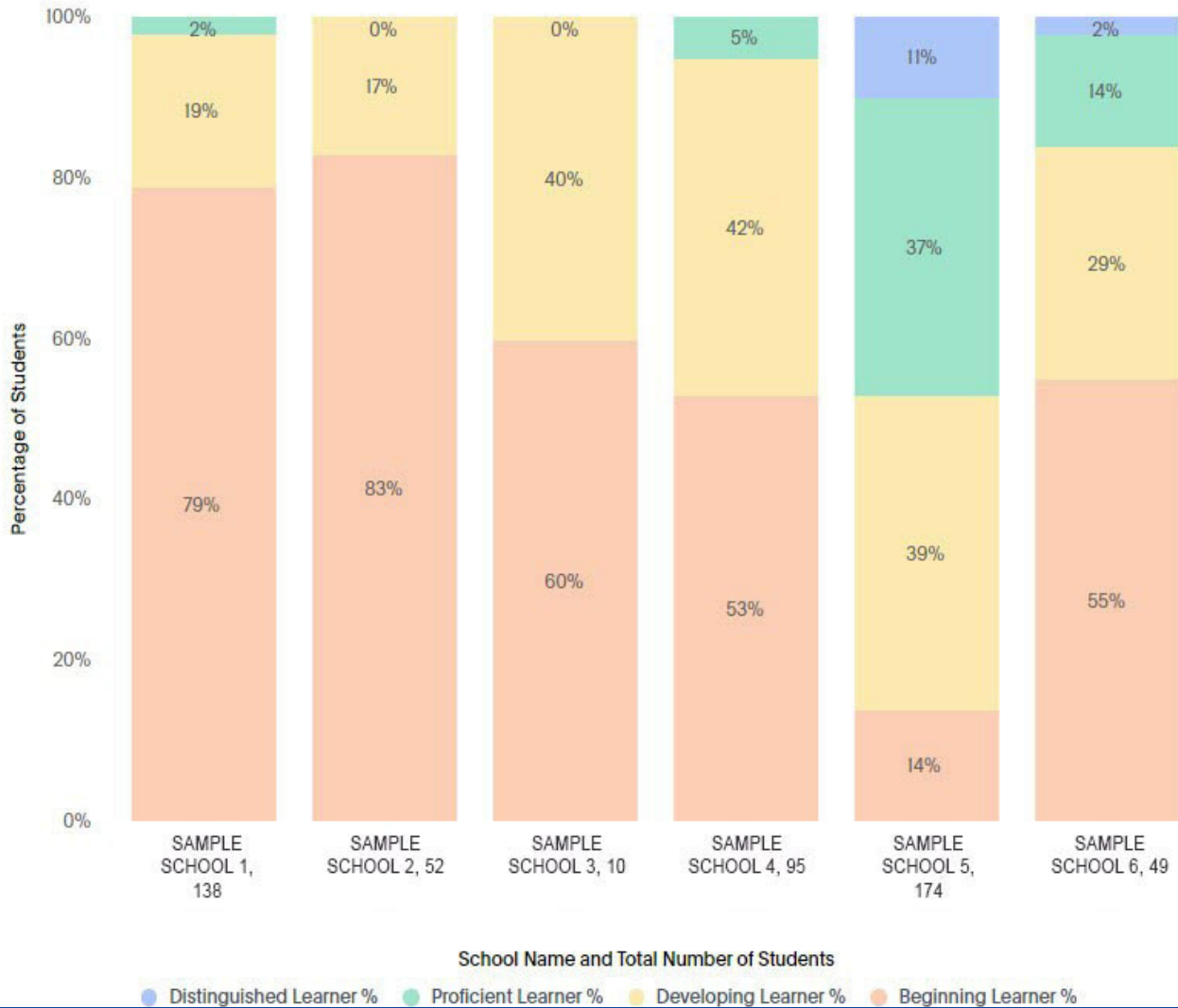
# Sample Interactive Content Area Summary Reports

(Please see page 53 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

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. Due to rounding, percentages may not total 100%.



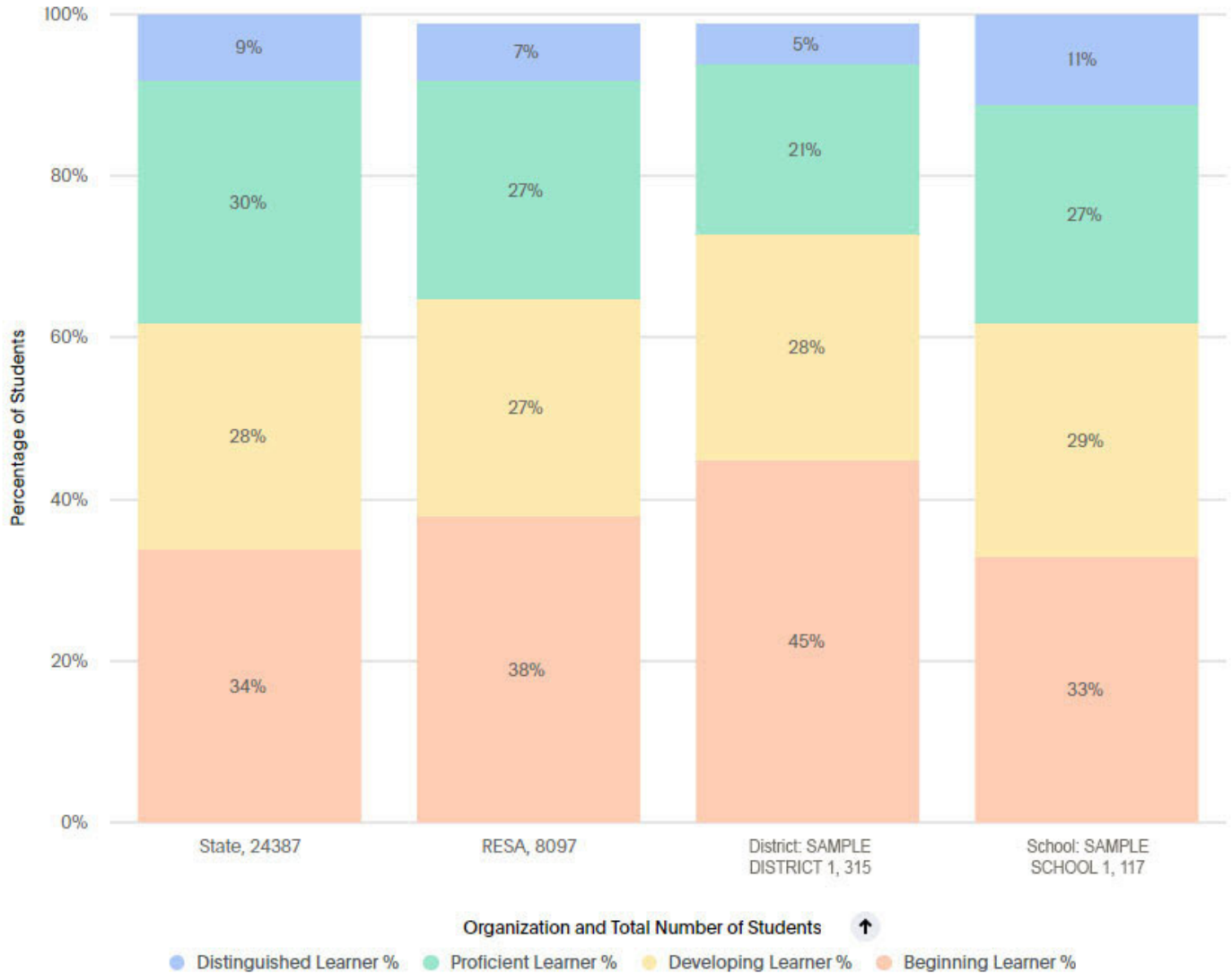
# Sample Interactive Content Area Summary Reports

(Please see page 53 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

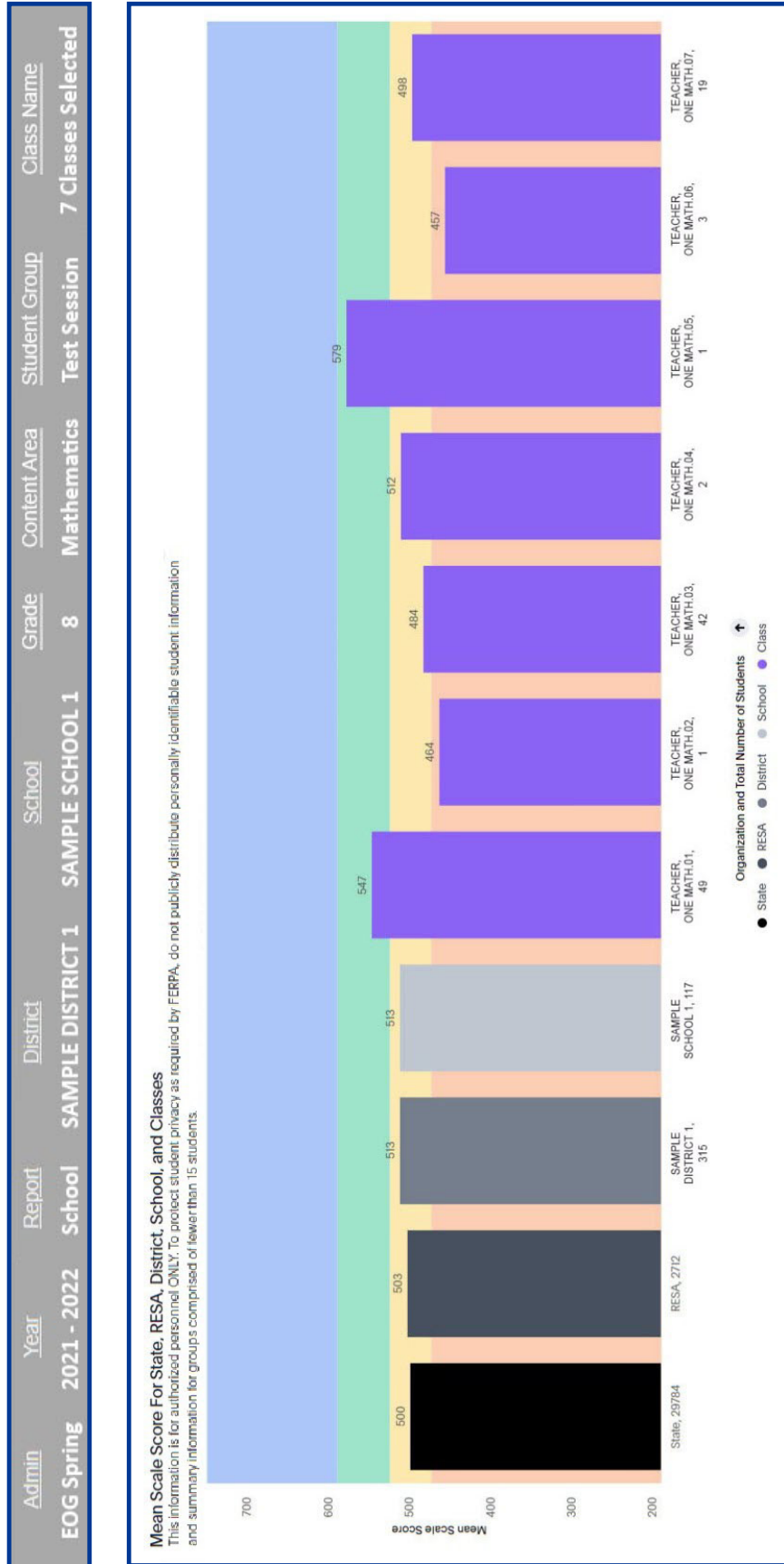
## Summary of Achievement Level by State, RESA, District, and School

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. Due to rounding, percentages may not total 100%.



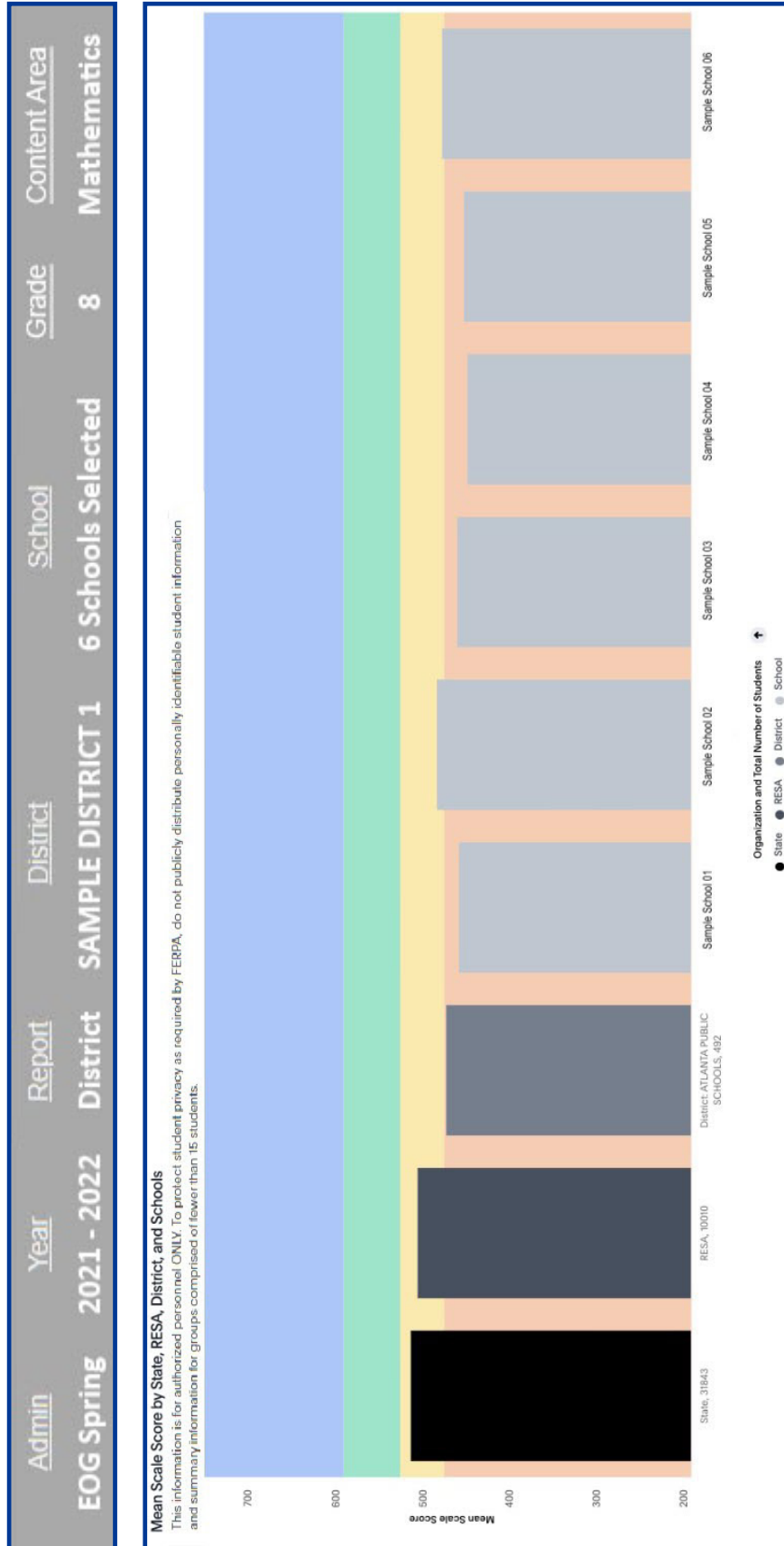
# Sample Interactive Content Area Summary Reports

(Please see page 53 for description of sample report.)



# Sample Interactive Content Area Summary Reports

(Please see page 53 for description of sample report.)



# Sample Interactive Content Area Summary Reports

(Please see page 53 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

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	484		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

## 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.



# Sample Interactive Content Area Summary Reports

(Please see page 53 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

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

### 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.

## Domain Summary Reports

Interactive 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 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 63 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 64 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.

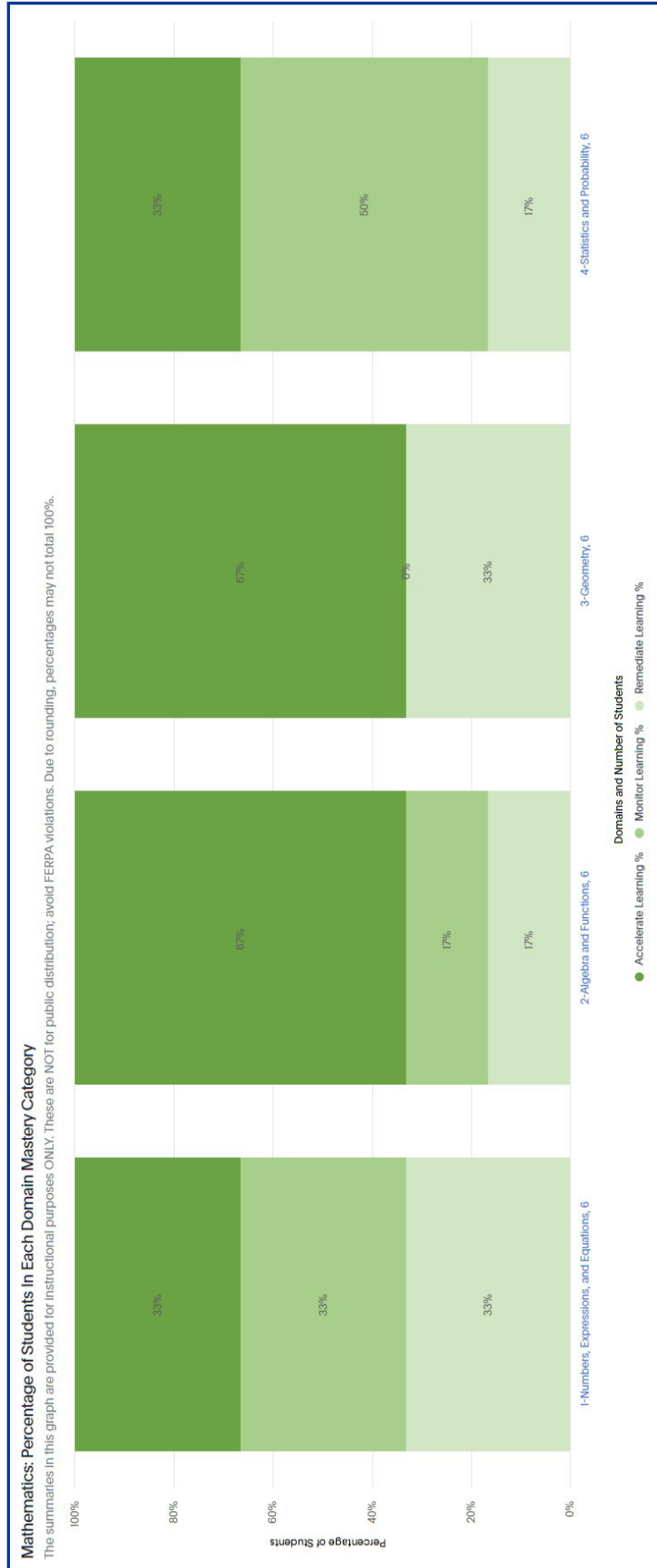
The screenshot on page 65 is a sample Summary of Domain Mastery by Schools, and provides a graphical representation of student performance in the Geometry domain in Mathematics at the school level. The sample report shows 24 percent of students at Sample School One scored in *Monitor Learning*, compared to 29 percent who scored *Monitor Learning* at Sample School Two.

The screenshot on page 66 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 67 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.

# Sample Interactive Domain Summary Reports

(Please see page 62 for description of sample report.)



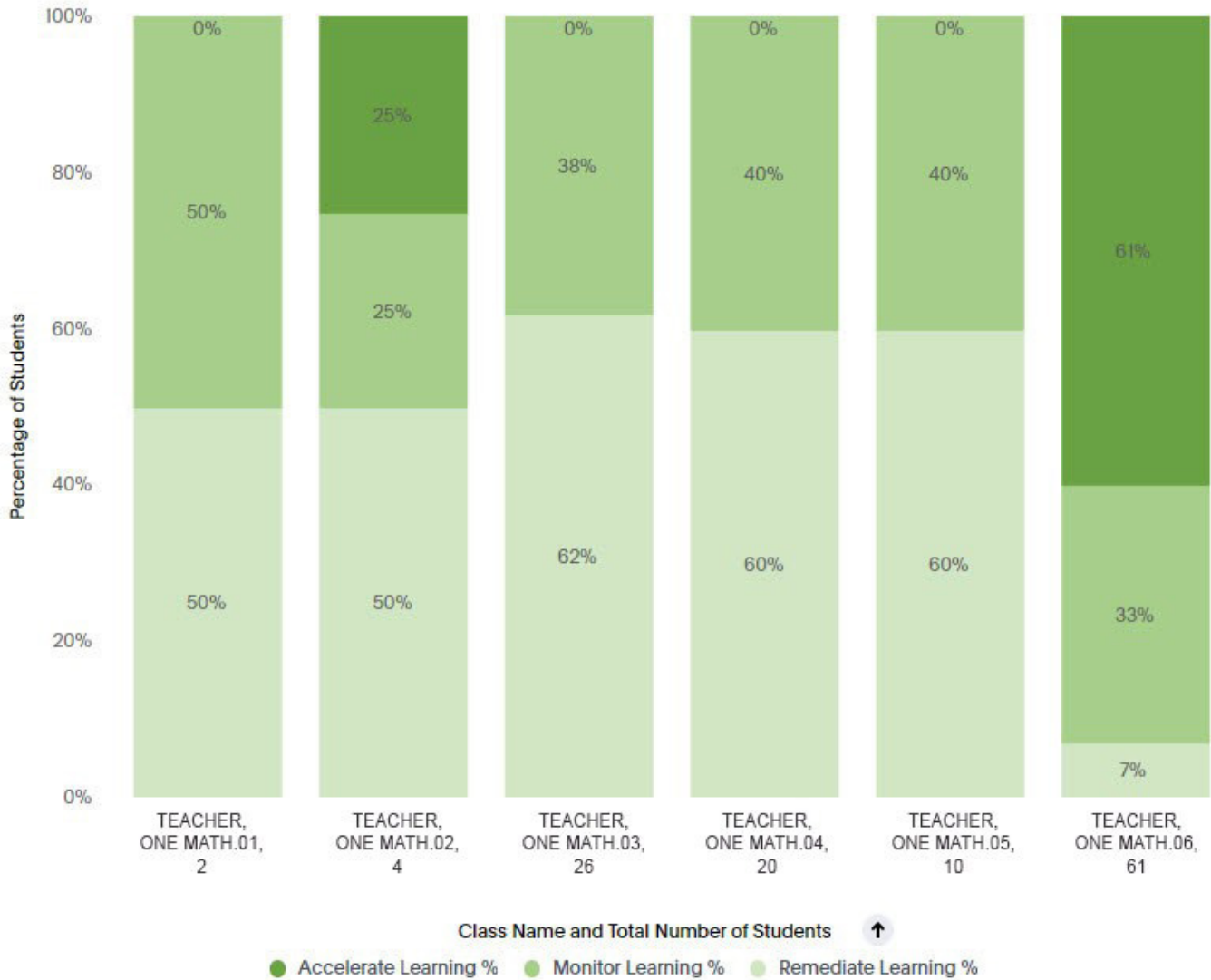
# Sample Interactive Domain Summary Reports

(Please see page 62 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

## Summary of Domain Mastery by Classes

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



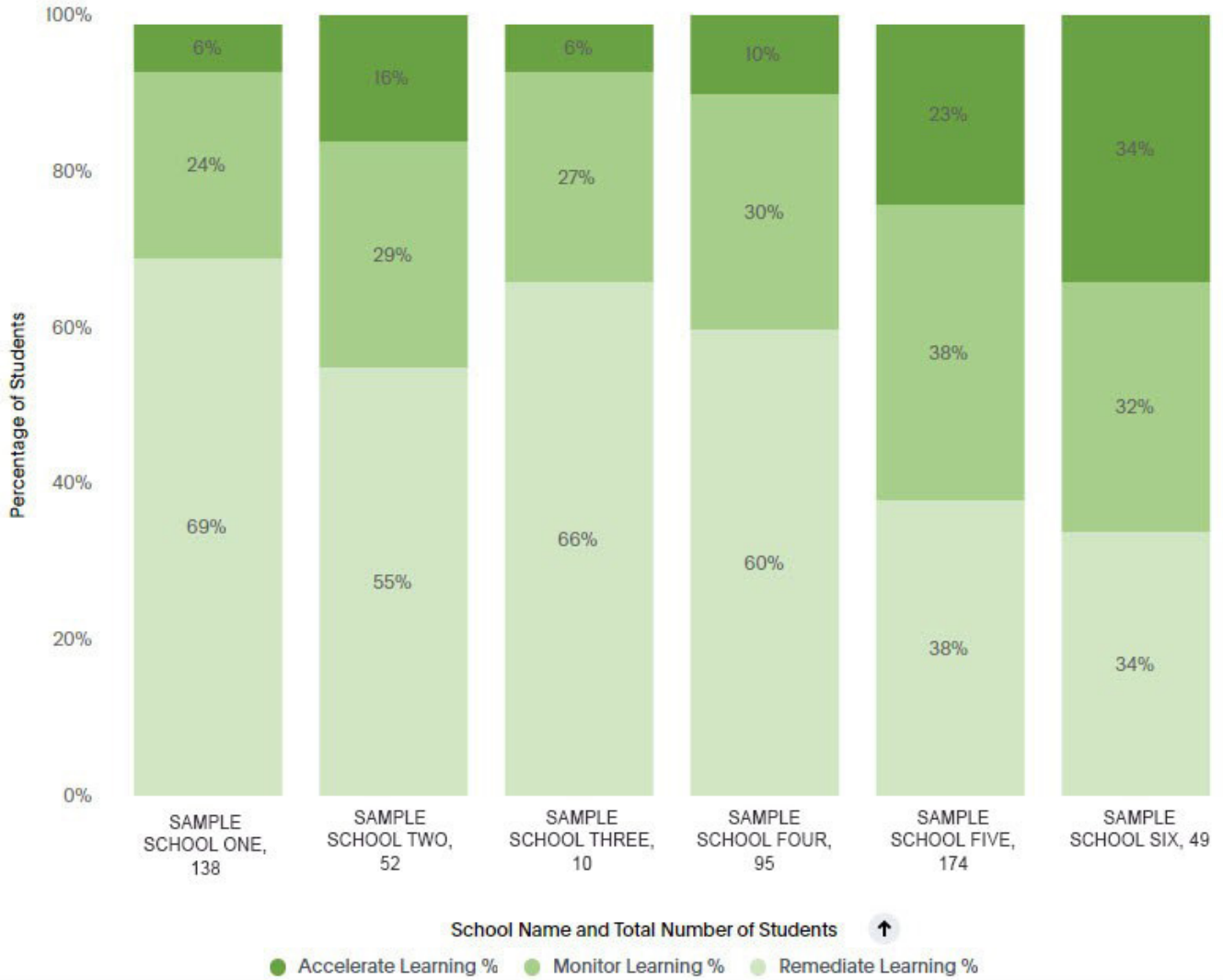
# Sample Interactive Domain Summary Reports

(Please see page 62 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 Mastery by Schools

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



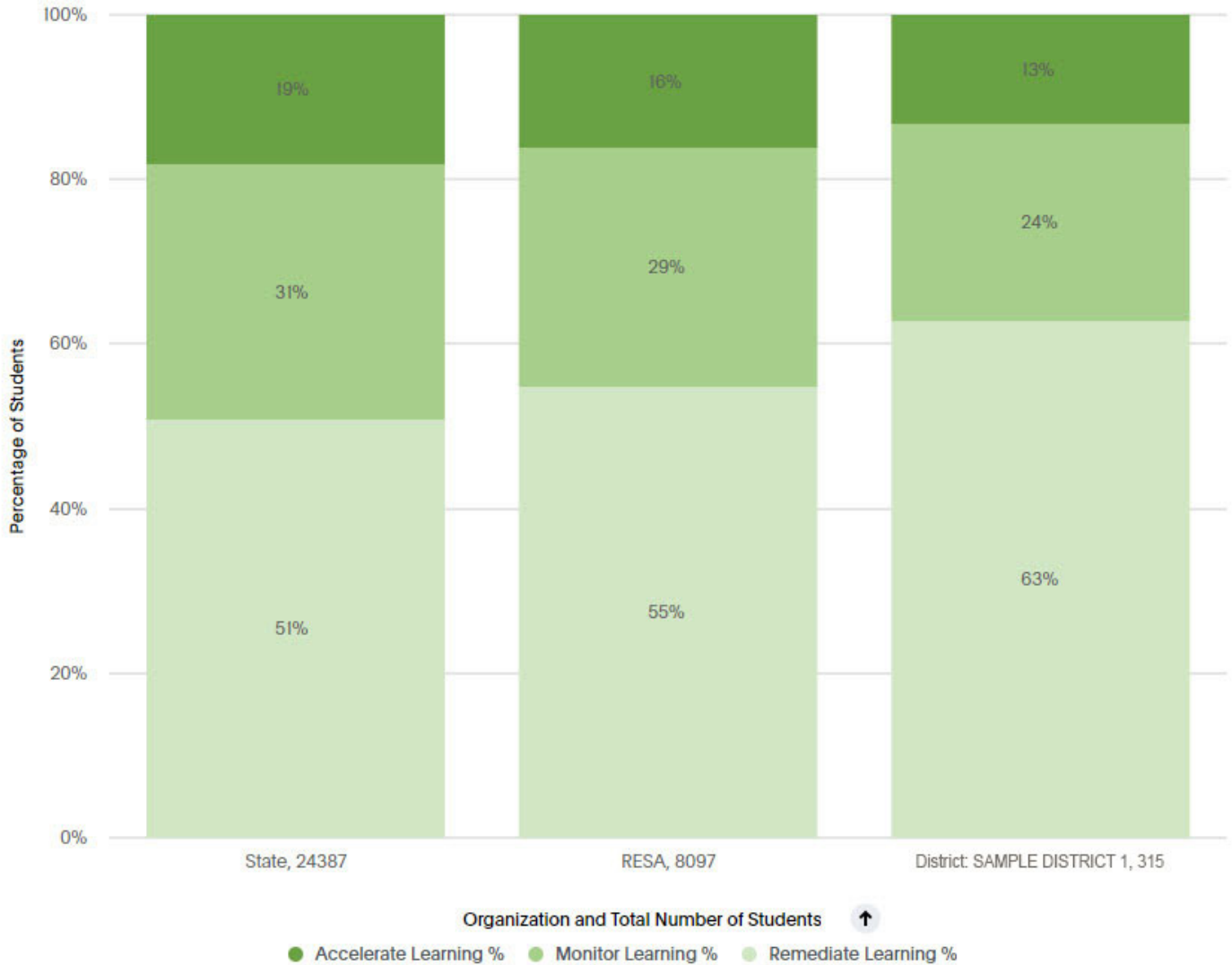
# Sample Interactive Domain Summary Reports

(Please see page 62 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 Mastery by State, RESA, and District

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



# Sample Interactive Domain Summary Reports

(Please see page 62 for description of sample report.)

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

<u>Organizations</u> ↑	<u>Content Area</u>	<u>Domain</u>	<u>Total Number of Students</u>	<u>Remediate Learning %</u>	<u>Monitor Learning %</u>	<u>Accelerate Learning %</u>
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%

## 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%.

## Demographic Summary Reports

Interactive 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 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 69 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 district level. The screenshot on page 70 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. 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.



# Sample Interactive Demographic Summary

(Please see page 68 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	
127		0		127		497		44	

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		

## 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.

# Sample Interactive Demographic Summary

(Please see page 68 for description of sample report.)

All Administrations Number of Students  
**1,770**

Conditional Administration Number of Students  
**0**

Standard Administration Number of Students  
**1,770**

Mean Scale Score  
**490**

Standard Deviation  
**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		

## 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, ME, 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 72. 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.

# Sample Remediation and Retest Roster Report

(Please see page 71 for descriptions of numbered areas.)

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

Admin
Year
District
School
Student Group

EOG Spring
2021-2022
SAMPLE DISTRICT 1
SAMPLE SCHOOL
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.

System Name	School Name	System Code	School Code	Tested Grade	Class Name	Student Name	GTID	Reading Status Date	Reading Status	Reading Remediate & Retest	Math Status Date	Math Status	Math Remediate & Retest
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JANE	ADAMS, JOHN	9999999990	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	9999999991	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	9999999992	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	9999999993	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	9999999994	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	9999999995	05/11	Below Grade Level	YES	05/11	Developing Learner	NO
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JOHN	BELT, JASON	9999999996	05/11	Below Grade Level	YES	05/11	Beginning Learner	YES
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	8	DOE, JOHN	CARONE, HANS	9999999997	05/11	Grade Level or Above	NO	05/11	Distinguished Learner	NO

## 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, 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.

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 76.

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.

# Sample Local Coding Error (LCE) Roster Report

(Please see page 73 for descriptions of numbered areas.)

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

---

Admin
Year
District

EOG Spring 2021-2022
SAMPLE DISTRICT 1

**School Name (Select)** ▼

### LCE Roster

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, PTMA, ME – and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in INSIGHT prior to the close of the state administration window.

System Name	School Name	System Code	School Code	Tested Grade	Class Name	Student Name	GTID	Content Area
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	644	0205	6	TeacherOneELA.01	SAMPLE STUDENT	999999999	English Language Arts

## 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 76 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. Joseph Johnson's EOG Spring 2021–2022 scale scores were 513 for ELA, 497 for mathematics, 486 for science, and 525 for social studies.
- 5 **Achievement Level and Achievement Level Description:** The student's achievement level for each assessment is reported following the scale score. In EOG Spring 2021–2022, both Mary Jones and Charles Kelly received a mathematics achievement level of *Beginning Learner*.
- 6 **Reading Status (ELA only):** For ELA, the student's reading status displays: either *Below Grade Level* or *Grade Level or Above*. For EOG Spring 2021–2022, Joseph Johnson had a Reading Status of *Grade Level or Above*.
- 7 **Lexile Score (ELA only):** The student's Lexile measure displays. In EOG Spring 2021–2022, Joseph Johnson had a Lexile Score of 1065L.
- 8 **Domain Name and Domain Mastery:** The student's performance on each domain is displayed. For example, in EOG Spring 2021–2022 for social studies, Joseph Johnson received *Monitor Learning* for the History domain.

# Sample Student History Roster

(Please see page 75 for descriptions of numbered areas.)

DRC INSIGHT GEORGIA INTERACTIVE REPORTS											
Dashboard		Class Roster		Content Area Summary		Domain Summary		Demographic Summary		Remediation and Retest Roster	
		LCE Roster		Batch Download		Student History		Quick Links			
1		2		3		4		5		6	
District		School		Administration		Course / Content Area		Scale Score		Achievement Level	
SAMPLE DISTRICT		SAMPLE SCHOOL				Class Name		Roster Class 5		Go	
Student History Roster											
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 comprising											
2	3	4	5	6	7	8					
Student Name	GTID	Grade	Administration	Course / Content Area	Scale Score	Achievement Level	Achievement Level Description	Reading Status	Lexile Score	Domain Name	Domain Mastery
JOHNSON, JOSEPH J.	9999999123	8	EOG Spring 2021-2022	English Language Arts	513	2	Developing Learner	Grade Level or Above	1065L	Reading and Vocabulary	Remediate Learning
JOHNSON, JOSEPH J.	9999999123	8	EOG Spring 2021-2022	Mathematics	497	2	Developing Learner			Algebra and Functions	Remediate Learning
JOHNSON, JOSEPH J.	9999999123	8	EOG Spring 2021-2022	Science	486	2	Developing Learner			Matter	Remediate Learning
JOHNSON, JOSEPH J.	9999999123	8	EOG Spring 2021-2022	Social Studies	525	3	Proficient Learner			History	Monitor Learning
JONES, MARY A.	9999999231	8	EOG Spring 2021-2022	English Language Arts	459	1	Beginning Learner	Below Grade Level	855L	Reading and Vocabulary	Remediate Learning
JONES, MARY A.	9999999231	8	EOG Spring 2021-2022	Mathematics	457	1	Beginning Learner			Algebra and Functions	Remediate Learning
JONES, MARY A.	9999999231	8	EOG Spring 2021-2022	Science	427	1	Beginning Learner			Matter	Remediate Learning
JONES, MARY A.	9999999231	8	EOG Spring 2021-2022	Social Studies	469	1	Beginning Learner			History	Remediate Learning
KELLY, CHARLES B.	9999999321	8	EOG Spring 2021-2022	English Language Arts	537	3	Proficient Learner	Grade Level or Above	1355L	Reading and Vocabulary	Accelerate Learning
KELLY, CHARLES B.	9999999321	8	EOG Spring 2021-2022	Mathematics	473	1	Beginning Learner			Algebra and Functions	Remediate Learning
KELLY, CHARLES B.	9999999321	8	EOG Spring 2021-2022	Science	503	2	Developing Learner			Matter	Remediate Learning
KELLY, CHARLES B.	9999999321	8	EOG Spring 2021-2022	Social Studies	491	2	Developing Learner			History	Monitor Learning



**NO MATERIAL  
ON THIS PAGE**



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