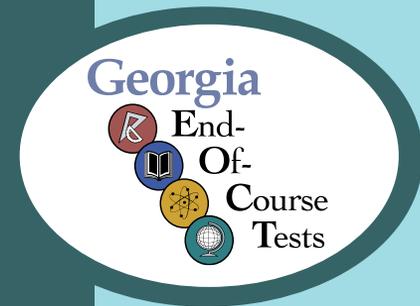




Georgia EOCT Interpretive Guide for Score Reports



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

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

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

English Language Arts

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

Mathematics

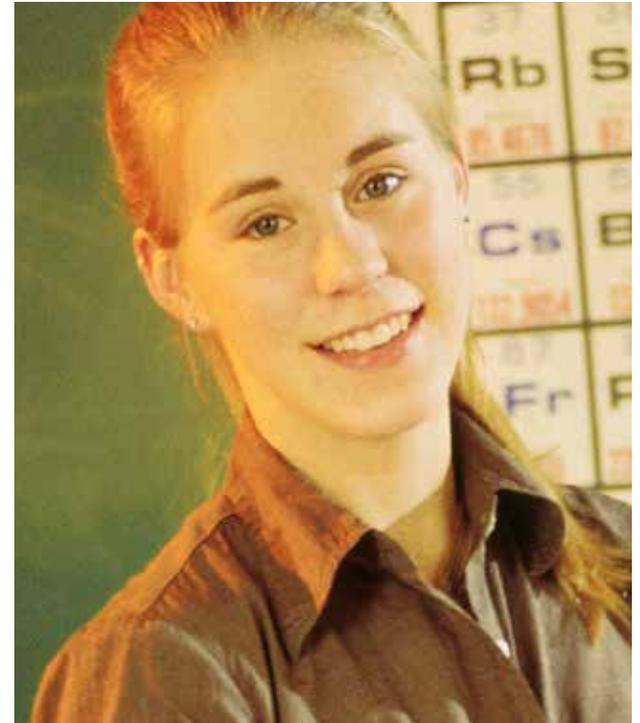
- *Analytic Geometry*
- *Coordinate Algebra*
- *GPS Geometry*
- *Mathematics II: Geometry/Algebra II/Statistics*

Science

- *Biology*
- *Physical Science*

Social Studies

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



What are the purposes of the EOCT?

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

When are the EOCT given?

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

Who takes the EOCT?

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

How are the EOCT administered?

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

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

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

EOCT CONTENT DOMAINS

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

American Literature and Composition

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

Ninth Grade Literature and Composition

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

Analytic Geometry

- Geometry
- Expressions, Equations, and Functions
- Number and Quantity
- Statistics and Probability

Coordinate Algebra

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

GPS Geometry

- Algebra
- Geometry
- Data Analysis and Probability

Mathematics II: Geometry/Algebra II/Statistics

- Algebra (includes Number and Operations)
- Geometry
- Data Analysis and Probability

Biology

- Cells
- Organisms
- Genetics
- Ecology
- Evolution

Physical Science

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

Economics/Business/Free Enterprise

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

United States History

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

END-OF-COURSE TEST CONTENTS

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

American Literature and Composition (Four Domains)

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



Ninth Grade Literature and Composition (Four Domains)

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



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

Analytic Geometry (Four Domains)

- 1. Geometry** - Students will understand similarity in terms of transformations; understand congruence in terms of rigid motions; prove geometric theorems; make geometric constructions; define trigonometric ratios and use them to solve problems involving right triangles; understand and apply properties of circles, and use them in determining related measures such as arc lengths and areas of sectors; explain and use volume formulas to solve problems; translate between geometric descriptions and equations of conic sections; use coordinates to prove simple geometric theorems algebraically.
- 2. Expressions, Equations, and Functions** - Students will perform arithmetic operations on polynomials; interpret the structure of expressions and write expressions in equivalent forms; create equations that describe numbers or relationships; solve equations and inequalities in one variable; solve systems of equations; interpret and analyze functions using different representations; build functions that model relationships; construct and compare linear, quadratic, and exponential function models.
- 3. Number and Quantity** - Students will extend the properties of exponents to rational numbers; use properties of rational and irrational numbers; perform arithmetic operations with complex numbers; use complex numbers in polynomial identities and equations.
- 4. Statistics and Probability** - Students will represent bivariate data on a scatter plot; describe relationships for bivariate data; understand conditional probability, including independence; use the rules of probability to compute probabilities of compound events.

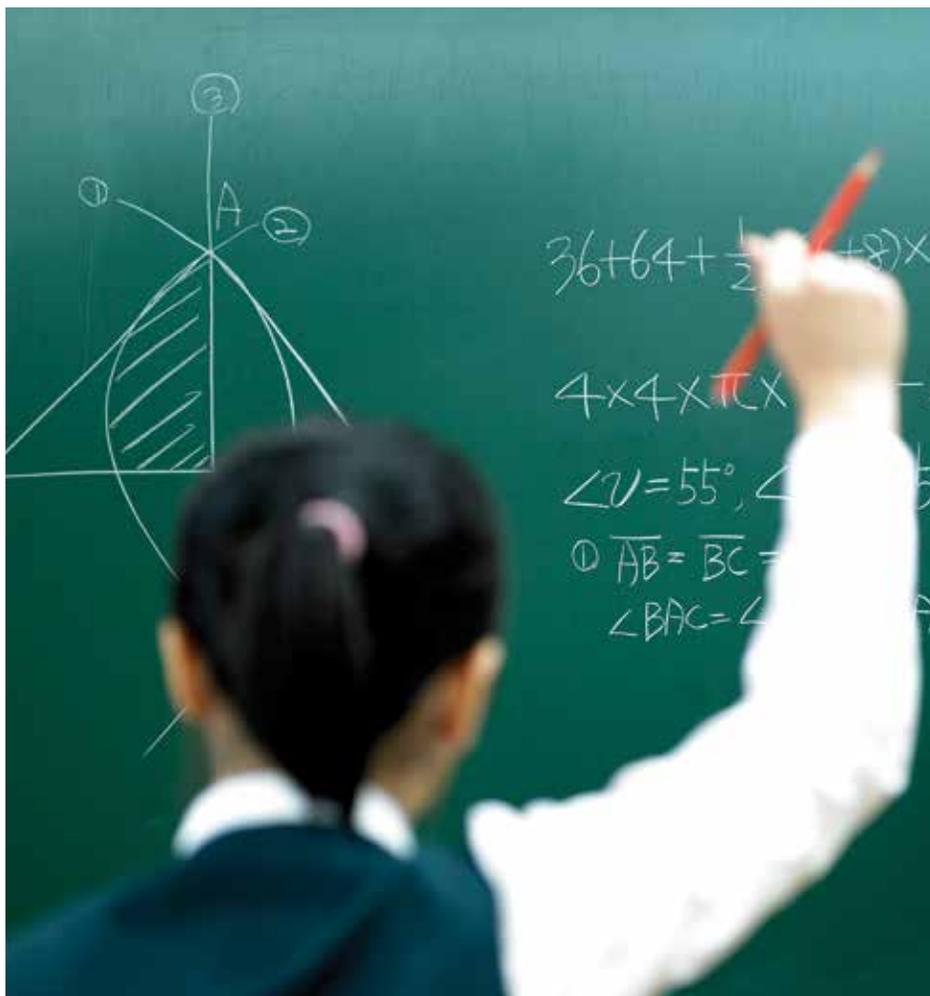


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Coordinate Algebra (Three Domains)

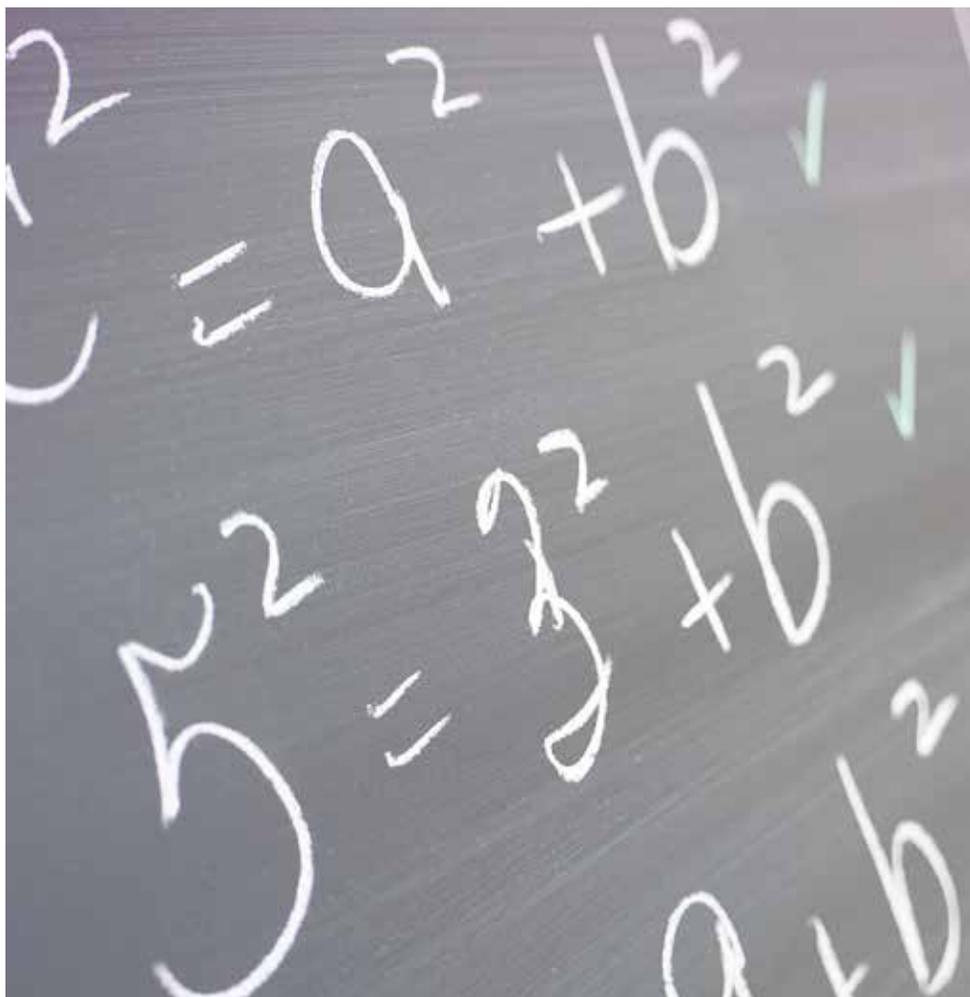
- 1. Algebra and Functions (includes Number and Quantity)** - Students will create and interpret algebraic expressions; create, solve, graph, and interpret the solutions to linear equations and inequalities; create, solve, graph, and interpret the solutions to systems of equations; use function notation and interpret the domain and range of a function; model and compare linear and exponential functions using multiple representations; write arithmetic and geometric sequences; build new functions from existing linear and exponential functions.
- 2. Algebra Connections to Geometry** - Students will compare and describe transformations on the coordinate plane; use distance and slope to prove simple geometric theorems algebraically; use the distance formula to find perimeters and areas of geometric figures on the coordinate plane.
- 3. Algebra Connections to Statistics and Probability** - Students will represent data with plots of the real number line and describe the shape and spread of the data distribution; represent bivariate data on a scatter plot and describe how the variables are related; summarize categorical data for two categories in two-way frequency tables.



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GPS Geometry (Three Domains)

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



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

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



Biology (Five Domains)

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

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

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

Physical Science (Four Domains)

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

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

- 2. Chemistry: Chemical Reactions and Properties of Matter** - Assessment in this domain focuses on naming, writing, and classifying chemical formulas and compounds; balancing equations and identifying chemical reactions; naming compounds and formulas; demonstrating the Law of Conservation of Matter; and calculating density.
- 3. Physics: Energy, Force, and Motion** - Assessment in this domain focuses on identifying energy transformations; identifying and analyzing the transfer of heat energy by conduction, convection, and radiation; interpreting a phase diagram; describing and calculating velocity and acceleration; comparing Newton's three laws; calculating mechanical advantage; and understanding the work of simple machines.
- 4. Physics: Waves, Electricity, and Magnetism** - Assessment in this domain focuses on recognizing all waves transfer energy; investigating light and sound phenomena and comparing light to sound; explaining the Doppler effect; describing the causes of static electricity; constructing and analyzing series and parallel circuits; describing the relationship between voltage, current and resistance; and relating electricity and magnetism and common applications.

Economics/Business/Free Enterprise (Five Domains)

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





U.S. History (Five Domains)

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



Performance Levels, Scale Scores and Grade Conversion Scores

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

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

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

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

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

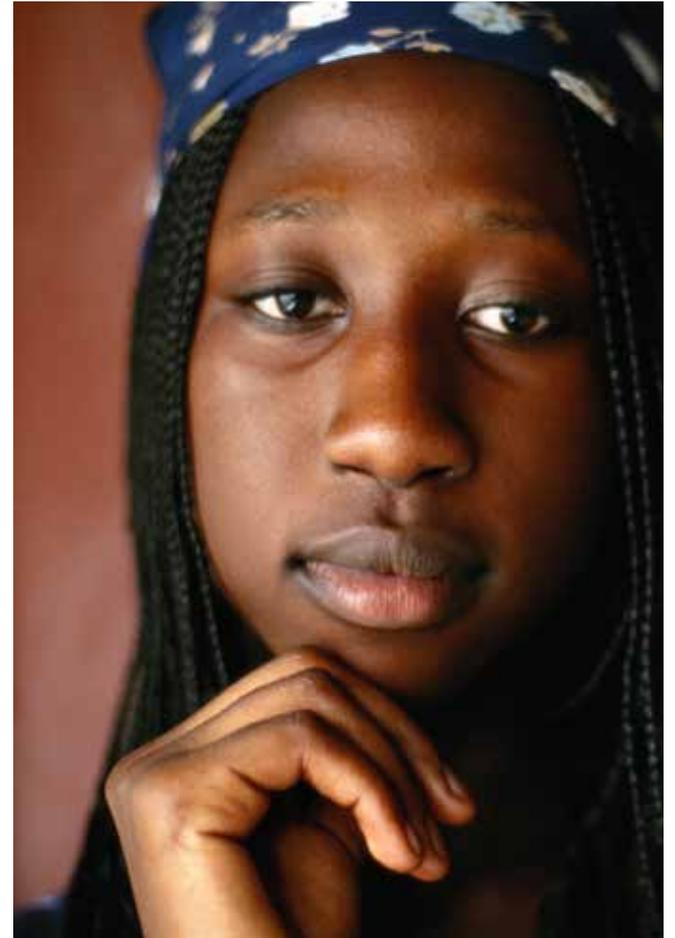
Understanding the Use of Scale Scores

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

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

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

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





Class Rosters

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

- 1. Subject:** Each Class Roster lists the name of the subject being reported in the top middle of the report.
- 2. Class Demographic Information:** This includes the Class Name as reflected on the Class ID Sheet, the school and system name, the school code, and the test administration date.
- 3. Student Demographic Information:** Student demographic information is printed in the left hand column of the report. The student's name is followed by the student's date of birth, Georgia Testing Identifier (GTID) number, grade level, and form number.
- 4. Scale Score:** The Class Roster indicates the scale score for each student on the roster.
- 5. Performance Level:** The student's performance level for the test is reported following the scale score. There are three performance levels for the EOC - does not meet standard, meets standard, and exceeds standard. The cut score that indicates a student is meeting the EOC standard is 400. The cut score that indicates a student is exceeding standard is 450.
- 6. Grade Conversion Score:** The EOC grade conversion scores range from 0 to 100. This score is for use in calculating the student's course grade.
- 7. Domain Scores:** Standards for each course have been grouped into domains, or clusters of standards with related content. A student will receive a Domain Score which indicates the number of items within that domain that the student answered correctly out of the number of items possible.



Individual Student Report (electronic or paper format)

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

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

The sample report is for SAMPLE STUDENT. Their GTID Number is 9999999999, the student took form 123, is in the 9th grade and is in SAMPLE CLASS. In addition, the student attends SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the Winter 2013 administration.

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

3. Scale Score: *The ISR indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 600 or above.*

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

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



Georgia
End-of-Course
Tests

Individual Student Report

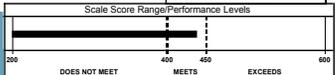
Student: SAMPLE STUDENT
 GTID: 999999999 Grade: 09
 Form: 123
 Class: SAMPLE CLASS
 School: SAMPLE SCHOOL
 System: SAMPLE COUNTY
 Code: 123-4567
 Test Date: WINTER 2013

Ninth Grade Literature & Composition

Report for: **SAMPLE STUDENT**

Scale Score	432
Performance Level	MEETS
Grade Conversion	83

State Target Performance



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

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

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

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

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

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

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Individual Student Lexile Report (electronic or paper format)

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

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

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

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

In addition, the student attends SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the WINTER 2013 administration.

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

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

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

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

1 Student: **SAMPLE STUDENT**
 GTID: 999999999 Grade: 09
 Form: 123
 Class Name: **SAMPLE CLASS**
 School: **SAMPLE SCHOOL**
 System: **SAMPLE COUNTY**
 Code: 123-4567
 Test Date: **WINTER 2013**

Individual Student Lexile Report

Winter 2013

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

2 This student's Ninth Grade Literature Performance:

Total EOCT Scale Score: **432**

3 Performance Level: Meets Expectations

Lexile® Information

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

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

Selected titles that fall within this range include:

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

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

Selected titles that fall within this range include:

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

Lexile Information

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

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

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

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

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

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

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

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

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

Summary Reports

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

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



Georgia
End-Of-Course
Tests

School Summary Report

School: SAMPLE SCHOOL
System: SAMPLE COUNTY
Code: 123-4567
Test Date: WINTER 2013

Mathematics II
Geometry/Algebra II/Statistics

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

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

Content Area Summary Reports

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

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



1 **2**

School

Content Area Summary Report

3

School: **SAMPLE SCHOOL**
 System: **SAMPLE COUNTY**
 Code: **123-4567**
 Test Date: **W 013**

4 **5**

N Tested	Mean Scale Score				Content Area/Domain	Number Possible	Mean Number Correct													
	School	System	RESA	State			School	System	RESA	State										
510	404	408	412	410	Analytic Geometry															
					Geometry	32	19.8	19.9	21.8	20.0										
					Expressions, Equations, and Functions	10	6.8	6.8	7.2	7.1										
					Number and Quantity	6	4.8	4.8	5.4	5.2										
					Statistics and Probability	6	3.1	3.2	3.8	3.2										
490	406	410	412	414	Coordinate Algebra															
					Algebra and Functions (includes Number and Quantity)	32	18.8	18.8	19.1	19										
					Algebra Connections to Geometry	14	6.8	6.9	7.1	7.2										
					Algebra Connections to Statistics and Probability	8	5.9	5.8	6.1	6.2										
517	394	395	405	407	Mathematics II: Geometry/Algebra II/Statistics															
					Algebra	21	7.4	7.3	8.7	9.0										
					Geometry	19	7.2	7.4	8.5	8.8										
					Data Analysis and Probability	14	5.8	6.1	7.0	7.2										
442	414	412	412	420	GPS Geometry															
					Algebra	8	3.5	3.4	3.4	3.8										
					Geometry	38	20.3	19.9	19.9	21.6										
					Data Analysis and Probability	8	3.8	3.6	3.6	4.2										
512	424	424	439	437	Ninth Grade Literature & Composition															
					Reading (Literary and Informational)	23	14.3	14.3	16.0	15.9										
					Speaking and Listening	17	12.9	12.9	13.9	13.8										
					Writing	14	7.9	8.0	9.2	9.1										
					Language	14	9.3	9.3	10.2	10.1										
447	426	428	439	437	American Literature & Composition															
					Reading (Literary and Informational)	26	16.8	17.1	18.7	18.5										
					Speaking and Listening	14	10.7	11.0	11.6	11.5										
					Writing	14	7.5	7.8	8.6	8.5										
					Language	14	8.7	8.8	9.8	9.6										
555	398	407	433	431	Biology															
					Cells	12	4.8	5.4	6.6	6.6										
					Organisms	12	5.6	6.1	7.5	7.4										
					Genetics	17	8.2	9.0	11.1	11.0										
					Ecology	17	8.4	9.1	11.1	11.1										
					Evolution	10	4.8	5.2	6.5	6.4										
379	417	430	449	449	Physical Science															
					Chemistry: Atomic and Nuclear Theory and the Periodic Table	17	8.8	9.5	10.3	10.3										
					Chemistry: Chemical Reactions and Properties of Matter	17	8.2	9.2	10.1	10.1										
					Physics: Energy, Force, and Motion	17	8.6	9.2	10.2	10.2										
					Physics: Waves, Electricity, and Magnetism	17	8.9	9.3	10.3	10.4										
437	405	409	440	435	US History															
					Colonization through the Constitution	13	7.0	7.2	8.3	8.1										
					New Republic through Reconstruction	13	7.8	8.1	9.3	9.1										
					Industrialization, Reform, and Imperialism	11	5.9	6.4	7.4	7.3										
					Establishment as a World Power	16	8.6	9.1	11.2	11.0										
					Modern Era	15	8.5	8.3	1.0	9.8										
400	422	422	441	438	Economics/Business/Free Enterprise															
					Fundamental Economic Concepts	14	7.4	7.6	8.5	8.4										
					Microeconomic Concepts	15	9.0	8.7	9.9	9.8										
					Macroeconomic Concepts	14	7.7	7.8	8.6	8.6										
					International Economics	12	6.8	6.6	7.6	7.5										
					Personal Finance Economics	13	8.5	8.4	9.1	9.1										

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

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Dr. John D. Barge, State School Superintendent
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