



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

**For Use with Score Reports from
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PURPOSE OF THIS GUIDE

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

This guide is organized into four sections: Background of Georgia Milestones, Key Terms, General Guidelines for Score Interpretation, and Georgia Milestones Sample Reports with Annotations.

BACKGROUND OF GEORGIA MILESTONES

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

Students in grades 3 through 8 take an End-of-Grade (EOG) assessment (grades 3, 4, 6, and 7 take English language arts and mathematics; grades 5 and 8 take all content areas), while students enrolled in any of the ten 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 and mathematics (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;
- norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and
- online administration as the mode of testing.

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

EOC Administrations

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

Courses Assessed

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

English Language Arts

- Ninth Grade Literature and Composition
- American Literature and Composition

Mathematics

- Coordinate Algebra
- Analytic Geometry
- Algebra I
- Geometry

Science

- Biology
- Physical Science

Social Studies

- United States History
- Economics/Business/Free Enterprise

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

Any student enrolled in an EOC course, regardless of grade level, is assessed at the completion of the course. This includes middle school students who are enrolled in one or more high school courses associated with an EOC assessment. The EOC assessment is given as a final exam and the score is part of the student's final grade in the course. The student's final grade in an EOC course is calculated using a formula that includes course work as 80 percent and the EOC score as the remaining 20 percent. These percentages for course work and the EOC score were approved by the State Board of Education. The final course grade must be a 70 or higher to pass the course and receive credit towards graduation. For more information about the passing score rule and graduation requirements, see State Board Rules 160-4-2-.48 and 160-4-2-.13.

Alignment to Standards

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

End-of-Course Assessment Contents

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

Format of Georgia Milestones End-of-Course Assessments

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

In addition to selected-response items (i.e., multiple-choice), ELA and mathematics tests have constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science and social studies include selected-response items 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 questions are each worth one point.

A **constructed-response** item asks a question and students provide a response that they construct on their own. These questions are each worth two points. Partial credit may be awarded if part of the response is correct. ELA and mathematics EOC 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. Partial credit may be awarded. ELA and mathematics EOC assessments contain extended constructed-response items. The narrative writing response in ELA is this four-point item.

The **extended writing-response** item is found in Section 1 of the ELA EOC assessments. Students are expected to produce an argument or develop an informative or explanatory response based on information read in two passages. There are three selected-response items and one two-point constructed-response item to help focus the students' thoughts on the passages and to prepare them for the actual extended writing task. 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.

A **technology-enhanced** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, the specific type of technology-enhanced item being used is a two-part item called an Evidence-Based Selected-Response item (EBSR). 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. For Mathematics, there are four specific types of technology-enhanced items being used—multiple-select, multiple-part, drag and drop, and graphing. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that combines multiple-choice and/or multiple-select. For these item types, the student selects the responses from the choices provided. Drag and drop items allow response choices to be moved and placed in another location (such as a chart or map). Graphing items that allow students to graph and label points and lines, and shade regions in the coordinate plane, will be present. For Science and Social Studies, there are three specific types of technology-enhanced items being used—multiple-select, multiple-part, and drag and drop. Beginning in spring 2020, two new types of technology-enhanced items will be field tested. For ELA, Mathematics, Science, and Social, Studies, students will be presented with drop down input items that allow the student to select their response from a drop down list. For Mathematics, students will be presented with scorable equation input items that have the student complete portions of an equation. Field Test items do not contribute to a student's scale score.

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

*Some drag and drop items may include graphing concepts.

**Field Test Only items do not contribute to a student's scale score.

KEY TERMS

Accommodations

Accommodations are changes in a test administration that assist an eligible student in accessing the assessment and are only available to those students who have a documented disability or are classified as an English Learner (EL). The accommodations allowed on the EOC assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students who are eligible due to their disability and/or level of English language proficiency. When used appropriately, they reduce or even eliminate the effects of a student's disability or limited language proficiency. They do not, however, reduce learning expectations.

An **accommodation** is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. Appropriate accommodations should be clearly determined by a student's Individualized Education Program (**IEP**) team, a Section 504 Individual Accommodation Plan (**IAP**) Committee, or an English Learner/Test Participation Committee (**EL/TPC**). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

There are two types of accommodations:

- **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to a limited number of students who meet specific eligibility criteria. A test score for a student provided such an accommodation(s) must be interpreted in light of the accommodation given.

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

Achievement Level

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

Achievement Level Descriptor (ALD)

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

Administration Type

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

- **Standard Administration** refers to testing conditions in which the procedures and directions prescribed in the administration manual are followed **exactly**. This includes administrations where students are provided standard accommodations, such as testing in a small-group setting or using large-print materials.
- **Conditional Administration** refers to any testing conditions in which conditional accommodations are provided. Because conditional accommodations may begin to encroach on what the test measures, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional administration(s).

Criterion-Referenced Test

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

Domain

A domain is a group of related content standards within a course. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and entire classes as a whole. The number of domains on an EOC assessment varies by course (see page 15 of this guide).

Grade Conversion Score (GCS)

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

GTID

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

Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the Ninth Grade Literature and Composition EOC assessment is 1725L, and for the American Literature and Composition EOC assessment, it is 1800L. More information about Lexiles can be found on page 13 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. On a student's Individual Student Report (ISR), three books are identified as falling into the *leisure* range, and three books are identified as falling into the *motivating challenge* range. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

Lexile “Stretch” Bands

Lexile “stretch” bands are ranges of Lexiles by grade/course that indicate the text complexity on which students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile “stretch” bands can be found on pages 13 and 14 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

Each Georgia Milestones assessment includes a subset of items from the TerraNova, a norm-referenced achievement test (updated in 2011). The administration of this type of assessment provides norm-referenced scores, where student performance on a test can be compared to a nationally representative reference group of students from the same grade. Performance on 20 TerraNova items is used to determine two norm-referenced scores, the national percentile rank and the national percentile range.

- **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 rank (NP) of 71, the student scored higher than approximately 71 percent of the students in the national norm group.

There is no direct correspondence between a student's national percentile rank and his/her Georgia Milestones scale score. The TerraNova and Georgia Milestones scores are based on different content standards and different sets of items. Thus, two students receiving the same Georgia Milestones scale score on the same EOC assessment could actually have different national percentile ranks. Similarly, students with the same TerraNova national percentile could have different performance on the Georgia Milestones.

- **National Percentile Range** indicates where a student's true national percentile ranking likely falls. For example, if a student scored an NP of 64 and the national percentile range is 54–74, it is likely that if the student were to take the test again, he/she would be expected to obtain a national percentile rank between the 54th and 74th percentiles. The specific computation of the national percentile range is based on the TerraNova scale score and the associated standard error of measurement associated with that specific score.

Note that while performance on all 20 TerraNova items is used to determine a student's norm-referenced scores, only those TerraNova items (10 or fewer items depending on the specific EOC assessment) that align to state content standards (as determined by Georgia educators) serve a dual purpose by also contributing to the Georgia Milestones score. The TerraNova scale scores are not included on score reports to avoid confusion with Georgia Milestones scale scores. Only the TerraNova national percentile rank and the national percentile range are reported to students.

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

- **Median National Percentile:** The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50.
- **Normal Curve Equivalent (NCE) Scores** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99.

Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

Scale Score

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

Standard Deviation (SD)

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

Standard Error of Measurement (SEM)

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

Test Form

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

GENERAL GUIDELINES FOR SCORE INTERPRETATION

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

Understanding the Use of Scale Scores

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

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

A new scale of measurement was developed to report student performance on the Georgia Milestones assessments. Scores on all Georgia Milestones reports are expressed as scale scores. The scale score reported for each EOC assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the Georgia Milestones scale for each particular EOC assessment. Scale scores are comparable across all test forms and administrations for the *same* EOC assessment. For example, a scale score of 525 on the American Literature and Composition EOC assessment from one form of the test, or from one administration, indicates the same examinee ability as a score of 525 from any other form or administration of the American Literature and Composition EOC assessment. Each time a test is administered, a new form of that test has been equated with previously administered forms to adjust for differences in difficulty, and the scores on the different forms share the same reporting scale. Scale scores are *not* comparable across different EOC assessments. Thus, a scale score of 525 on the American Literature and Composition EOC assessment does not indicate the same level of ability as a scale score of 525 on the Ninth Grade Literature and Composition EOC assessment or the United States History EOC assessment.

Scale Scores and Achievement Levels

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

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

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

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

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

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

The achievement level classification for a student is determined by the scale score cuts. EOC scores are reported on a scale that can range from 140 to 830. The minimum and maximum scale scores for the different EOC assessments differ because the tests vary in length and their relative difficulty. Table 1 presents the scale score ranges and cut scores associated with each student achievement level and EOC assessment.

Grade Conversion Score (GCS)

The Georgia Milestones EOC assessments serve as the final exam for the EOC courses and account for 20 percent of a student’s course grade as defined by State Board of Education Rule 160-4-2-.13; therefore, a score on the typical 0–100 grade scale must be provided. The grade conversion score (GCS) is used as this score and contributes 20 percent to the final course grade. The GCS is not a percent correct score. Rather, it corresponds directly with the scale score.

Grade conversion scores are derived from the scale score in the following manner for the Georgia Milestones scales. The value of 0 is assigned to the lowest obtainable scale score (LOSS), which differs by course. The value of 68 is assigned to the scale score cut for *Developing Learner*, which is 475. The value of 80 is assigned to the scale score cut for *Proficient Learner*, which is 525. The value of 92 is assigned to the scale score cut for *Distinguished Learner*, which differs by course. The value of 100 is assigned to the highest obtainable scale score (HOSS). The HOSS differs by course. Finally, a linear transformation is applied to all possible scale scores between any of the two key points referenced above. Table 1 presents the grade conversion scores associated with each student achievement level.

Table 1: Georgia Milestones End-of-Course Scale Score Ranges and Grade Conversion Score Ranges by Achievement Level

Achievement Levels								
	Level 1: Beginning Learner		Level 2: Developing Learner		Level 3: Proficient Learner		Level 4: Distinguished Learner	
	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score
Ninth Grade Literature and Composition	220 to 474	0 to 67	475 to 524	68 to 79	525 to 586	80 to 91	587 to 735	92 to 100
American Literature and Composition	190 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 750	92 to 100
Coordinate Algebra	215 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 790	92 to 100
Analytic Geometry	185 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 810	92 to 100
Algebra I	200 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 785	92 to 100
Geometry	180 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 815	92 to 100
Biology	140 to 474	0 to 67	475 to 524	68 to 79	525 to 608	80 to 91	609 to 820	92 to 100
Physical Science	145 to 474	0 to 67	475 to 524	68 to 79	525 to 603	80 to 91	604 to 815	92 to 100
United States History	215 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 765	92 to 100
Economics/ Business/Free Enterprise	140 to 474	0 to 67	475 to 524	68 to 79	525 to 609	80 to 91	610 to 830	92 to 100

Standard Error of Measurement (SEM)

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/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.” The student’s “true” score is never really known since the student rarely takes a single test multiple times.

Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOC assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student's observed score and his or her “true” score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, all of his or her scores would likely fall within the SEM range.

Students Not Receiving Scale Scores

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

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

Students With Conditional Scale Scores

Students with disabilities (including those with Section 504 plans) and English Learners (ELs) are allowed accommodations on the EOC assessments that are consistent with the instructional and testing accommodations annotated in the student's IEP, IAP, or EL/TPC. Only accommodations approved by the Georgia Department of Education may be used. Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and ELs with very limited English proficiency to access the assessments. Conditional accommodations are limited to a small number of students who meet specific eligibility criteria.

If a student had a conditional accommodation/administration, then his/her scale score appears with a 'CA'. Any test score (e.g., scale score, GCS, national percentile, etc.) resulting from a conditional administration must be interpreted in light of the specific accommodations provided to the student during testing because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment.

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

The discussion should also include what type(s) of instructional and testing accommodations will be allowed in the student's IEP, IAP, or EL/TPC *next year*. The goal should always be to allow the student to learn and demonstrate what he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

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

Interpreting Lexile Measures

A Lexile measure is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The ELA EOC 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. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile on the Ninth Grade Literature and Composition EOC assessment is 1725L, and for the American Literature and Composition EOC assessment, it is 1800L. **A student must take an ELA EOC assessment and receive an ELA scale score in order to receive a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure, but also displays two ranges—a *leisure* reading range and a *motivating challenge* reading range—with suggested sample book titles for each. 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. 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 full Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

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

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

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

Several of the Georgia Milestones reports provide summary information on the Lexile measures. The Individual Student Report, Class Roster Summary, and Content Area Summary 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 2 are ranges of Lexiles by grade/course that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation.

Table 2: Georgia Milestones Lexile "Stretch" Bands

Grade/Course	College & Career Ready "Stretch" Lexile Bands
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
Ninth Grade Literature and Composition	1050L to 1260L
American Literature and Composition	1185L to 1385L

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

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

Interpreting Domain Level Information

For each course, related content standards are grouped into smaller categories called domains. An overview of the domains assessed on each EOC assessment is presented in Table 3.

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

EOC Domains					
Ninth Grade Literature and Composition	Reading and Vocabulary	Writing and Language			
American Literature and Composition	Reading and Vocabulary	Writing and Language			
Coordinate Algebra	Algebra (includes Number and Quantity)	Functions	Algebra Connections to Geometry	Algebra Connections to Statistics and Probability	
Analytic Geometry	Congruence and Similarity	Circles	Equations and Measurement	Expressions, Equations, and Functions (including Number)	Statistics and Probability
Algebra I	Equations	Expressions	Functions	Algebra Connections to Statistics and Probability	
Geometry	Congruence and Similarity	Circles	Equations and Measurement	Statistics and Probability	
Biology	Cells	Cellular Genetics and Heredity	Classification and Phylogeny	Ecology	Theory of Evolution
Physical Science	Chemistry: Atomic and Nuclear Theory and the Periodic Table	Chemistry: Chemical Reactions and Properties of Matter	Physics: Energy, Force, and Motion	Physics: Waves, Electricity, and Magnetism	

United States History	Colonization through the Constitution	New Republic through Reconstruction	Industrialization, Reform, & Imperialism	Establishment as a World Power	Post-World War II to the Present
Economics/ Business/Free Enterprise	Fundamental Economic Concepts	Microeconomic Concepts	Macroeconomic Concepts	International Economics	Personal Finance 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 weaknesses within the course. In addition to domain mastery information, the ELA ISR also provides a reading status designation and extended writing score performance.

Domain Mastery

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

- A student who achieves *Remediate Learning* is performing well below mastery on a domain and should consider additional study or instruction opportunities on that domain. In particular, the domain performance suggests that the student has less than a 40 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Monitor Learning* has not consistently demonstrated mastery level performance on a domain and thus additional information should be gathered to further evaluate their mastery of the domain. In particular, the domain performance suggests that the student has between a 40 percent chance and an 89 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.
- A student who achieves *Accelerate Learning* has demonstrated achievement on the domain that is consistent with students who were proficient (or above) on the assessments and as such reflect an area of strength. In particular, the domain performance suggests that the student has a 90 percent chance of being at or above the proficient cut score on the Georgia Milestones assessment.

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

Reading Status and Writing Scores (ELA Only)

To provide more detail about a student's performance on the Georgia Milestones English language arts assessment, score reports provide a reading status indicator as well as information about writing performance. The reading status indicator is determined by student performance on the subset of reading items within the ELA assessment and the associated Lexile score.

Reading status is reported as one of the following:

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

To provide information about writing performance, student performance on each constructed-response item is reported. Specifically, the number of points obtained by the student on the extended writing task (either argumentative or informational/explanatory) and the narrative writing response is provided. It is important to note that it is possible for a student to receive a high number of points for the writing tasks and receive an achievement level of *Remediate Learning* in the Writing and Language domain mastery category.

Writing Scores 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

Braille Forms

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

Interpreting Group Data in Summary Reports

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

Results from students using the Braille version of the EOC assessment are included in the summary reports. Because some items cannot be Brailled to be accessed easily by blind students, the Braille version may have slightly fewer items than the paper-and-pencil or online version. All tests in a given form of a course are equated so that total test performance is comparable. However, when examining domain performance, caution should be taken when comparing the achievement of students who took the Braille version with the achievement of students who took the standard paper-and-pencil or online EOC 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 *EOC Interpretive Guide for Score Reports* provides samples of reports with annotation of the different components of each report. Reports are available for certain school system personnel to access electronically through a secure and protected site (i.e., eDIRECT or MyGaDOE Portal) and/or via paper copies (see Table 4). The many reports provided for the Georgia Milestones EOC assessments are detailed below:

- **Individual Student Report (ISR)**
 - Electronic via eDIRECT
 - Paper via shipment
- **Student Labels**
 - Paper only via shipment
- **Class Roster**
 - Electronic only via eDIRECT
- **LCE Roster**
 - Electronic only via eDIRECT
 - Provided in .xlsx format
- **Content Area Summaries (School, System, State)**
 - Electronic only via MyGaDOE Portal
- **Summary Report of All Student Populations (School, System, State)**
 - Electronic only via MyGaDOE Portal
- **System Student Data File**
 - Electronic only via eDIRECT and MyGaDOE Portal
 - Both .txt and .xlsx formats (no Extraction tool required)

Table 4: Report Type and Delivery Method

Report Type/Data File	eDIRECT	MyGaDOE Portal	Paper
Individual Student Report (ISR)	X		X
Class Roster	X		
LCE Roster (.xlsx)	X		
Student Labels			X
Content Area Summary – School Level		X	
Content Area Summary – System Level		X	
Content Area Summary – State Level		X	
Summary Report of All Student Populations – School Level		X	
Summary Report of All Student Populations – System Level		X	
Summary Report of All Student Populations – State Level		X	
Student Data File – System (.txt and .xlsx)		X	
Student Data File – System (.xlsx only)	X		

Preliminary Reports

ISRs and class roster reports are initially produced as preliminary reports, which are delivered (electronically) to eDIRECT on a daily basis, providing results for the student and class as soon as scores are available, rather than waiting until all testing is complete. These are, as labeled on the reports, preliminary as well as cumulative and may not include comprehensive information for the student or class. As results become available, the preliminary reports are replaced on eDIRECT with updated versions. If a student has not completed a subject area within a test, that subject will be blank. Nothing will be reported for that subject until it is complete, but all other subjects that have been completed and scored will be reported. Preliminary reports are replaced by final versions of these reports, which contain the final student and class results. The printed ISRs that are received by schools are the final versions.

An LCE designation may appear on a preliminary report. An LCE designation is used to indicate an error has been made when assigning some type of invalidation code (IV, PIV, or IR) and an incorrect 5-digit code has been used. It is not used to indicate a partial test. All LCE designations must be resolved prior to final reporting. During preliminary reporting, an LCE Roster is provided on a weekly basis for districts to identify any students with LCE designations.

NOTE: The sample ISRs, student labels, class roster reports, 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.

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. Schools receive two paper copies of the ISR for each student—one to keep at the school and one to send home to parents/guardians. Select school staff can also download electronic versions of the ISRs from eDIRECT.

A sample Ninth Grade Literature and Composition ISR appears on pages 22 and 23.

A sample United States History ISR appears on pages 24 and 25.

The top of each page of the ISR (on pages 22 through 25) provides:

- 1 **Student Demographic Information:** student name, GTID, birth date, test date, form, class name, school name, and system name.

The first page of the ISR (on pages 22 and 24) also provides:

- 2 **Achievement Level:** The overall student achievement level on each test is categorized as *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner*. According to the Ninth Grade Literature and Composition sample ISR, Caleb D. Cruz's overall performance level is *Proficient Learner*. On the United States History sample ISR, Todd U. Tehrani's overall performance level is *Beginning Learner*.
- 3 **Scale Score:** This area of the report shows a student's scale score and the range of scale scores for the achievement level. According to the Ninth Grade Literature and Composition sample ISR, Caleb D. Cruz's scale score is 552 and this falls within the *Proficient Learner* scale score range of 525–586. Todd U. Tehrani's scale score on United States History is 463 and this falls within the *Beginning Learner* scale score range of 215–474.
- 4 **Grade Conversion Score (GCS):** A GCS, ranging from 0 to 100, is a transformation from the scale score and is helpful because it can be more readily incorporated into course grades than can scale scores. Caleb D. Cruz's GCS is 85. Todd U. Tehrani's GCS is 64.
- 5 **Achievement Levels:** Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations.

The second page of the ISR (on pages 23 and 25) includes the student's:

- 6 **Achievement Level:** Caleb D. Cruz's achievement level in Ninth Grade Literature and Composition is *Proficient Learner*, with a scale score of 552. Caleb demonstrates proficiency in the knowledge and skills necessary in Ninth Grade Literature and Composition, as specified in Georgia's content standards. Todd U. Tehrani's achievement level is *Beginning Learner*, with a scale score of 463. Todd does not yet demonstrate proficiency in the knowledge and skills necessary in United States History.
- 7 **Domain Category and Performance:** Standards for each course have been grouped into domains, or clusters of standards with related content. Domain level information is reported differently on ELA EOC assessments than it is on EOC assessments in mathematics, science, and social studies. On the ELA EOC reports, students receive a reading status designation for the Reading and Vocabulary domain and information on how the student performed on the extended writing task and the narrative writing response for the Writing and Language domain. On the sample ISR for Ninth Grade Literature and Composition, Caleb D. Cruz received an *Accelerate Learning* designation for Reading and Vocabulary, and a *Monitor Learning* designation for Writing and Language. In addition, he received a reading status of *Grade Level or Above*. For the two traits of the extended writing task (which was an informational/explanatory essay for Caleb), he earned 3 out of 4 points for Idea Development, Organization, and Coherence; 3 out of 3 points for Language Usage and Conventions; and 2 out of 4 for the narrative writing response.

On the United States History ISR, Todd U. Tehrani's domain mastery performance is reported by using the domain categories. Todd received *Remediate Learning* on each of the five domains. This is the way domain level information is reported on EOC assessments in mathematics, science, and social studies.

- 8 Comparison chart illustrating the student's score compared to the mean scale scores within the school, system, and state.** On the sample ISR for Ninth Grade Literature and Composition, Caleb D. Cruz did not perform as well as most students in his school and performed better than most students in the system and in the state. On the sample ISR for United States History, Todd U. Tehrani did not perform as well as most students in his school, system, or state.
- 9 Comparison of the student's performance to a national sample of students.** Students took a sample of TerraNova norm-referenced items that allows the student to receive a national percentile score as well as a national percentile range. Caleb D. Cruz received a national percentile of 84, which means that he performed as well as or better than 84 percent of the national norming group. If Caleb were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 69–93. Todd U. Tehrani received a national percentile of 6, which means that he performed as well as or better than 6 percent of the national norming group. If Todd were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 2–18.
- 10 Your Student's Lexile Information (ELA only).** The second page of the ELA ISRs also includes the student's Lexile information and suggested book titles. For example, on the Ninth Grade Literature and Composition sample ISR, Caleb D. Cruz's Lexile measure is 1315L. His *leisure* reading range, which represents the easiest kind of reading material that is appropriate for Caleb, is 1215L–1315L. The *motivating challenge* reading range, the most difficult level of material Caleb can read successfully, is 1315L–1365L.

Sample Individual Student Report (Ninth Grade Literature and Composition example)

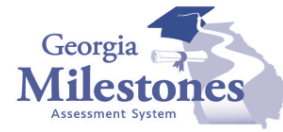
(Please see pages 20 and 21 for descriptions of numbered areas.)

1 FIRST NAME: CALEB
LAST NAME: CRUZ
GTID: 0123456789

BIRTH DATE: 02/01/20XX
TEST DATE: 04/26/XX
FORM: A1

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


Individual Student Report End-of-Course Assessment Ninth Grade Literature and Composition Spring 20XX



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

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for Ninth Grade Literature and Composition

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
Ninth Grade Literature and Composition	LEVEL 3 PROFICIENT LEARNER 	552 Scale Score Range 525-586	85
Grade Conversion Score: A student's score converted to a 0 - 100 scale that counts as 20% of the course grade as defined by State Board of Education Rule 160-4-2-.13.			

5 Achievement Levels

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

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

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

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

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

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04/26/20XX

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Sample Individual Student Report (Ninth Grade Literature and Composition example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: CALEB

BIRTH DATE: 02/01/20XX

CLASS NAME: ANYCLASS

LAST NAME: CRUZ

TEST DATE: 04/26/XX

SCHOOL NAME: ANYSCHOOL

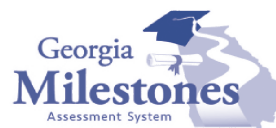
GTID: 0123456789

FORM: A1

SYSTEM NAME: ANYSYSTEM







Ninth Grade Literature and Composition

Spring 20XX



6

7

Achievement Level		Domain	Performance		
 Level 3: Proficient Learner	Scale Score	Reading and Vocabulary	 Accelerate Learning	Reading Status: Grade Level or Above	
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	552	Writing and Language¹	 Monitor Learning	Extended Writing informational/explanatory essay score:	
				Idea Development, Organization and Coherence	3 out of 4 points
				Language Usage and Conventions	3 out of 3 points
				Narrative Writing Response score:	2 out of 4 points
		Domain Mastery  Remediate Learning  Monitor Learning  Accelerate Learning			

Standard Error of Measurement (SEM): A scale score of 552 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 534-570.

8

Comparison to the School, System, and State

The school, system, and state bar graphs reflect the mean scale score for groups of 10 or more students.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 587-735				
Level 3: Proficient Learner Scale Score Range: 525-586	552	554	550	520
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 220-474				

9

Comparison to a National Sample of Students

National Percentile	National Percentile Range
Your student's performance can be compared to other students nationally in Language. A subset of items in the End-of-Course assessment is from <i>TerraNova</i> , a nationally normed achievement test.	A national percentile of 84 means that your student performed as well as or better than 84 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
84	69-93

10

Your Student's Lexile Information

Lexile Measure: 1315L Lexile Range: 1215L-1365L
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at www.lexile.com . For more information, visit www.gadoe.org/lexile.aspx .

Leisure Reading: 1215L-1315L

Suggested Titles	Author	Lexile
Hold Fast Your Dreams	Boyko, Carrie; Colen, Kimberly	1220L
Don't Know Much about History	Davis, Kenneth C.	1270L
The Quest for Mach One	Yeager, Chuck et. al.	1310L

Motivating Challenge: 1315L-1365L

Suggested Titles	Author	Lexile
The House of the Seven Gables	Hawthorne, Nathaniel	1320L
Walden	Thoreau, Henry David	1340L
Robinson Crusoe	Defoe, Daniel	1360L

¹Condition Codes for Writing

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

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04/26/20XX

Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

1 FIRST NAME: TODD
LAST NAME: TEHRANI
GTID: 0123456789

BIRTHDATE: 02/01/20XX
TEST DATE: 04/26/XX
FORM: A1

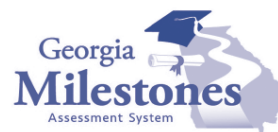
CLASS NAME: ANYCLASS
SCHOOL NAME: ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

Individual Student Report

End-of-Course Assessment

United States History

Spring 20XX



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

This report summarizes your student's performance on the Spring 20XX Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER <div><div></div><div></div><div></div><div></div></div>	463 Scale Score Range 215-474	64
Grade Conversion Score: A student's score converted to a 0 - 100 scale.			

5 Achievement Levels

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

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

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

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

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

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Sample Individual Student Report (United States History example)

(Please see pages 20 and 21 for descriptions of numbered areas.)

FIRST NAME: TODD

LAST NAME: TEHRANI

GTID: 0123456789

BIRTHDATE: 02/01/20XX

TEST DATE: 04/26/XX

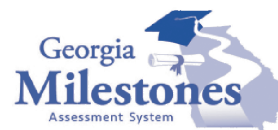
FORM: A1

CLASS NAME: ANYCLASS

SCHOOL NAME: ANYSCHOOL

SYSTEM NAME: ANYSYSTEM

United States History Spring 20XX



6

Achievement Level	
✓ Level 1: Beginning Learner	Scale Score
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	463

7

Domain Category	Performance
Colonization through the Constitution	<input type="radio"/> Remediate Learning
New Republic through Reconstruction	<input type="radio"/> Remediate Learning
Industrialization, Reform, & Imperialism	<input type="radio"/> Remediate Learning
Establishment as a World Power	<input type="radio"/> Remediate Learning
Post-World War II to the Present	<input type="radio"/> Remediate Learning

Standard Error of Measurement (SEM): A scale score of **463** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **447-479**.

Domain Mastery

☐ Remediate Learning

☐ Monitor Learning

☐ Accelerate Learning

8

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-765				
Level 3: Proficient Learner Scale Score Range: 525-589		530	550	525
Level 2: Developing Learner Scale Score Range: 475-524	463			
Level 1: Beginning Learner Scale Score Range: 215-474				

9

Comparison to a National Sample of Students			
National Percentile		National Percentile Range	
Your student's performance can be compared to other students nationally in Social Studies. A subset of items in the End-of-Course assessment is from TerraNova, a nationally normed achievement test.	6	A national percentile of 6 means that your student performed as well as or better than 6 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	02-18

Student Labels

The Student Label is designed so that each student's test results can be placed in the student's permanent record at the school. A label is provided for every student who participated in the Georgia Milestones administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. One label is provided per course and presents a snapshot of the student's results on the EOC assessment. It lists the student's Lexile measure for ELA and the scale scores for each course. It also indicates whether the student is a *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner* for each course. If the student did not attempt (DNA) or did not complete an assessment (PTNA), or if the student's test results were invalidated for any reason (IV or PIV), the appropriate code will be reported in lieu of a scale score.


Sample Student Labels for Ninth Grade Literature and Composition and United States History appear on page 27.


The Student Labels provide:

- ❶ **Student Demographic Information:** student name, GTID, Date of Birth (DOB), grade, form, school name, system name, and system/school code.
- ❷ **Scale Score:** The sample label for Caleb D. Cruz shows a scale score of 552. The sample label for Todd U. Tehrani shows a scale score of 463.
- ❸ **Grade Conversion Score (GCS):** A GCS, ranging from 0 to 100, is a transformation from the scale score and is helpful because it can be more readily incorporated into course grades than can scale scores. Caleb D. Cruz's GCS is 85. Todd U. Tehrani's GCS is 64.
- ❹ **Achievement Level:** The sample label for Caleb D. Cruz shows an achievement level of *Proficient Learner*, which indicates that Caleb demonstrates proficiency in the knowledge and skills necessary in Ninth Grade Literature and Composition, as specified in Georgia's content standards. Todd U. Tehrani received an achievement level of *Beginning Learner*, which indicates he does not yet demonstrate proficiency in the knowledge and skills necessary in United States History.
- ❺ **TerraNova National Percentile:** The sample label for Caleb D. Cruz shows a TerraNova NP of 84, which means that he performed as well as or better than 84 percent of the national norming group. The sample label for Todd U. Tehrani shows a TerraNova NP of 6, which means that Todd scored higher than approximately 6 percent of the students in the national norm group.
- ❻ **Reading Status (only on ELA Student Labels):** The sample label for Caleb D. Cruz shows a Reading Status of *Grade Level or Above*.
- ❼ **Lexile Score (only on ELA Student Labels):** The sample label for Caleb D. Cruz shows a Lexile measure of 1315L.

Sample Student Labels (Ninth Grade Literature and Composition and United States History examples)

(Please see page 26 for descriptions of numbered areas.)

		End-of-Course Assessment	
		Spring 20XX	
Ninth Grade Literature and Composition			
1	Name: CRUZ, CALEB D		Grade: 9
	GTID: 0123456789	DOB: 02/01/20XX	Form: A1
School: ANYSCHOOL			
System: ANYSYSTEM		Code: 123-4567	
2	Scale Score: 552	5	TerraNova NP: 84
3	Grade Conversion Score: 85	6	Reading Status: Grade Level or Above
4	Achievement Level: Proficient Learner	7	Lexile: 1315L

		End-of-Course Assessment	
		Spring 20XX	
United States History			
1	Name: TEHRANI, TODD U		Grade: 11
	GTID: 0123456789	DOB: 02/01/20XX	Form: A1
School: ANYSCHOOL			
System: ANYSYSTEM		Code: 123-4567	
2	Scale Score: 463	5	TerraNova NP: 6
3	Grade Conversion Score: 64		
4	Achievement Level: Beginning Learner		

Class Roster Reports

Class Roster Reports are accessible via eDIRECT.

Student rosters are generated at the class level for all EOC assessments. These reports contain demographic data and test results for each student listed on the roster. Rosters are produced for each course with students listed alphabetically within the class. Class Roster Reports are generated separately for paper-and-pencil administrations and online administrations. The Class Roster Reports are distributed via eDIRECT only and are accessible by System Test Coordinators. These reports are not produced in paper format.

A sample Class Roster Report for Ninth Grade Literature and Composition appears on pages 30 and 31.

A sample Class Roster Report for United States History appears on pages 32 and 33.

The Class Roster Reports consist of two sections. The first section is the list of students and their test performance. To list every student in a class, there may be several pages. The last section of a Class Roster Report is the “summary” page.

The first section of the Class Roster Report provides:

- ❶ **Course:** Each Class Roster Report lists the name of the course being reported in the top middle of the report.
- ❷ **Class Demographic Information:** This includes the Class Name as reflected on the test session name (paper/online), the school and system name, the state, and system/school code.
- ❸ **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, birth date, grade, and test form number.
- ❹ **Scale Score:** The Class Roster Report indicates the scale score for each student on the roster. For example, on the Ninth Grade Literature and Composition roster, Maalik N. Mora received a scale score of 540. Yael Z. Young received a scale score of 413 CA, which indicates a conditional administration. In United States History, Abby B. Arnold received a 551 scale score. Pia R. Palmer received an invalidation (IV) in lieu of a scale score.
- ❺ **Achievement Level:** The student’s achievement level for the test is reported following the scale score. There are four achievement levels for the EOC assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the Ninth Grade Literature and Composition roster, Maalik N. Mora’s achievement level is *Proficient Learner* while Yael Z. Young’s is *Beginning Learner*. On the United States History roster, Abby B. Arnold’s achievement level is *Proficient Learner* while Pia R. Palmer does not receive an achievement level designation because her scale score code is IV for Invalidation.
- ❻ **Grade Conversion Score (GCS):** Grade conversion scores range from 0 to 100. This score is for use in calculating the student’s course grade. In Ninth Grade Literature and Composition, Maalik N. Mora received a GCS of 83. Yael Z. Young received a GCS of 51. In United States History, Abby B. Arnold received 84 while Pia R. Palmer did not receive a GCS as she received an invalidation (IV).

- 7 Domain Scores:** Standards for each course have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and weaknesses of the student with respect to course content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*.

For ELA, Maalik N. Mora received *Accelerate Learning* on the Reading and Vocabulary domain and *Remediate Learning* on the Writing and Language domain. Yael Z. Young received *Remediate Learning* on Reading and Vocabulary and *Monitor Learning* on Writing and Language.

On the United States History Class Roster, Abby B. Arnold received *Remediate Learning* in Domain 1, *Accelerate Learning* in Domain 2, and *Monitor Learning* in Domains 3, 4, and 5. Pia R. Palmer did not receive any domain performance information because her scale score code was IV, or Invalidation.

- 8 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. Maalik N. Mora’s Lexile Measure on the Ninth Grade Literature and Composition test is 1275L. Yael Z. Young’s Lexile Measure on the Ninth Grade Literature and Composition test is 930L.

- 9 Reading Status (ELA only):** For ELA, students receive a reading status—either *Below Grade Level* (–) or *Grade Level or Above* (+). Maalik N. Mora received a reading status of *Grade Level or Above*, and Yael Z. Young received a reading status of *Below Grade Level*.

- 10 Writing (ELA only):** For the Writing and Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. For example, Maalik N. Mora scored 3 out of 4 points on the Ideas trait (i.e., Idea Development, Organization, and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, he scored 2 out of 4 points on the Narrative Writing Response.

Yael Z. Young received a condition code of ‘C’ for the Ideas trait (i.e., Idea Development, Organization, and Coherence) as well as on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task meaning that her responses were too limited to score. Yael received a condition code of ‘B’ on the Narrative Writing Response meaning that her response was copied from a published source.

- 11 Norm-Referenced Score:** The national percentile rank (and NP range) is included for each student. In Ninth Grade Literature and Composition, Maalik N. Mora received a NP of 94, which is in the NP range of 84–98. Yael Z. Young received a NP of 13, which is within the NP range of 06–27. In United States History, Abby B. Arnold received a NP of 60, corresponding to a NP range of 45–74. Pia R. Palmer received an invalidation (IV) on United States History so she did not receive a norm-referenced score.

The Class Roster Summary can be found on the last page of the Class Roster Report. The summary details are below:

- 12 Overall Content Area Performance:** The overall content area performance section of the report has four main sections. The section entitled “Students Included in Summaries” provides the number of students with scores, the mean scale score, and the standard deviation. In addition, a table shows the percentage of students scoring in each achievement level. The next section entitled “Students Not Included in Summaries” shows students with no scores and those who are excluded based on testing purposes. The last section “Norm-Referenced Scores” provides the median national percentile for the class along with the mean normal curve equivalent for the class.

- 13 Performance on the Domains:** Displays percentages of students in each mastery category for each domain. On the United States History report, the first domain is Colonization through the Constitution. For this domain, system-level results show that 51 percent of students scored in the *Remediate Learning* mastery category, 36 percent in the *Monitor Learning* category, and 14 percent in the *Accelerate Learning* category.

Sample Class Roster Report (Ninth Grade Literature and Composition example)

(Please see pages 28 and 29 for descriptions of numbered areas.)



Class Roster End-of-Course Assessment Spring 20XX

2 CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

1 Ninth Grade Literature and Composition

Student Name GTID	Birth Date	Grade	Form ¹	4	5	6	7		8	9	10 (Points Earned) ⁵			11	
				Scale Score ²	Achievement Level	Grade Conversion Score	Domain Mastery ³		Lexile Score	Reading Status ⁴	Extended Task		Narrative Response	Norm-Referenced Score	
							Reading & Vocabulary	Writing & Language			Ideas	Usage		Np ⁶	Range
ADAMS, AMELIA 0123456789	02/01/2001	9	A1	467	Beginning Learner	65	●	●	1050L	+	1 of 4	1 of 3	E	37	23-54
CRUZ, CALEB D 0123456789	02/01/2001	9	A1	552	Proficient Learner	85	●	●	1315L	+	3 of 4	3 of 3	2 of 4	84	69-93
FILLMORE, FABIAN G 0123456789	02/01/2001	9	A1	475	Developing Learner	68	●	○	1050L	+	1 of 4	1 of 3	1 of 4	46	31-63
GEERER, GABRIELLA H 0123456789	02/01/2001	9	B2	501	Developing Learner	74	●	○	1200L	+	3 of 4	3 of 3	E	46	31-63
JENKINS, JADE K 0123456789	02/01/2001	9	B2	484	Developing Learner	70	●	○	1160L	+	2 of 4	2 of 3	E	55	38-70
MORA, MAALIK N 0123456789	02/01/2001	9	B2	540	Proficient Learner	83	●	○	1275L	+	3 of 4	2 of 3	2 of 4	94	84-98
PATEL, PIA Q 0123456789	02/01/2001	9	A1	483	Developing Learner	70	○	●	1315L	+	B	B	1 of 4	45	30-62
STIEGLER, SALOSA T 0123456789	02/01/2001	9	A1	471	Beginning Learner	66	○	●	1050L	+	2 of 4	2 of 3	E	24	13-40
THAMES, TAARIQ U 0123456789	02/01/2001	9	A1	487	Developing Learner	71	●	●	1095L	+	2 of 4	2 of 3	1 of 4	46	31-63
TRENT, TAMMY V 0123456789	02/01/2001	9	B2	450	Beginning Learner	61	○	○	960L	–	2 of 4	2 of 3	E	9	03-22
WILLIAMS, WAJID X 0123456789	02/01/2001	9	B2	402	Beginning Learner	48	○	○	645L	–	1 of 4	1 of 3	1 of 4	2	01-16
YOUNG, YAEI Z 0123456789	02/01/2001	9	B2	413 CA	Beginning Learner	51	○	●	930L	–	C	C	B	13	06-27

1Writing Prompt Genre Information/Explanatory: Forms A1, B2
2Scale Score Codes
 PTNA = Present, Test Not Attempted
 DNA = Did Not Attempt
 IV = Invalidation
 PIV = Participation Invalidation
 CA = Conditional Administration
3Domain Mastery
 ○ Remediate Learning
 ● Monitor Learning
 ● Accelerate Learning
4Reading Status
 - Below Grade Level
 + Grade Level or Above
5Condition Codes for Writing
 A = Blank
 B = Copied
 C = Too Limited to Score
 D = Non-English/Foreign Language
 E = Off Topic
 F = Offensive
 G = Illegible/Incomprehensible
6NP = National Percentile
 DNA = Did Not Attempt
 IV = Invalidation

Sample Class Roster Report (Ninth Grade Literature and Composition example)

(Please see pages 28 and 29 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary

End-of-Course Assessment
Spring 20XX



Ninth Grade Literature and Composition

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Overall Content Area Performance 12

Students Included in Summaries

Number of Students 13
Mean Scale Score 476
Standard Deviation 42

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	46
Level 2 - Developing Learner	38
Level 3 - Proficient Learner	15
Level 4 - Distinguished Learner	0

Students Not Included in Summaries

Students with No Scores
Number of Students - Present, Test Not Attempted 0
Number of Students - Did Not Attempt 0
Number of Students - Invalidated 0
Number of Students - Participation Invalidation 0
Students Excluded Based on Testing Purpose
Number of Students - Retest 0
Number of Students - Test Out 0
Number of Students - Validation of Credit 0

Norm-Referenced Scores

Median National Percentile: 45
Mean Normal Curve Equivalent: 43.2

Due to rounding, percentages may not total 100%.

Performance on the Domains 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerated Learning
Reading & Vocabulary	25	75	0
Writing & Language	56	44	0
Reading and Vocabulary	Percentage of Students By Reading Status		
	Below Grade Level	Grade Level or Above	
	31	69	

Extended Writing Task

Idea Development, Organization, and Coherence	0	1	2	3	4
	15	23	31	31	0
Language Usage and Conventions	15	23	38	23	

Number of Students with Each Condition Code*

A	B	C	D	E	F	G
0	1	1	0	0	0	0

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

Narrative Writing Response

Percentage of Students with Each Score Point						
0	1	2	3	4		
54	31	15	0	0		
Number of Students with Each Condition Code*						
A	B	C	D	E	F	G
0	1	0	0	6	0	0

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

*Condition Codes for Writing

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

Lexile Bands

Percentage of Students By Lexile Band		
Below the Stretch Band (Below 1050L)	Within the Stretch Band (1050L-1260L)	Above the Stretch Band (Above 1260L)
31	46	23

Page 2

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04/26/20XX

Sample Class Roster Report (United States History example)

(Please see pages 28 and 29 for descriptions of numbered areas.)

Class Roster End-of-Course Assessment Spring 20XX

2 CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567



1 United States History

Student Name GTID	Birth Date	Grade	Form	4 Scale Score ¹	5 Achievement Level	6 Grade Conversion Score	7 1	Domains ^{2,3}				Norm-Referenced Score NP ⁴	Range
								2	3	4	5		
ARNOLD, ABBY B 0123456789	02/01/1999	11	B2	551	Proficient Learner	84	○	●	○	○	○	60	45-74
CRAMER, CHRISTINE D 0123456789	02/01/1999	11	A1	501	Developing Learner	74	○	○	○	○	○	54	39-69
DELGADO, DAVID E 0123456789	02/01/1999	11	A1	515	Developing Learner	77	○	○	○	○	○	81	65-92
FINCH, FARAH G 0123456789	02/01/1999	11	A1	477	Developing Learner	68	○	○	○	○	○	30	18-44
GIAMATTI, GREGORY H 0123456789	02/01/1999	11	B2	525	Proficient Learner	80	○	○	○	○	○	71	56-84
HOLSTROM, HAKAN I 0123456789	02/01/1999	11	A1	510	Developing Learner	76	○	○	○	○	○	13	06-26
INCA, ISABELLA J 0123456789	02/01/1999	11	B2	496	Developing Learner	73	○	○	○	○	○	42	29-57
LEVINE, LARRY M 0123456789	02/01/1999	11	B2	510	Developing Learner	76	○	○	○	○	○	63	47-76
NESTER, NORA O 0123456789	02/01/1999	11	A1	427	Beginning Learner	55	○	○	○	○	○	21	11-34
O'CONNELL, OTTO P 0123456789	02/01/1999	11	B2	606	Distinguished Learner	93	●	●	○	○	○	99	90-99
PALMER, PIA R 0123456789	02/01/1999	11	A1	IV								IV	IV
ROSENBERG, ROBERT S 0123456789	02/01/1999	11	B2	525	Proficient Learner	80	○	○	○	○	○	63	47-76
TEHRANI, TODD U 0123456789	02/01/1999	11	A1	463	Beginning Learner	64	○	○	○	○	○	6	02-18
ZOKAI, ZOE A 0123456789	02/01/1999	11	B2	551	Proficient Learner	84	○	○	○	○	○	74	58-87

1 Scale Score Codes
PTNA = Present, Test Not Attempted
DNA = Did Not Attempt
IV = Invalidation
PIV = Participation Invalidation
CA = Conditional Administration

2 Domains
1 = Colonization through the Constitution
2 = New Republic through Reconstruction
3 = Industrialization, Reform, & Imperialism
4 = Establishment as a World Power
5 = Post-World War II to the Present

3 Domain Mastery
○ Remediate Learning
○ Monitor Learning
● Accelerate Learning

4 NP = National Percentile
DNA = Did Not Attempt
IV = Invalidation

Sample Class Roster Report (United States History example)

(Please see pages 28 and 29 for descriptions of numbered areas.)

CLASS: ANYCLASS
SCHOOL: ANYSCHOOL
SYSTEM: ANYSYSTEM
STATE: GA
CODE: 123-4567

Class Roster Summary
End-of-Course Assessment
Spring 20XX



United States History

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Overall Content Area Performance 12

Students Included in Summaries

Number of Students 81
Mean Scale Score 518
Standard Deviation 46

Achievement Level	Percentage of Students
Level 1 - Beginning Learner	17
Level 2 - Developing Learner	35
Level 3 - Proficient Learner	43
Level 4 - Distinguished Learner	5

Students Not Included in Summaries

Students with No Scores
Number of Students - Present, Test Not Attempted 0
Number of Students - Did Not Attempt 0
Number of Students - Invalidation 1
Number of Students - Participation Invalidation 0
Students Excluded Based on Testing Purpose
Number of Students - Retest 0
Number of Students - Test Out 0
Number of Students - Validation of Credit 0

Norm-Referenced Scores

Median National Percentile: 51
Mean Normal Curve Equivalent: 49.1

Due to rounding, percentages may not total 100%.

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Performance on the Domains 13

Domains	Percentage of Students By Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
Colonization through the Constitution	51	36	14
New Republic through Reconstruction	51	33	16
Industrialization, Reform, & Imperialism	30	58	12
Establishment as a World Power	48	44	7
Post-World War II to the Present	56	32	12

Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are accessible via eDIRECT.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in eDIRECT prior to final reporting. Students will remain on the LCE Roster until the LCE has been updated in eDIRECT. Otherwise, it will be replaced by an IV in the final report.

The LCE Roster Report is distributed via eDIRECT only and is not produced in paper format. The rosters are updated weekly and provided electronically in an Excel format to allow System Test Coordinators the flexibility of using sort and filter tools to quickly identify students with an LCE designation.

A Sample LCE Roster Report appears on page 35.

The LCE Roster Report provides:

- ❶ **Class Demographic Information:** This includes the system and school name, the system/school code, and the Class Name as reflected in the test session name.
- ❷ **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- ❸ **Subject:** The report includes the subject for which the student's LCE must be corrected prior to final reporting.

Sample Local Coding Error (LCE) Roster Report

(Please see page 34 for descriptions of numbered areas.)

Spring 20XX Georgia Milestones End-of-Course Assessment 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 – and the associated 5-digit numeric Irregularity Code . All LCE codes must be investigated by the System Test Coordinator and corrected in eDIRECT prior to final reporting.							
System Name	School Name	System Code	School Code	Class	Student Name	GTID	Subject
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	ARLINGTON, JENNY L	1234567890	Ninth Grade Literature & Composition
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	BRADFORD, JUSTIN W	2345678901	Algebra I
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	CLARK, JEFFERY N	3456789012	Algebra I
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	BRADFORD, JONAH W	4567890123	Ninth Grade Literature & Composition
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	CLARK, JEFFERSON N	5678901234	Algebra I
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	ARLINGTON, LENNY L	6789012345	Physical Science
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	BRADFORD, JONAS W	7890123456	Algebra I
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	CLARK, JEFF N	8901234567	Physical Science
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	DAVIDSON, TRINA E	9012345678	Algebra I
ANYSYSTEM	ANYSCHOOL	123	4567	ANYCLASS	DAVIDSON, CRISTA E	123456789	Ninth Grade Literature & Composition

Content Area Summary Reports

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

A sample School Content Area Summary Report for Ninth Grade Literature and Composition appears on pages 39 and 40.

A sample System Content Area Summary Report for United States History appears on pages 41 and 42.

Page 1 of the Content Area Summary Reports is similar for all EOC assessments and provide:

1 Overall Performance

- Number of Students – In Ninth Grade Literature and Composition, 151 students at the school received scores. In United States History, the school system had 3,071 students with scores.
- Mean Scale Score – In Ninth Grade Literature and Composition, the mean scale score for the school is 497, which is the same as the system, and less than the RESA and state. In United States History, the mean scale score for the system is 527, which is higher than both the RESA and state.
- Standard Deviation – In Ninth Grade Literature and Composition, the school has a standard deviation of 50. In United States History, the system’s standard deviation is 57.
- Percentage Proficient (Levels 3 & 4) – In Ninth Grade Literature and Composition, 25 percent of the students at the school achieved proficiency (Levels 3 & 4) as compared to 25 percent, 32 percent, and 35 percent at the system, RESA, and state levels, respectively. In United States History, the system had a greater percentage of students in Levels 3 and 4 (51 percent) than reported at the RESA (42 percent) and state levels (39 percent).

2 **Percentage of Students Proficient (Levels 3 & 4):** This is a graphical display of the percentages of students who demonstrate proficiency in the knowledge and skills necessary in this course.

3 **Percentage of Students by Achievement Level:** This is a graphical display of the percentages of students in each achievement level. In Ninth Grade Literature and Composition, the graph shows that the school had a larger percentage of students in the *Beginning Learner* category than the system, RESA, or state. The school had a lower percentage of students in the *Developing Learner* category than the system, the same percentage as the RESA, and a larger percentage than the state. In United States History, the system had more students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.

4 Norm-Referenced Performance

- Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In Ninth Grade Literature and Composition, the median national percentile of 53 for the school is the same as the system and lower than that of the RESA and state. In United States History, the median national percentile for the system is 57, which is higher than both the RESA and state.

- 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 Ninth Grade Literature and Composition, the school received a mean NCE score of 51.6. In United States History, the system’s mean NCE score was 53.9.

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

Students were excluded from summary data for one of two reasons:

1) They received a PTNA, DNA, IV, or PIV designation in lieu of a scale score.

- Present, Test Not Attempted (PTNA) – No students in the school received a PTNA on the Ninth Grade Literature and Composition or United States History EOC assessment.
- Did Not Attempt (DNA) – In United States History, one student received a DNA.
- Invalidation (IV) – Four students in the system received an IV on the United States History EOC assessment.
- Participation Invalidation (PIV) – No students received a PIV.

2) They indicated that their purpose for EOC testing was for retest, test out, or validation of credit. Although these students do receive a scale score, their scores are not included in calculations for summary reporting purposes.

- Purpose – Retest – No students indicated they took an EOC assessment as a retest.
- Purpose – Test Out – No students indicated they took an EOC assessment for test out purposes.
- Purpose – Validation of Credit – No students indicated they took an EOC assessment for validation of credit.

Page 2 of an ELA EOC Content Area Summary Report provides:

6 Performance by Reading Status (ELA only): Displays the percentage of students who are *Below Grade Level* or at *Grade Level or Above* for the Reading and Vocabulary Domain. On the Ninth Grade Literature and Composition school report, 69 percent of students are reading at *Grade Level or Above* as compared to 72 percent at the system level, 75 percent at the RESA level, and 74 percent at the state level.

7 Lexile Distribution (ELA only): This is a graphical display of the percentages of students scoring in each Lexile “Stretch Band.” The Ninth Grade Literature and Composition example shows the following:

- Above the Stretch Band – 30 percent of students in the school scored above 1260L.
- Within the Stretch Band – 39 percent of students in the school scored between 1050L and 1260L.
- Below the Stretch Band – 31 percent of students in the school scored below 1050L.

The graph shows that the school has a larger percentage of students scoring below the stretch band and within the stretch band than the system, RESA, and state. Percentages of students scoring above the stretch band are lower than the system, RESA, and state.

8 Percentage of Students in Each Mastery Category (ELA only): Displays percentages of students in the two domains of Reading and Vocabulary and Writing and Language. On the Ninth Grade Literature and Composition sample school report, results for Reading and Vocabulary show that 31 percent of students scored in the *Remediate Learning* mastery category, 55 percent in the *Monitor Learning* category, and 14 percent in the *Accelerate Learning* category. School-level domain performance can be compared to the other domain, as well as to performance at the system, RESA, and state levels.

9 Percentage of Students with Each Score Point (ELA only): ELA Content Area Summary Reports also include domain-level information for the Writing and Language domain. Tables show 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 Ninth Grade Literature and Composition school report shows that 5 percent of students in the school obtained the highest possible score on Trait 1 while 25 percent achieved the highest possible score on Trait 2 of the Extended Writing Task. On the Narrative Writing Response, 7 percent of students in the school received the highest score of 4 points. These results show that for Traits 1 and 2, a smaller percentage of students at the school are receiving the highest writing scores compared to the system, RESA, and state. For the Narrative Writing Response, a larger percentage of students at the school are receiving the highest writing scores compared to the system, RESA, and state.

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

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

For the Ninth Grade Literature and Composition sample report, 38 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 38 percent represents a total of 58 students. Of these 58 students, 3 students received a writing condition code of 'A' for Blank, indicating that they did not provide a response to the Narrative Writing Response. Likewise, 15 students received a condition code of 'C' meaning that their response was too limited to score. The remaining 40 students received condition codes of B and E. Similar information is provided for students receiving a writing condition code for the Extended Writing Task.

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

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

11 Domain Performance: Displays percentages of students in each mastery category for each domain. On the United States History report, the first domain is Colonization through the Constitution. For this domain, system-level results show that 50 percent of students scored in the *Remediate Learning* mastery category, 32 percent in the *Monitor Learning* category, and 18 percent in the *Accelerate Learning* category. System-level domain performance can be compared to other domains, as well as to performance at the RESA and state levels.

Sample School Content Area Summary Report (Ninth Grade Literature and Composition example)

(Please see pages 36–38 for descriptions of numbered areas.)



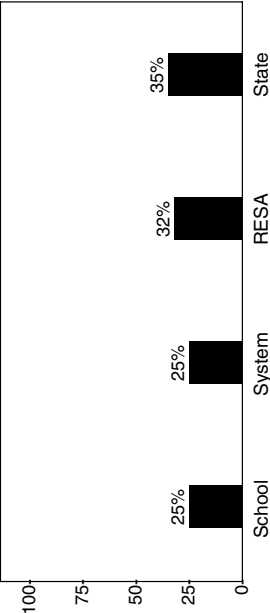
School Content Area Summary
End-of-Course Assessment
Spring 20XX
Ninth Grade Literature and Composition

SCHOOL: ANY SCHOOL
SYSTEM: ANY SYSTEM
RESA: ANY RESA
STATE: GA
CODE: 123-4567

1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	151	497	50	25
System	453	497	50	25
RESA	3,008	503	46	32
State	22,689	505	49	35

2 Percentage of Students Proficient (Levels 3 & 4)



3 Percentage of Students by Achievement Level

Level 4 Distinguished Learner 587-735	6%	6%	3%	4%
Level 3 Proficient Learner 525-586	19%	19%	29%	30%
Level 2 Developing Learner 475-524	42%	43%	42%	41%
Level 1 Beginning Learner 220-474	32%	31%	25%	25%

4 Norm-Referenced Performance

	School	System	RESA	State
Median National Percentile	53	53	56	58
Mean Normal Curve Equivalent	51.6	51.6	52.3	53.7

5 Summary Data Exclusions for the School

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	0
Participation Invalidation (PIV)	0
Purpose - Retest	0
Purpose - Test Out	0
Purpose - Validation of Credit	0

• Due to rounding, percentages may not total 100%.
• To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

Sample School Content Area Summary Report (Ninth Grade Literature and Composition example)

(Please see pages 36–38 for descriptions of numbered areas.)

SCHOOL: ANY SCHOOL
SYSTEM: ANY SYSTEM
RESA: ANY RESA
STATE: GA
CODE: 123-4567

School Content Area Summary
End-of-Course Assessment
Spring 20XX
Ninth Grade Literature and Composition



6 Performance by Reading Status

	Number of Students	Percentage of Students	
		Below Grade Level	Grade Level or Above
School	151	31	69
System	453	28	72
RESA	3,008	25	75
State	22,689	26	74

7 Lexile Distribution

	Above the Stretch Band (Above 1260L)				
	30%	34%	37%	39%	
Within the Stretch Band (1050L-1260L)	39%	38%	37%	35%	
Below the Stretch Band (Below 1050L)	31%	28%	25%	26%	State

8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary				Writing & Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning
School	151	31	55	14	32	55	13	32	55
System	453	31	55	14	32	55	13	32	55
RESA	3,008	25	65	10	24	52	24	52	24
State	22,689	26	62	12	26	56	18	26	56

9 Percentage of Students with Each Score Point

	Extended Writing Task					Extended Writing Task					Extended Writing Task					Extended Writing Task				
	Idea Development, Organization, and Coherence					Language Usage and Conventions					Narrative Writing Response					Narrative Writing Response				
	0*	1	2	3	4	0*	1	2	3	4	0*	1	2	3	4	0*	1	2	3	4
School	12	17	41	25	5	12	12	12	51	25	School	38	15	33	7	School	38	15	33	7
System	12	17	41	25	5	12	12	12	51	25	System	38	15	33	7	System	38	15	33	7
RESA	11	13	34	34	8	11	12	12	51	26	RESA	38	19	27	12	RESA	38	19	27	12
State	12	12	34	33	10	12	11	11	50	27	State	36	18	27	14	State	36	18	27	14

* 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	Blank						A	B	C	D	E	F	G	A	B	C	D	E	F	G
B	Copied						School	3	2	13	0	0	0	School	3	5	15	0	35	0
C	Too Limited to Score						System	9	6	39	0	0	0	System	9	15	45	0	105	0
D	Non-English/Foreign Language						RESA	82	35	194	0	11	5	RESA	208	58	260	0	614	0
E	Off Topic						State	618	331	1,541	4	187	19	State	1,468	490	1,621	2	4,581	2
F	Offensive																			
G	Illegible/Incomprehensible																			

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

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Sample System Content Area Summary Report (United States History example)

(Please see pages 36–38 for descriptions of numbered areas.)



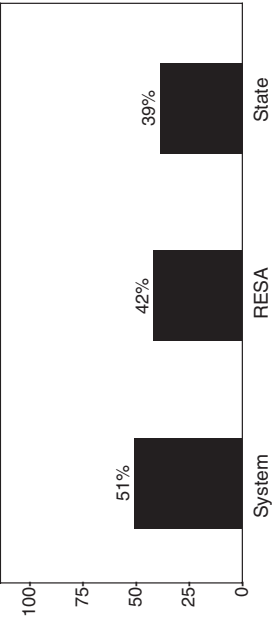
System Content Area Summary
End-of-Course Assessment
Spring 20XX
United States History

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

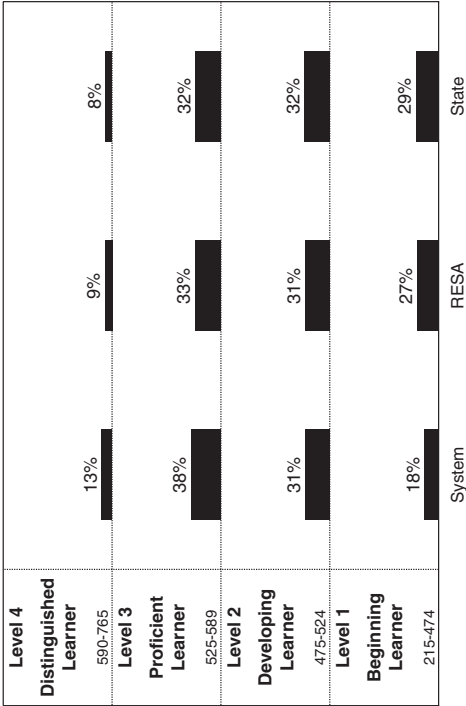
1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	3,071	527	57	51
RESA	6,351	514	58	42
State	21,230	510	56	39

2 Percentage of Students Proficient (Levels 3 & 4)



3 Percentage of Students by Achievement Level



• Due to rounding, percentages may not total 100%.
• To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

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Sample System Content Area Summary Report (United States History example)

(Please see pages 36–38 for descriptions of numbered areas.)

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

System Content Area Summary End-of-Course Assessment Spring 20XX United States History



II Domain Performance Percentage of Students in Each Mastery Category*

	Number of Students	Colonization through the Constitution			New Republic through Reconstruction			Industrialization, Reform, & Imperialism			Establishment as a World Power			Post-World War II to the Present		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
System	3,071	50	32	18	51	32	17	36	44	20	42	35	23	50	29	21
RESA	6,351	58	29	13	59	28	13	43	42	15	53	31	16	57	27	16
State	21,230	60	27	13	61	26	12	46	42	13	55	31	14	59	26	15

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

- Due to rounding, percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

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Page 2

Summary Reports of All Student Populations

Summary Reports of All Student Populations are generated at the school, system, and state levels during the winter, spring, and summer main administrations. The reports are generated by course and present summary statistics for all students as well as particular groups of students.

A sample state summary report for United States History appears on pages 44 and 45. Population Summary Reports for other courses (including the two ELA courses) contain similar information.

The Summary of All Student Populations Report provides:

- 1 **Group:** The student group provides a break out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.
- 2 **Number of Students:** The summary report identifies the total number of students who received scores as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 2 students had conditional administrations and 21,228 had standard administrations for a total of 21,230 students statewide receiving scores on the United States History EOC assessment. As expected, most of these 21,230 students are regular program students (19,357) while 1,873 are special education students.
- 3 **Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 510. When looking at gender, males had a higher mean scale score than females (515 vs. 505).
- 4 **Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the EOC assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In United States History, 29 percent are *Beginning Learners*, 32 percent are *Developing Learners*, 32 percent are *Proficient Learners*, and 8 percent are *Distinguished Learners* in the All Students category.
- 5 **Purpose of Testing:** There are a number of reasons why a student may be taking the EOC assessment. The most common reason is because a student is completing a course and the EOC assessment is required as the final exam for the course. If students have indicated their purpose for taking the EOC assessment, then the summary report provides a count of the number of students classified in each of the five categories.
 - Completion of Course – 19,712 students indicated that they took the United States History EOC assessment to complete the course. These students are included in summary information.
 - Make-up from Previous Administration – 99 students took United States History as a make-up from a previous administration. These students are included in summary information.
 - Retest – No students indicated that they were taking the United States History EOC assessment as a retest. These students are excluded from summary information.
 - Test Out – 9 students indicated that they were taking the United States History EOC assessment as a test out opportunity. These students are excluded from summary information.
 - Validation of Credit – 61 students indicated that they took the United States History EOC assessment in order to obtain credit for a course taken elsewhere. These students are excluded from summary information.
- 6 **Students with No Scores:** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students who did not receive scores for one of the following reasons:
 - Present, Test Not Attempted (PTNA) – 2 students received a PTNA in United States History.
 - Did Not Attempt (DNA) – 2 students received a DNA in United States History.
 - Invalidation (IV) – 60 students received an IV in United States History.
 - Participation Invalidation (PIV) – No students received a PIV in United States History.

Sample State Summary Report (United States History example)

(Please see page 43 for descriptions of numbered areas.)

STATE: GA

State Summary of All Student Populations End-of-Course Assessment Spring 20XX



United States History

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 (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
All Students	21230	2	21228	510	29	32	32	8
All Regular Program Students	19357	0	19357	513	26	33	33	8
Section 504	420	0	420	511	29	32	33	7
English Learner	519	0	519	481	51	30	18	1
English Learner - Monitored	236	0	236	494	34	39	25	2
Migrant	49	0	49	501	22	49	29	0
All Other Regular Program Students	18366	0	18366	514	25	33	34	8
All Special Education Students	1873	2	1871	472	59	25	14	2
Visual Impairment or Blind (01)	9	0	9	—	—	—	—	—
Deaf or Hard of Hearing (02)	33	0	33	455	70	21	6	3
Deaf and Blind (03)	0	0	0	—	—	—	—	—
Specific Learning Disabilities (04)	1063	1	1062	469	60	27	13	1
Mild Intellectual Disabilities (05)	60	1	59	428	97	3	0	0
Traumatic Brain Injury (06)	4	0	4	—	—	—	—	—
M/S/P Intellectual Disabilities (07)	0	0	0	—	—	—	—	—
Autism (08)	91	0	91	519	32	19	33	16
Orthopedic Impairments (09)	8	0	8	—	—	—	—	—
Speech-Language Impairments (10)	23	0	23	484	43	35	17	4
Emotional and Behavioral Disabilities (11)	184	0	184	474	60	22	16	2
Other Health Impairments (12)	398	0	398	473	59	25	15	2
Gender	21230	2	21228	510	29	32	32	8
Female	10429	0	10429	505	32	33	29	6
Male	10801	2	10799	515	26	31	34	9

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the Purpose of Taking the EOC.
- 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 10.
- Student grouping information is based on data supplied by the school systems.

Sample State Summary Report (United States History example)

(Please see page 43 for descriptions of numbered areas.)

State Summary of All Student Populations End-of-Course Assessment Spring 20XX United States History

STATE: GA



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 (215-474)	Developing Learner (475-524)	Proficient Learner (525-589)	Distinguished Learner (590-765)
Ethnic Group	20841	2	20839	510	28	32	32	8
Asian/Pacific Islander	523	0	523	530	21	26	39	15
Black, Non-Hispanic	7523	1	7522	491	41	33	23	3
Hispanic	2288	1	2287	505	30	34	30	5
American Indian/Alaskan Native	46	0	46	513	28	24	43	4
White, Non-Hispanic	9940	0	9940	525	19	31	38	11
Multiracial	521	0	521	517	21	36	34	8
All Accommodated	2082	2	2080	475	56	26	15	2
Section 504	244	0	244	505	30	34	30	7
English Learner	294	0	294	473	57	28	15	1
English Learner - Monitored	101	0	101	488	37	40	23	1
Special Education	1472	2	1470	470	61	24	13	2

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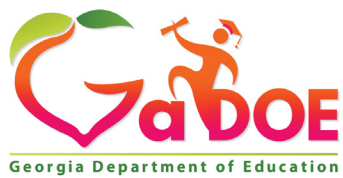
Purpose of Testing	Number of Students
Completion of Course	19712
Make-up From Previous Administration	99
Retest	0
Test-Out	9
Validation of Credit	61

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Summary data also exclude students who indicated Retest, Test-Out, or Validation of Credit for the Purpose of Taking the EOC.

6

Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	2
Did Not Attempt (DNA)	2
Invalidation (IV)	60
Participation Invalidation (PIV)	0

- 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 10.
- Student grouping information is based on data supplied by the school systems.



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