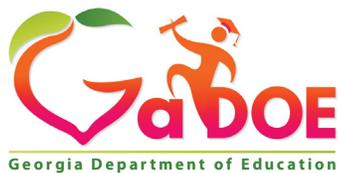


Georgia  
**Milestones**  
Assessment System



**End-of-Grade (EOG)  
Interpretive Guide  
for Score Reports for  
Spring and Summer 2020**

**For Use with Score Reports from  
Spring and Summer 2020 Administrations**



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Georgia Department of Education  
2020

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## **PURPOSE OF THIS GUIDE**

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

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

## **BACKGROUND OF GEORGIA MILESTONES**

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program that spans grades three through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted 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 four content areas), while students enrolled in any of the ten high school courses designated by the State Board of Education take an End-of-Course (EOC) assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts and mathematics (all grades);
- a writing component (in response to passages read by students) at every grade level within the English language arts assessment;
- norm-referenced items in all content areas, 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 EOG assessments.

### **EOC Administrations**

Middle school students who are enrolled in one of the high school English language arts, mathematics, and/or science courses designated by the State Board of Education as an EOC measure are required to take the associated EOC assessment in lieu of the corresponding content area EOG assessment.

### **EOG Administrations**

The EOG assessment has one test administration window in the spring and a retest administration in the summer. The spring main administration is for all students in grades 3 through 8 (grades 3, 4, 6, and 7 take English language arts and mathematics; grades 5 and 8 take all four content areas). The summer retest administration is only for students in grades 3, 5, and 8 who did not achieve grade-level expectations in reading and/or students in grades 5 and 8 who did not achieve grade-level expectations in mathematics on the EOG spring assessment.

## Grade Levels and Content Areas Assessed

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. In 2020, the Georgia Milestones EOG program assessed English language arts (grades 3–8), mathematics (grades 3–8), science (grades 5 and 8), and social studies (grades 5 and 8) as designated by the State Board of Education.

## Alignment to Standards

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

## End-of-Grade Test Contents

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

## Format of Georgia Milestones EOG Assessments

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

In addition to selected-response items (i.e., multiple-choice), ELA 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 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 worth two points. Partial credit may be awarded if part of the response is correct. ELA and mathematics EOG assessments contain constructed-response items.

An **extended constructed-response** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points each. Partial credit may be awarded. ELA and mathematics EOG 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 EOG assessment. Students in grades 3 through 5 are expected to write an opinion piece or develop an informative/explanatory response. Students in grades 6 through 8 are expected to produce an argument or develop an informative/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, students respond to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, students provide evidence from the same text to support the inference or idea. In both parts of an EBSR item, students select 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, students are asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, students respond to a two-part item that combines multiple-choice and/or multiple-select. For these item types, students select 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
<b>Selected-Response/Multiple-Choice (1 pt)</b>	Operational	Operational	Operational	Operational
<b>Constructed-Response</b>				
Short Constructed-Response (2 pt)	Operational	Operational		
Extended Constructed-Response (4 pt)	Operational	Operational		
Extended Writing-Response (7 pt)	Operational			
<b>Technology-Enhanced (1 pt or 2 pts)</b>				
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 EOG assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students who are eligible due to their disability and/or level of English language proficiency. When used appropriately, they reduce or even eliminate the effects of a student's disability or limited language proficiency. They do not, however, reduce learning expectations.

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

There are two types of accommodations:

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

The type of accommodation provided to a student determines the administration type (see below). For more information on accommodations, see the *Student Assessment Handbook* and the *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](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx)).

## Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner* (see page 8 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. An abbreviated version of the ALDs is provided for parents on the Individual Student Report and at [www.gadoe.org/milestones/achievement\\_levels](http://www.gadoe.org/milestones/achievement_levels). More detailed versions of the ALDs for educators are available on the Georgia Department of Education website at [www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx](http://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 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-adopted content standards within a grade level and content area. It allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criteria, rather than in comparison to the performances of other test takers. Georgia Milestones is a criterion-referenced test.

## Domain

A domain is a group of related content standards within a grade level and content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and entire classes as a whole. The number of domains on an EOG assessment varies by grade level and content area (see pages 14 and 15 of this guide).

## GTID

The Georgia Test Identifier (GTID) is the unique 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-adopted content standards addressing reading skills, the highest Lexile scores possible range from 1200L in third grade to 1700L in eighth grade. More information about Lexiles can be found on page 12 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 level that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile “stretch” bands can be found on page 13 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 EOG 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 EOG 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 grade level and content area.

## Standard Deviation

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 test) 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 10 of this guide.

## Test Form

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

## GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting various scores generated from the Georgia Milestones EOG assessment. Educators are advised to help parents understand the various components of the Individual Student Report. Particularly, the focus should be to help parents understand their child’s individual strengths and weaknesses in relation to the expectations of the state-adopted 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-adopted standards and incorporate other evidence of student learning.

## Understanding the Use of Scale Scores

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

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

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

## Scale Scores and Achievement Levels

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

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

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

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

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

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

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

Table 1: Scale Score Ranges by Achievement Level

<b>Achievement Levels</b>					
		<b>Level 1: Beginning Learner</b>	<b>Level 2: Developing Learner</b>	<b>Level 3: Proficient Learner</b>	<b>Level 4: Distinguished Learner</b>
<b>Content Area</b>	<b>Grade Level</b>	<b>Scale Score</b>	<b>Scale Score</b>	<b>Scale Score</b>	<b>Scale Score</b>
<b>ELA</b>	<b>Grade 3</b>	180 to 474	475 to 524	525 to 580	581 to 830
	<b>Grade 4</b>	210 to 474	475 to 524	525 to 573	574 to 775
	<b>Grade 5</b>	210 to 474	475 to 524	525 to 586	587 to 760
	<b>Grade 6</b>	140 to 474	475 to 524	525 to 598	599 to 820
	<b>Grade 7</b>	165 to 474	475 to 524	525 to 591	592 to 785
	<b>Grade 8</b>	225 to 474	475 to 524	525 to 580	581 to 730
<b>Mathematics</b>	<b>Grade 3</b>	290 to 474	475 to 524	525 to 579	580 to 705
	<b>Grade 4</b>	270 to 474	475 to 524	525 to 584	585 to 715
	<b>Grade 5</b>	265 to 474	475 to 524	525 to 579	580 to 725
	<b>Grade 6</b>	285 to 474	475 to 524	525 to 579	580 to 700
	<b>Grade 7</b>	265 to 474	475 to 524	525 to 579	580 to 740
	<b>Grade 8</b>	275 to 474	475 to 524	525 to 578	579 to 755
<b>Science</b>	<b>Grade 5</b>	160 to 474	475 to 524	525 to 594	595 to 780
	<b>Grade 8</b>	165 to 474	475 to 524	525 to 592	593 to 785
<b>Social Studies</b>	<b>Grade 5</b>	290 to 474	475 to 524	525 to 554	555 to 665
	<b>Grade 8</b>	240 to 474	475 to 524	525 to 571	572 to 715

## Promotion and Retention

In compliance with the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11), students in grades 3, 5, and 8 must achieve grade level proficiency on the state-adopted assessment in reading and students in grades 5 and 8 must achieve grade-level proficiency on the state-adopted assessments in reading and mathematics. A student must also meet the promotion standards and criteria established by the local board of education for the school that the student attends.

For students in grades 3, 5, and 8, performance on the reading portion of the ELA test will be used to provide a grade-level reading determination of *Below Grade Level* or *Grade Level or Above*. The determination is based on the linkage of the Lexile scale to Georgia Milestones. To be eligible for promotion, students must demonstrate reading skill at the beginning of the grade-level stretch band. The stretch bands were developed to signal the reading level at each grade students need to achieve to be college and career ready upon high school graduation. Students who receive a reading status of *Grade Level or Above* are eligible for promotion. Students who receive a reading status of *Below Grade Level* need remediation and are eligible to retest in ELA. Generally speaking, these students will be in the *Beginning Learner* and some at the lower end of *Developing Learner* achievement levels for the overall ELA assessment. Students who achieve the beginning range of *Developing Learner* demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level. It is important to note that the determination of remediation for reading is based on the student's Lexile measure and not based on the Reading and Vocabulary domain mastery category. In other words, it is possible for a student to receive a domain mastery level of *Remediate Learning* in the Reading and Vocabulary category and still receive a reading status of *Grade Level or Above*.

Students in grades 5 and 8 must also achieve the *Developing Learner* achievement level in mathematics to be considered eligible for promotion. These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support. Students who achieve the *Beginning Learner* achievement level should receive remediation and be provided the opportunity to retest.

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

## **Standard Error of Measurement**

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 standard error of measurement when interpreting test scores. The SEM is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student's observed score and his or her "true" score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, 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. In addition, a PTNA designation is given in lieu of a scale score if a student attempts the test but does not provide responses to a sufficient number of items in that content area. Scores associated with a PTNA are not included when computing statistics for the summary reports.
- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the EOG assessment. For example, if a student is absent for a paper EOG assessment, he or she would receive a DNA rather than a scale score for that test. For online assessments, students who log in to a test session but do not answer any 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 EOG assessment, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.
- **PIV:** This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on an EOG assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would **not** be counted as a test participant. Scores associated with a PIV are not included when computing statistics for the summary reports.
- **EOC:** This designation indicates that the student is enrolled in a valid **EOC** course and is required to take the EOC assessment in lieu of the EOG assessment. An EOC designation is only valid for students in grades 6 through 8 and applies to English language arts, mathematics, and science assessments. Students with an EOC 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 ELs are allowed accommodations on the EOG assessments that are consistent with the instructional and testing accommodations annotated in the student's IEP, IAP, or EL/TPC. Only accommodations approved by the Georgia Department of Education may be used. Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and ELs with very limited English proficiency to access the assessments. Conditional accommodations are limited to a small number of students who meet specific eligibility criteria.

If a student had a conditional accommodation/administration, then his/her scale score appears with a '**CA**'. Any test score (e.g., scale score, 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 EOG assessment score with a conditional accommodation(s) and that it is not clear how his or her performance would be affected if such a conditional accommodation(s) were removed.

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

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

## Interpreting Lexile Measures

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

In advising parents, educators should point out that the Individual Student Report not only shows the student’s obtained Lexile measure, but also displays 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 Class Roster Summary and the 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 level/course that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation.

Table 2: Lexile “Stretch” Bands

<b>Grade Level/Course</b>	<b>College &amp; Career Ready “Stretch” Lexile Bands</b>
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 level or course and what level of text will stretch the students and help them gain in literacy skills. Students should read written texts within the “stretch” Lexile band for each year in order to be on the pathway to be college or career ready upon high school graduation.

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

## Interpreting Domain Level Information

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

Table 3: Domain Structure for Each EOG Assessment

EOG Domains						
Grade 3	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry	
Grade 4	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry
Grade 5	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry
	Science	Earth Science	Physical Science	Life Science		
	Social Studies	History	Geography	Government and Civics	Economics	

Table 3: Domain Structure for Each EOG Assessment (continued)

EOG Domains						
Grade 6	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability
Grade 7	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability
Grade 8	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability	
	Science	Matter	Energy	Motion	Waves	Force
	Social Studies	History	Geography	Government and Civics	Economics	

Student performance for each domain is reported on the Individual Student Report and the Class Roster Report to provide information about a student's relative strengths and/or weaknesses within each content area. 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 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. For each domain within a content area, domain mastery is reported with respect to three levels:

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

**NOTE:** The results for domains that are measured with fewer points are less reliable than for domains measured with more points. Thus, when only a few points are used to measure a domain, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here. To find the approximate number of points allocated to each domain, visit the EOG 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*

Performance on the reading portion of the ELA test is used to provide a grade-level reading determination of *Below Grade Level* or *Grade Level or Above*. The determination is based on the linkage of the Lexile scale to Georgia Milestones. To be eligible for promotion, students in grades 3, 5, and 8 must demonstrate reading skill at the beginning of the grade-level stretch band. The stretch bands were developed to signal the reading level at each grade students need to achieve to be college and career ready upon high school graduation. Students who receive a reading status of *Grade Level or Above* are eligible for promotion. Students who receive a reading status of *Below Grade Level* need remediation and are eligible to retest in ELA. Generally speaking, these students will be in the *Beginning Learner* and some at the lower end of *Developing Learner* achievement levels for the overall ELA assessment. Students who achieve the beginning range of *Developing Learner* demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level. It is important to note that the determination of remediation for reading is based on the student's Lexile measure and not based on the Reading and Vocabulary domain mastery category. In other words, it is possible for a student to receive a domain mastery designation of *Remediate Learning* in the Reading and Vocabulary category and still receive a reading status of *Grade Level or Above*.

### **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

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 opinion, argumentative, or informational/explanatory) and the Narrative Writing Response is provided. Writing only applies to the EOG Spring Main administration. There is no Extended Writing Task or Narrative Writing Response for the EOG Retest.

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 a domain mastery designation of *Remediate Learning* in the Writing and Language category.

### **Braille Forms:**

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

### **Interpreting Group Data in Summary Reports**

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

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

## **GEORGIA MILESTONES SAMPLE REPORTS WITH ANNOTATIONS**

This section of the EOG Interpretive Guide for Score Reports provides samples of reports with annotation of the different components of each report. 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 EOG assessments are enumerated below:

- **Individual Student Report (ISR)**
  - Electronic via eDIRECT
  - Paper via shipment
- **Student Labels**
  - Paper only via shipment
- **Class Roster**
  - Electronic only via eDIRECT
- **Remediation and Retest Roster**
  - Electronic only via eDIRECT
  - Provided in .xlsx format
- **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
Student Labels			X
Class Roster	X		
Remediation and Retest Roster (.xlsx)	X		
LCE Roster (.xlsx)	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, class roster reports, and remediation and retest roster reports are initially produced as preliminary reports, which are delivered (electronically) in eDIRECT on a daily basis. The intention for making preliminary reports available is to provide 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 rosters, remediation and retest rosters, and LCE rosters in the following pages contain fictitious student names and other information (e.g., GTID) and are provided in this guide to illustrate different aspects of test results and reports.

## 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 Grade 8 ISR appears on pages 22 through 27. Please note that ISRs for students in grades 5 and 8 have six numbered pages, and all other grades will have four pages. Note: Grades 3, 4, 6, and 7 do not test science and social studies. A Sample Grade 8 ISR for the Retest appears on pages 28–31. Grade 3 tests English language arts, and grades 5 and 8 test English language arts and/or mathematics for the summer retest.

The top of each page of the ISR provides:

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

The first page of the ISR also provides:

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

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

- 5 **Achievement Level:** Bernard A. Bailey's achievement level in Grade 8 English language arts is *Proficient Learner*, with a scale score of 526. Bernard demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards. The standard error of measurement (SEM) for Bernard's scale score of 526 indicates that if he were to take the ELA assessment again, it is likely that his score would be within the standard error of measurement range of 511–541.

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

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

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

- 6 Domain Category and Performance:** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. On the Grade 8 ELA ISR, Bernard A. Bailey received *Remediate Learning* in the Reading and Vocabulary domain and *Monitor Learning* in the Writing and Language domain. In addition to domain mastery information, the ELA ISR also provides 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 Grade 8 ELA, Bernard A. Bailey received a reading status of *Grade Level or Above*. For the two traits of the Extended Writing Task (which was an argumentative essay for Bernard), he earned 3 out of 4 points for Idea Development, Organization, and Coherence and 3 out of 3 points for Language Usage and Conventions. For the Narrative Writing Response, he received 4 out of 4 points. Note: Writing scores are reported only for the EOG Main administration. There is no Extended Writing Task or Narrative Writing Response for the EOG Retest.

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

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

- 8 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 rank as well as a national percentile range. Bernard A. Bailey received a national percentile of 98 on the Grade 8 ELA assessment, which means that he performed as well as or better than 98 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 87–99.

On the mathematics assessment, Bernard received a national percentile of 97, which means that he performed as well as or better than 97 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 92–99.

On the science assessment, Bernard received a national percentile of 47, which means that he performed as well as or better than 47 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 30–64.

On the social studies assessment, Bernard received a national percentile of 49, which means that he performed as well as or better than 49 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 36–62.

- 9 Your Student's Lexile Information (ELA only).** The ELA ISR also includes the student's Lexile information and suggested book titles. For example, on the Grade 8 ELA sample ISR, Bernard A. Bailey's Lexile measure is 1165L. His *leisure* reading range, which represents the easiest kind of reading material that is appropriate for Bernard, is 1065L–1165L. The *motivating challenge* reading range, the most difficult level of material Bernard can read successfully, is 1165L–1215L.

# Sample Individual Student Report (Grade 8 example)

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

**1** **FIRST NAME:** BERNARD      **BIRTH DATE:** 01/01/20XX      **CLASS NAME:** ANY CLASS  
**LAST NAME:** BAILEY      **TEST DATE:** 04/04/XX      **SCHOOL NAME:** ANY SCHOOL  
**GTID:** 1234567890      **SYSTEM NAME:** ANY SYSTEM

## Individual Student Report

### End-of-Grade Assessment

### Spring 20XX

### Grade 8



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

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

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

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

### Achievement Levels

- 4** **LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
- LEVEL 2: DEVELOPING LEARNERS** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.
- LEVEL 3: PROFICIENT LEARNERS** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.
- LEVEL 4: DISTINGUISHED LEARNERS** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

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

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# Sample Individual Student Report (Grade 8 example)

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

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

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

For more information about the achievement levels, see [gadoe.org/milestones/achievement\\_levels](http://gadoe.org/milestones/achievement_levels).  
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# Sample Individual Student Report (English Language Arts Grade 8 example)

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

**FIRST NAME:** BERNARD

**BIRTH DATE:** 01/01/20XX

**CLASS NAME:** ANY CLASS

**LAST NAME:** BAILEY

**TEST DATE:** 04/04/XX

**SCHOOL NAME:** ANY SCHOOL

**GTID:** 1234567890

**FORM:** A9

**SYSTEM NAME:** ANY SYSTEM

## English Language Arts



5

Grade 8

6

Achievement Level		Domain	Performance	
<input checked="" type="checkbox"/> <b>Level 3: Proficient Learner</b>  Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	<b>Scale Score</b>  526	<b>Reading and Vocabulary</b>  <b>Writing and Language<sup>1</sup></b>	<input type="radio"/> <b>Remediate Learning</b>	<b>Reading Status: Grade Level or Above</b>  <b>Extended Writing argumentative essay score:</b> Idea Development, Organization and Coherence <b>3 out of 4 points</b> Language Usage and Conventions <b>3 out of 3 points</b> Narrative Writing Response <b>4 out of 4 points</b>
			<input checked="" type="radio"/> <b>Monitor Learning</b>	
		<b>Domain Mastery</b> <input type="radio"/> Remediate Learning <input checked="" type="radio"/> Monitor Learning <input type="radio"/> Accelerate Learning		

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

7

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 581-730				
Level 3: Proficient Learner Scale Score Range: 525-580	526			507
Level 2: Developing Learner Scale Score Range: 475-524		484	484	
Level 1: Beginning Learner Scale Score Range: 225-474				

8

Comparison to a National Sample of Students			
National Percentile	National Percentile Range		
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	98	A national percentile of 98 means that your student performed as well as or better than 98 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.	
		87-99	

9

Your Student's Lexile Information		Leisure Reading: 1065L-1165L	
<b>Lexile Measure:</b> 1165L <b>Lexile Range:</b> 1065L-1215L  <small>The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at <a href="http://www.lexile.com">www.lexile.com</a>. For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a>.</small>	<b>Suggested Titles</b>		<b>Author</b>
		All Things Bright and Beautiful	Herriot, James
	Water Buffalo Days: Growing Up in A Whole New Ball Game	Huynh, Quang Nhung	1120L
		Macy, Sue	1160L
	<b>Motivating Challenge: 1165L-1215L</b>		<b>Suggested Titles</b>
	1,000 Makers of the Millennium: The Men and Women Who Have Shaped the Last	Dorling Kindersley Publishing	
	Rebecca of Sunnybrook Farm	Wiggin, Kate Douglas	1190L
	Little Women	Alcott, Louisa May	1210L

**Condition Codes for Writing**

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

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Page 3

# Sample Individual Student Report (Mathematics Grade 8 example)

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

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

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

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

## Mathematics Grade 8



**5**

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

**6**

Domain Category	Performance
<b>Numbers, Expressions, and Equations</b>	● Accelerate Learning
<b>Algebra and Functions</b>	◐ Monitor Learning
<b>Geometry</b>	● Accelerate Learning
<b>Statistics and Probability</b>	◐ Monitor Learning

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

Domain Mastery
○ Remediate Learning    ◐ Monitor Learning    ● Accelerate Learning

**7**

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 579-755				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-578	556			510
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524		495	495	
<b>Level 1: Beginning Learner</b> Scale Score Range: 275-474				

**8**

Comparison to a National Sample of Students			
National Percentile	National Percentile Range		
Your student's performance can be compared to other students nationally in Mathematics. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	97	A national percentile of 97 means that your student performed as well as or better than 97 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.	
		92-99	

# Sample Individual Student Report (Science Grade 8 example)

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

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

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

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

## Science Grade 8



5

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

6

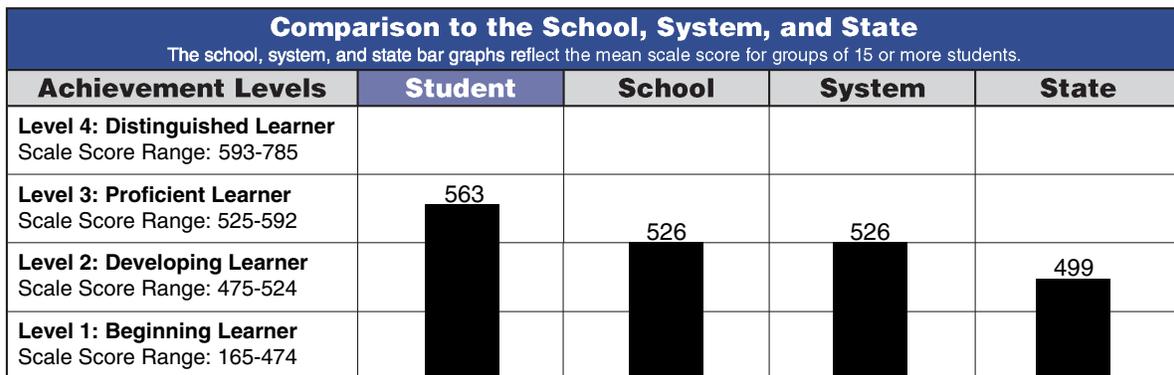
Domain Category	Performance
Matter	● Accelerate Learning
Energy	○ Remediate Learning
Motion	● Accelerate Learning
Waves	◐ Monitor Learning
Force	◐ Monitor Learning

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

**Domain Mastery**

○ Remediate Learning    ◐ Monitor Learning    ● Accelerate Learning

7



8

Comparison to a National Sample of Students			
National Percentile		National Percentile Range	
Your student's performance can be compared to other students nationally in Science. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	<b>47</b>	A national percentile of 47 means that your student performed as well as or better than 47 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.	<b>30-64</b>

# Sample Individual Student Report (Social Studies Grade 8 example)

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

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

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

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

## Social Studies Grade 8



5

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

6

Domain Category	Performance
History	<input type="radio"/> Remediate Learning
Geography	<input checked="" type="radio"/> Monitor Learning
Government/Civics	<input checked="" type="radio"/> Monitor Learning
Economics	<input checked="" type="radio"/> Monitor Learning

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

**Domain Mastery**

Remediate Learning    
 Monitor Learning    
 Accelerate Learning

7

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 572-715				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-571	516	514	514	
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				506
<b>Level 1: Beginning Learner</b> Scale Score Range: 240-474				

8

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-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	49	A national percentile of 49 means that your student performed as well as or better than 49 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.	
		36-62	

# Sample Individual Student Report (Grade 8 EOG Retest example)

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

**1** **FIRST NAME:** DAVIS **BIRTH DATE:** 01/01/20XX **CLASS NAME:** ANYCLASS  
**LAST NAME:** DREW **TEST DATE:** 04/04/XX **SCHOOL NAME:** ANYSCHOOL  
**GTID:** 1234567890 **SYSTEM NAME:** ANYSYSTEM

## Individual Student Report

### End-of-Grade Assessment

### Summer 20XX

### Grade 8



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

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

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

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<b>2</b> <b>ACHIEVEMENT LEVEL</b>	<b>LEVEL 1 BEGINNING LEARNER</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<b>LEVEL 1 BEGINNING LEARNER</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
<b>3</b> <b>SCALE SCORE</b>	<b>430</b> Scale Score Range 225-474	<b>455</b> Scale Score Range 275-474		

#### Achievement Levels

- 4** **LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
- LEVEL 2: DEVELOPING LEARNERS** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.
- LEVEL 3: PROFICIENT LEARNERS** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.
- LEVEL 4: DISTINGUISHED LEARNERS** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

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

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# Sample Individual Student Report (Grade 8 EOG Retest example)

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

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

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

For more information about the achievement levels, see [gadoe.org/milestones/achievement\\_levels](http://gadoe.org/milestones/achievement_levels).  
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# Sample Individual Student Report (Grade 8 EOG Retest example)

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

**FIRST NAME:** DAVIS

**BIRTH DATE:** 01/01/20XX

**CLASS NAME:** ANYCLASS

**LAST NAME:** DREW

**TEST DATE:** 04/04/XX

**SCHOOL NAME:** ANYSCHOOL

**GTID:** 1234567890

**FORM:** A1

**SYSTEM NAME:** ANYSYSTEM

## English Language Arts



5

Grade 8

6

Achievement Level		Domain	Performance
<input checked="" type="checkbox"/> <b>Level 1: Beginning Learner</b> 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.	<b>Scale Score</b>  <div style="font-size: 2em; text-align: center;">430</div>	<b>Reading and Vocabulary</b>  <input type="radio"/> Remediate Learning	<b>Reading Status:</b> <b>Below Grade Level</b>
		<b>Writing and Language</b>  <input type="radio"/> Remediate Learning	

Domain Mastery     Remediate Learning     Monitor Learning     Accelerate Learning

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

7

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 581-730				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-580		Comparison data are not provided for summer retests.		
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524	430			
<b>Level 1: Beginning Learner</b> Scale Score Range: 225-474				

8

Comparison to a National Sample of Students			
National Percentile	Student	National Percentile Range	State
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	5	A national percentile of 5 means that your student performed as well as or better than 5 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.	02-19

9

Your Student's Lexile Information		Leisure Reading: 730L-830L		
Lexile Measure: 830L	Lexile Range: 730L-880L	Suggested Titles	Author	Lexile
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at <a href="http://www.lexile.com">www.lexile.com</a> . For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a> .		A Farewell to Arms	Hemingway, Ernest	730L
		The Broken Bridge	Pullman, Philip	780L
		Midnight Hour Encores	Brooks, Bruce	820L
		Motivating Challenge: 830L-880L		
		Suggested Titles	Author	Lexile
		A Semester in the Life of a Garbage Bag	Korman, Gordon	840L
		The October Heroes	Honing, Donald	860L
		Wuthering Heights	Bronte, Emily	880L

# Sample Individual Student Report (Grade 8 EOG Retest example)

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

**FIRST NAME:** DAVIS

**BIRTH DATE:** 01/01/20XX

**CLASS NAME:** ANYCLASS

**LAST NAME:** DREW

**TEST DATE:** 04/04/XX

**SCHOOL NAME:** ANYSCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** ANYSYSTEM

## Mathematics

### Grade 8



5

Achievement Level		Scale Score
✓ <b>Level 1: Beginning Learner</b>		455
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.		

6

Domain Category	Performance
<b>Numbers, Expressions, and Equations</b>	<input type="radio"/> Remediate Learning
<b>Algebra and Functions</b>	<input type="radio"/> Remediate Learning
<b>Geometry</b>	<input type="radio"/> Remediate Learning
<b>Statistics and Probability</b>	<input type="radio"/> Remediate Learning

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

<b>Domain Mastery</b>	<input type="radio"/> Remediate Learning	<input type="radio"/> Monitor Learning	<input checked="" type="radio"/> Accelerate Learning
-----------------------	--	--	--

7

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 579-755				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-578		Comparison data are not provided for summer retests.		
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524	455			
<b>Level 1: Beginning Learner</b> Scale Score Range: 275-474				

8

Comparison to a National Sample of Students			
National Percentile	National Percentile Range		
Your student's performance can be compared to other students nationally in Mathematics. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	23	A national percentile of 23 means that your student performed as well as or better than 23 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.	07-51

## 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 in grades 3 through 8 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 student and presents a snapshot of the student's results on the EOG assessment. It shows the scale scores and performance levels for each content area. In addition, for ELA, a student's reading status and Lexile measure are provided. If the student did not attempt (DNA) or did not complete an assessment (PTNA), if the student's test results were invalidated for any reason (IV or PIV), or if the student is enrolled in an EOC course (EOC), the appropriate code will be reported in lieu of a scale score.

A Sample Student Label for a Grade 8 student appears on page 33.

The Student Label provides:

- 1 **Student Demographic Information:** student name, GTID, Date of Birth (DOB), grade, ELA form, school name, system name, and system/school code.
- 2 **Scale Score:** The sample label for Bernard A. Bailey shows a scale score of 526 for ELA, 556 for mathematics, 563 for science, and 516 for social studies.
- 3 **Achievement Level:** The sample label for Bernard A. Bailey shows an achievement level of *Proficient Learner* in ELA, mathematics, and science, which indicates that he demonstrates proficiency in the knowledge and skills necessary in these content areas. Bernard received an achievement level of *Developing Learner* in social studies, which indicates partial proficiency in the knowledge and skills necessary in this content area.
- 4 **TerraNova National Percentile:** The sample label for Bernard A. Bailey shows a TerraNova NP of 98 for ELA, which means that he performed as well as or better than 98 percent of the national norming group for that grade level and content area. He received a TerraNova NP of 97 for mathematics, 47 for science, and 49 for social studies, which means that he performed as well as or better than 97, 47, and 49 percent of the national norming group for those content areas, respectively.
- 5 **Reading Status:** The sample label for Bernard A. Bailey shows a reading status of *Grade Level or Above*. A reading status is only provided for students who received a scale score on the ELA assessment.
- 6 **Lexile Score:** The sample label for Bernard A. Bailey shows a Lexile measure of 1165L. A Lexile score is only provided for students who received a scale score on the ELA assessment.

## Sample Student Label (Grade 8 example)

(Please see page 32 for descriptions of numbered areas.)

Georgia <b>Milestones</b> Assessment System		End-of-Grade Assessment Spring 20XX	
<b>1</b> Name: <b>BAILEY, BERNARD A</b>			
GTID: <b>1234567890</b>		School: <b>ANYSCHOOL</b>	
DOB: <b>01/01/20XX</b>		System: <b>ANYSYSTEM</b>	
Grade: <b>8</b> ELA Form: <b>B10</b>		Code: <b>123-1234</b>	
Content Area	<b>2</b> Scale Score	<b>3</b> Achievement Level	<b>4</b> TerraNova NP
English Language Arts	526	<b>Proficient Learner</b>	98
Mathematics	556	<b>Proficient Learner</b>	97
Science	563	<b>Proficient Learner</b>	47
Social Studies	516	<b>Developing Learner</b>	49
<b>5</b> Reading Status: <b>Grade Level or Above</b>		<b>6</b> Lexile: <b>1165L</b>	

## Class Roster Reports

Class Roster Reports are accessible via eDIRECT.

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

A Sample Class Roster Report for Grade 8 appears on pages 38 through 41. A Sample Class Roster Report for a Grade 8 EOG Retest appears on pages 42–44.

The Class Roster Reports consist of two sections. The first section is the list of students and their test performance for each of the four content areas. To list every student in a class, there may be several pages. The last section of a class roster report contains the “summary” pages.

The first section of the Class Roster Report provides:

- 1 Grade/Content Area:** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report. ELA and mathematics are reported on the same page(s) while science and social studies are reported on a different page(s). Note: There is no science or social studies for the EOG Retest.
- 2 Class Demographic Information:** This includes the Grade and Class Name as reflected in the test session name, the school and system name, the state, and system/school code.
- 3 Student Demographic Information:** Student demographic information is printed in the left-hand column of the report. The student’s name is followed by the student’s GTID number and birth date.
- 4 Scale Score:** The Class Roster Report indicates the scale score for each content area for a student on the roster. For example, on the Grade 8 class roster report, for ELA, Drew E. Davis received a scale score of 507 CA, which indicates a conditional administration. This should be taken into consideration when interpreting his results. Elsa H. Ellis received a scale score of 559. For mathematics, Drew received a scale score of 497, and Elsa received a scale score of 533. For science, Drew received a scale score of 563, and Elsa received a scale score of 608. For social studies, Drew received a scale score of 521, while Elsa’s assessment was invalidated and she received an IV in lieu of a scale score. Argon Z. Asher did not receive a scale score because he was enrolled in an EOC science course and took an EOC assessment in lieu of the EOG science assessment.
- 5 Achievement Level:** The student’s achievement level for the test is reported following the scale score. There are four achievement levels for the EOG assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On both the Grade 8 ELA and mathematics assessments, Drew E. Davis received an achievement level of *Developing Learner*, while Elsa H. Ellis received an achievement level of *Proficient Learner*. For science, Drew received an achievement level of *Proficient Learner*, while Elsa received an achievement level of *Distinguished Learner*. Argon Z. Asher did not receive an achievement level because he took an EOC assessment in lieu of the EOG science assessment. For social studies, Drew’s achievement level was *Developing Learner*, while Elsa did not receive an achievement level because her assessment was invalidated.

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

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

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

For science, Drew received *Remediate Learning* on Matter and Waves, *Accelerate Learning* on Energy and Force, and *Monitor Learning* on Motion. Elsa received *Accelerate Learning* on three of the four science domains and *Monitor Learning* on Waves. Argon Z. Asher did not receive any domain mastery information for EOG science because he took an EOC assessment.

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

- 7 Lexile Scores (ELA only):** The individual student Lexile measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. Drew E. Davis’s Lexile measure on the Grade 8 ELA assessment is 1130L and Elsa H. Ellis’s Lexile measure is 1285L.

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

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

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

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

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

- 10 Norm-Referenced Score:** The national percentile rank (and NP range) is included for each student. It is important to remember, as discussed on page 6, the norm-referenced score is based only on a subset of 20 items, and there is no direct correspondence between a student’s national percentile rank and his/her Georgia Milestones scale score.

In Grade 8 ELA, Drew E. Davis received an NP of 85, which is within the NP range of 69–95. An NP of 85 means that Drew scored higher than approximately 85 percent of the students in the national norm group. Elsa H. Ellis received an NP of 95, which is within the NP range of 81–99. In mathematics, Drew received an NP of 73, which is within the NP range of 60–84. Elsa received an NP of 84, which is within the NP range of 73–91. In science, Drew received an NP of 88, which is within the NP range of 77–96. Elsa received an NP of 91, which is within the NP range of 80–98. Argon Z. Asher did not receive an NP for EOG science because he took an EOC assessment. In social studies, Drew received an NP score of 41, which is within the NP range of 29–55. Elsa did not receive an NP for social studies because her test was invalidated.

The Class Roster Summary can be found on the last two pages of the Class Roster Report (see pages 40 and 41 for a Grade 8 sample for the spring main administration and pages 43–44 for the retest administration). The summary details are below:

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

**12 Performance on the Domains:** The Class Roster Summary for ELA displays the percentage of students by reading status (*Below Grade Level* or *Grade Level* or *Above*), the percentage of students at each score point on the Extended Writing Task, the percentage of students at each score point on the Narrative Writing Response, the number of students with each condition code for the Extended Writing Task and Narrative Writing Response, and the percentage of students by Lexile band. The ELA, mathematics, science, and social studies domain performances include the percentage of students in each domain mastery category of *Remediate Learning*, *Monitor Learning*, and *Accelerate Learning*. Note: Writing scores are reported only for the EOG Main administration. There is no Extended Writing Task or Narrative Writing Response for the EOG Retest.

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

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

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

# Sample Class Roster Report (Grade 8 example)

(Please see pages 34 through 37 for descriptions of numbered areas.)

**GRADE:** 8  
**CLASS:** ANYCLASS  
**SCHOOL:** ANYSCHOOL  
**SYSTEM:** ANYSYSTEM  
**STATE:** GA  
**CODE:** 123-1234

## Class Roster

### Spring 20XX End-of-Grade Assessment

#### Grade 8



Student Name GTID Birth Date	1 English Language Arts						1 Mathematics												
	9 Form <sup>1</sup>	4 Scale Score <sup>2</sup>	5 Achievement Level <sup>3</sup>	6 Domain Mastery <sup>4</sup>		7 Lexile Score	8 Reading Status <sup>5</sup>	9 Writing <sup>6</sup> (Points Earned)		10 Norm-Referenced Score Range <sup>7</sup>	4 Scale Score <sup>2</sup>	5 Achievement Level <sup>3</sup>	6 Domain Mastery <sup>4</sup>			10 Norm-Referenced Score Range <sup>7</sup>			
				Reading & Vocabulary	Writing & Language			Extended Writing Task	Usage				Narrative Writing Response	Numbers, Expressions, and Equations	Algebra and Functions		Geometry	Statistics and Probability	
AANENSON, AMY I 1234567890 01/01/20XX	A3	501	2	●	○	1255L	+	2 of 4	1 of 3	C	536	3	●	○	○	○	○	●	82 71-90
ARAGON, ANDRINA S 1234567890 01/01/20XX	A5	520	2	○	●	1070L	+	4 of 4	3 of 3	3 of 4	517	2	○	○	○	○	○	○	56 40-72
ASHER, ARGON Z 1234567890 01/01/20XX	B8	531	3	○	●	1130L	+	3 of 4	3 of 3	4 of 4	480	2	○	○	○	○	○	○	73 60-84
AZZIZI, ASHLEY Y 1234567890 01/01/20XX	A5	506	2	●	○	1215L	+	2 of 4	2 of 3	2 of 4	487	2	○	○	○	○	○	○	37 20-58
BAILEY, BERNARD A 1234567890 01/01/20XX	B10	526	3	○	●	1165L	+	3 of 4	3 of 3	4 of 4	556	3	●	○	○	○	○	○	97 92-99
BRECHER, BARB C 1234567890 01/01/20XX	A1	492	2	○	●	940L	-	3 of 4	3 of 3	2 of 4	513	2	○	○	○	○	○	○	79 67-88
CREWS, CARRIE D 1234567890 01/01/20XX	A5	501	2	○	●	1005L	-	2 of 4	2 of 3	3 of 4	504	2	○	○	○	○	○	○	59 43-74
DAVIS, DREW E 1234567890 01/01/20XX	A1	507 CA	2	○	○	1130L	+	3 of 4	2 of 3	2 of 4	497	2	○	○	○	○	○	○	73 60-84
DIEGO, DARA F 1234567890 01/01/20XX	B8	507	2	○	○	1130L	+	2 of 4	2 of 3	1 of 4	529	3	○	○	○	○	○	○	76 63-86
ELLIS, ELSA H 1234567890 01/01/20XX	B4	559	3	○	●	1285L	+	2 of 4	3 of 3	4 of 4	533	3	○	○	○	○	○	○	84 73-91

**1 Writing Prompt Genre**  
 Argumentative:  
 Forms A1, A3, A5, A7, A9, A11, and BR  
 Informational/Explanatory:  
 Forms B2, B4, B6, B8, B10, and B12

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

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

**4 Domain Mastery**  
 ○ Remediate Learning  
 ○ Monitor Learning  
 ● Accelerate Learning

**5 Reading Status**  
 - Below Grade Level  
 + Grade Level or Above

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

**7 National Percentile Codes**  
 DNA = Did Not Attempt  
 IV = Invalidation  
 EOC = EOC Test Administration

# Sample Class Roster Report (Grade 8 example)

(Please see pages 34 through 37 for descriptions of numbered areas.)



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

GRADE: 8  
CLASS: ANYCLASS  
SCHOOL: ANYSCHOOL  
SYSTEM: ANYSYSTEM  
STATE: GA  
CODE: 123-1234

Student Name GID	Birth Date	1 Science				1 Social Studies				Norm-Referenced Score / National Percentile / Range <sup>4</sup>					
		4 Scale Score <sup>1</sup>	5 Achievement Level <sup>2</sup>	6 Domain Mastery <sup>3</sup>			6 History	6 Domain Mastery <sup>3</sup>			Economics				
				Matter	Energy	Motion		Waves	Force			Geography	Government/Civics		
AANENSON, AMY I 1234567890	01/01/20XX	578	3	●	●	●	○	○	○	○	○	○	○	○	59 46-72
ARAGON, ANDRINA S 1234567890	01/01/20XX	587	3	●	○	●	○	○	○	○	○	○	○	○	66 53-78
ASHER, ARGON Z 1234567890	01/01/20XX	EOC	1	○	○	○	○	○	○	○	○	○	○	○	61 47-73
AZZIZI, ASHLEY Y 1234567890	01/01/20XX	469	3	●	○	○	○	○	○	○	○	○	○	○	61 47-73
BAILEY, BERNARD A 1234567890	01/01/20XX	563	3	●	○	○	○	○	○	○	○	○	○	○	49 36-62
BRECHER, BARB C 1234567890	01/01/20XX	498	2	○	○	○	○	○	○	○	○	○	○	○	62 49-74
CREWS, CARRIE D 1234567890	01/01/20XX	459	1	○	○	○	○	○	○	○	○	○	○	○	19 08-36
DAVIS, DREW E 1234567890	01/01/20XX	563	3	○	●	○	○	○	○	○	○	○	○	○	41 29-55
DIEGO, DARA F 1234567890	01/01/20XX	556	3	○	○	○	○	○	○	○	○	○	○	○	70 57-80
ELLIS, ELSA H 1234567890	01/01/20XX	608	4	●	●	●	●	●	●	●	●	●	●	●	IV

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

<sup>2</sup>Achievement Levels  
1 = Beginning Learner  
2 = Developing Learner  
3 = Proficient Learner  
4 = Distinguished Learner

<sup>3</sup>Domain Mastery  
○ Remediate Learning  
○ Monitor Learning  
● Accelerate Learning

<sup>4</sup>National Percentile Codes  
DNA = Did Not Attempt  
IV = Invalidation  
EOC = EOC Test Administration

# Sample Class Roster Report (Grade 8 example)

(Please see pages 34 through 37 for descriptions of numbered areas.)

GRADE: 8  
 CLASS: ANYCLASS  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 STATE: GA  
 CODE: 123-1234

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



Summary by Content Area

Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.				
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	29	28	28	28
Mean Scale Score	512	518	535	500
Standard Deviation	25	24	39	23
Percentage in Level 1 - Beginning Learner	3	0	10	7
Percentage in Level 2 - Developing Learner	66	54	21	79
Percentage in Level 3 - Proficient Learner	31	46	65	14
Percentage in Level 4 - Distinguished Learner	0	0	4	0
<b>Students Not Included in Summaries:</b>				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	1	0	0
Number of Students - Invalidation	0	0	0	1
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - EOC Test Administration	0	0	1	0
<b>Norm-Referenced Scores:</b>				
Median National Percentile	72	73	71	54
Mean Normal Curve Equivalent	60.3	60.7	62.2	50.5

Due to rounding, percentages may not total 100%.  
 \*\*The norm-referenced scores are calculated for groups of 15 or more students.  
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 990105-000003-07919

# Sample Class Roster Report (Grade 8 example)

(Please see pages 34 through 37 for descriptions of numbered areas.)

GRADE: 8  
 CLASS: ANYCLASS  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 STATE: GA  
 CODE: 123-1234

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



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

English Language Arts	Percentage of Students By Reading Status				Grade Level or Above	72	Percentage of Students In Each Domain Mastery Category			
	Below Grade Level	28	72				Remediate Learning	Monitor Learning	Accelerate Learning	
Extended Writing Task Idea Development, Organization, and Coherence Language Usage and Conventions	Percentage of Students with Each Score Point									
	0	1	2	3	4					
	0	3	59	28	10					
	0	7	55	38	—					
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	0	0	0	0	0			
	Students with a '0' score were given a condition code.									
Narrative Writing Response	Percentage of Students with Each Score Point									
	0	1	2	3	4					
	3	17	28	31	21					
	Number of Students with Each Condition Code*									
	A	B	C	D	E	F	G			
	0	0	1	0	0	0	0			
	Students with a '0' score were given a condition code.									
English Language Arts Reading and Vocabulary Writing and Language Mathematics Numbers, Expressions, and Equations Algebra and Functions Geometry Statistics and Probability Science Matter Energy Motion Waves Force Social Studies History Geography Government/Civics Economics	Percentage of Students In Each Domain Mastery Category					Remediate Learning	Monitor Learning	Accelerate Learning		
	72	24	3							
	52	34	14							
	70	16	14							
	68	21	11							
	43	50	7							
	61	25	14							
	34	38	28							
	41	48	10							
	34	38	28							
	44	35	21							
	25	55	20							
	59	21	20							
	48	45	7							
66	28	7								
62	31	7								

Due to rounding, percentages may not total 100%.

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

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

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# Sample Class Roster Report (Grade 8 EOG Retest example)

(Please see pages 34 through 37 for descriptions of numbered areas.)

**GRADE:** 8  
**CLASS:** ANYCLASS  
**SCHOOL:** ANYSCHOOL  
**SYSTEM:** ANYSYSTEM  
**STATE:** GA  
**CODE:** 123-1234

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



Summary by Content Area

	English Language Arts	Mathematics	Science	Social Studies
<b>Students Included in Summaries:</b>				
Number of Students	151	96		
Mean Scale Score	445	453		
Standard Deviation	32	19		
Percentage in Level 1 - Beginning Learner	80	89		
Percentage in Level 2 - Developing Learner	19	11		
Percentage in Level 3 - Proficient Learner	1	0		
Percentage in Level 4 - Distinguished Learner	0	0		
<b>Students Not Included in Summaries:</b>				
Number of Students - Present, Test Not Attempted	4	0		
Number of Students - Did Not Attempt	4	0		
Number of Students - Invalidation	0	0		
Number of Students - Participation Invalidation	0	0		
Number of Students - EOC Test Administration	0	0		
<b>Norm-Referenced Scores:</b>				
Median National Percentile	21	23		
Mean Normal Curve Equivalent	32.0	30.9		

11

2

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Due to rounding, percentages may not total 100%.  
 \*\*The norm-referenced scores are calculated for groups of 15 or more students.  
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# Sample Class Roster Report (Grade 8 EOG Retest example)

(Please see pages 34 through 37 for descriptions of numbered areas.)

GRADE: 8  
 CLASS: ANYCLASS  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 STATE: GA  
 CODE: 123-1234

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



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

English Language Arts	Percentage of Students By Reading Status			
	Below Grade Level	Grade Level	Grade Level or Above	
Reading Status	79	21		
Extended Writing Task*	Percentage of Students with Each Score Point			
	0	1	2	3 4
Idea Development, Organization, and Coherence				
Language Usage and Conventions				
	Number of Students with Each Condition Code			
	A	B	C	D E F G
	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
	Number of Students with Each Condition Code			
A	B	C	D	E F G
	Students with a '0' score were given a condition code.			

\*Writing is not reported for the Retest.

	Percentage of Students In Each Domain Mastery Category		
	Remediate Learning	Monitor Learning	Accelerate Learning
<b>English Language Arts</b>			
Reading and Vocabulary	96	3	1
Writing and Language	99	1	0
<b>Mathematics</b>			
Numbers, Expressions, and Equations	97	3	0
Algebra and Functions	100	0	0
Geometry	100	0	0
Statistics and Probability	91	9	0
<b>Science</b>			
Matter			
Energy			
Motion			
Waves			
Force			
<b>Social Studies</b>			
History			
Geography			
Government/Civics			
Economics			

Due to rounding, percentages may not total 100%.

Lexile Bands	Percentage of Students By Lexile Band	
	Below the Stretch Band (Below 1010L)	Within the Stretch Band (1010L-1185L) Above the Stretch Band (Above 1185L)
	79	19 2

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## Remediation and Retest Roster Reports

Remediation and Retest Roster Reports are accessible via eDIRECT.

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

There are several important points to note about this roster.

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

The Remediation and Retest Roster Report is distributed via eDIRECT only and is not produced in paper format. The rosters are provided electronically in an Excel format to allow System/School Test Coordinators the flexibility of using sort and filter tools to quickly identify students meeting the remediation requirements. Preliminary remediation and retest roster reports are replaced by final reports when state level reporting has completed.

A Sample Remediation and Retest Roster Report for Grade 8 appears on page 47.

The Remediation and Retest Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system/school code, and the Grade and Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student’s name followed by the student’s GTID number.
- 3 **Reading Status:** For ELA, Grade 3, 5, and 8 students receive a reading status—either *Below Grade Level* or *Grade Level or Above*. Drew E. Davis and Elsa H. Ellis both received a reading status of *Grade Level or Above* and are therefore not required to take the EOG retest in ELA. Carrie D. Crews has a reading status of *Below Grade Level* and is therefore eligible to retest in ELA. Fred G. Franklin has received an invalidation and is also eligible to retest in ELA. Manuel D. Murphy has a reading status of *Grade Level or Above* and does not require remediation. The Reading Status Date is April 12. This is the date these students received their scores and corresponding reading status. Students in a class or grade may have different dates depending on when their scores are received. Subsequent remediation and retest roster reports will always reflect the most recent status dates and scores for each student.

4 **Mathematics Status:** For mathematics, the achievement level for Grade 5 and 8 students is reported— *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. Drew E. Davis achieved *Developing Learner* in mathematics and is therefore not required to take the EOG retest. Elsa H. Ellis achieved *Proficient Learner* in mathematics and is also not required to take the EOG retest. As of April 12, a Local Coding Error (LCE) has been reported for Manuel D. Murphy on this preliminary report. LCEs are only reported on preliminary reports. The LCE and mathematics status date for Manuel will be updated in subsequent remediation and retest roster reports posted to eDIRECT when the error is corrected by the local school district. Otherwise, it will be replaced by an IV in the final report.

# Sample Remediation and Retest Roster Report (Grade 8 example)

(Please see pages 45 and 46 for descriptions of numbered areas.)

Spring 20XX Georgia Milestones End-of-Grade Assessment Remediation and Retest Roster

1		2			3			4					
System Name	School Name	System Code	School Code	Tested Grade	Class	Student Name	GTID	Reading Status Date	Reading Status	Reading Remediate & Retest	Math Status Date	Math Status	Math Remediate & Retest
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	AAENSON, AMY I	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	ARAGON, ANDRINA S	1234567890	04/12	Grade Level or Above	NO	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	ASHER, ARGON Z.	1234567890	04/12	Grade Level or Above	NO	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	AZZIZI, ASHLEY Y.	1234567890	04/12	Grade Level or Above	NO	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	BAILEY, BERNARD A.	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	BRECHER, BARB C.	1234567890	04/12	Below Grade Level	YES			
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	CREWS, CARRIE D.	1234567890	04/12	Below Grade Level	YES	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	DAVIS, DREW E.	1234567890	04/12	Grade Level or Above	NO	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	DIEGO, DARA F.	1234567890	04/18	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	ELLIS, ELSA H.	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	FRANKLIN, FRED G.	1234567890	04/12	IV	YES	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	HERNANDEZ, HELEN J.	1234567890	04/12	Grade Level or Above	NO	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	IMMENKAMP, ILSE K.	1234567890	04/12	Below Grade Level	YES	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	JACKSON, JACE P.					04/12	Beginning Learner	YES
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	JAMES, JANICE H.	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	KARTMAN, KELLY P.	1234567890	04/18	Grade Level or Above	NO	04/18	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	LOURDES, LEMONT R.	1234567890	04/12	Below Grade Level	YES	04/12	Developing Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	MAXON, MIA R.	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	MURPHY, MANUEL D.	1234567890	04/12	Grade Level or Above	NO	04/12	LCE	YES
ANYSYSTEM	ANYSCHOOL	123	1234	8	ANYCLASS	NEWMAN, NORMAN R.	1234567890	04/12	Grade Level or Above	NO	04/12	Proficient Learner	NO

## 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 49.

The LCE Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system/school code, and the Grade and Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- 3 **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 48 for descriptions of numbered areas.)

Spring 20XX Georgia Milestones End-of-Grade 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 <b>Irregularity Status</b> – IR, IV, PIV – and the associated 5-digit numeric <b>Irregularity Code</b> . 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	Tested Grade	Class	Student Name	GTID	Subject	
ANYSYSTEM	ANYSCHOOL	123	4567	3	ANYCLASS	ARLINGTON, JENNY L	1234567890	ELA	
ANYSYSTEM	ANYSCHOOL	123	4567	3	ANYCLASS	BRADFORD, JUSTIN W	2345678901	Math	
ANYSYSTEM	ANYSCHOOL	123	4567	3	ANYCLASS	CLARK, JEFFERY N	3456789012	Math	
ANYSYSTEM	ANYSCHOOL	123	4567	3	ANYCLASS	BRADFORD, JONAH W	4567890123	ELA	
ANYSYSTEM	ANYSCHOOL	123	4567	4	ANYCLASS	CLARK, JEFFERSON N	5678901234	Math	
ANYSYSTEM	ANYSCHOOL	123	4567	5	ANYCLASS	ARLINGTON, LENNY L	6789012345	Science	
ANYSYSTEM	ANYSCHOOL	123	4567	5	ANYCLASS	BRADFORD, JONAS W	7890123456	Math	
ANYSYSTEM	ANYSCHOOL	123	4567	5	ANYCLASS	CLARK, JEFF N	8901234567	Social Studies	
ANYSYSTEM	ANYSCHOOL	123	4567	6	ANYCLASS	DAVIDSON, TRINA E	9012345678	Math	
ANYSYSTEM	ANYSCHOOL	123	4567	8	ANYCLASS	DAVIDSON, CRISTA E	123456789	ELA	

## Content Area Summary Reports

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

A Sample School Content Area Summary Report for Grade 8 English language arts appears on pages 53 and 54.

A Sample System Content Area Summary Report for Grade 8 social studies appears on pages 55 and 56.

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

### 1 Overall Performance

- Number of Students – In ELA, 221 students at the school received scores. In social studies, the system had 575 students with scores.
- Mean Scale Score – In ELA, the mean scale score for the school was 502, which is the same as that of the system and RESA and lower than the state. In social studies, the mean scale score for the system was 514, which is higher than both the RESA and state.
- Standard Deviation – In ELA, the school had a standard deviation of 41. In social studies, the system's standard deviation was 46.
- Percentage Proficient (Levels 3 & 4) – In ELA, 28 percent of the students at the school achieved proficiency (Levels 3 & 4) as compared to 29 percent, 32 percent, and 39 percent at the system, RESA, and state levels, respectively. In social studies, the system had a larger percentage of students in Levels 3 and 4 (38 percent) than reported at the RESA (31 percent) and state levels (33 percent).

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

3 **Percentage of Students by Achievement Level:** This is a graphical display of the percentages of students in each achievement level. In ELA, the graph shows that the school had the same percentage of students in the *Beginning Learner* category as the system, a smaller percentage than the RESA, and slightly larger percentage than the state. In the *Developing Learner* category the school had a larger percentage than the system, RESA, and the state. In social studies, the system had a larger percentage of students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.

### 4 Norm-Referenced Performance

- Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In ELA, the median national percentile of 55 for the school is the same as the system and lower than that of the RESA and state. In social studies, the median national percentile for the system is 53, which is lower than both the RESA and state.
- Mean Normal Curve Equivalent – The Normal Curve Equivalent (NCE) scale ranges from 1–99 and coincides with the percentile scale at 1, 50, and 99. These are based on an equal-interval scale, which allows for meaningful comparisons. The mean NCE is computed by adding the NCE scores of all students in a group and then dividing by the number of students in that group. In ELA, the school received a mean NCE score of 53.7. In social studies, the system's mean NCE score was 51.3.

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

Students were excluded from summary data if they received a PTNA, DNA, IV, or PIV designation in lieu of a scale score. For English language arts, mathematics, and science, students with an EOC designation are also excluded from summary data.

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

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

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

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

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

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

**8 Percentage of Students in Each Mastery Category:** Displays percentages of students in the two domains of Reading and Vocabulary and Writing and Language. On the Grade 8 ELA report, results for Reading and Vocabulary show that 29 percent of students scored in the *Remediate Learning* mastery category, 52 percent in the *Monitor Learning* category, and 19 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 score point 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 Grade 8 ELA school report shows that 6 percent of students in the school obtained the highest possible score on Trait 1 compared to 7 percent in the system, 5 percent in the RESA, and 9 percent in the state. On Trait 2 of the Extended Writing Task, 24 percent of the students in the school obtained the highest possible score, whereas 25 percent, 29 percent, and 42 percent of the students obtained the highest possible score in the system, RESA, and state, respectively. On the Narrative Writing Response, 1 percent of students in the school received the highest score of 4 points whereas 3 percent, 5 percent, and 13 percent of the students obtained the highest possible score in the system, RESA, and state, respectively.

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

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

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

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

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

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

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

(Please see pages 50 through 52 for descriptions of numbered areas.)

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

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

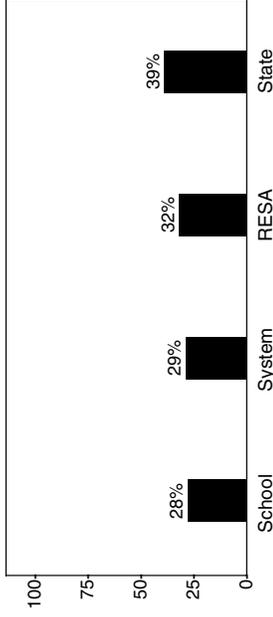


### English Language Arts

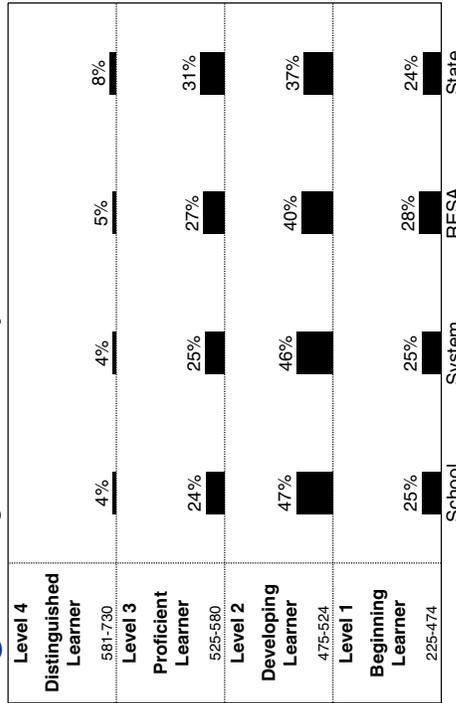
#### 1 Overall Performance

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

#### 2 Percentage of Students Proficient (Levels 3 & 4)



#### 3 Percentage of Students by Achievement Level



#### 4 Norm-Referenced Performance

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

#### 5 Summary Data Exclusions for the School

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

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

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 990115-000001-08119

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

(Please see pages 50 through 52 for descriptions of numbered areas.)

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

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



### 6 Performance by Reading Status

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

### 7 Lexile Distribution

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

### 8 Percentage of Students in Each Mastery Category

	Number of Students	Reading & Vocabulary				Writing & Language			
		Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	Accelerate Learning
School	221	29	52	19	27	54	19	19	
System	575	28	52	20	27	52	21	21	
RESA	3,771	32	48	20	33	48	19	19	
State	130,028	29	50	21	28	52	20	20	

### 9 Percentage of Students with Each Score Point

Idea Development, Organization, and Coherence	Extended Writing Task					Narrative Writing Response				
	0*	1	2	3	4	0*	1	2	3	4
School	2	17	51	26	6	6	47	42	8	1
System	2	16	51	26	7	4	47	40	8	3
RESA	2	10	46	28	5	4	49	32	11	5
State	2	12	41	37	9	4	32	32	19	13

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

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

Writing Condition Codes	Extended Writing Task							Narrative Writing Response						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
Blank	0	1	0	0	0	2	1	3	1	2	0	1	4	3
Copied	0	2	0	0	1	2	3	6	1	4	0	3	4	4
Too Limited to Score	18	16	10	0	6	19	17	74	15	23	0	14	11	12
Non-English/Foreign Language	1,346	412	485	4	395	256	34	3,347	577	491	2	337	144	112
Off Topic														
Offensive														
Illegible/Incomprehensible														

Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15. Copyright © 20XX Georgia Department of Education. All rights reserved. Lexile® and Lexile Framework® are registered trademarks of MetaMetrics, Inc. 990120-00002-0819

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

(Please see pages 50 through 52 for descriptions of numbered areas.)

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

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



### Social Studies

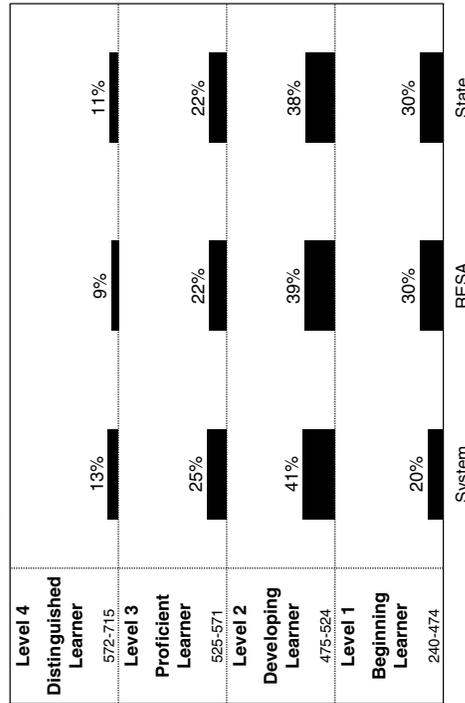
#### 1 Overall Performance

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

#### 2 Percentage of Students Proficient (Levels 3 & 4)



#### 3 Percentage of Students by Achievement Level



#### 4 Norm-Referenced Performance

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

#### 5 Summary Data Exclusions for the System

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

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

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

(Please see pages 50 through 52 for descriptions of numbered areas.)

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

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



### Social Studies

#### 6 Domain Performance Percentage of Students in Each Mastery Category\*

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

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

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## Summary Reports of All Student Populations

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

A sample state summary report for Grade 8 ELA appears on pages 58 and 59. Population Summary Reports for other grade levels and content areas contain similar information.

The Summary of All Student Populations Report provides:

- 1 **Group:** The student group provides a break out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.
- 2 **Number of Students:** The summary report identifies the total number of students who received scores, as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 379 students had conditional administrations and 129,649 had standard administrations for a total of 130,028 students statewide receiving scores on the Grade 8 English language arts assessment. As expected, most of these 130,028 students are regular program students (116,454), while 13,574 are special education students.
- 3 **Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 510. When looking at gender, females had a higher mean scale score than males (520 vs. 501).
- 4 **Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the EOG assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In Grade 8 ELA, 24 percent are *Beginning Learners*, 37 percent are *Developing Learners*, 31 percent are *Proficient Learners*, and 8 percent are *Distinguished Learners* in the All Students category.
- 5 **Students with No Scores:** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students who did not receive scores for one of the following reasons:
  - Present, Test Not Attempted (PTNA) – 199 students received a PTNA on the Grade 8 ELA assessment.
  - Did Not Attempt (DNA) – 841 students received a DNA on the Grade 8 ELA assessment.
  - Invalidation (IV) – 322 students received an IV on the Grade 8 ELA assessment.
  - Participation Invalidation (PIV) – No students received a PIV on the Grade 8 ELA assessment.
  - EOC Test Administration (EOC) – 5,008 students received an EOC on the Grade 8 ELA assessment.

**NOTE:** For English language arts, mathematics, and science, Section 5 of the summary report also provides a count of the number of students who received an EOC designation in lieu of a scale score. These are students in grades 6 through 8 who are enrolled in a valid EOC course and take the EOC assessment rather than the EOG assessment in that content area.

# Sample State Summary Report (Grade 8 English Language Arts example)

(Please see page 57 for descriptions of numbered areas.)

GRADE: 8  
STATE: GA

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



### English Language Arts

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

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

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

# Sample State Summary Report (Grade 8 English Language Arts example)

(Please see page 57 for descriptions of numbered areas.)

GRADE: 8  
STATE: GA

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



### English Language Arts

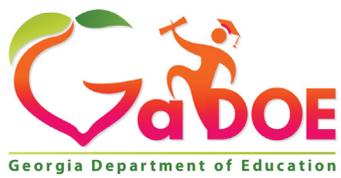
1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)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

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

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