

**FIRST NAME:** SAMPLE

**BIRTH DATE:** MM/DD/YYYY **CLASS NAME:** SAMPLE CLASS

**LAST NAME:** STUDENT

**TEST DATE:** 04/08/XX

**SCHOOL NAME:** SAMPLE SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** SAMPLE 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. This first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

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

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<b>ACHIEVEMENT LEVEL</b>	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 2 DEVELOPING LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>Present, Test Not Attempted</b>
<b>SCALE SCORE</b>	<b>540 CA*</b> Scale Score Range 525-580	<b>500</b> Scale Score Range 475-524	<b>525</b> Scale Score Range 525-592	<b>PTNA</b>

### Achievement Levels

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

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

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

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

\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

**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).

	<b>Beginning Learner</b>	<b>Developing Learner</b>	<b>Proficient Learner</b>	<b>Distinguished Learner</b>
<b>English Language Arts</b>	<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>
<b>Mathematics</b>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>recognize irrational numbers</li> <li>calculate with a negative-whole-number exponent</li> <li>represent multiples of ten in scientific notation</li> <li>identify equivalent ratios</li> <li>distinguish between relations that are/are not functions</li> <li>distinguish between congruent and similar figures</li> <li>recognize single translations, reflections, rotations, and dilations</li> <li>find the hypotenuse of a right triangle</li> <li>recognize associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>approximate irrational numbers to the nearest whole</li> <li>express numbers in scientific notation</li> <li>find the slope of a line</li> <li>solve simple equations with two variables</li> <li>identify and define linear functions and use them to model relationships</li> <li>recognize similarity and congruence and identify a series of transformations</li> <li>apply Pythagorean Theorem in 2-D figures</li> <li>describe associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>interpret irrational numbers</li> <li>apply properties of integer exponents and scientific notation</li> <li>solve linear equations and systems of equations</li> <li>determine the meaning of the slope of a line</li> <li>solve linear equation word problems with two variables</li> <li>evaluate and compare functions</li> <li>describe a sequence of transformations</li> <li>apply Pythagorean Theorem and its converse in 2-D figures</li> <li>find the volume of 3-D figures</li> <li>investigate associations between two sets of data</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>approximate irrational numbers</li> <li>interpret properties of integer exponents and scientific notation</li> <li>solve complex, multistep word problems with systems of linear equations</li> <li>model relationships using functions</li> <li>apply Pythagorean Theorem in 3-D figures</li> <li>analyze congruency and similarity</li> <li>find volume in real-world problems</li> <li>analyze patterns of association between two sets of data</li> </ul>

FIRST NAME: SAMPLE

BIRTH DATE: MM/DD/YYYY CLASS NAME: SAMPLE CLASS

LAST NAME: STUDENT

TEST DATE: 04/08/XX

SCHOOL NAME: SAMPLE SCHOOL

GTID: 1234567890

FORM: B10

SYSTEM NAME: SAMPLE SYSTEM

# English Language Arts

## Grade 8



Achievement Level	
<p>✓ <b>Level 3: Proficient Learner</b></p>	<p><b>Scale Score</b></p>
<p>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.</p>	<p><b>540 CA*</b></p>

**Standard Error of Measurement (SEM):** A scale score of **540 CA\*** 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 **525-557**.

Domain Performance	
<b>Reading and Vocabulary*</b>	●
Key Ideas and Details	◐
Craft and Structure/Integration of Knowledge and Ideas	●
Vocabulary Acquisition and Use	○
<b>Text Types*</b>	
Reading Literary Text	◐
Reading Informational Text	●
<b>Writing and Language</b>	◐
Writing	○
Language	●
<b>Extended Writing Scores<sup>1</sup></b>	
<b>Extended Writing argumentative essay</b>	
Idea Development, Organization, and Coherence	<b>2 out of 4 points</b>
Language Usage and Conventions	<b>2 out of 3 points</b>
<b>Narrative Writing Response</b>	<b>2 out of 4 points</b>

Domain Mastery    ○ Remediate Learning    ◐ Monitor Learning    ● Accelerate Learning

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

Your Student's Reading Status	Comparison to a National Sample of Students
<p>Reading Status: <b>Grade Level or Above</b></p> <p>Lexile Measure: <b>1285L</b>    Lexile Range: <b>1185L-1335L</b></p>	<p>National Percentile Range: <b>73-96</b></p>
<p>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>.</p>	<p>Your student's performance can be compared to other students nationally in Reading. The national percentile range is based on his or her estimated score on <i>TerraNova</i>, a nationally-normed achievement test. A national percentile range of 73-96 means that your student performed as well as or better than 73 to 96 percent of the national norming group. The national percentile range is based on his or her estimated <i>TerraNova</i> score ± the standard error of measurement.</p>

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	540 CA*	537	525	519
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> Scale Score Range: 225-474				

**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

\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

**FIRST NAME:** SAMPLE

**BIRTH DATE:** MM/DD/YYYY **CLASS NAME:** SAMPLE CLASS

**LAST NAME:** STUDENT

**TEST DATE:** 04/08/XX

**SCHOOL NAME:** SAMPLE SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** SAMPLE SYSTEM

# Mathematics

## Grade 8



Achievement Level	
✓ <b>Level 2: Developing Learner</b>	<b>Scale Score</b>
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.	<b>500</b>

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 checked="" type="radio"/> Monitor Learning

**Standard Error of Measurement (SEM):** A scale score of 500 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 488-514.

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

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				
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524	500	488	479	493
<b>Level 1: Beginning Learner</b> Scale Score Range: 275-474				

Comparison to a National Sample of Students	
National Percentile Range	
Your student's performance can be compared to other students nationally in Mathematics. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 77-93 means that your student performed as well as or better than 77 to 93 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score $\pm$ the standard error of measurement.	<b>77-93</b>

**FIRST NAME:** SAMPLE

**BIRTH DATE:** MM/DD/YYYY **CLASS NAME:** SAMPLE CLASS

**LAST NAME:** STUDENT

**TEST DATE:** 04/08/XX

**SCHOOL NAME:** SAMPLE SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** SAMPLE SYSTEM

# Science

## Grade 8



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>525</b>

Domain Category	Performance
Matter	<input type="radio"/> Remediate Learning
Energy	<input type="radio"/> Remediate Learning
Motion	<input checked="" type="radio"/> Accelerate Learning
Waves	<input type="radio"/> Monitor Learning
Force	<input type="radio"/> Monitor Learning

**Standard Error of Measurement (SEM):** A scale score of 525 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 507-543.

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

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: 593-785				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-592	525	508		
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524			497	488
<b>Level 1: Beginning Learner</b> Scale Score Range: 165-474				

Comparison to a National Sample of Students	
National Percentile Range	
Your student's performance can be compared to other students nationally in Science. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 70-93 means that your student performed as well as or better than 70 to 93 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement.	<b>70-93</b>

**FIRST NAME:** SAMPLE

**BIRTH DATE:** MM/DD/YYYY **CLASS NAME:** SAMPLE CLASS

**LAST NAME:** STUDENT

**TEST DATE:** 04/08/XX

**SCHOOL NAME:** SAMPLE SCHOOL

**GTID:** 1234567890

**SYSTEM NAME:** SAMPLE SYSTEM

# Social Studies

## Grade 8

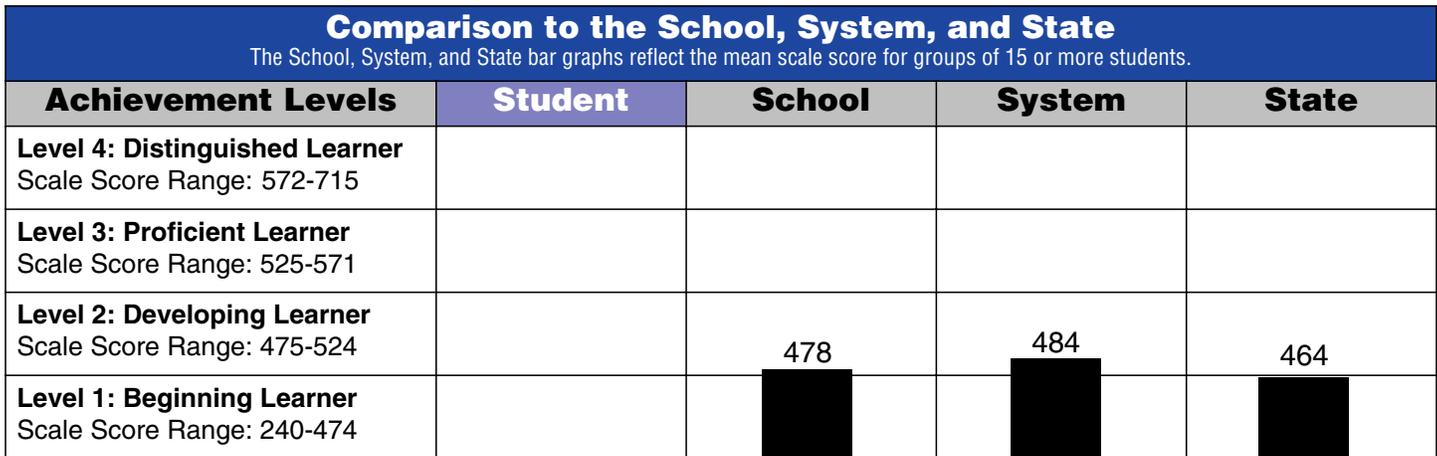


Achievement Level	
—	<b>Scale Score</b>
<p><b>Information about this student's score in this content area is unavailable because there were not enough attempted items to be able to report this student's score. Please contact your school for more information.</b></p>	
<b>PTNA</b>	

Domain Category	Performance
<b>History</b>	—
<b>Geography</b>	—
<b>Government/Civics</b>	—
<b>Economics</b>	—

**Domain Mastery**

Remediate Learning    
  Monitor Learning    
  Accelerate Learning



Comparison to a National Sample of Students	
National Percentile Range	
<b>Did Not Attempt</b>	<b>DNA</b>