

Georgia Milestones

Assessment System



End-of-Grade (EOG) Interpretive Guide for Score Reports for Spring and Summer 2022

**For Use with Score Reports from
the Spring and Summer 2022 Administrations**



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PURPOSE OF THIS GUIDE

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

This guide is organized into four sections:

- Background of Georgia Milestones,
- Key Terms,
- General Guidelines for Score Interpretation, and
- Georgia Milestones Sample Reports with Annotations.

BACKGROUND OF GEORGIA MILESTONES

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

Students in grades 3 through 8 take End-of-Grade (EOG) assessments:

- grades 3, 4, 6, and 7 take English language arts and mathematics;
- grade 5 takes English language arts, mathematics, and science; and
- grade 8 takes English language arts, mathematics, science, and social studies.

Students enrolled in any of the high school courses designated by the State Board of Education take an EOC assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English language arts assessment; and
- online administration as the mode of testing.

EOG Administrations

The EOG assessment has one test administration in the spring and a retest administration in the summer. The spring (main) administration includes all tested content areas and grades. During the state testing window for the spring administration, school districts are required to develop a local testing window within twenty-five (25) school days of the school district’s last school day of the regular school year. The summer retest administration is only for students in grades 3, 5, and 8 who did not achieve grade-level expectations in reading and/or students in grades 5 and 8 who did not achieve grade-level expectations in mathematics on the EOG spring assessment.

Grade Levels and Content Areas Assessed

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

English Language Arts

- Grades 3–8

Mathematics

- Grades 3–8

Science*

- Grades 5 and 8

Social Studies

- Grade 8

*Grade 8 students who are enrolled in a high school Physical Science course are administered the Grade 8 High School Physical Science EOG in lieu of the Grade 8 Science EOG. All other Grade 8 students are administered the Grade 8 Science EOG.

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>.

End-of-Grade Test Contents

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

Format of Georgia Milestones EOG Assessments

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

In addition to selected-response items (i.e., multiple-choice), ELA has constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science, social studies, and mathematics include selected-response and technology-enhanced items.

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These items are each worth one point.

A **constructed-response** item asks a question and students provide a response that they construct on their own. These items are each worth two points. Partial credit may be awarded if part of the response is correct. The ELA EOG assessments contain constructed-response items.

An **extended constructed-response** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points each and partial credit may be awarded. The ELA EOG assessments contain the narrative writing response, which is an extended constructed-response item.

The **extended writing-response** item is a specific type of constructed-response item that requires students to produce an argument, develop an informative or explanatory response, or write an opinion response based on information read in two passages. The extended writing-response task is scored on a seven-point scale: four points for idea development, organization, and coherence, and three points for language usage and conventions. It is found in Section 1 of the ELA EOG and follows three selected response items and one two-point constructed-response item, which serves to help focus students' thoughts on the passages and to prepare them for the task.

A **technology-enhanced** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, mathematics, science, and social studies, there are four specific types of technology-enhanced items being used: multiple-select, multiple-part, drag and drop, and drop down. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that could be a combination of multiple-choice and/or other technology-enhanced item types. Drag and drop items allow response choices to be moved and placed in another location (such as a chart or map). Drop down input items allow the student to select their response from a drop down list. In addition to these item types, ELA also uses a two-part item called an Evidence-Based Selected-Response (EBSR) item. In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. On the mathematics test, students respond to graphing items and keypad-input items. Graphing items allow students to graph and label points and lines, and shade regions in a coordinate plane. Keypad-input items require students to answer a question by providing the corresponding mathematical expression or equation. Table 1 summarizes the Georgia Milestones item types by content area.

Table 1: Georgia Milestones Item Types

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

*Some drag and drop items may include graphing concepts.

KEY TERMS

Accommodations

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

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

There are two types of accommodations:

- **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to 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 *Accessibility & Accommodations Manual* (both posted annually on the Georgia Department of Education’s website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>).

Achievement Level

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

Achievement Level Descriptor (ALD)

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

Administration Type

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

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

Criterion-Referenced Test

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

Domain

A domain is a group of related content standards within a grade level and content area. Providing information at the domain level helps educators determine the relative strengths and areas of need of individual students and entire classes as a whole. The number of domains on an EOG assessment varies by grade level and content area (see page 13 of this guide).

GTID

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

Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest Lexile scores possible range from 1200L in third grade to 1700L in eighth grade. More information about Lexiles can be found on pages 13 and 16 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Lexile® Range

A student's Lexile score is used to determine his or her Lexile range; a full Lexile range can be used to select reading material for the classroom and at home. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

Lexile “Stretch” Bands

Lexile “stretch” bands are ranges of Lexiles by grade level that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile “stretch” bands can be found on page 16 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Mean Scale Score

The mean is the arithmetic average of a set of scale scores. The mean scale score is found by adding all the scale scores in a given distribution and dividing that sum by the total number of scale scores.

Norm-Referenced Scores

Performance on the Georgia Milestones assessment can be used to compare achievement to a national sample of students. To do this, a concordance between Georgia Milestones and TerraNova, a norm-referenced achievement test (updated in 2017), is used to determine an estimated norm-referenced percentile. This estimation process provides norm-referenced scores, where student performance on a test can be compared to a nationally-representative reference group of students.

- **National Percentile Ranks** range from 1 to 99 and are commonly used for reporting norm-referenced test results to students and their parents and/or guardians. A percentile may be interpreted as the percentage of students in a national sample whose scores fall below a given student's TerraNova scale score. For example, if a student's scale score converts to a national percentile (NP) rank of 71, the student scored higher than approximately 71 percent of the students in the national norming group.
- **National Percentile Range** indicates where a student's true national percentile ranking likely falls. For example, if a student's national percentile range is 54–74, it indicates that the student performed as well as or better than 54 to 74 percent of the national norming group. The specific computation of the national percentile range is based on the concordance between the TerraNova scale score and Georgia Milestones scale score and the standard error of measurement.

Individual Student Reports include the estimated national percentile range for the student.

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

- **Median National Percentile:** The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50.
- **Normal Curve Equivalent (NCE) Scores** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99. Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

Scale Score

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

Standard Deviation (SD)

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

Standard Error of Measurement (SEM)

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

Test Form

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

GENERAL GUIDELINES FOR SCORE INTERPRETATION

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

Understanding the Use of Scale Scores

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

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

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 2 presents the scale score ranges and cut scores associated with each student achievement level and EOG assessment.

Table 2: Scale Score Ranges by Achievement Level

| Achievement Levels | | | | | |
|--------------------|-----------------------------------|-------------------------------|--------------------------------|--------------------------------|-----------------------------------|
| | | Level 1: Beginning Learner | Level 2: Developing Learner | Level 3: Proficient Learner | Level 4: Distinguished Learner |
| Content Area | Grade Level | Scale Score | Scale Score | Scale Score | Scale Score |
| ELA | Grade 3 | 180 to 474 | 475 to 524 | 525 to 580 | 581 to 830 |
| | Grade 4 | 210 to 474 | 475 to 524 | 525 to 573 | 574 to 775 |
| | Grade 5 | 210 to 474 | 475 to 524 | 525 to 586 | 587 to 760 |
| | Grade 6 | 140 to 474 | 475 to 524 | 525 to 598 | 599 to 820 |
| | Grade 7 | 165 to 474 | 475 to 524 | 525 to 591 | 592 to 785 |
| | Grade 8 | 225 to 474 | 475 to 524 | 525 to 580 | 581 to 730 |
| Mathematics | Grade 3 | 290 to 474 | 475 to 524 | 525 to 579 | 580 to 705 |
| | Grade 4 | 270 to 474 | 475 to 524 | 525 to 584 | 585 to 715 |
| | Grade 5 | 265 to 474 | 475 to 524 | 525 to 579 | 580 to 725 |
| | Grade 6 | 285 to 474 | 475 to 524 | 525 to 579 | 580 to 700 |
| | Grade 7 | 265 to 474 | 475 to 524 | 525 to 579 | 580 to 740 |
| | Grade 8 | 275 to 474 | 475 to 524 | 525 to 578 | 579 to 755 |
| Science | Grade 5 | 160 to 474 | 475 to 524 | 525 to 594 | 595 to 780 |
| | Grade 8 | 165 to 474 | 475 to 524 | 525 to 592 | 593 to 785 |
| | Grade 8 HS Physical Science | 145 to 474 | 475 to 524 | 525 to 603 | 604 to 815 |
| Social Studies | Grade 8 | 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 also achieve grade-level proficiency on the state-adopted assessments in mathematics. School districts and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

For students in grades 3, 5, and 8, performance on the reading portion of the ELA test, specifically the Reading & Vocabulary domain, is used to provide a grade-level reading status of *Below Grade Level* or *Grade Level or Above*. Students who receive a reading status of *Grade Level or Above* are eligible for promotion. Students who receive a reading status of *Below Grade Level* need remediation and are eligible to retest in ELA. Students in grades 5 and 8 must also achieve the *Developing Learner* achievement level 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 need remediation and are eligible to retest in mathematics.

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

Standard Error of Measurement

The standard error of measurement (SEM) is an estimate of the precision at various points along the score scale, and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her “true” score within a range of “observed score plus or minus the SEM.” Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student’s scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student’s score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student’s observed score and his or her “true” score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, the scores would likely fall within the SEM range.

Students Not Receiving Scale Scores

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

- **PTNA:** This designation indicates **Present, Test Not Attempted**. A PTNA designation is used for instances in which a student was present for the test administration but was unable to test. In this case, the examiner should mark the student with the PTNA indicator. Parental request for a student to opt out is not an allowable use of PTNA. Scores associated with a PTNA are not included when computing statistics for the summary reports.
- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the 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 items 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.
- **LCE:** This designation indicates that there is a Local Coding Error that the school system must correct prior to the student receiving a scale score. An LCE designation will appear only on preliminary reports. All LCE designations must be resolved prior to the close of the state administration window.

Students With Conditional Scale Scores

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

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

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

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

NOTE: The ELA EOG assessments provide several scores: an ELA scale score, a reading status, a Lexile measure, and national percentile range. 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.

SCORES BASED ON SUBSETS OF ITEMS

Interpreting Domain Level Information

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

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

| EOG Domains | | | | | | | | | | |
|-------------|---------------------|-------------------------------------------------------------|--------------------------------------------------------|------------------------------------|--------------------------------------------|----------------------------|--------------------|--------------------|---------|----------|
| Grade 3 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Operations and Algebraic Thinking | Number and Operations | Measurement and Data | Geometry | | | | | |
| Grade 4 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Operations and Algebraic Thinking | Number and Operations in Base 10 | Number and Operations - Fractions | Measurement and Data | Geometry | | | | |
| Grade 5 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Operations and Algebraic Thinking | Number and Operations in Base 10 | Number and Operations - Fractions | Measurement and Data | Geometry | | | | |
| | Science | Earth Science | Physical Science | Life Science | | | | | | |
| Grade 6 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Ratios and Proportional Relationships | The Number System | Expressions and Equations | Geometry | Statistics and Probability | | | | |
| Grade 7 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Ratios and Proportional Relationships | The Number System | Expressions and Equations | Geometry | Statistics and Probability | | | | |
| Grade 8 | ELA | Reading & Vocabulary | Key Ideas | Craft & Structure | Vocabulary Use | Literary Text | Informational Text | Writing & Language | Writing | Language |
| | Mathematics | Numbers, Expressions, and Equations | Algebra and Functions | Geometry | Statistics and Probability | | | | | |
| | Science | Matter | Energy | Motion | Waves | Force | | | | |
| | HS Physical Science | Chemistry: Atomic and Nuclear Theory and the Periodic Table | Chemistry: Chemical Reactions and Properties of Matter | Physics: Energy, Force, and Motion | Physics: Waves, Electricity, and Magnetism | | | | | |
| | Social Studies | History | Geography | Government/ Civics | Economics | | | | | |

Student performance for each domain is reported on the Individual Student Report and Class Roster Report to provide information about a student's relative strengths and/or areas of need within each content area. For mathematics, science, and social studies, each item on the assessment contributes to the student's performance in a single domain in that content area. However, each item on the ELA assessment contributes to the student's performance in multiple domains. There are two primary domains for ELA: Reading & Vocabulary and Writing & Language; every ELA item on the assessment contributes to the student's Reading & Vocabulary performance or the student's Writing & Language performance. Additionally, each reading and vocabulary question is used to determine a student's performance on one of these related domains: Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, or Vocabulary Acquisition and Use. Each reading and vocabulary question is also used to determine a student's performance on one of these related domains: Reading Literary Text or Reading Informational Text. Similarly, each writing and language question is used to determine a student's performance on one of these related domains: Writing or Language. Although each ELA item is used in determining performance in multiple domains, each item counts only one time in the student's overall ELA scale score.

Domain Mastery

To provide more information about student 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. 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 blueprints that can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

Interpreting Lexile Measures

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

In advising parents, educators should point out that the Individual Student Report not only shows the student’s obtained Lexile measure, but also displays a Lexile range. The lower value of the range represents the easiest kind of reading material that is appropriate for the student for leisure reading; it can be found by subtracting 100L from the student’s Lexile measure. The higher value of the range represents the most difficult level of material the student can read successfully for a motivating challenge; it is found by adding 50L to the student’s Lexile measure. Some students may receive “BR” as their Lexile measure, which denotes a Beginning Reader and indicates that the student can read the simplest of books.

A student’s Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile® Framework for Reading. The Lexile measure is a useful tool for matching student readers with appropriate texts.

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

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

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

Two of the Georgia Milestones reports provide summary information on the Lexile measures. The Class Roster Summary and the Content Area Summary Reports show a distribution of the percentage of students who fall below, within, or above the Lexile “stretch” band. The Lexile “stretch” bands shown in Table 4 are ranges of Lexiles by grade level/course that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation.

Table 4: Georgia Milestones Lexile “Stretch” Bands

| Grade Level/Course | College & Career Ready “Stretch” Lexile Bands |
|-------------------------------------|-----------------------------------------------|
| 3 | 520L to 820L |
| 4 | 740L to 940L |
| 5 | 830L to 1010L |
| 6 | 925L to 1070L |
| 7 | 970L to 1120L |
| 8 | 1010L to 1185L |
| American Literature and Composition | 1185L to 1385L |

The Lexile bands in the table above help teachers and parents determine what level of text is appropriate for each grade level or course and what level of text will stretch the students and help them 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 Reading Status

The Reading Status indicator is based on student performance on the Reading & Vocabulary subset of items on the ELA assessment and the associated Lexile score.

Reading Status is reported as one of the following:

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

A student who earns a Lexile score equal to or greater than the lower bound of the grade-level stretch band will be classified as “Grade Level or Above”. A student who earns a Lexile score less than the lower bound of the grade-level stretch band will be classified as “Below Grade Level”. The grade-level stretch bands are listed in Table 4 above.

Although the items contributing to the Lexile score, Reading Status, and the Reading & Vocabulary domain are the same, each of these achievement indicators communicate something unique about student performance. For example, it is possible for a student to receive a domain mastery designation of Remediate Learning in the Reading & Vocabulary domain and still receive a Reading Status of Grade Level or Above, or for a student with a Reading Status of Below Grade Level to demonstrate sufficient writing and language skills to be classified into the *Developing Learner* achievement level for the overall ELA assessment.

The Reading Status indicator is used to comply with the Georgia Promotion, Placement, and Retention law and State Board of Education Rule (see page 10).

Interpreting Writing Scores

To provide information about writing performance, the number of points earned on the Extended Writing Task (either opinion, argumentative, or informational/explanatory) and the Narrative Writing Response is provided. Writing tasks only appear in the EOG Spring Main administration; there is no Extended Writing Task or Narrative Writing Response for the EOG Retest. The writing tasks are scored and reported as follows:

- Extended Writing Task – reported as scores for the following two traits:
 - Trait 1: Idea Development, Organization, and Coherence – number of points earned out of 4 points
 - Trait 2: Language Usage and Conventions – number of points earned out of 3 points
- Narrative Writing Response – number of points earned out of 4 points

It is important to note that performance on other items, combined with performance on the writing tasks, contribute to the domain mastery designation for the Writing domain (as well as the Writing & Language domain). Therefore, it is possible that a student who earns high scores on the writing tasks may receive the Remediate Learning designation on these domains if fewer points are earned for the other items.

Braille Forms

Students who take the Braille 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. Electronic versions of static reports and interactive versions of the reports are available for certain school system personnel to access electronically through a secure and protected site [i.e., DRC INSIGHT Portal, MyGaDOE Portal, or the Statewide Longitudinal Data System (SLDS); see Table 5]. The reports provided for the Georgia Milestones EOG assessments and their delivery method are detailed below:

Table 5: Report Type and Delivery Method

| Report Type/Data File | DRC INSIGHT Portal – Static | DRC INSIGHT Portal – Interactive | MyGaDOE Portal | SLDS |
|----------------------------------------------------------|-----------------------------|----------------------------------|----------------|------|
| Individual Student Report (ISR) | X | | | X |
| Class Roster | X | X | | |
| Remediation and Retest Roster | | X | | |
| LCE Roster | | X | | |
| Content Area Summary – School Level | | X | X | |
| Content Area Summary – System Level | | X | X | |
| Content Area Summary – State Level | | X | X | |
| Summary Report of All Student Populations – School Level | | X | X | |
| Summary Report of All Student Populations – System Level | | X | X | |
| Summary Report of All Student Populations – State Level | | X | X | |
| Student Data File – System (.txt and .xlsx) | | | X | |
| Student Data File – System (.xlsx only) | X | | | |

Preliminary Reports

ISRs, Class Roster Reports, and Remediation and Retest Rosters are initially produced as preliminary reports, providing results for the student and class as soon as scores are available, rather than waiting until all testing is complete. These reports may be accessed via the DRC INSIGHT Portal from the Interactive Reporting menu. These preliminary reports are labeled as such, are cumulative, and may not include comprehensive information for the student or class. As more tests are scored the new student scores are added to the Class Rosters and Remediation and Retest Rosters, and the ISRs are able to be viewed. If a student has not completed a subject area within a test, no record for that student will display in that subject area, but all other subject areas that have been completed and scored will be reported. Once the conditions are met to transition from preliminary reports to final reports, the preliminary labeling is removed from the reports.

An LCE designation may appear on a preliminary report. An LCE designation is used to indicate an incorrect 5-digit code has been used when assigning an invalidation code (IV, PIV, or IR). An LCE designation is not used to indicate a partial test. All LCE designations must be resolved prior to the close of the state administration window. During preliminary reporting, an LCE Roster is made available in the Interactive Reporting platform for districts to identify any students with LCE designations and make the necessary corrections.

On the following pages, sample reports are provided. Sample static reports are shown first followed by sample interactive reports. The sample ISRs, Class Rosters, Remediation and Retest Rosters, and LCE Rosters in the following pages contain fictitious student names and other information (e.g., GTID) and are provided in this guide to illustrate different aspects of test results and reports.

NOTE: With reports being delivered in an interactive format for 2021–2022, the preliminary results will flow continuously into the reports as tests are scored.

STATIC REPORTS

Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. Select school and district staff can download electronic versions of the ISRs accessible via the DRC INSIGHT Portal from the Interactive Reporting menu or the SLDS.

A sample Grade 8 ISR appears on pages 23 through 28. Please note that ISRs for students in grade 8 will have six numbered pages, grade 5 will have five pages, and all other grades will have four pages. A Sample Grade 8 ISR for the Retest appears on pages 29–32. 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.

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

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

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

6 Standard Error of Measurement (SEM): The standard error of measurement (SEM) is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. The standard error of measurement (SEM) for Bernard's scale score of 526 indicates that if he were to take the ELA assessment again, it is likely that his score would be within the standard error of measurement range of 511–541.

7 Domain Category and Performance: Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and weaknesses of the student with respect to course content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the ELA EOG reports, students also receive information on how they performed on the Extended Writing Task and the Narrative Writing Response for the Writing & Language domain. On the sample Grade 8 ELA ISR, Bernard A. Bailey received *Accelerate Learning* in the Reading & Vocabulary domain and *Monitor Learning* in the Writing & Language domain. Within the Reading & Vocabulary domain, Bernard received a *Monitor Learning* designation for Key Ideas and Details and Craft and Structure/Integration of Knowledge and Ideas, and a *Remediate Learning* designation for Vocabulary Acquisition and Use. Within the Text Types domain, Bernard received a *Remediate Learning* designation for Reading Literary Text, and a *Monitor Learning* designation for Reading Informational Text. For the two traits of the Extended Writing Task (which was an argumentative essay for Bernard), he earned 3 out of 4 points for Idea Development, Organization, and Coherence and 3 out of 3 points for Language Usage and Conventions. For the Narrative Writing Response, he received 4 out of 4 points. **Note:** Writing scores are reported only for the EOG Main administration. There is no Extended Writing Task or Narrative Writing Response for the EOG Retest.

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

8 Your Student's Reading Status (ELA Only): The reading status indicator is determined by student performance on the subset of Reading & Vocabulary items within the ELA assessment and the associated Lexile score. Reading status is reported as either *Below Grade Level* or *Grade Level or Above*. The Lexile Framework[®] for Reading matches a student's reading ability with the difficulty of text material. On the Grade 8 ELA ISR, Bernard A. Bailey received a reading status of *Grade Level or Above* and a Lexile score of 1165L. His Lexile score falls within the Lexile Range of 1065L–1215L.

9 Comparison of the student's performance to a national sample of students: A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student to receive a national percentile range. Bernard A. Bailey received a national percentile range of 87–99 on the Grade 8 ELA assessment, which means that he performed as well as or better than 87–99 percent of the national norming group. If Bernard were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 87–99.

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

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

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

10 ***Comparison chart illustrating the student’s score compared to the mean scale scores within the school, system, and state:*** On the sample ISR for Grade 8, Bernard 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.

Sample Individual Student Report (Grade 8 example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

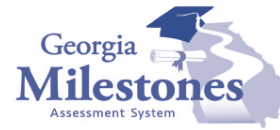
1 **FIRST NAME:** BERNARD **BIRTH DATE:** 01/01/20XX **CLASS NAME:** ANY CLASS
LAST NAME: BAILEY **TEST DATE:** 04/04/XX **SCHOOL NAME:** ANY SCHOOL
GTID: 1234567890 **SYSTEM NAME:** ANY SYSTEM

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. 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 |
|-----------------------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------|
| 2 ACHIEVEMENT LEVEL | LEVEL 3 PROFICIENT LEARNER | LEVEL 3 PROFICIENT LEARNER | LEVEL 3 PROFICIENT LEARNER | LEVEL 2 DEVELOPING LEARNER |
| 3 SCALE SCORE | 526 Scale Score Range 525-580 | 556 Scale Score Range 525-578 | 563 Scale Score Range 525-592 | 516 Scale Score Range 475-524 |

Achievement Levels

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

990100-000001-04821

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

05/01/20XX
Page 1

Sample Individual Student Report (Grade 8 example)

(Please see pages 20 through 22 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>English Language Arts</p> <p>In general, your child can:</p> <ul style="list-style-type: none"> identify a theme or central idea and provide a summary of below- grade-level text write basic arguments to support a claim write basic informational texts to examine a topic and convey information write simple narratives with vague details conduct short research projects to answer a question | <p>In general, your child can:</p> <ul style="list-style-type: none"> attempt to follow the development of a theme or central idea and provide an objective summary of near-grade-level text write general arguments to support a claim with reasons and evidence write general informational texts with relevant facts and examples write narratives with simple events and limited details generate additional questions to investigate while conducting short research projects | <p>In general, your child can:</p> <ul style="list-style-type: none"> determine a theme or central idea in complex, grade-level text and analyze its development write arguments and address counterclaims, using clear reasons and relevant evidence write informational texts with analysis of relevant facts and examples write structured narratives with descriptive details and well-structured event sequences generate additional questions to investigate while conducting short research projects | <p>In general, your child can:</p> <ul style="list-style-type: none"> assess the strength of ideas that support the central idea and provide a thorough summary of complex, above-grade-level text write conclusive arguments and address counterclaims with facts and reasoned arguments write precise, well-developed informational texts with analysis of relevant facts and examples write descriptive narratives with well-chosen details and precise language conduct sustained research projects to answer questions or solve problems | |
| <p>Mathematics</p> <p>In general, your child can:</p> <ul style="list-style-type: none"> recognize irrational numbers calculate with a negative-whole-number exponent represent multiples of ten in scientific notation identify equivalent ratios distinguish between relations that are/are not functions distinguish between congruent and similar figures recognize single translations, reflections, rotations, and dilations find the hypotenuse of a right triangle recognize associations between two sets of data | <p>In general, your child can:</p> <ul style="list-style-type: none"> approximate irrational numbers to the nearest whole express numbers in scientific notation find the slope of a line solve simple equations with two variables identify and define linear functions and use them to model relationships recognize similarity and congruence and identify a series of transformations apply Pythagorean Theorem in 2-D figures describe associations between two sets of data | <p>In general, your child can:</p> <ul style="list-style-type: none"> interpret irrational numbers apply properties of integer exponents and scientific notation solve linear equations and systems of equations determine the meaning of the slope of a line solve linear equation word problems with two variables evaluate and compare functions describe a sequence of transformations apply Pythagorean Theorem and its converse in 2-D figures find the volume of 3-D figures investigate associations between two sets of data | <p>In general, your child can:</p> <ul style="list-style-type: none"> approximate irrational numbers interpret properties of integer exponents and scientific notation solve complex, multistep word problems with systems of linear equations model relationships using functions apply Pythagorean Theorem in 3-D figures analyze congruency and similarity find volume in real-world problems analyze patterns of association between two sets of data | |

For more information about the achievement levels, see gdoe.org/milestones/achievement_levels. Copyright © 20XX Georgia Department of Education. All rights reserved. Lexile® and Lexile Framework® are registered trademarks of MetaMetrics, Inc. 990-100-00002-04821

Sample Individual Student Report (English Language Arts Grade 8 example)

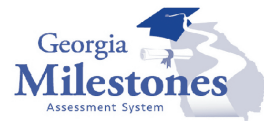
(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: BERNARD
LAST NAME: BAILEY
GTID: 1234567890

BIRTH DATE: 01/01/20XX
TEST DATE: 04/04/XX
FORM: B10

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

English Language Arts Grade 8



5

| Achievement Level | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Level 3: Proficient Learner | Scale Score |
| 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. | 526 |

7

| Domain Performance | |
|--------------------------------------------------------|--------------------------|
| Reading and Vocabulary* | ● |
| Key Ideas and Details | ◐ |
| Craft and Structure/Integration of Knowledge and Ideas | ◐ |
| Vocabulary Acquisition and Use | ○ |
| Text Types* | |
| Reading Literary Text | ● |
| Reading Informational Text | ● |
| Writing and Language | ◐ |
| Writing | ◐ |
| Language | ● |
| Extended Writing Scores¹ | |
| Extended Writing argumentative essay | |
| Idea Development, Organization, and Coherence | 3 out of 4 points |
| Language Usage and Conventions | 3 out of 3 points |
| Narrative Writing Response | 4 out of 4 points |

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

Domain Mastery ○ Remediate Learning ◐ Monitor Learning ● Accelerate Learning

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

| Your Student's Reading Status | Comparison to a National Sample of Students |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Status: Grade Level or Above Lexile Measure: 1165L Lexile Range: 1065L-1215L | National Percentile Range: 87-99 |
| 8 The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a Book database at www.lexile.com . For more information, visit www.gadoe.org/lexile.aspx . | 9 Your student's performance can be compared to other students nationally in Reading. The national percentile range is based on his or her estimated score on <i>TerraNova</i> , a nationally-normed achievement test. A national percentile range of 87-99 means that your student performed as well as or better than 87 to 99 percent of the national norming group. The national percentile range is based on his or her estimated <i>TerraNova</i> score ± the standard error of measurement. |

| Comparison to the School, System, and State | | | | |
|----------------------------------------------------------------------------------------------------------|---------|--------|--------|-------|
| 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 | 484 | 484 |
| Level 1: Beginning Learner 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

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Sample Individual Student Report (Mathematics Grade 8 example)

(Please see pages 20 through 22 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------|
| ✓ Level 3: Proficient Learner | | 556 |
| Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness. | | |

7

| Domain Category | Performance |
|--------------------------------------------|-----------------------|
| Numbers, Expressions, and Equations | ● Accelerate Learning |
| Algebra and Functions | ◐ Monitor Learning |
| Geometry | ● Accelerate Learning |
| Statistics and Probability | ◐ Monitor Learning |

6

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

| Domain Mastery |
|---------------------------------------------------------------------|
| ○ Remediate Learning ◐ Monitor Learning ● Accelerate Learning |

10

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

9

| Comparison to a National Sample of Students | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| National Percentile Range | |
| Your student's performance can be compared to other students nationally in Mathematics. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 92-99 means that your student performed as well as or better than 92 to 99 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score \pm the standard error of measurement. | 92-99 |

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Sample Individual Student Report (Science Grade 8 example)

(Please see pages 20 through 22 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 | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| ✓ Level 3: Proficient Learner | Scale Score |
| 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. | 563 |

7

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

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

Domain Mastery

○ Remediate Learning ◐ Monitor Learning ● Accelerate Learning

10

| Comparison to the School, System, and State | | | | |
|----------------------------------------------------------------------------------------------------------|---------|--------|--------|-------|
| The School, System, and State bar graphs reflect the mean scale score for groups of 15 or more students. | | | | |
| Achievement Levels | Student | School | System | State |
| Level 4: Distinguished Learner Scale Score Range: 593-785 | | | | |
| Level 3: Proficient Learner Scale Score Range: 525-592 | 563 | 526 | 526 | |
| Level 2: Developing Learner Scale Score Range: 475-524 | | | | 499 |
| Level 1: Beginning Learner Scale Score Range: 165-474 | | | | |

9

| Comparison to a National Sample of Students | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| National Percentile Range | |
| Your student's performance can be compared to other students nationally in Science. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 30-64 means that your student performed as well as or better than 30 to 64 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement. | 30-64 |

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Sample Individual Student Report (Social Studies Grade 8 example)

(Please see pages 20 through 22 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 | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| ✓ Level 2: Developing Learner | Scale Score |
| 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. | 516 |

7

| 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 |

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

Domain Mastery

Remediate Learning
 Monitor Learning
 Accelerate Learning

10

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

9

| Comparison to a National Sample of Students | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| National Percentile Range | |
| Your student's performance can be compared to other students nationally in Social Studies. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 36-62 means that your student performed as well as or better than 36 to 62 percent of the national norming group. The national percentile range is based on his or her estimated TerraNova score ± the standard error of measurement. | 36-62 |

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: DAVIS
1 LAST NAME: DREW
GTID: 1234567890

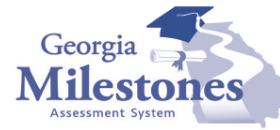
BIRTH DATE: MM/DD/YYYY **CLASS NAME:** ANYCLASS
TEST DATE: 04/08/XX **SCHOOL NAME:** ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

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. This 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 |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------|
| 2 ACHIEVEMENT LEVEL | LEVEL 1 BEGINNING LEARNER <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | LEVEL 1 BEGINNING LEARNER <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | | |
| 3 SCALE SCORE | 430 Scale Score Range 225-474 | 455 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.

990100-000001-05922

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

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Page 1

Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 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).

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

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: DAVIS

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

LAST NAME: DREW

TEST DATE: 04/08/XX

SCHOOL NAME: ANYSCHOOL

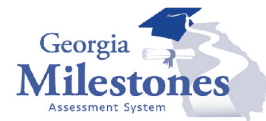
GTID: 1234567890

FORM: A1

SYSTEM NAME: ANYSYSTEM

English Language Arts

Grade 8



5

| Achievement Level | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>✓ Level 1: Beginning Learner</p> <p>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.</p> | <p>Scale Score</p> <p>430</p> |

7

| Domain Performance | |
|--------------------------------------------------------|----------------------------------|
| Reading and Vocabulary* | <input type="radio"/> |
| Key Ideas and Details | <input checked="" type="radio"/> |
| Craft and Structure/Integration of Knowledge and Ideas | <input type="radio"/> |
| Vocabulary Acquisition and Use | <input type="radio"/> |
| Text Types* | |
| Reading Literary Text | <input checked="" type="radio"/> |
| Reading Informational Text | <input type="radio"/> |
| Writing and Language | <input checked="" type="radio"/> |
| Writing | <input type="radio"/> |
| Language | <input type="radio"/> |

Domain Mastery Remediate Learning Monitor Learning Accelerate Learning

6

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**.

*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: Below Grade Level</p> <p>Lexile Measure: 830L Lexile Range: 730L-880L</p> | <p>National Percentile Range: 02-19</p> |
| <p>8 The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a Book database at www.lexile.com. For more information, visit www.gadoe.org/lexile.aspx.</p> | <p>9 Your student's performance can be compared to other students nationally in Reading. The national percentile range is based on his or her estimated score on <i>TerraNova</i>, a nationally-normed achievement test. A national percentile range of 02-19 means that your student performed as well as or better than 02 to 19 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 |
| Level 4: Distinguished Learner Scale Score Range: 581-730 | | | | |
| Level 3: Proficient Learner Scale Score Range: 525-580 | | Comparison data are not provided for summer retests. | | |
| Level 2: Developing Learner Scale Score Range: 475-524 | 430 | | | |
| Level 1: Beginning Learner Scale Score Range: 225-474 | | | | |

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Sample Individual Student Report (Grade 8 EOG Retest example)

(Please see pages 20 through 22 for descriptions of numbered areas.)

FIRST NAME: DAVIS
LAST NAME: DREW
GTID: 1234567890

BIRTH DATE: MM/DD/YYYY **CLASS NAME:** ANYCLASS
TEST DATE: 04/08/XX **SCHOOL NAME:** ANYSCHOOL
SYSTEM NAME: ANYSYSTEM

Mathematics

Grade 8



5

| Achievement Level | | Scale Score |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------|
| ✓ Level 1: Beginning Learner | | 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. | | |

7

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

6 **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.

Domain Mastery

Remediate Learning
 Monitor Learning
 Accelerate Learning

10

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

9

| Comparison to a National Sample of Students | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| National Percentile Range | |
| Your student's performance can be compared to other students nationally in Mathematics. The national percentile range is based on his or her estimated score on TerraNova, a nationally-normed achievement test. A national percentile range of 07-51 means that your student performed as well as or better than 07 to 51 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. | 07-51 |

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Class Roster Reports

Class Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu. Class Roster Reports are available in the Interactive Reporting format, as well as the traditional PDF format.

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 available for each grade level with students listed alphabetically within the class. Select school and district staff can download electronic versions of the ISRs from the DRC INSIGHT Portal.

The Class Roster PDF consists of two sections; one section contains a list of students and their test performance and the other section contains a summary of performance for the entire class.

A sample Class Roster Report for Grade 8 appears on pages 36–37 followed by a sample Class Roster Summary on pages 38–39.

The Class Roster Report provides:

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

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

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

8 Domain Scores: Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*.

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

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

For science, Drew received *Remediate Learning* on Matter and Waves, *Accelerate Learning* on Energy and Force, and *Monitor Learning* on Motion. Elsa received *Accelerate Learning* on four of the five science domains and *Monitor Learning* on Waves.

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

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

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

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

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

10 National Percentile Range: The national percentile range is included for each student.

In Grade 8 ELA, Drew E. Davis received a national percentile range of 69–95. Elsa H. Ellis received a national percentile range of 81–99. In mathematics, Drew received a national percentile range of 60–84. Elsa received a national percentile range of 73–91. In science, Drew received a national percentile range of 77–96. Elsa received a national percentile range of 80–98. In social studies, Drew received a national percentile range of 29–55. Elsa did not receive a national percentile range for social studies because her test was invalidated.

The Class Roster Summary can be found on the last two pages of the Class Roster Report (see pages 38 and 39 for a Grade 8 sample). The summary details are below:

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

12 Performance on the Domains: The Class Roster Summary for ELA displays the percentage of students by reading status (*Below Grade Level* or *Grade Level* or *Above*), the percentage of students at each score point on the Extended Writing Task, the percentage of students at each score point on the Narrative Writing Response, the number of students with each condition code for the Extended Writing Task and Narrative Writing Response, and the percentage of students by Lexile band. The ELA, mathematics, science, and social studies domain performances include the percentage of students in each domain mastery category of *Remediate Learning*, *Monitor Learning*, and *Accelerate Learning*.

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

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

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

Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)



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

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

| 3 Student Name GTID | 9 Form ¹ | 4 Scale Score ² | 5 Achievement Level ³ | 6 Lexile Score | 7 Reading Status ⁴ | 1 English Language Arts | | | | | | | | 1 Mathematics | | | | | | | | | | | | | | |
|---------------------------------|------------------------|-------------------------------|-------------------------------------|-------------------|----------------------------------|----------------------------------|---|----------------|---|------------------------|---|---------------------|---|-------------------------------|---|-------------------------|---|-------------------------|-------------------------------------|--------------|--------|---------------|---|---------------------------------|---|---------------------------------|---|-------|
| | | | | | | 8 Domain Mastery ⁵ | | | | | | | | 4 Scale Score ² | | | | | 5 Achievement Level ³ | | | | | | | | | |
| | | | | | | 8 Reading & Vocabulary | | 8 Key Ideas | | 8 Craft & Structure | | 8 Vocabulary Use | | 8 Literary Text | | 8 Informational Text | | 8 Writing & Language | | 8 Writing | | 8 Language | | 9 Points Earned ⁶ | | 10 National Percentile Range | | |
| AANENSON, AMY I 1234567890 | A3 | 501 | 2 | 1255L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 2 of 4 | 1 of 3 | 26-56 | ● | ● | ● | ● | ● | 71-90 |
| ARAGON, ANDRINA S 1234567890 | A5 | 520 | 2 | 1070L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 4 of 4 | 3 of 3 | 58-87 | ● | ● | ● | ● | ● | 40-72 |
| ASHER, ARGON Z 1234567890 | B8 | 531 | 3 | 1130L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 3 of 4 | 3 of 4 | 37-68 | ● | ● | ● | ● | ● | 60-84 |
| AZZIZI, ASHLEY Y 1234567890 | A5 | 506 | 2 | 1215L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 2 of 4 | 2 of 3 | 34-65 | ● | ● | ● | ● | ● | 20-58 |
| BAILEY, BERNARD A 1234567890 | B10 | 526 | 3 | 1165L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 3 of 4 | 3 of 4 | 87-99 | ● | ● | ● | ● | ● | 92-99 |
| BRECHER, BARB C 1234567890 | A1 | 492 | 2 | 940L | - | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 3 of 4 | 3 of 3 | 22-51 | ● | ● | ● | ● | ● | 67-88 |
| CREWS, CARRIE D 1234567890 | A5 | 501 | 2 | 1005L | - | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 2 of 4 | 2 of 3 | 52-82 | ● | ● | ● | ● | ● | 43-74 |
| DAVIS, DREW E 1234567890 | A1 | 507 | 2 | 1130L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 3 of 4 | 2 of 3 | 69-95 | ● | ● | ● | ● | ● | 60-84 |
| DIEGO, DARA F 1234567890 | B8 | 507 | 2 | 1130L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 2 of 4 | 2 of 3 | 82-99 | ● | ● | ● | ● | ● | 63-86 |
| ELLIS, ELSA H 1234567890 | B4 | 559 | 3 | 1285L | + | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 2 of 4 | 3 of 3 | 81-99 | ● | ● | ● | ● | ● | 73-91 |

¹Writing Prompt: Argumentative: Forms A1, A3, A5, A7, A9, A11, C1, BR, and VSL; Informational/Explanatory: Forms B2, B4, B6, B8, B10, and B12; CA = Conditional Administration

²Scale Score Codes: PTNA = Present, Test Not Attempted; DNA = Did Not Attempt; IV = Invalidation; PIV = Participation Invalidation

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

⁴Reading Status: - Below Grade Level; + Grade Level or Above

⁵Domain Mastery: ○ Remediate Learning; ● Monitor Learning; ● Accelerate Learning

⁶Condition 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

⁷National Percentile Range: DNA = Did Not Attempt; IV = Invalidation

Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)



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

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

| 3 Student Name GTID | Birth Date | 1 Grade 8 Science | | | | | | 1 High School Physical Science | | | | | | 1 Social Studies | | | | | | | | | |
|---------------------------------|------------|----------------------------|--------|----------------------------------|-------|-------------------------------|----------------------------------------|-------------------------------------------------------------|--------------------------------------------------------|------------------------------------|--------------------------------------------|-------------------------------|-----------|----------------------------|-----------|----------------------------------------|---|-------------------------------|---|-------------------------------------------|---|-------|-------|
| | | 4 Scale Score ¹ | | 5 Achievement Level ² | | 8 Domain Mastery ³ | | 4 Scale Score ¹ | | 5 Achievement Level ² | | 8 Domain Mastery ³ | | 4 Scale Score ¹ | | 5 Achievement Level ² | | 8 Domain Mastery ³ | | 10 National Percentile Range ⁴ | | | |
| | | Matter | Energy | Motion | Waves | Force | National Percentile Range ⁴ | Chemistry: Atomic and Nuclear Theory and the Periodic Table | Chemistry: Chemical Reactions and Properties of Matter | Physics: Energy, Force, and Motion | Physics: Waves, Electricity, and Magnetism | History | Geography | Government/Civics | Economics | National Percentile Range ⁴ | | | | | | | |
| AAINSON, AMY I 1234567890 | 01/01/20XX | 578 | 3 | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 46-72 | |
| ARAGON, ANDRINA 1234567890 | 01/01/20XX | 587 | 3 | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 53-78 |
| ASHER, ARGON Z 1234567890 | 01/01/20XX | 469 | 1 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 47-73 |
| AZZIZI, ASHLEY Y 1234567890 | 01/01/20XX | 563 | 3 | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 47-73 |
| BAILEY, BERNARD A 1234567890 | 01/01/20XX | 498 | 2 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 36-62 |
| BRECHER, BARB C 1234567890 | 01/01/20XX | 459 | 1 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 49-74 |
| CREWS, CARRIE D 1234567890 | 01/01/20XX | 563 | 3 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 08-36 |
| DAVIS, DREW E 1234567890 | 01/01/20XX | 608 | 4 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 29-55 |
| DIEGO, DARA F 1234567890 | 01/01/20XX | 537 | 3 | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | 57-80 |
| ELLIS, ELSA H 1234567890 | 01/01/20XX | 608 | 4 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | IV |

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

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

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

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

Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

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

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



| Summary by Content Area | | | | | |
|------------------------------------------------------------------------------------------------|-----------------------|-------------|-----------------|------------------------------|----------------|
| Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations. | | | | | |
| Students Included in Summaries: | English Language Arts | Mathematics | Grade 8 Science | High School Physical Science | Social Studies |
| Number of Students | 29 | 28 | 23 | 5 | 28 |
| Mean Scale Score | 512 | 518 | 535 | 520 | 500 |
| Standard Deviation | 25 | 24 | 39 | 27 | 23 |
| Percentage in Level 1 - Beginning Learner | 3 | 0 | 7 | 0 | 7 |
| Percentage in Level 2 - Developing Learner | 66 | 54 | 21 | 40 | 79 |
| Percentage in Level 3 - Proficient Learner | 31 | 46 | 68 | 60 | 14 |
| Percentage in Level 4 - Distinguished Learner | 0 | 0 | 4 | 0 | 0 |
| Students Not Included in Summaries: | | | | | |
| Number of Students - Present, Test Not Attempted | 0 | 1 | 0 | 0 | 1 |
| Number of Students - Did Not Attempt | 0 | 0 | 0 | 0 | 0 |
| Number of Students - Invalidation | 0 | 1 | 0 | 0 | 0 |
| Number of Students - Participation Invalidation | 0 | 0 | 0 | 0 | 1 |
| Norm-Referenced Scores: | | | | | |
| Median National Percentile | 72 | 73 | 71 | 76 | 54 |
| Mean Normal Curve Equivalent | 60.3 | 60.7 | 62.2 | 63.6 | 50.5 |

Due to rounding, percentages may not total 100%.
 **The norm-referenced scores are calculated for groups of 15 or more students.
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 990105-000003-03922

Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

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

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



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

| Domains | Percentage of Students In Each Domain Mastery Category | | |
|--------------------------------------------------------|--------------------------------------------------------|------------------|---------------------|
| | Remediate Learning | Monitor Learning | Accelerate Learning |
| English Language Arts | | | |
| Reading and Vocabulary | 72 | 24 | 3 |
| Key Ideas and Details | 62 | 28 | 10 |
| Craft and Structure/Integration of Knowledge and Ideas | 38 | 52 | 10 |
| Vocabulary Acquisition and Use | 59 | 31 | 10 |
| Reading Literary Text | 52 | 41 | 7 |
| Reading Informational Text | 52 | 41 | 7 |
| Writing and Language | | | |
| Writing | 21 | 69 | 10 |
| Language | 59 | 21 | 21 |

Due to rounding, percentages may not total 100%.

| English Language Arts | Percentage of Students By Reading Status | | | | | | |
|--------------------------------------------------------|--------------------------------------------------------|-------------|----------------------|----|----|---|---|
| | Below Grade Level | Grade Level | Grade Level or Above | 72 | | | |
| Reading Status | 28 | | | | | | |
| | Percentage of Students with Each Score Point | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | | |
| Extended Writing Task | 0 | 3 | 59 | 28 | 10 | | |
| | 0 | 7 | 55 | 38 | — | | |
| | Number of Students with Each Condition Code* | | | | | | |
| Idea Development, Organization, and Coherence | A | B | C | D | E | F | G |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Students with a '0' score were given a condition code. | | | | | | |
| Language Usage and Conventions | Percentage of Students with Each Score Point | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | | |
| | 3 | 17 | 28 | 31 | 21 | | |
| Narrative Response | 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. | | | | | | | |

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

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

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Sample Class Roster Report (Grade 8 example)

(Please see pages 33 through 35 for descriptions of numbered areas.)

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



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



Performance on the Domains - Continued

Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.

| Domains | Percentage of Students In Each Domain Mastery Category | | |
|-------------------------------------------------------------|--------------------------------------------------------|------------------|---------------------|
| | Remediate Learning | Monitor Learning | Accelerate Learning |
| Mathematics | | | |
| Numbers, Expressions, and Equations | 32 | 39 | 29 |
| Algebra and Functions | 68 | 21 | 11 |
| Geometry | 43 | 50 | 7 |
| Statistics and Probability | 61 | 25 | 14 |
| Grade 8 Science | | | |
| Matter | 20 | 40 | 40 |
| Energy | 30 | 30 | 40 |
| Motion | 40 | 20 | 40 |
| Waves | 20 | 20 | 60 |
| Force | 30 | 40 | 30 |
| High School Physical Science | | | |
| Chemistry: Atomic and Nuclear Theory and the Periodic Table | 20 | 60 | 20 |
| Chemistry: Chemical Reactions and Properties of Matter | 40 | 40 | 20 |
| Physics: Energy, Force, and Motion | 20 | 80 | 0 |
| Physics: Waves, Electricity, and Magnetism | 40 | 20 | 40 |
| Social Studies | | | |
| History | 61 | 21 | 18 |
| Geography | 50 | 43 | 7 |
| Government/Civics | 64 | 29 | 7 |
| Economics | 61 | 32 | 7 |

Due to rounding, percentages may not total 100%.

Content Area Summary Reports

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 44–46.

A sample System Content Area Summary Report for Grade 8 social studies appears on pages 47–48.

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.

- 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.

Pages 2 and 3 of an ELA EOG Content Area Summary Report provide:

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

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

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

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

8 Percentage of Students in Each Mastery Category (ELA only): This section of the report displays the percentages of students in the nine domains of Reading & Vocabulary, Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Reading Literary Text, Reading Informational Text, Writing & Language, Writing, and Language. On the Grade 8 ELA report, results for the Reading & Vocabulary domain show that 29 percent of students at the school received a *Remediate Learning* designation, 52 percent received a *Monitor Learning* designation, and 19 percent received an *Accelerate Learning* designation. School-level domain performance can be compared to the other domains, as well as to performance at the system, RESA, and state levels. For example, when looking at school performance across the nine domains, the Craft and Structure/Integration of Knowledge and Ideas domain showed the highest percentage of students receiving an *Accelerate Learning* designation. Furthermore, the school outperformed the system and RESA in this specific domain and mastery category (22 percent versus 20 percent and 21 percent, respectively).

9 Percentage of Students with Each Score Point (ELA only): ELA Content Area Summary Reports also include tables showing the percentages of students obtaining each score point for the Extended Writing Task (Traits 1 and 2) and the Narrative Writing Response. Trait 1 of the Extended Writing Task measures Idea Development, Organization, and Coherence and is worth 4 possible points. Trait 2 of the Extended Writing Task measures Language Usage and Conventions and is worth 3 possible points. The Narrative Writing Response is worth a maximum of 4 points.

The sample Grade 8 ELA school report shows that 6 percent of students in the school obtained the highest possible score on Trait 1 compared to 7 percent in the system, 5 percent in the RESA, and 9 percent in the state. On Trait 2 of the Extended Writing Task, 24 percent of the students in the school obtained the highest possible score, whereas 25 percent, 29 percent, and 42 percent of the students obtained the highest possible score in the system, RESA, and state, respectively. On the Narrative Writing Response, 1 percent of students in the school received the highest score of 4 points whereas 3 percent, 5 percent, and 13 percent of the students obtained the highest possible score in the system, RESA, and state, respectively.

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

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

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

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

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

6 **Domain Performance:** This table displays the percentages of students in each mastery category for each domain. On the Grade 8 social studies report, the first domain is History. For this domain, system-level results show that 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 41 through 43 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

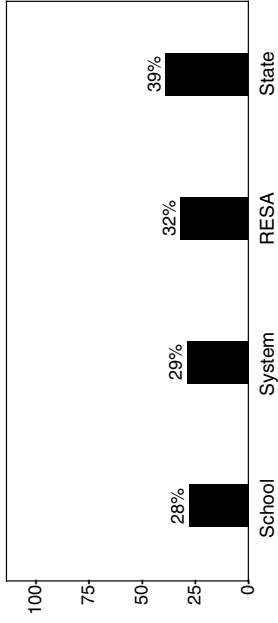


English Language Arts

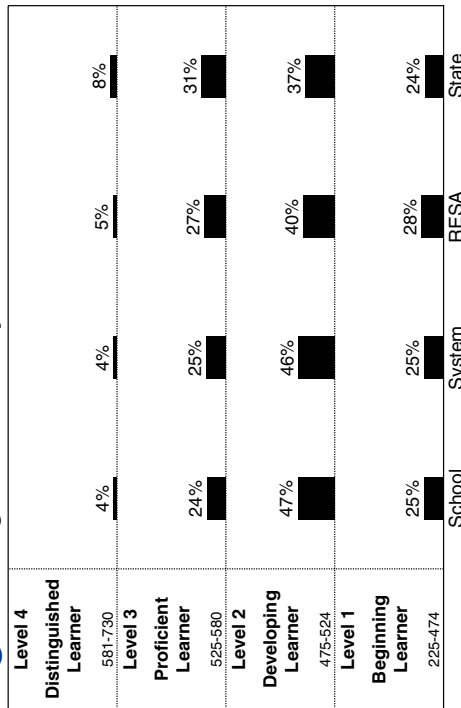
1 Overall Performance

| 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 |

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

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

(Please see pages 41 through 43 for descriptions of numbered areas.)

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

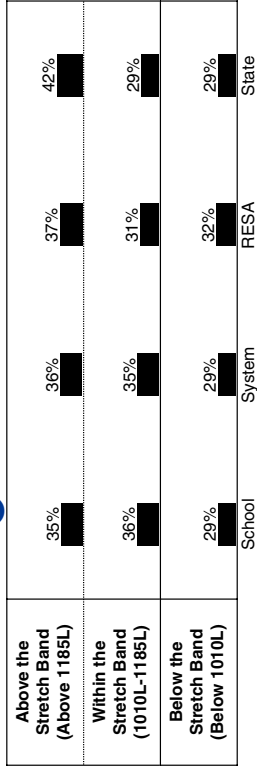
School Content Area Summary Spring 20XX — End-of-Grade Assessment Grade 8 English Language Arts



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



8 Percentage of Students in Each Mastery Category

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

| | Number of Students | Key Ideas and Details | | | Craft and Structure/Integration of Knowledge and Ideas | | | Vocabulary Acquisition and Use | | |
|--------|--------------------|-----------------------|------------------|---------------------|--------------------------------------------------------|------------------|---------------------|--------------------------------|------------------|---------------------|
| | | Remediate Learning | Monitor Learning | Accelerate Learning | Remediate Learning | Monitor Learning | Accelerate Learning | Remediate Learning | Monitor Learning | Accelerate Learning |
| School | 221 | 29 | 50 | 21 | 25 | 53 | 22 | 30 | 52 | 18 |
| System | 575 | 29 | 50 | 21 | 27 | 53 | 20 | 28 | 52 | 20 |
| RESA | 3,771 | 31 | 49 | 20 | 33 | 46 | 21 | 34 | 50 | 16 |
| State | 130,028 | 28 | 50 | 22 | 30 | 48 | 22 | 31 | 49 | 20 |

| | Number of Students | Reading Literary Text | | | Reading Informational Text | | |
|--------|--------------------|-----------------------|------------------|---------------------|----------------------------|------------------|---------------------|
| | | Remediate Learning | Monitor Learning | Accelerate Learning | Remediate Learning | Monitor Learning | Accelerate Learning |
| School | 221 | 31 | 54 | 15 | 30 | 51 | 19 |
| System | 575 | 32 | 54 | 14 | 24 | 51 | 25 |
| RESA | 3,771 | 30 | 48 | 22 | 32 | 47 | 21 |
| State | 130,028 | 28 | 51 | 21 | 28 | 52 | 20 |

• Due to rounding, percentages may not total 100%. To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
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Sample School Content Area Summary Report (Grade 8 English Language Arts example)

(Please see pages 41 through 43 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



8 Percentage of Students in Each Mastery Category

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

| Number of Students | Writing | | | | Language | | | |
|--------------------|--------------------|------------------|---------------------|---------------------|--------------------|------------------|---------------------|---------------------|
| | Remediate Learning | Monitor Learning | Accelerate Learning | Accelerate Learning | Remediate Learning | Monitor Learning | Accelerate Learning | Accelerate Learning |
| School | 29 | 50 | 21 | 21 | 25 | 58 | 17 | 17 |
| System | 29 | 50 | 21 | 21 | 25 | 54 | 21 | 21 |
| RESA | 30 | 50 | 20 | 20 | 36 | 46 | 18 | 18 |
| State | 27 | 50 | 23 | 23 | 29 | 54 | 17 | 17 |

9 Percentage of Students with Each Score Point

| Idea Development, Organization, and Coherence | Extended Writing Task | | | | Extended Writing Task | | | | Narrative Writing Response | | | | |
|-----------------------------------------------|-----------------------|----|----|----|-----------------------|----|----|----|----------------------------|----|----|----|----|
| | 0* | 1 | 2 | 3 | 0* | 1 | 2 | 3 | 0* | 1 | 2 | 3 | 4 |
| School | 2 | 17 | 51 | 24 | 2 | 23 | 52 | 24 | 6 | 47 | 40 | 6 | 1 |
| System | 2 | 16 | 51 | 24 | 2 | 23 | 51 | 25 | 4 | 47 | 39 | 8 | 3 |
| RESA | 2 | 10 | 46 | 38 | 2 | 22 | 47 | 29 | 4 | 49 | 32 | 11 | 5 |
| State | 2 | 12 | 41 | 37 | 2 | 14 | 43 | 42 | 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 | 4 | 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.

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

(Please see pages 41 through 43 for descriptions of numbered areas.)

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

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

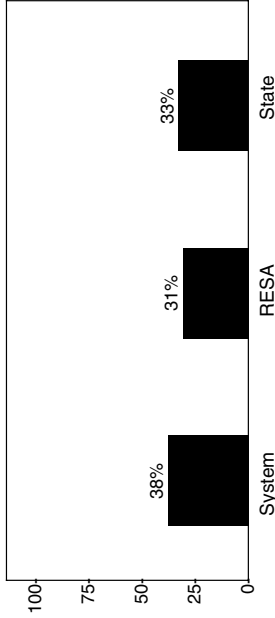


Social Studies

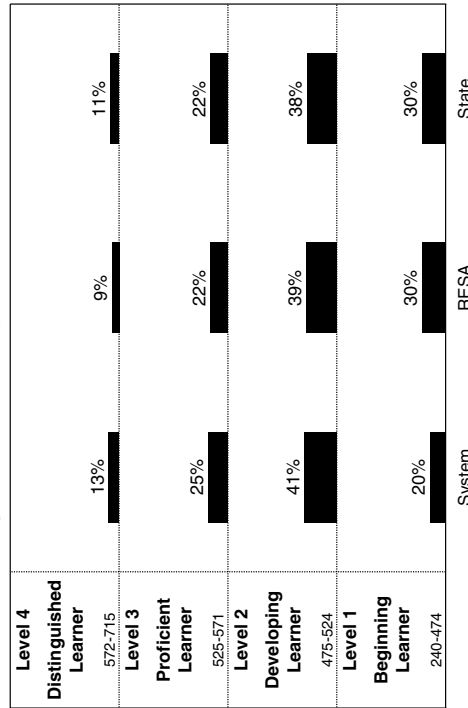
1 Overall Performance

| 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.

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 990115-000008-07621

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

(Please see pages 41 through 43 for descriptions of numbered areas.)

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

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

- 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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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 50 and 51. 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) – 1256 students received a PTNA on the Grade 8 ELA assessment.
 - Did Not Attempt (DNA) – 326 students received a DNA on the Grade 8 ELA assessment.
 - Invalidation (IV) – 138 students received an IV on the Grade 8 ELA assessment.
 - Participation Invalidation (PIV) – No students received a PIV on the Grade 8 ELA assessment.

Sample State Summary Report of All Student Populations (Grade 8 English Language Arts example)

(Please see page 49 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) |
| All Students | 130,028 | 379 | 129,649 | 510 | 24 | 37 | 31 | 8 |
| All Regular Program Students | 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 |
| All Special Education Students | 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 |
| Gender | 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 of All Student Populations (Grade 8 English Language Arts example)

(Please see page 49 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) |
| Ethnic Group | 129,443 | 373 | 129,070 | 510 | 24 | 37 | 31 | 8 |
| 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 |
| All Accommodated | 15,210 | 376 | 14,834 | 459 | 67 | 26 | 6 | 1 |
| 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 |

- 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.

INTERACTIVE REPORTING

The Interactive Reporting platform leverages industry-leading technologies that provide Georgia users more options and flexibility than traditional reporting formats such as PDFs and file extracts. The system incorporates advanced visualization tools and best practices from data analytics and business intelligence in order to process and display large amounts of data in near-real time. Users can filter, sort, drill down, and export data all within a modern, intuitive interface. As with all components of the DRC INSIGHT Portal, the Interactive Reporting suite is role- and permission-based, which allows for controlled access to data and supports Georgia’s data privacy policies for each and every system user and student record.

Class Roster Reports

Class Roster reports are accessible via the Class Roster tab in Interactive Reporting. On the Class Roster report, a list of students and their test scores are provided. For school and district users, class groupings are reported based on test session information. For teacher users, class groupings are reported based on the roster information provided in the rostering file upload.

As noted above, these rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. Because the Class Roster reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

A noteworthy difference between the Interactive Class Roster and the static Class Roster is the Class Roster Summary information that is provided on the subsequent pages of the static Class Roster. This summary information is also provided on the interactive reports, but it is located under two different tabs: Content Area Summary and Domain Summary. These reports will be discussed in the following sections. Examples of the Interactive Reporting versions of Grade 8 are on pages 54–77.

The Interactive Class Roster Report provides:

- 1 **Grade/Content Area:** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report.
- 2 **Class Demographic Information:** This includes the Grade and Class Name, the school and district name, the state.
- 3 **Student Demographic Information:** The student’s name is followed by the student’s GTID number, birth date, grade, and test form number.
- 4 **Scale Score:** The Class Roster Report indicates the scale score for each content area for a student on the roster. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a scale score of 559.
- 5 **Achievement Level:** The student’s achievement level for the test is reported following the scale score. There are four achievement levels for the EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received an achievement level of 3, which is a *Proficient Learner*.
- 6 **Lexile Scores (ELA only):** The individual student Lexile measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera’s Lexile measure is 1355L.
- 7 **Reading Status (ELA only):** For ELA, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+). On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a reading status of *Grade Level or Above*.

- 8 **Domain Scores:** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Domain performance is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received *Accelerate Learning* on the Reading and Vocabulary domain and received *Monitor Learning* on both the Key Ideas and Details domain and the Writing and Language domain.
- 9 **Writing (ELA EOG Spring Main only):** For the Writing and Language domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera scored 2 out of 4 points on the Ideas trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, she scored 3 out of 4 points on the Narrative Writing Response. The Interactive Class Roster also provides the Writing Genre. The sample shows Ruby Butera’s Writing Genre was Informational/Explanatory.
- 10 **National Percentile Range:** The national percentile range is included for each student.

On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a national percentile range of 81–99.

Sample Interactive Class Roster (Grade 8 example)

(Please see pages 52 through 53 for descriptions of numbered areas.)

| DRC INSIGHT GEORGIA MV APPLICATIONS | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|------------|-------|----------|------------------------------|-----------------------|-----------------------------------|----------------------------------------|--------------|----------------------|---------------------------------------|--------------------------------------|
| Dashboard Class Roster Content Area Summary Domain Summary Demographic Summary Remediation and Retest Roster LCE Roster Batch Download Quick Links Scale Score Ranges | | | | | | | | | | | | | |
| Admin Year 2021 EOG Spring 2021 | | | | | | | | | | | | | |
| District School Grade Content Area Class | | | | | | | | | | | | | |
| SAMPLE DISTRICT 1 SAMPLE SCHOOL 08 English Language Arts Danielle, Noble | | | | | | | | | | | | | |
| English Language Arts Roster 1 | | | | | | | | | | | | | |
| The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations. | | | | | | | | | | | | | |
| Class Name | Student Name | GTID | Birth Date | Grade | ELA Form | ELA Scale Score ¹ | ELA Achievement Level | ELA Achievement Level Description | National Percentile Range ² | Lexile Score | Reading Status | Reading and Vocabulary Domain Mastery | Key Ideas and Details Domain Mastery |
| Danielle, Noble | AUSTIN, NAT | 9999999990 | 02/22/20XX | 8 | A1 | 479 | 2 | Developing Learner | 18-46 | 940L | Below Grade Level | Remediate Learning | Monitor Learning |
| Danielle, Noble | BELT, JASON | 9999999991 | 08/21/20XX | 8 | A3 | 483 | 2 | Developing Learner | 25-54 | 1000L | Below Grade Level | Remediate Learning | Remediate Learning |
| Danielle, Noble | BUTERA, RUBY | 9999999992 | 09/11/20XX | 8 | A5 | 559 | 3 | Proficient Learner | 81-99 | 1355L | Grade Level or Above | Accelerate Learning | Monitor Learning |
| Danielle, Noble | CARONE, HANS | 9999999993 | 01/11/20XX | 8 | A7 | 501 | 2 | Developing Learner | 16-43 | 1130L | Grade Level or Above | Remediate Learning | Remediate Learning |
| Danielle, Noble | HANEMER, JAN | 9999999994 | 06/17/20XX | 8 | A1 | 492 | 2 | Developing Learner | 29-60 | 1205L | Grade Level or Above | Monitor Learning | Monitor Learning |
| Danielle, Noble | JACKSON, NIC | 9999999995 | 05/09/20XX | 8 | B2 | 529 | 3 | Proficient Learner | 46-77 | 1255L | Grade Level or Above | Accelerate Learning | Accelerate Learning |
| Danielle, Noble | KAVIN, DANA | 9999999996 | 10/11/20XX | 8 | B4 | 487 | 2 | Developing Learner | 15-41 | 1040L | Grade Level or Above | Monitor Learning | Remediate Learning |
| Danielle, Noble | KINDER, SALLY | 9999999997 | 07/17/20XX | 8 | B6 | 531 | 3 | Proficient Learner | 59-86 | 1300L | Grade Level or Above | Accelerate Learning | Accelerate Learning |
| Danielle, Noble | LEMERS, VINNY | 9999999998 | 02/10/20XX | 8 | B8 | 507 | 2 | Developing Learner | 16-43 | 1130L | Grade Level or Above | Monitor Learning | Accelerate Learning |
| Danielle, Noble | LEVELA, DON | 9999999999 | 06/06/20XX | 8 | B2 | 540 | 3 | Proficient Learner | 62-90 | 1265L | Grade Level or Above | Accelerate Learning | Accelerate Learning |

Sample Interactive Class Roster (Grade 8 example)

(Please see pages 52 through 53 for descriptions of numbered areas.)

| DRCS INSIGHT™ GEORGIA MY APPLICATIONS Dashboard Class Roster Content Area Summary Domain Summary Demographic Summary Remediation and Retest Roster LCE Roster Batch Download Quick Links Scale Score Ranges Admin Year District School Grade Content Area Class EOG Spring 2021 SAMPLE DISTRICT SAMPLE SCHOOL 08 English Language Arts Danielle, Noble | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------|--------------------------------------|-------------------------------------------|-------------------------------------|------------------------|-------------------------|-----------------------------|--------------------------------------------|--------------------------------------------|-----------------------------------------|---------------|
| English Language Arts Roster | | | | | | | | | | | | | | |
| The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations. | | | | | | | | | | | | | | |
| 8 | 9 | Key Ideas and Details Domain Mastery | Craft and Structure/Integration of Knowledge and Ideas Domain Mastery | Vocabulary Acquisition and Use Domain Mastery | Reading Literary Text Domain Mastery | Reading Informational Text Domain Mastery | Writing and Language Domain Mastery | Writing Domain Mastery | Language Domain Mastery | Writing Genre | Extended Writing Task - Ideas ¹ | Extended Writing Task - Usage ¹ | Narrative Writing Response ² | ELA Test Date |
| Monitor Learning | Remediate Learning | Remediate Learning | Remediate Learning | Remediate Learning | Monitor Learning | Remediate Learning | Remediate Learning | Remediate Learning | Remediate Learning | Informational / Explanatory | 2 of 4 | 1 of 3 | 1 of 4 | 4/19/2021 |
| Remediate Learning | Monitor Learning | Monitor Learning | Remediate Learning | Monitor Learning | Remediate Learning | Remediate Learning | Monitor Learning | Remediate Learning | Remediate Learning | Informational / Explanatory | 1 of 4 | 2 of 3 | 1 of 4 | 4/19/2021 |
| Monitor Learning | Accelerate Learning | Accelerate Learning | Accelerate Learning | Accelerate Learning | Accelerate Learning | Accelerate Learning | Monitor Learning | Monitor Learning | Accelerate Learning | Informational / Explanatory | 2 of 4 | 2 of 3 | 3 of 4 | 4/19/2021 |
| Remediate Learning | Remediate Learning | Monitor Learning | Monitor Learning | Monitor Learning | Remediate Learning | Remediate Learning | Monitor Learning | Monitor Learning | Remediate Learning | Informational / Explanatory | 1 of 4 | 1 of 3 | 2 of 4 | 4/19/2021 |
| Monitor Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Monitor Learning | Remediate Learning | Remediate Learning | Monitor Learning | Informational / Explanatory | 1 of 4 | 2 of 3 | 1 of 4 | 4/19/2021 |
| Accelerate Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Accelerate Learning | Monitor Learning | Monitor Learning | Remediate Learning | Argumentative | 2 of 4 | 2 of 3 | 2 of 4 | 4/19/2021 |
| Remediate Learning | Monitor Learning | Accelerate Learning | Remediate Learning | Accelerate Learning | Remediate Learning | Monitor Learning | Monitor Learning | Monitor Learning | Monitor Learning | Argumentative | 1 of 4 | 1 of 3 | 2 of 4 | 4/19/2021 |
| Accelerate Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Accelerate Learning | Monitor Learning | Monitor Learning | Monitor Learning | Argumentative | 2 of 4 | 1 of 3 | 2 of 4 | 4/19/2021 |
| Accelerate Learning | Monitor Learning | Remediate Learning | Remediate Learning | Remediate Learning | Remediate Learning | Monitor Learning | Remediate Learning | Monitor Learning | Remediate Learning | Argumentative | 1 of 4 | 1 of 3 | 1 of 4 | 4/19/2021 |
| Accelerate Learning | Monitor Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Monitor Learning | Accelerate Learning | Accelerate Learning | Monitor Learning | Argumentative | 3 of 4 | 2 of 3 | 2 of 4 | 4/19/2021 |

Content Area Summary Reports

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

The Content Area Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Achievement Level

The screenshot on page 57 provides a graphical representation of the Percentage of Students in Each Achievement Level for a class. The sample report shows 20 percent of students scored in the *Proficient Learner achievement level* in class English Language Arts, which has 5 students. Twenty percent of students in the class scored in the *Developing Learner achievement level* and 60 percent of students in the class scored in the *Beginning Learner achievement level*.

The screenshot on page 58 provides a graphical representation of the Summary of Achievement Level by Classes. The sample report shows 65 percent of students scored *Proficient Learner* in Grade 8 Mathematics in class Teacher One Math.01, compared to 24 percent in class Teacher One Math.03.

The screenshot on page 59 provides a graphical representation of the Summary of Achievement Level by Schools. The sample report shows 19 percent of students scored *Developing Learner* in Grade 8 Mathematics at Sample School 1, compared to 17 percent at Sample School 2.

The screenshot on page 60 provides a graphical representation of the Summary of Achievement Level by State, RESA, and District. The sample report shows 21 percent of students scored *Proficient Learner* in Mathematics Grade 8 at the district, compared to 30 percent at the State and 27 percent at the RESA.

Mean Scale Score

The screenshot on page 61 provides a graphical representation of the Mean Scale Score for State, RESA, District, School, and Classes from the School Content Area Summary report. The sample report shows the mean scale score for Grade 8 Mathematics in class Teacher One Math.01 (547), compared to the mean scale scores at the school and district (513), RESA (503), and state (500).

The screenshot on page 62 provides a graphical representation of the Mean Scale Score by State, RESA, District, and Schools from the District Content Area Summary report. The sample report shows the mean scale score at Sample School 01 (454) compared to the mean scale score at the district (476), RESA (493), and state (503).

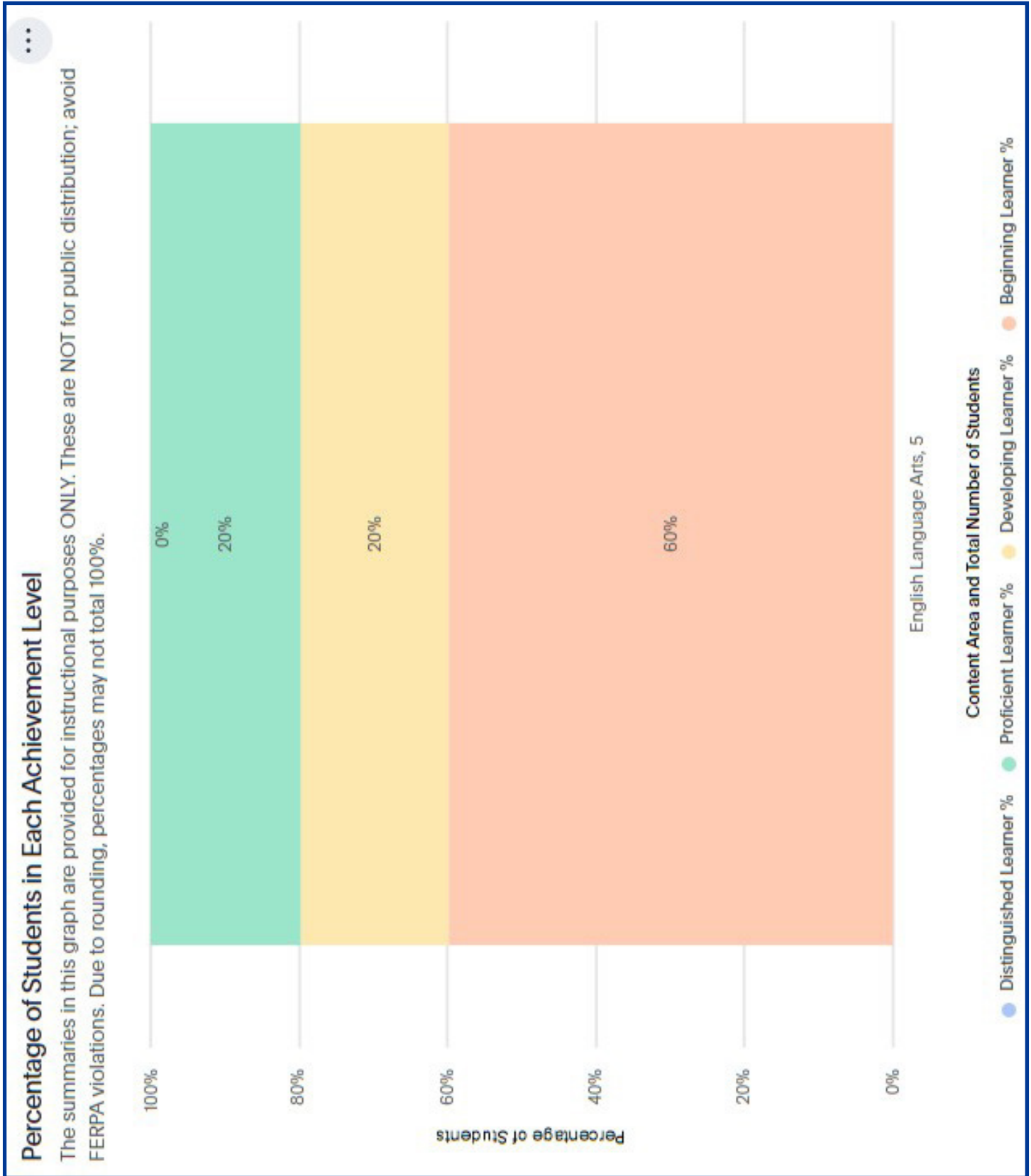
Summary of Content Area

The screenshot on page 63 shows a table for the School Content Area report. The table provides information about the total number of students, mean scale score, standard deviation, achievement level percentage, median national percentile, and mean normal curve equivalent. The sample report shows 29 percent of students scored *Developing Learning* in class TeacherOne.Math.01, compared to 34 percent at the school, 34 percent at the district, 36 percent at the RESA, and 36 percent at the state.

The screenshot on page 64 shows a table for the District Content Area report. The sample report shows 7 percent of students scored *Proficient Learner* at Sample School 01, compared to 21 percent at the district, 27 percent at the RESA, and 30 percent at the state.

Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)



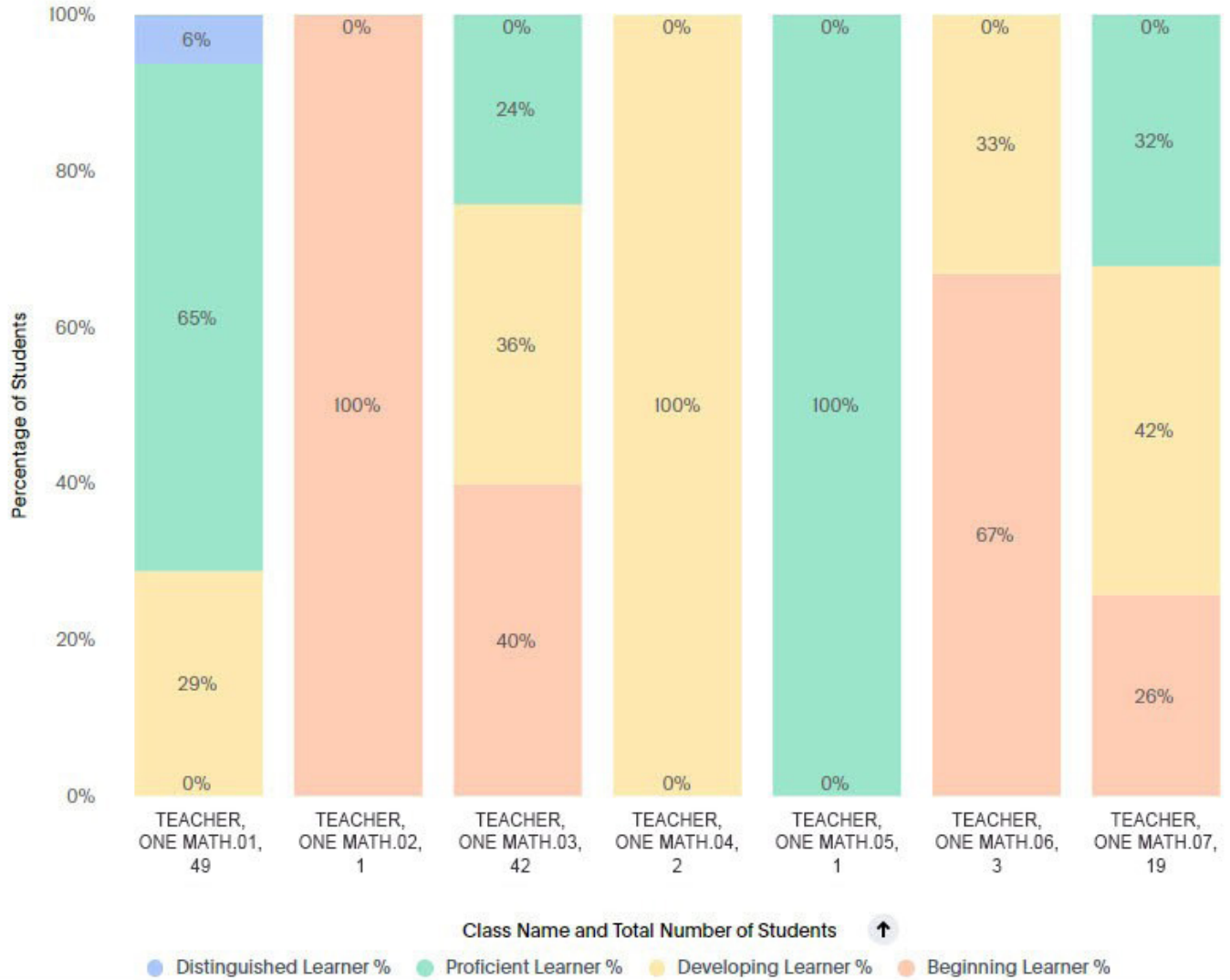
Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

| Admin | Year | Report | District | School | Grade | Content Area | Student Group | Class Name |
|------------|-------------|--------|-------------------|-----------------|-------|--------------|---------------|--------------------|
| EOG Spring | 2021 - 2022 | School | SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 8 | Mathematics | Test Session | 7 Classes Selected |

Summary of Achievement Level by Classes

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



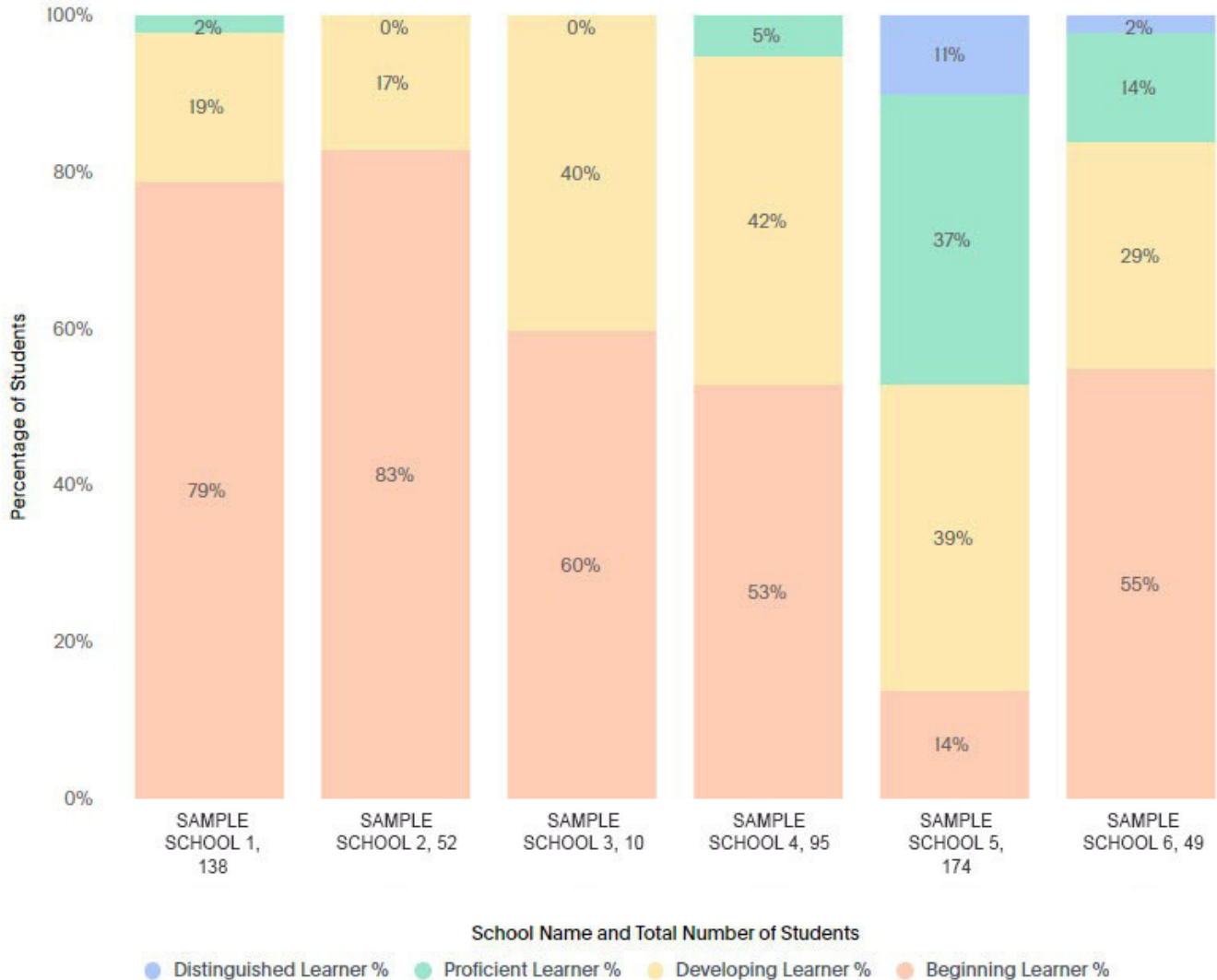
Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

| Admin | Year | Report | District | School | Grade | Content Area |
|------------|-------------|----------|-------------------|--------------------|-------|--------------|
| EOG Spring | 2021 - 2022 | District | SAMPLE DISTRICT 1 | 6 Schools Selected | 8 | Mathematics |

Summary of Achievement Level by Schools

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



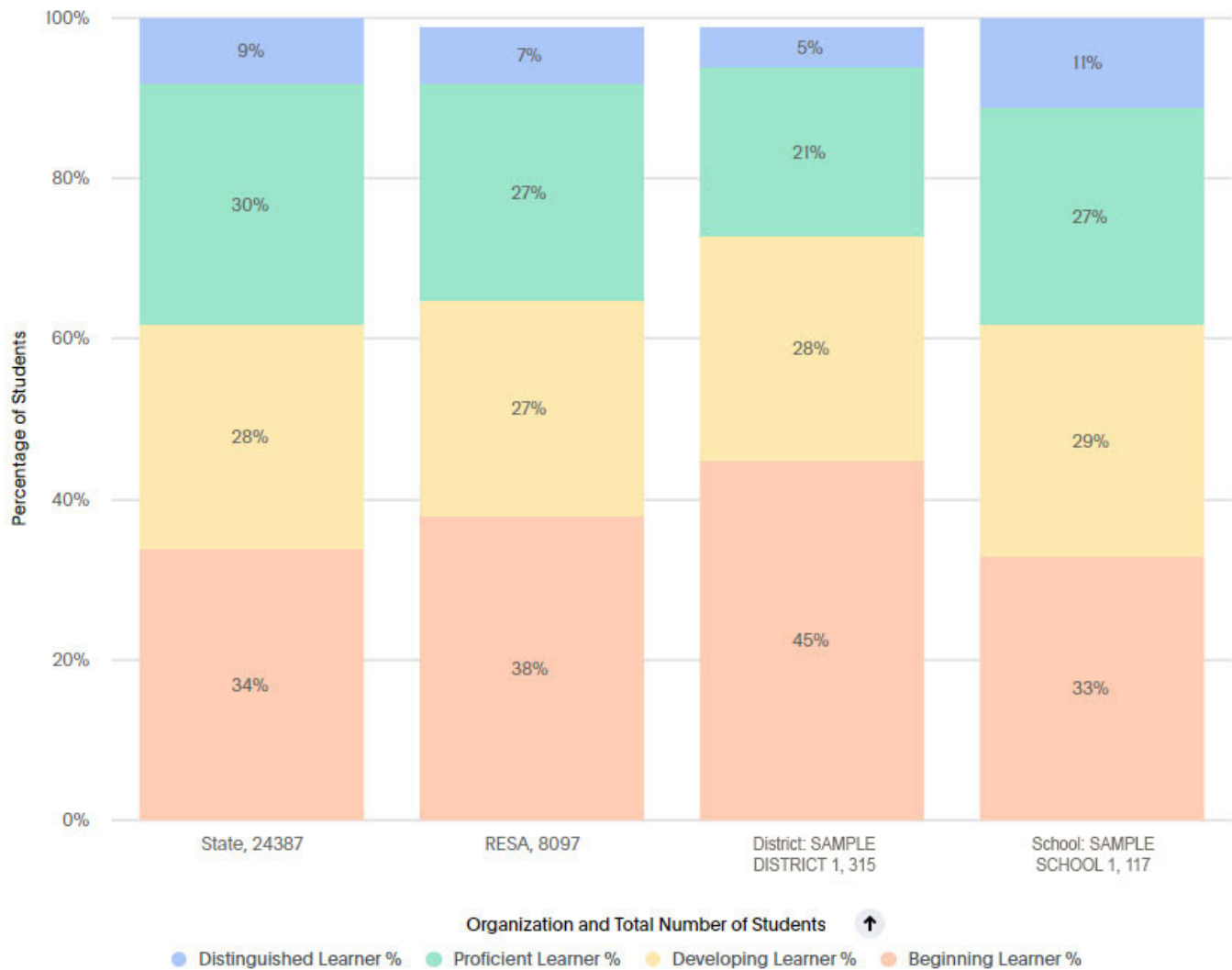
Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

| Admin | Year | Report | District | School | Grade | Content Area | Student Group | Class Name |
|------------|-------------|--------|-------------------|-----------------|-------|--------------|---------------|--------------------|
| EOG Spring | 2021 - 2022 | School | SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 8 | Mathematics | Test Session | 7 Classes Selected |

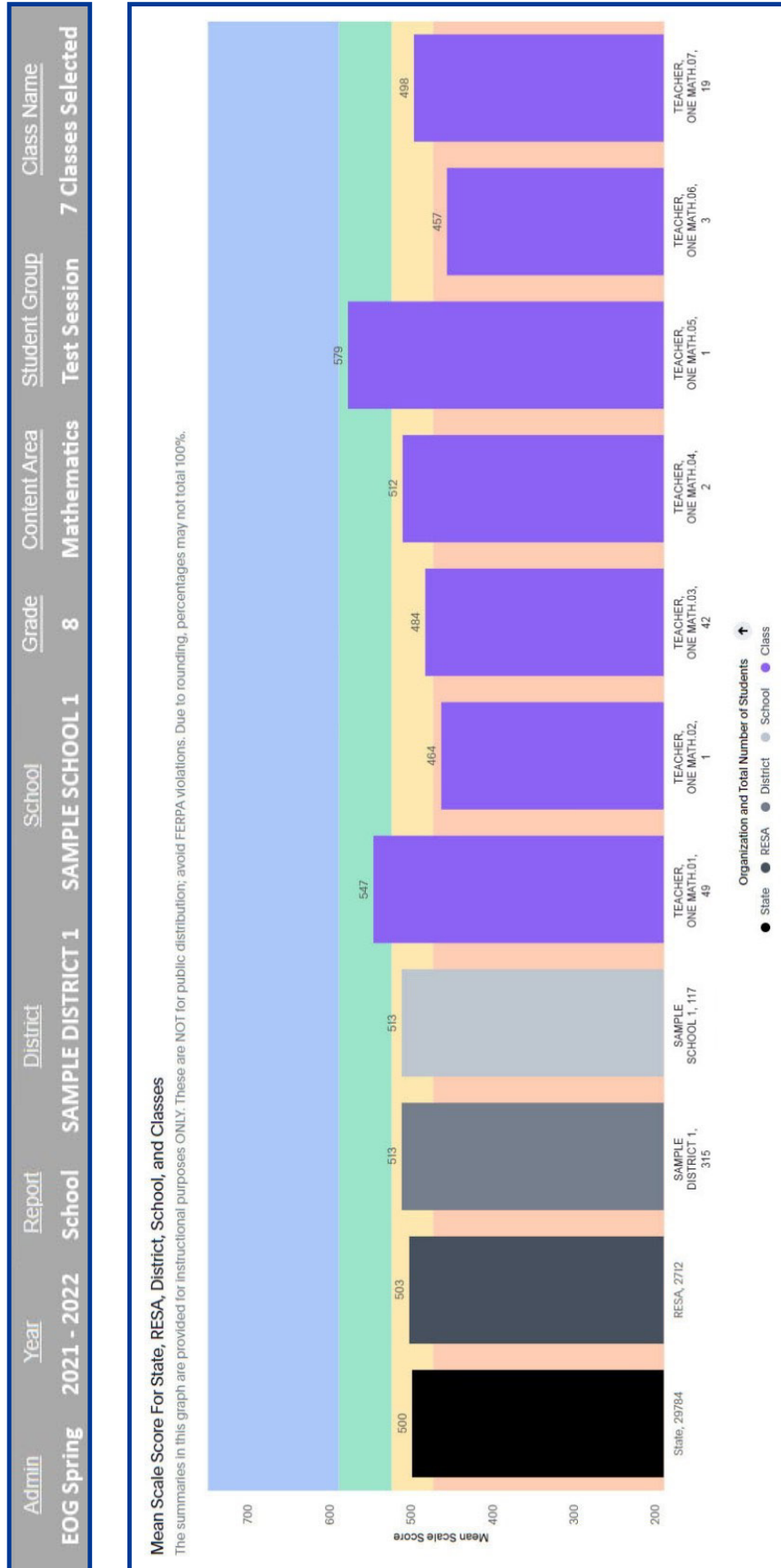
Summary of Achievement Level by State, RESA, District, and School

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



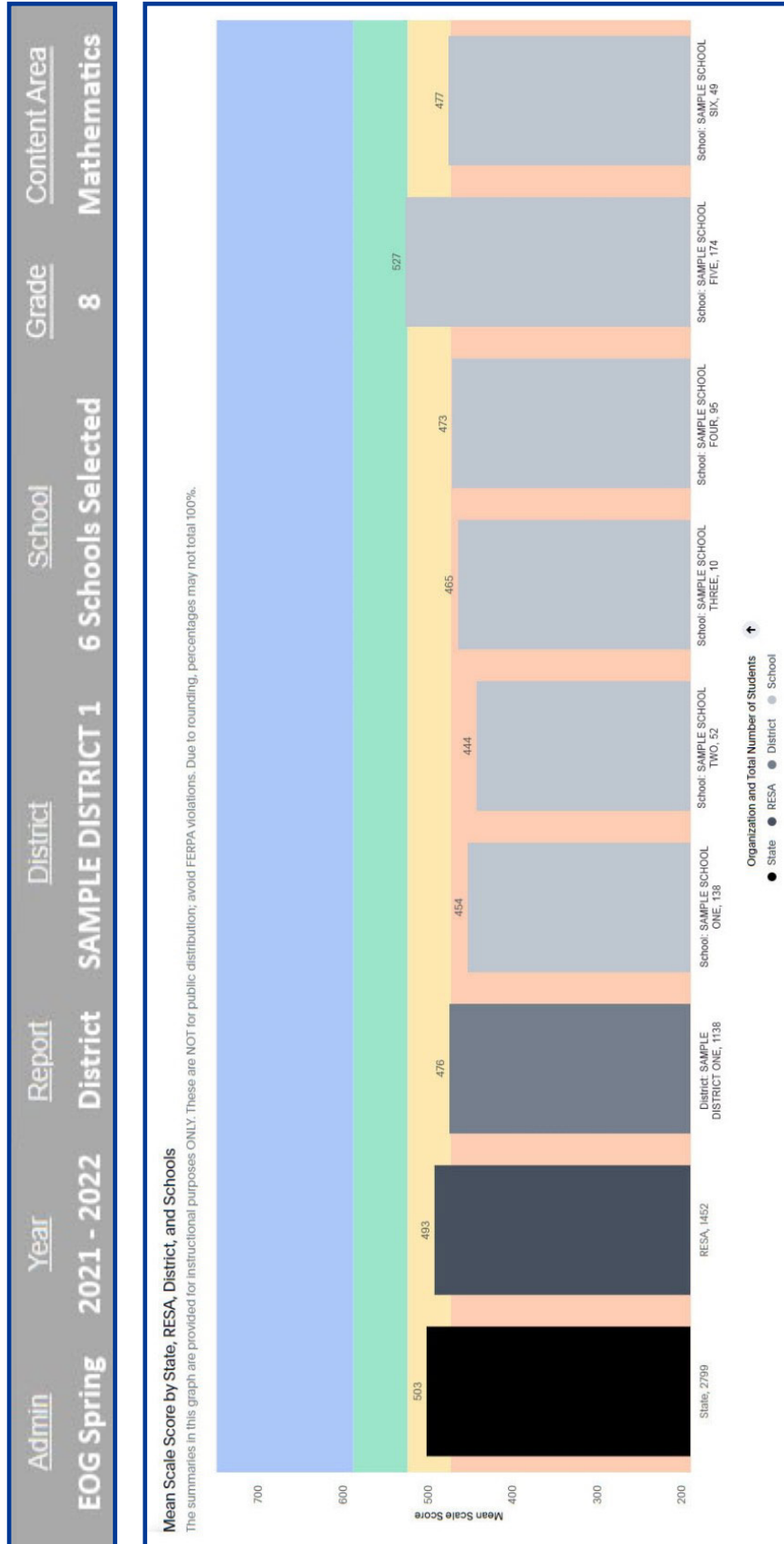
Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)



Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)



Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

| | | | | | | | | |
|------------|-------------|--------|-------------------|-----------------|-------|--------------|---------------|--------------------|
| Admin | Year | Report | District | School | Grade | Content Area | Student Group | Class Name |
| EOG Spring | 2021 - 2022 | School | SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 8 | Mathematics | Test Session | 7 Classes Selected |

Summary of Content Area For State, RESA, District, Schools, and Classes

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

| Organizations ↑ | Total Number of Students | Mean Scale Score | Standard Deviation | Beginning Learner % | Developing Learner % | Proficient Learner % | Distinguished Learner % | Proficient & Above % | Developing & Above % | Median National Percentile | Mean Normal Curve Equivalent |
|---------------------------|--------------------------|------------------|--------------------|---------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|----------------------------|------------------------------|
| State | 29,784 | 500 | 53 | 29% | 36% | 31% | 3% | 34% | 71% | 67 | 59.1 |
| RESA | 2,712 | 503 | 51 | 27% | 36% | 34% | 3% | 37% | 73% | 70 | 60.1 |
| District: Sample District | 117 | 513 | 49 | 21% | 34% | 42% | 3% | 44% | 79% | 74 | 63.4 |
| School: Sample School | 117 | 513 | 49 | 21% | 34% | 42% | 3% | 44% | 79% | 74 | 63.4 |
| Class: TeacherOne.Math.01 | 49 | 547 | 36 | 0% | 29% | 65% | 6% | 71% | 100% | 87 | 74.9 |
| Class: TeacherOne.Math.02 | 1 | 464 | | 100% | 0% | 0% | 0% | 0% | 0% | 41 | 45 |
| Class: TeacherOne.Math.03 | 42 | 484 | 45 | 40% | 36% | 24% | 0% | 24% | 60% | 63 | 54.1 |
| Class: TeacherOne.Math.04 | 2 | 512 | 8 | 0% | 100% | 0% | 0% | 0% | 100% | 78 | 66 |
| Class: TeacherOne.Math.05 | 1 | 579 | | 0% | 0% | 100% | 0% | 100% | 100% | 97 | 90 |
| Class: TeacherOne.Math.06 | 3 | 457 | 27 | 67% | 33% | 0% | 0% | 0% | 33% | 30 | 43.3 |
| Class: TeacherOne.Math.07 | 19 | 498 | 32 | 26% | 42% | 32% | 0% | 32% | 74% | 66 | 57 |

Sample Interactive Content Area Summary Reports (Grade 8 example)

(Please see page 56 for description of sample report.)

| Admin | Year | Report | District | School | Grade | Content Area |
|------------|-------------|----------|-------------------|--------------------|-------|--------------|
| EOG Spring | 2021 - 2022 | District | SAMPLE DISTRICT 1 | 6 Schools Selected | 8 | Mathematics |

| Organizations ↑ | Total Number of Students | Mean Scale Score | Standard Deviation | Beginning Learner % | Developing Learner % | Proficient Learner % | Distinguished Learner % | Proficient & Above % | Developing & Above % | Median National Percentile | Mean Normal Curve Equivalent |
|---------------------------|--------------------------|------------------|--------------------|---------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|----------------------------|------------------------------|
| State | 24,387 | 510 | 69 | 34% | 28% | 30% | 9% | 39% | 67% | 61 | 56.2 |
| RESA | 8,097 | 501 | 70 | 38% | 27% | 27% | 7% | 34% | 61% | 57 | 53.8 |
| District: Sample District | 1,770 | 490 | 64 | 45% | 28% | 21% | 5% | 26% | 54% | 51 | 50.5 |
| School: Sample School 01 | 98 | 461 | 54 | 66% | 24% | 7% | 2% | 9% | 33% | 33 | 41.5 |
| School: Sample School 02 | 151 | 468 | 61 | 60% | 20% | 17% | 3% | 20% | 40% | 34 | 44.1 |
| School: Sample School 03 | 81 | 470 | 50 | 57% | 31% | 12% | 0% | 12% | 43% | 44 | 45.4 |
| School: Sample School 04 | 154 | 473 | 50 | 53% | 32% | 14% | 1% | 15% | 47% | 41 | 45.9 |
| School: Sample School 05 | 114 | 523 | 59 | 22% | 36% | 34% | 8% | 42% | 78% | 68 | 60 |
| School: Sample School 06 | 114 | 523 | 59 | 22% | 36% | 34% | 8% | 42% | 78% | 68 | 60 |

Summary of Content Area For State, RESA, District, and Schools

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

Domain Summary Reports

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

The Domain Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Summary of Domain Mastery

The screenshot on page 66 is a sample Percentage of Students In Each Domain Mastery Category that provides a graphical representation of student performance in each domain at the class level. The sample report shows 67 percent of students in the class scored in *Accelerate Learning* on the Geometry domain in Mathematics.

The screenshot on page 67 is a sample Summary of Domain Mastery by Classes that provides a graphical representation of student performance in the Geometry domain in Mathematics. The sample report shows 25 percent of students in class Teacher, One.Math.02 scored in *Monitor Learning*, compared to 38 percent who scored *Monitor Learning* on the Geometry domain in class Teacher, One.Math03.

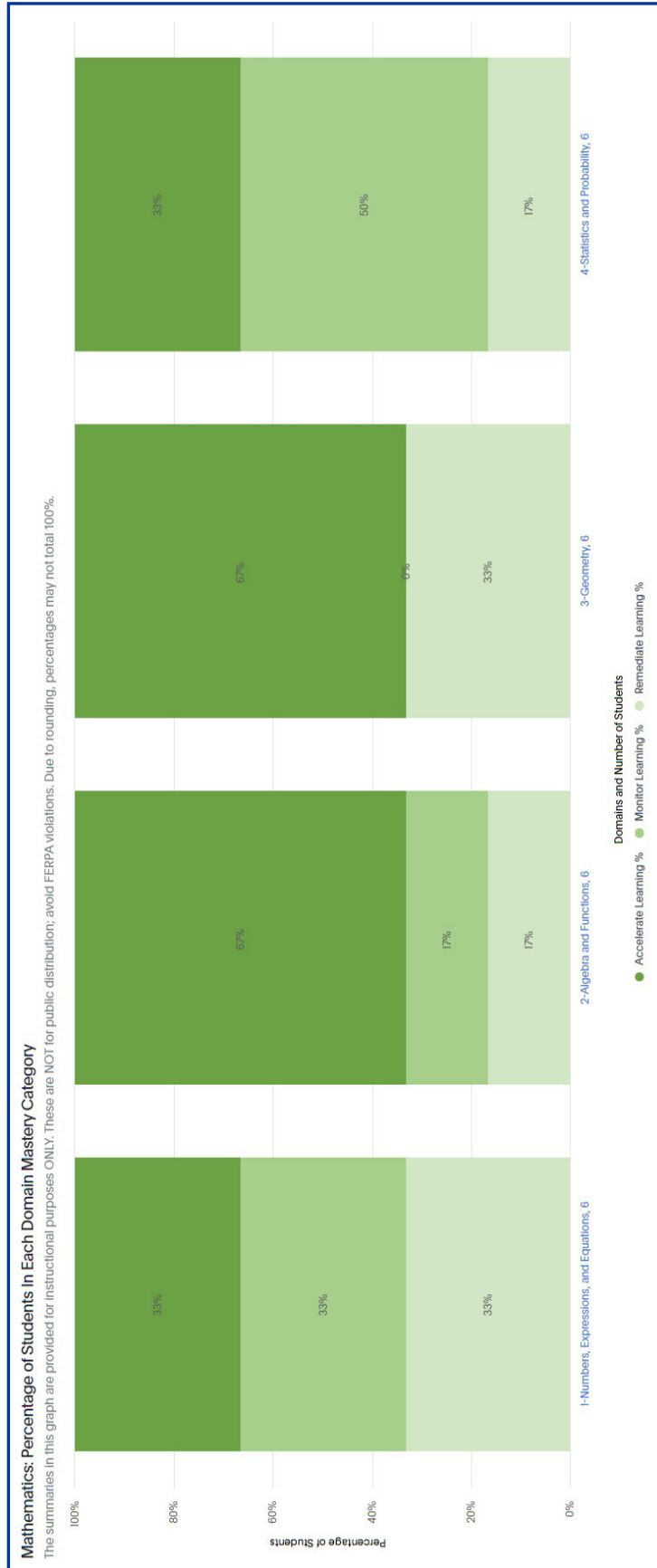
The screenshot on page 68 is a sample Summary of Domain Mastery by Schools, and provides a graphical representation of student performance in the Geometry domain in Mathematics at the school level. The sample report shows 24 percent of students at Sample School One scored in *Monitor Learning*, compared to 29 percent who scored *Monitor Learning* at Sample School Two.

The screenshot on page 69 is a sample Summary of Domain Mastery by State, RESA, and District. The sample report shows 13 percent of students at the district scored in *Accelerate Learning* in the Geometry domain, compared to 16 percent at the RESA, and 19 percent at the state.

The screenshot on page 70 displays a table with the percentage of students scoring in the domain mastery category for the State, RESA, District, and Schools. On the sample Summary of Domain report, 12 percent of students scored in *Accelerate Learning* in the Geometry domain at school Sample School 02, compared to 6 percent at the district, 16 percent at the RESA, and 18 percent at the state.

Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)



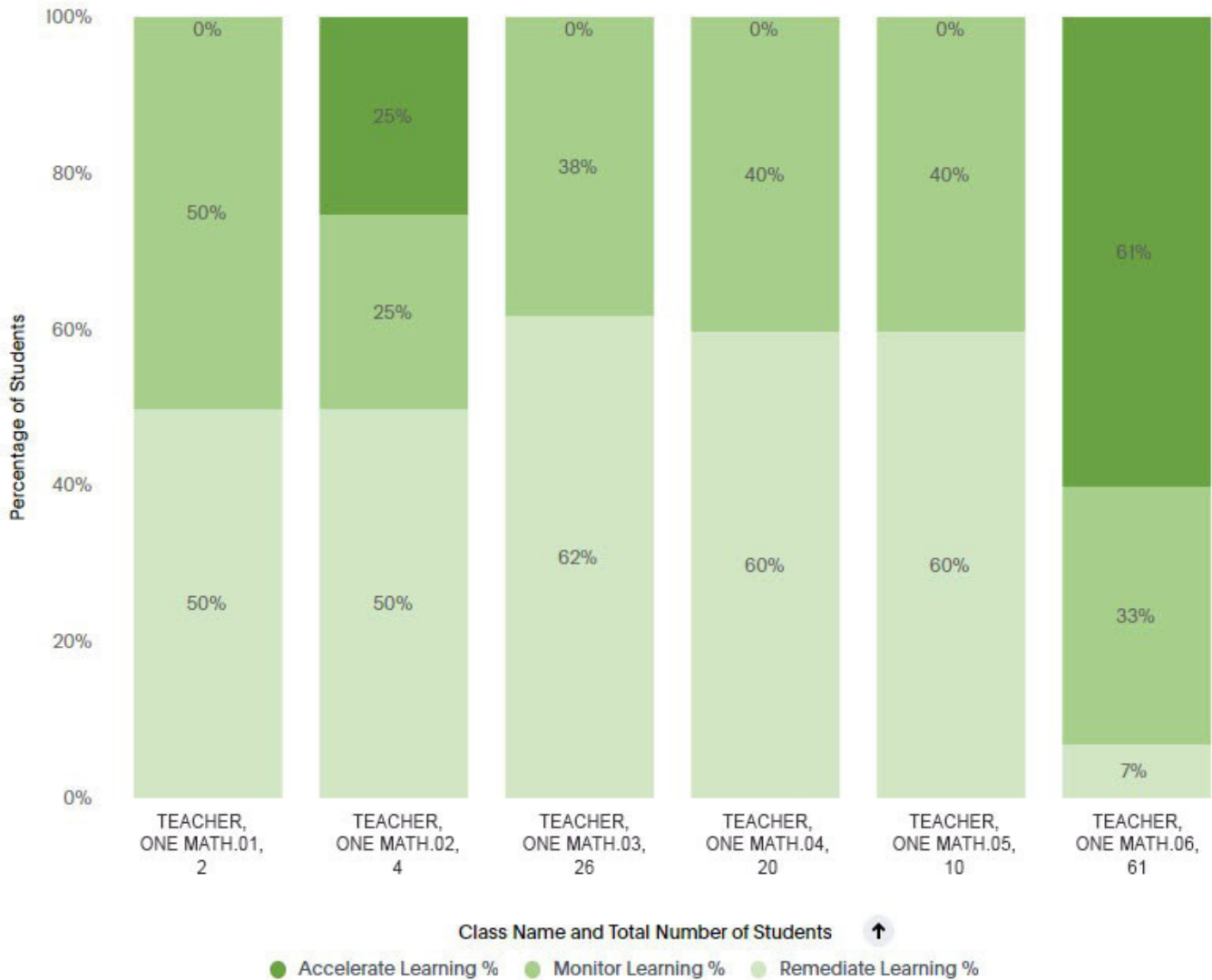
Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

| Admin | Year | Report | District | School | Grade | Content Area | Domain | Student Group | Class Name |
|------------|-------------|--------|-------------------|-----------------|-------|--------------|----------|---------------|--------------------|
| EOG Spring | 2021 - 2022 | School | SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 8 | Mathematics | Geometry | Test Session | 6 Classes Selected |

Summary of Domain Mastery by Classes

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



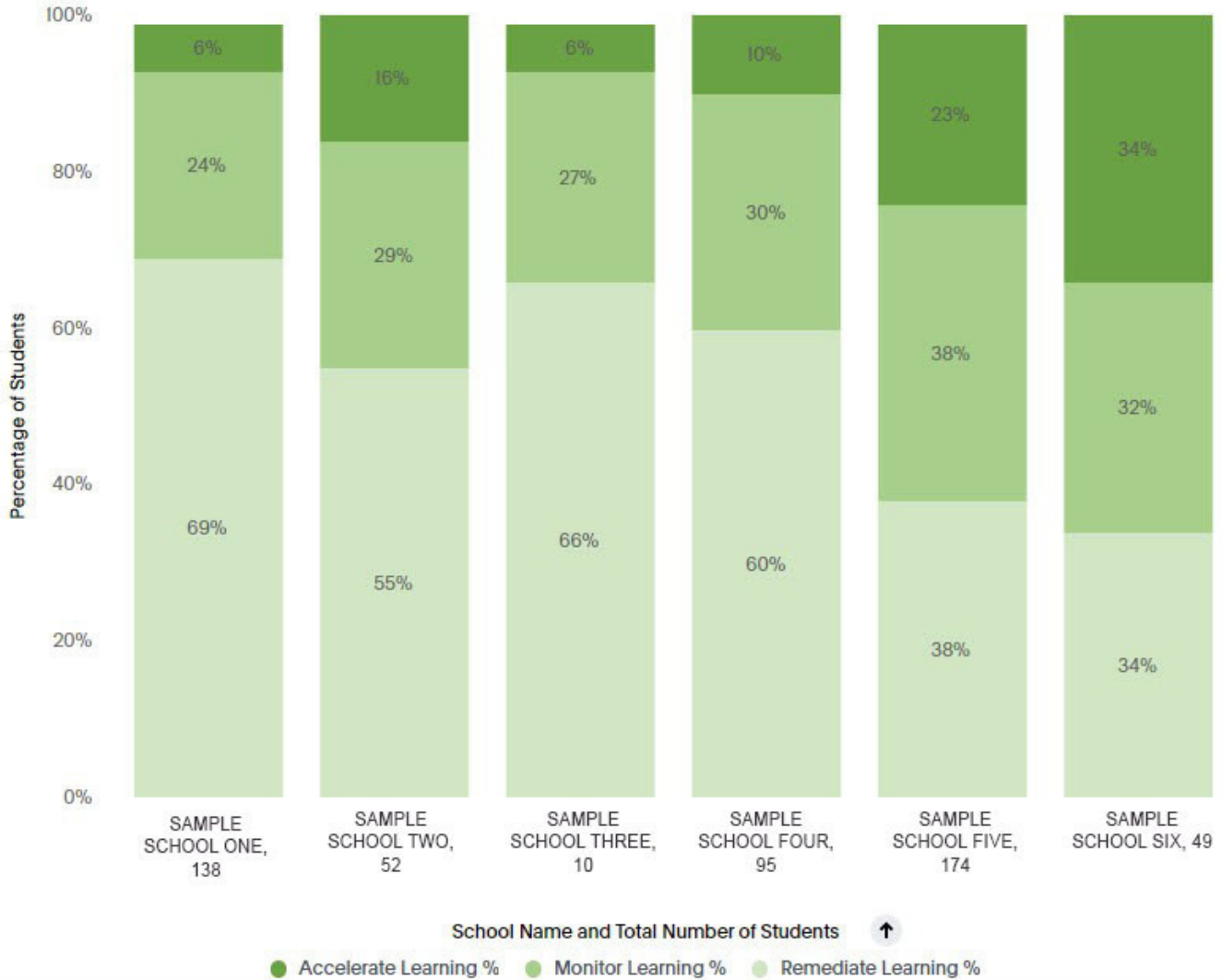
Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

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

Summary of Domain Mastery by Schools

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



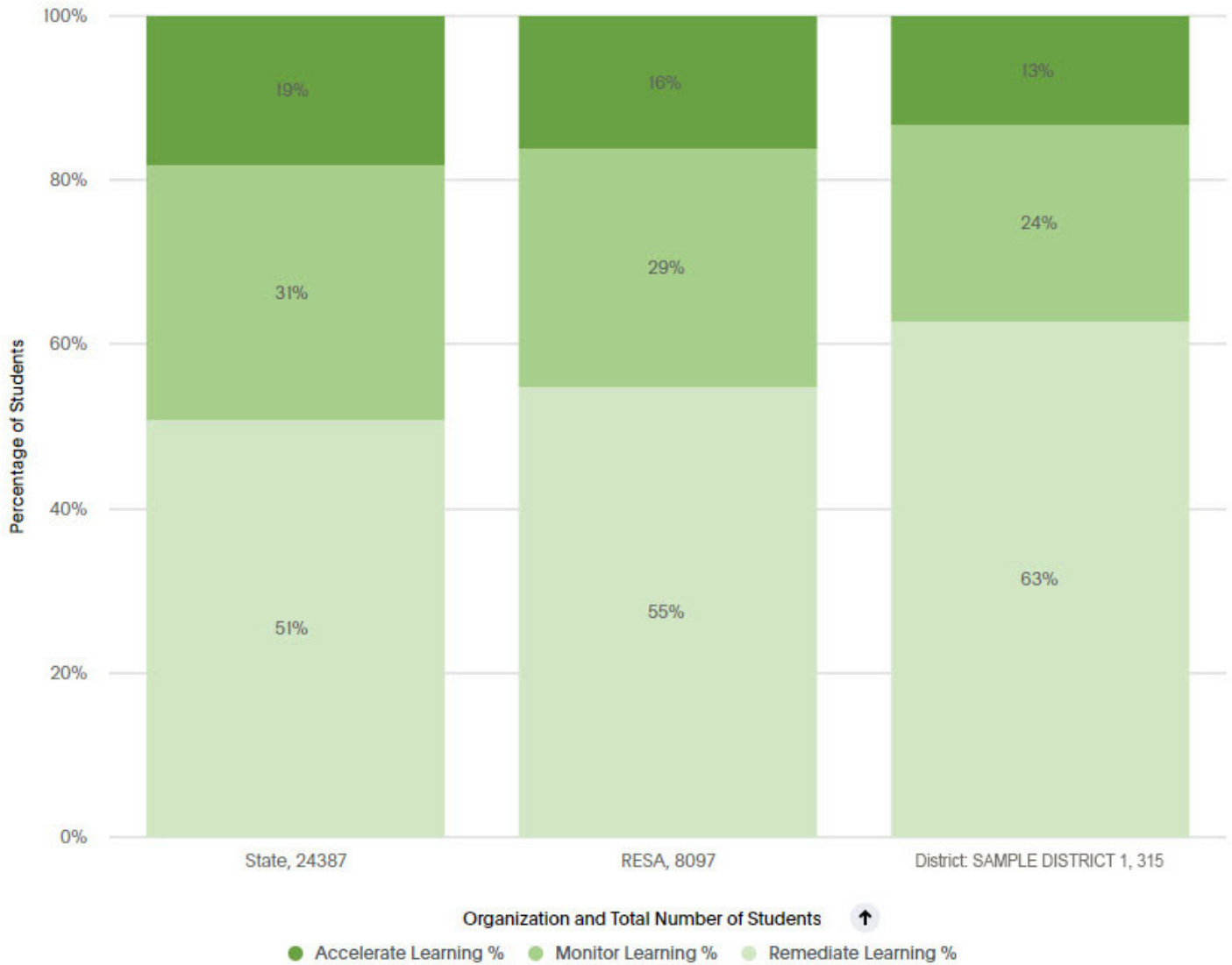
Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

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

Summary of Domain Mastery by State, RESA, and District

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



Sample Interactive Domain Summary Reports (Grade 8 example)

(Please see page 65 for description of sample report.)

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

| <u>Organizations</u> ↑ | <u>Content Area</u> | <u>Domain</u> | <u>Total Number of Students</u> | <u>Remediate Learning %</u> | <u>Monitor Learning %</u> | <u>Accelerate Learning %</u> |
|---------------------------|---------------------|---------------|---------------------------------|-----------------------------|---------------------------|------------------------------|
| State | Mathematics | Geometry | 31,843 | 48% | 34% | 18% |
| RESA | Mathematics | Geometry | 10,010 | 52% | 31% | 16% |
| District: Sample District | Mathematics | Geometry | 492 | 67% | 26% | 6% |
| School: Sample School 01 | Mathematics | Geometry | 17 | 65% | 35% | 0% |
| School: Sample School 02 | Mathematics | Geometry | 124 | 59% | 29% | 12% |
| School: Sample School 03 | Mathematics | Geometry | 106 | 76% | 21% | 3% |
| School: Sample School 04 | Mathematics | Geometry | 2 | 100% | 0% | 0% |
| School: Sample School 05 | Mathematics | Geometry | 9 | 89% | 11% | 0% |
| School: Sample School 06 | Mathematics | Geometry | 68 | 66% | 26% | 7% |

Summary of Domain For State, RESA, District, and Schools

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

Demographic Summary Reports

Demographic Summary Reports are generated at the state, system, and school levels for each course during the spring and summer administrations. Demographic category, number of students tested, mean scale score, standard deviation, and achievement level information is presented in this report. Note that the Demographic Summary is not available at the class level.

The Demographic Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

Demographic Summary

The screenshot on page 72 is a sample Demographic Summary by School that provides demographic information in a table format at the school level. The sample report shows 10 students tested in the Section 504 demographic, 1 student tested in the English Learner demographic, and 2 student tested in the English Learner-Monitored demographic. The information in the widgets at the top of the report provide summary data for All Students at the school level.

The screenshot on page 73 is a sample Demographic Summary by District. The sample report shows 3 students tested in the Section 504 demographic, 2 students tested in the English Learner demographic, and 0 students tested in the English Learner-Monitored demographic. The information in the widgets at the top of the report provide summary data for All Students at the district level.

Sample Interactive Demographic Summary

(Please see page 71 for description of sample report.)

| All Administrations Number of Students | | Conditional Administration Number of Students | | Standard Administration Number of Students | | Mean Scale Score | | Standard Deviation | |
|----------------------------------------|--|-----------------------------------------------|--|--------------------------------------------|--|------------------|--|--------------------|--|
| 127 | | 0 | | 127 | | 497 | | 44 | |

| School Name | Grade | Content Area | Demographic Category | Demographic | Total # Tested - All Admins | Total # Tested - Conditional Admin | Total # Tested - Standard Admin | Mean Scale Score | Standard Deviation |
|-----------------|-------|--------------|----------------------------|------------------------------------|-----------------------------|------------------------------------|---------------------------------|------------------|--------------------|
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | All Regular Program Students | 121 | 0 | 121 | 496 | 44 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | Section 504 | 10 | 0 | 10 | 481 | 39 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | English Learner | 1 | 0 | 1 | 497 | |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | English Learner - Monitored | 2 | 0 | 2 | 522 | 35 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | Migrant | 3 | 0 | 3 | 515 | 27 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Regular Program Students | All Other Regular Program Students | 107 | 0 | 107 | 497 | 45 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Special Education Students | All Special Education Students | 6 | 0 | 6 | 519 | 34 |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Special Education Students | Visual Impairment or Blind (01) | 0 | 0 | 0 | | |
| SAMPLE SCHOOL 1 | 8 | Mathematics | Special Education Students | Deaf or Hard of Hearing (02) | 0 | 0 | 0 | | |

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

Sample Interactive Demographic Summary

(Please see page 71 for description of sample report.)

All Administrations Number of Students
1,770

Conditional Administration Number of Students
0

Standard Administration Number of Students
1,770

Mean Scale Score
490

Standard Deviation
64

Demographic Summary
The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

| School Name | Grade | Content Area | Demographic Category | Demographic | Total # Tested - All Admins | Total # Tested - Conditional Admin | Total # Tested - Standard Admin | Mean Scale Score | Standard Deviation |
|-------------------|-------|--------------|----------------------------|------------------------------------|-----------------------------|------------------------------------|---------------------------------|------------------|--------------------|
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | All Regular Program Students | 121 | 0 | 121 | 496 | 44 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | Section 504 | 3 | 0 | 3 | 481 | 39 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | English Learner | 2 | 0 | 2 | 497 | |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | English Learner - Monitored | 0 | 0 | 0 | 522 | 35 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | Migrant | 3 | 0 | 3 | 515 | 27 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Regular Program Students | All Other Regular Program Students | 113 | 0 | 113 | 497 | 45 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Special Education Students | All Special Education Students | 6 | 0 | 6 | 519 | 34 |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Special Education Students | Visual Impairment or Blind (01) | 0 | 0 | 0 | | |
| SAMPLE DISTRICT 1 | 8 | Mathematics | Special Education Students | Deaf or Hard of Hearing (02) | 0 | 0 | 0 | | |

Remediation and Retest Roster Reports

Remediation and Retest Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

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

There are several important points to note about this roster.

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

The Remediation and Retest Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System and School Test Coordinators the flexibility of using the sort tool to quickly identify students meeting the remediation requirements. Preliminary Remediation and Retest Roster Reports are replaced by final reports when state-level reporting has completed.

A sample Remediation and Retest Roster Report for Grade 8 appears on page 75. The Remediation and Retest Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- 3 **Reading Status:** For ELA, grade 3, 5, and 8 students receive a reading status: either *Below Grade Level* or *Grade Level or Above*. Ruby Butera and Hans Carone both received a reading status of *Grade Level or Above* and are therefore not eligible to take the EOG retest in ELA. Jason Belt has a reading status of *Below Grade Level* and is therefore eligible to retest in ELA. The Reading Status Date is May 11. This is the date these students received their scores and corresponding reading statuses. Students in a class or grade may have different dates depending on when their scores are received. Subsequent Remediation and Retest Roster Reports will always reflect the most recent status dates and scores for each student.
- 4 **Mathematics Status:** For mathematics, the achievement level for grade 5 and 8 students is reported: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. Hans Carone achieved *Distinguished Learner* in mathematics and is therefore not eligible to take the EOG retest. Ruby Butera achieved *Beginning Learner* in mathematics and is therefore eligible to take the EOG retest.

Sample Remediation and Retest Roster Report (Grade 8 example)

(Please see page 74 for descriptions of numbered areas.)

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

Admin
Year
District
School
Student Group

EOG Spring 2021-2022
SAMPLE DISTRICT 1
SAMPLE SCHOOL
Test Session

Grade (Select) ▾
Class Name (Select) ▾

Remediation and Retest Roster - Preliminary

The Reading Status Date is the last date that the Reading Remediate & Retest status was changed. The Math Status Date is the last date that the Math Remediate & Retest status was changed. The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations.

| System Name | School Name | System Code | School Code | Tested Grade | Class Name | Student Name | GTID | Reading Status Date | Reading Status | Reading Remediate & Retest | Math Status Date | Math Status | Math Remediate & Retest |
|-------------------|-----------------|-------------|-------------|--------------|------------|-----------------|------------|---------------------|----------------------|----------------------------|------------------|-----------------------|-------------------------|
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JANE | ADAMS, JOHN | 9999999990 | 05/11 | Grade Level or Above | NO | 05/11 | Proficient Learner | NO |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JANE | ARTHUR, MILLARD | 9999999991 | 05/11 | Grade Level or Above | NO | 05/11 | Developing Learner | NO |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JANE | AUSTIN, SALLY | 9999999992 | 05/11 | Grade Level or Above | NO | 05/17 | Developing Learner | NO |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JANE | BUTERA, RUBY | 9999999993 | 05/11 | Grade Level or Above | NO | 05/11 | Beginning Learner | YES |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JANE | JACKSON, NIC | 9999999994 | 05/11 | Grade Level or Above | NO | 05/11 | Developing Learner | NO |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JOHN | ADAMS, LYNDON | 9999999995 | 05/11 | Below Grade Level | YES | 05/11 | Developing Learner | NO |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JOHN | BELT, JASON | 9999999996 | 05/11 | Below Grade Level | YES | 05/11 | Beginning Learner | YES |
| SAMPLE DISTRICT 1 | SAMPLE SCHOOL 1 | 999 | 9999 | 8 | DOE, JOHN | CARONE, HANS | 9999999997 | 05/11 | Grade Level or Above | NO | 05/11 | Distinguished Learner | NO |

Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are accessible via the DRC INSIGHT Portal from the Interactive Reporting menu.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of LCE in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in the DRC INSIGHT Portal prior to the close of the state administration window. Students will remain on the LCE Roster until the LCE has been updated in the DRC INSIGHT Portal. An LCE that is not corrected by the close of the state administration window will be replaced by an IV in the final report.

The LCE Roster Report is distributed via the DRC INSIGHT Portal only. The Interactive Reporting format allows System Test Coordinators the flexibility of using the sort tool to quickly identify students with an LCE designation.

A sample LCE Roster Report appears on page 77.

The LCE Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- 3 **Content Area:** The report includes the content area for which the student's LCE must be corrected prior to the close of the state administration window.

Sample Local Coding Error (LCE) Roster Report

(Please see page 76 for descriptions of numbered areas.)

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

Admin
Year
District

EOG Spring
2021-2022
SAMPLE DISTRICT 1

Y School Name (Select) ▾

LCE Roster

Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status – IR, IV, PIV – and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in INSIGHT prior to the close of the state administration window.

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



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