Georgia EOCT Interpretive Guide for Score Reports

Georgia Department of Education
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Georgia End-Of-Course Tests

Georgia EOCT Interpretive Guide for Score Reports

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General Information on the EOCT

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates that the State Board of Education (SBOE) adopt end-of-course assessments in grades nine through twelve for core high school subjects to be determined by the SBOE. The EOCT program assesses student achievement in the following eight courses:

English Language Arts

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

Mathematics

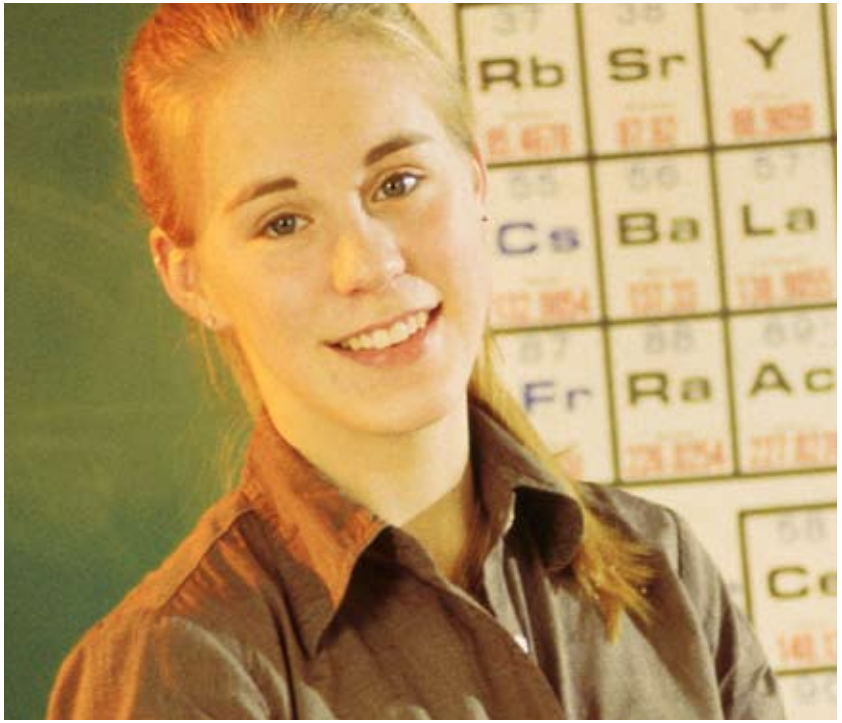
- *Mathematics I: Algebra/ Geometry/ Statistics*
- *Mathematics II: Geometry/ Algebra II/ Statistics*

Science

- *Biology*
- *Physical Science*

Social Studies

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



What are the purposes of the EOCT?

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

When are the EOCT given?

There are three main administrations of the EOCT during the school year: winter, spring, and summer. In addition to the three main administrations, online midmonth administrations are available to accommodate varying school schedules.

Who takes the EOCT?

Any student enrolled in an EOCT course, regardless of grade level, will be assessed at the completion of the course. The EOCT will be given as a final exam and the score will be a part of the student's final grade in the course. Any student who has earned credit for an EOCT course prior to full implementation in the 04/05 school year will not be required to take the EOCT for that course.

How are the EOCT administered?

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

How is the grade determined in an EOCT course?

The student's final grade in an EOCT course will be calculated using a formula that will include course work as 85% and the EOCT score as 15%. These percentages for course work and the EOCT score were approved by the State Board of Education. The final course grade must be a 70 or higher to pass the course and receive credit towards graduation.

EOCT Content Domains

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

Ninth Grade Literature and Composition

- Reading and Literature
- Reading, Listening, Speaking, and Viewing Across the Curriculum
- Writing
- Conventions

American Literature and Composition

- Reading and American Literature
- Reading, Listening, Speaking, and Viewing Across the Curriculum
- Writing
- Conventions

Mathematics I: Algebra/Geometry/Statistics

- Algebra
- Geometry
- Data Analysis and Probability

Mathematics II: Geometry/Algebra II/ Statistics

- Algebra
- Geometry
- Data Analysis and Probability

Biology

- Cells
- Organisms
- Genetics
- Ecology
- Evolution

Physical Science

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

United States History

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

Economics/Business/Free Enterprise

- Fundamentals of Economics
- Microeconomic Concepts
- Macroeconomic Concepts
- International Economics
- Personal Finance Economics

END-OF-COURSE TEST CONTENTS

Questions on the End-of-Course Tests assess various content domains in the areas of English Language Arts, Mathematics, Science and Social Studies. The Georgia Performance Standards for each course have been grouped into domains, or clusters of standards with related content to provide more detailed information about student achievement. Descriptions of the content of these domains for each EOCT follow.

Ninth Grade Literature and Composition (Four Domains)

1. ***Reading and Literature –*** *Assessment in this domain focuses on reading for general understanding, identifying various genres, distinguishing and/or sequencing main and subordinate ideas, and recognizing and analyzing literary and structural elements of literature.*

2. ***Reading, Listening, Speaking, and Viewing Across the Curriculum –*** *Assessment in this domain focuses on using strategies that enhance understanding across subject areas; acquiring both content and contextual vocabulary while reading, listening, speaking and viewing material; applying proper techniques for research; and responding appropriately to written and oral communication in a variety of genres and media.*

3. ***Writing –*** *Assessment in this domain focuses on recognizing coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument and demonstrating awareness of audience, purpose in writing, the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions), and the effective use of introductions, supporting evidence, and conclusions.*

4. ***Conventions –*** *Assessment in this domain focuses on using the correct conventions of Standard American English, including grammar, punctuation, and sentence construction, and demonstrating understanding of the different formats required for different forms of writing.*

American Literature and Composition (Four Domains)

To provide reliable measures of student achievement and to give structure to the assessment program, the content standards contained in the GPS were grouped into content domains. Each domain was created by combining standards that share similar content characteristics.

1. ***Reading and American Literature –*** *Assessment in this domain focuses on reading for general understanding, identifying various genres, determining themes, distinguishing and/or sequencing main and subordinate ideas, and recognizing and analyzing literary and structural elements of American literature.*

2. ***Reading, Listening, Speaking, and Viewing Across the Curriculum –*** *Assessment in this domain focuses on using strategies that enhance understanding across subject areas, acquiring both content and contextual vocabulary while reading, listening, speaking and viewing material, applying proper techniques for research, and responding appropriately to written and oral communication in a variety of genres and media.*

3. ***Writing –*** *Assessment in this domain focuses on recognizing coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument and demonstrating awareness of audience, purpose in writing, the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions), and the effective use of introductions, supporting evidence, and conclusions.*

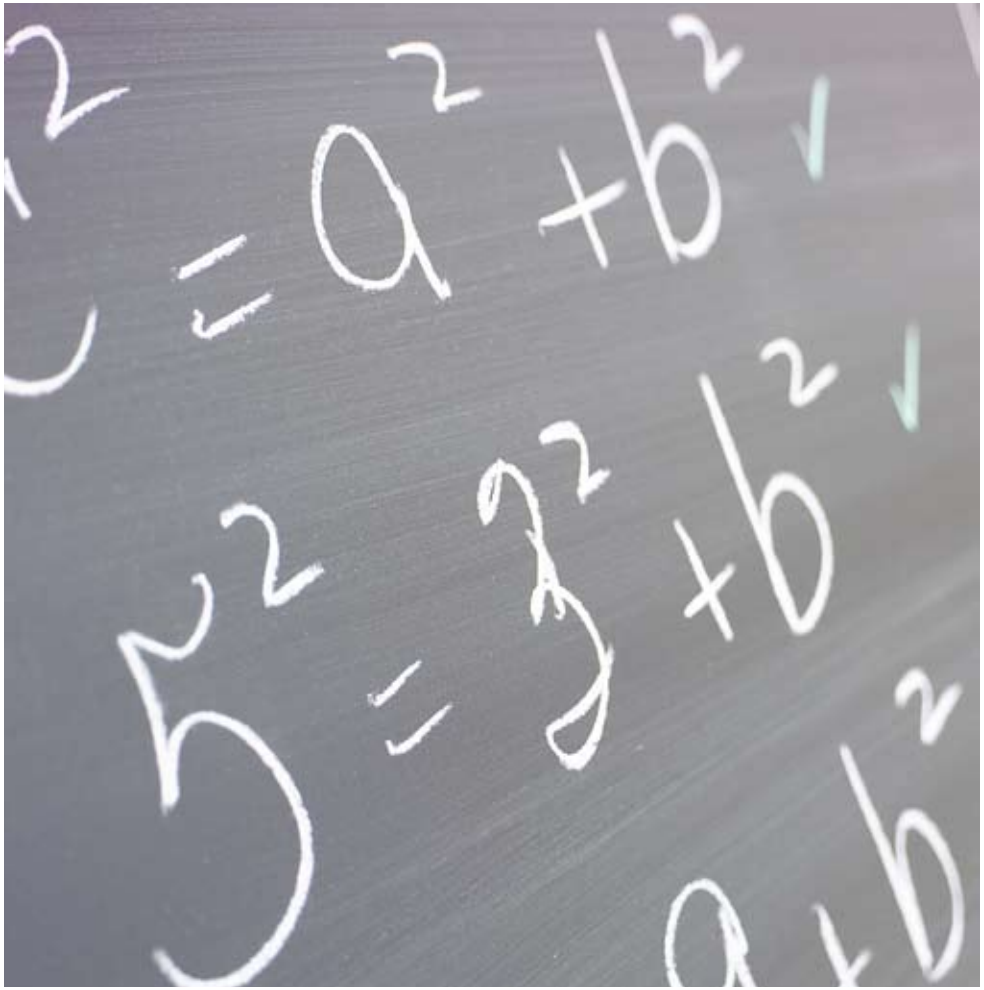
4. ***Conventions –*** *Assessment in this domain focuses on using the correct conventions of Standard American English, including grammar, punctuation, and sentence construction, and demonstrating understanding of the different formats required for different forms of writing.*

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

1. ***Algebra*** *– Explore functions and solve radical, simple quadratic and rational equations; simplify and operate with radical, polynomial, and rational expressions.*

2. ***Geometry*** *– Explore, understand, and use the formal language of reasoning and justification in both algebraic and geometric contexts; apply properties of polygons and determine distances and points of concurrence.*

3. ***Data Analysis and Probability*** *– Determine probability, find number of outcomes using both permutations and combinations; demonstrate understanding of data analysis by posing questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data.*



Mathematics II: Geometry/Algebra II/Statistics

1. ***Algebra (including Number and Operations)*** – Investigate piecewise, exponential, and quadratic functions using numerical, analytical, and graphical approaches, focusing on the use of these functions in problem-solving situations; solve equations and inequalities related to these functions; explore the inverses of functions; use the complex number system.

2. ***Geometry*** – Understand and apply properties of right-triangles and right-triangle trigonometry; understand and apply properties of circles and spheres, and use them in determining related measures.

3. ***Data Analysis and Probability*** – Demonstrate understanding of data analysis by posing questions to be answered by collecting data; organize, represent, investigate, interpret, and make inferences from data; compare data for two different samples and/or populations using measures of central tendency and measures of spread, including standard deviation; use linear and quadratic regressions to analyze data and to make inferences.

Biology (Five Domains)

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

1. ***Cells –*** *Assessment in this domain focuses on understanding cell structure and organization; identifying the four major biomolecules and their function within the living cell; comprehending how and why homeostasis is essential for life.*

2. ***Organisms*** *– Assessment in the domain focuses on comparing the similarities and differences in unicellular and multicellular organism; comprehending the need and abilities of organisms to obtain and utilize nutrients and energy; examining the basis and development of the current six kingdom classification system.*

3. ***Genetics*** *– Assessment in this domain focuses on explaining the structure and role of DNA and RNA in living systems and how changes in these nucleic acids can affect an organism; comprehending Mendelian genetics and the role of meiosis in genetics; examining genetic technology and its effect on various industries, and understanding the differences and similarities in sexual and asexual reproduction.*

4. ***Ecology*** *– Assessment in this domain focuses on identifying the interdependence of organisms and their environment; comprehending the recycling of nutrients within a system and the flow of energy through that system; recognizing the effect man has made on the environment; examining the adaptations of plants and animals to an ever-changing world.*

5. ***Evolution –*** *Assessment in this domain focuses on comprehending the role of natural selection in the success of a species; understanding the scientific evidence for natural selection and evolution; recognizing the development of scientific theories throughout history.*

Physical Science (Four Domains)

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

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

2. ***Chemistry – Chemical Reactions and Properties of Matter*** – *Assessment in this domain focuses on naming, writing, and classifying chemical formulas and compounds; balancing equations and identifying chemical reactions; balancing equations; naming compounds and formulas; demonstrating the Law of Conservation of Matter; and calculating density.*

3. ***Physics – Energy, Force, and Motion*** – *Assessment in this domain focuses on identifying energy transformations; identifying and analyzing the transfer of heat energy by conduction, convection, and radiation; interpreting a phase diagram; describing and calculating velocity and acceleration; comparing Newton's three laws; calculating mechanical advantage; understanding the work of simple machines.*

4. ***Physics – Waves, Electricity, and Magnetism*** – *Assessment in this domain focuses on recognizing waves transfer energy; investigating light and sound phenomena and comparing light to sound; explaining Doppler effect; describing the causes of static electricity; constructing and analyzing series and parallel circuits; describing the relationship between voltage, current and resistance and relating electricity and magnetism and common applications.*

U.S. History (Five Domains)

1. ***Colonization through the Constitution –*** *Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the first settlement of British North America to the presidency of John Adams.*

2. ***New Republic through Reconstruction –*** *Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the early 1800s through Reconstruction.*

3. ***Industrialization, Reform, and Imperialism –*** *Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from the rise of big business in the late 1800s to American expansionism at the turn of the twentieth century.*

4. ***Establishment as a World Power –*** *Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from World War I to the Cold War.*

5. ***Modern Era –*** *Assessment in this domain focuses on key events, historical figures, and themes related to the history of the United States from 1945 to the war on terror in the early twenty-first century.*

Economics/Business/Free Enterprise (Five Domains)

1. ***Fundamentals of Economics –*** *Assessment in this domain focuses on basic economic concepts and skills: scarcity and opportunity cost, supply and demand as it relates to scarcity, factors of production, marginal costs and benefits, different economic systems, productivity, the allocation of resources, and the role of government in economic systems.*

2. ***Microeconomic Concepts –*** *Assessment in this domain focuses on economic concepts and skills that deal with human behavior and choices as they relate to relatively small units - an individual, a business firm, or a single market. These concepts and skills include the circular flow of goods and services in a market economy, production and distribution, supply and demand, competition, and types of business organizations in the U.S. economy.*

3. ***Macroeconomic Concepts –*** *Assessment in this domain focuses on economic skills and concepts that deal with human behavior and choices as they relate to the entire economy. These skills and concepts include measures of economic activity, the Federal Reserve System and monetary policy, and the federal government and fiscal policy.*

4. ***International Economics –*** *Assessment in this domain focuses on factors that account for international trade, comparative and absolute advantage, trade barriers and trading blocks, exchange rates, and general arguments for and against free trade.*

5. ***Personal Finance Economics –*** *Assessment in this domain focuses on economic skills and concepts that deal with personal economic decisions related to spending, saving, and investing; banks and other financial institutions; the use of credit, insurance, the effects of monetary and fiscal policy on personal economic behaviors; and factors that account for personal income earned in the workforce.*

Performance Indicators

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

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

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

	Performance Level 1: Does Not Meet Expectations		Performance Level 2: Meets Expectations		Performance Level 3: Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion
Grade 9 Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
American Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Biology	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Physical Science	200 to 399	0 to 69	400 to 449	70 to 89	450 to 750	90 to 100
US History	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Economics	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Mathematics I	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Mathematics II	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100

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

Understanding The Use Of Scale Scores

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

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

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

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

CLASS ROSTERS

General Description of the Report

Student Rosters are generated at the class level for all EOCT. These reports contain demographic data and test results for each student listed on the roster. Rosters are produced for each subject area with students listed alphabetically within the class. The Class Roster is distributed via the PearsonAccess website only and is accessible by System Test Coordinators. These reports are not produced in paper format. A sample class roster is provided on page 16.

1. ***Subject:*** *Each Class Roster lists the name of the subject being reported in the top middle of the report.*

2. ***Class Demographic Information:*** *This includes the Class Name as reflected on the Class ID Sheet, the school and system name, the school code and the test administration date.*

3. ***Student Demographic Information:*** *Student demographic information is printed in the left hand column of the report. The student's name is followed by the student's date of birth, GTID number, grade level, and form number.*

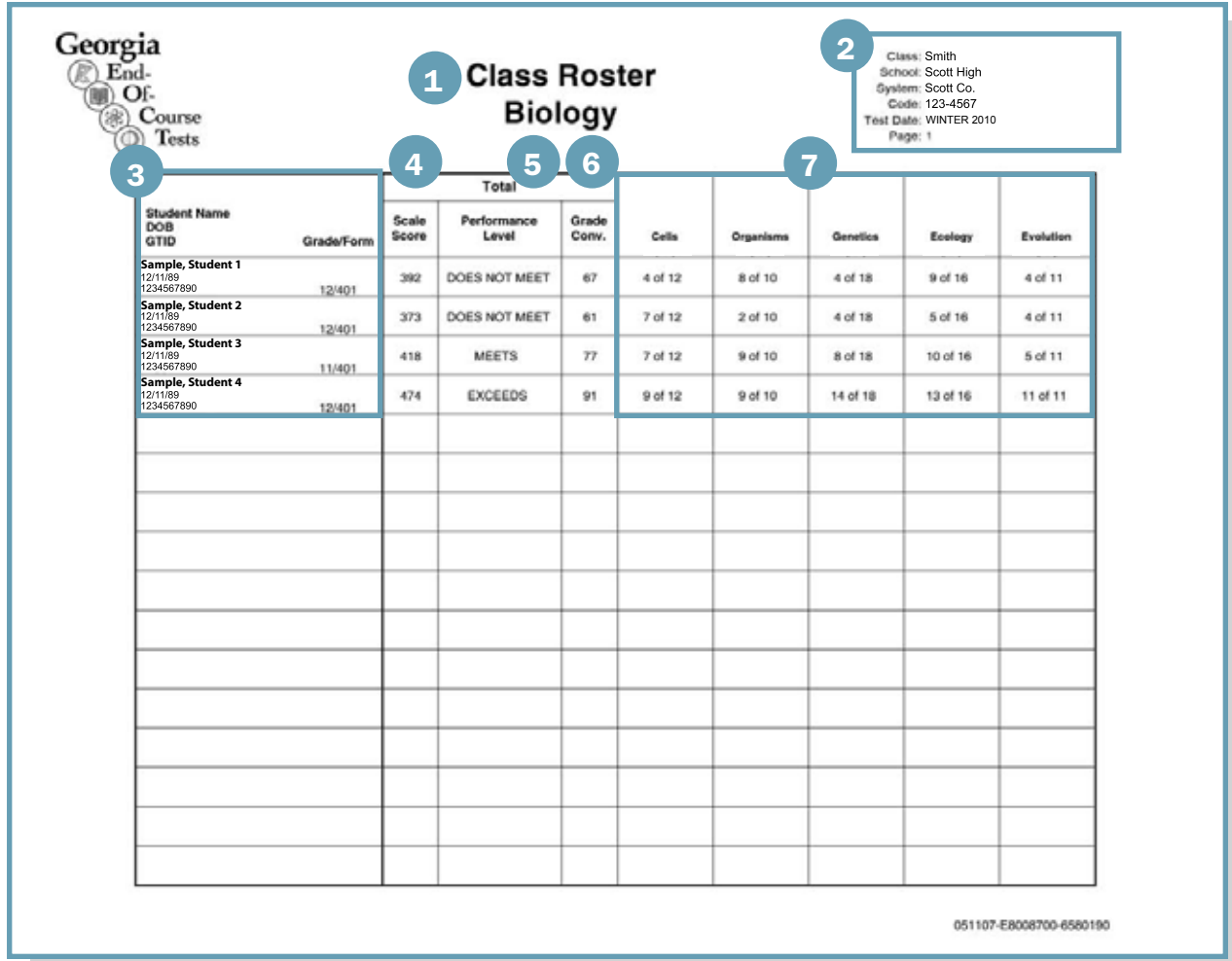
4. ***Scale Score:*** *The Class Roster indicates the scale score for each student on the roster.*

5. ***Performance Level:*** *The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet standard, meets standard and exceeds standard. The cut score that indicates a student is meeting the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is exceeding standard is 450 for GPS-based tests.*

6. ***Grade Conversion Scale:*** *The EOCT grade conversion scale ranges from 0 to 100. This score is for use in calculating the student's course grade.*

7. ***Domain Scores:*** *Standards for each course have been grouped into domains, or clusters of standards with related content. A student will receive a Domain Score which indicates the number of items within that domain that the student answered correctly out of the number of items possible.*

Specific information related to the reporting class is provided in the top right-hand corner of the report.



Georgia End-Of-Course Tests

1 Class Roster
Biology

2
Class: Smith
School: Scott High
System: Scott Co.
Code: 123-4567
Test Date: WINTER 2010
Page: 1

3 Student Name / DOB / GTID	Grade/Form	4 Total Scale Score	Performance Level	5 Grade Conv.	6 Cells	Organisms	7 Genetics	Ecology	Evolution
Sample, Student 1 12/11/89 1234567890	12/401	392	DOES NOT MEET	67	4 of 12	8 of 10	4 of 18	9 of 16	4 of 11
Sample, Student 2 12/11/89 1234567890	12/401	373	DOES NOT MEET	61	7 of 12	2 of 10	4 of 18	5 of 16	4 of 11
Sample, Student 3 12/11/89 1234567890	11/401	418	MEETS	77	7 of 12	9 of 10	8 of 18	10 of 16	5 of 11
Sample, Student 4 12/11/89 1234567890	12/401	474	EXCEEDS	91	9 of 12	9 of 10	14 of 18	13 of 16	11 of 11

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Individual Student Report (Electronic or Paper Format)

General Description of the Sample Individual Student Report

The Individual Student Report reflects the score for an individual student taking a subject area of the EOCT. If a student took more than one EOCT, he/she will receive an Individual Student Report for each EOCT he/she took. A sample Individual Student Report is provided on page 18.

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

   The sample report is for SAMPLE STUDENT. Their GTID Number is 9999999999, they are in the 10th grade and are in SAMPLE CLASS. In addition they attend SAMPLE SCHOOL in the SAMPLE COUNTY School System. This report is for the WINTER 2010 administration.

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

3. ***Scale Score:*** *The Individual Student Report indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 200 to 750 for GPS-based tests.*

   SAMPLE STUDENT's scale score on the Physical Science test is 417.

4. ***Performance Level:*** *The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is* ***meeting*** *the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is* ***exceeding*** *standard is 450 for GPS-based tests. SAMPLE STUDENT's scale score of 417 meets standard.*

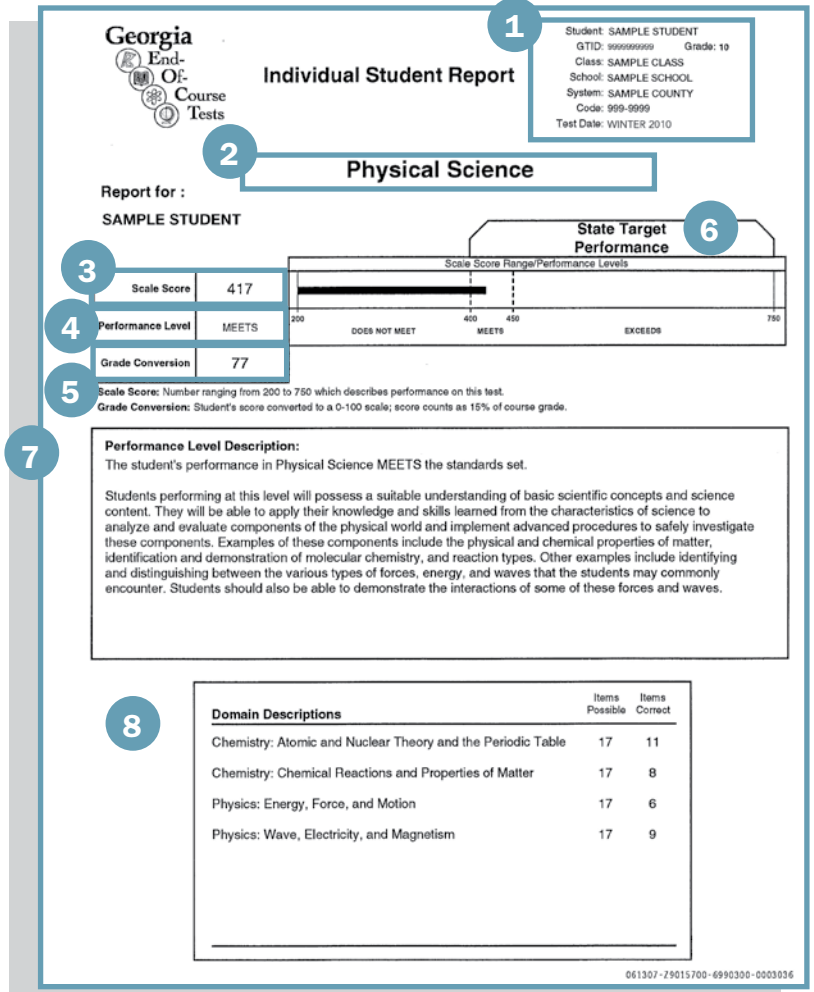
5. ***Grade Conversion Scale:*** *The EOCT grade conversion scale ranges from 0 to 100. The sample report indicates that SAMPLE STUDENT's grade conversion is 77. This score is for use in calculating SAMPLE STUDENT's course grade.*

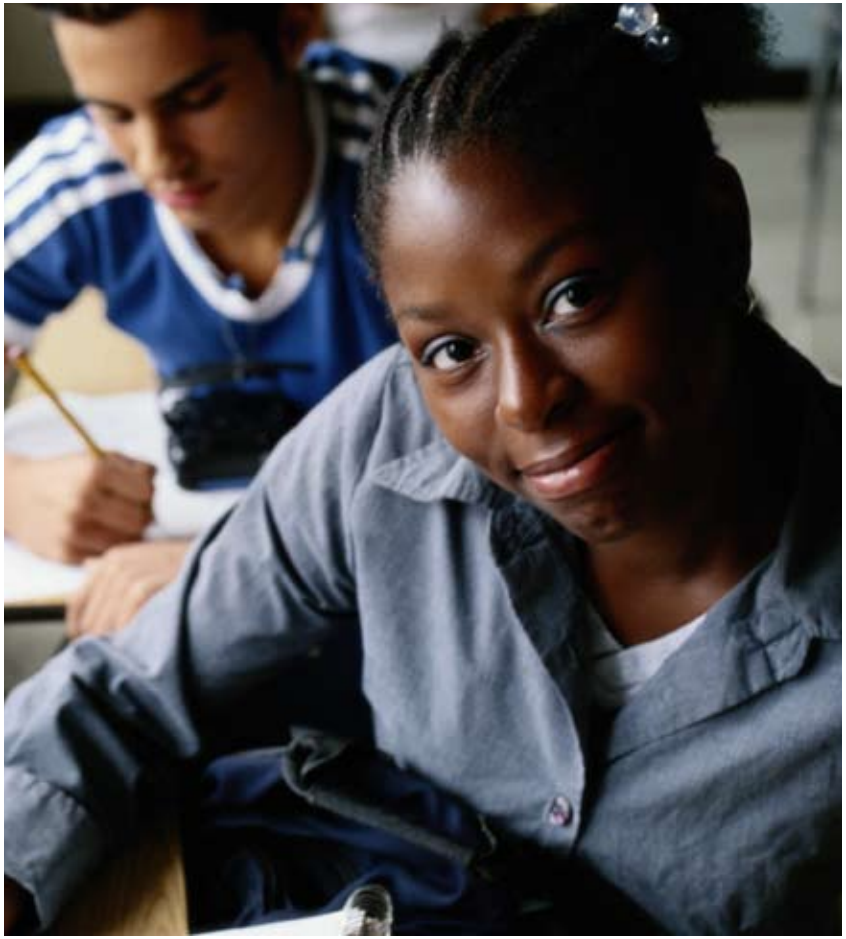
6. ***State Target Performance:*** *A scale score of 400 or above for GPS-based tests.*

7. ***Performance Level Description:*** *Describes the Performance Level achieved by the student.*

8. ***Domain Descriptions:*** *Standards for each course have been grouped into domains, or clusters of standards with related content. The Individual Student Report lists the Domains for the subject reported. In addition, the report indicates the number of items within that domain that the student got correct out of the number of items possible.*

   The sample report indicates that in the domain of Physics: Energy, Force, and Motion SAMPLE STUDENT answered 6 of 17 items correctly.





Summary Reports

General Description of Summary Report

Summary reports are generated by subject at the system and school levels. These reports present summary statistics for a particular group of students.

System Summary Report	Summary data for the system based on students within a system who took a specific subject. A system will receive a summary report for each subject they administered.
School Summary Report	Summary data for the school based on students within a school for a specific subject. A school will receive a summary report for each subject they administered.
Class Summary Report	Summary data for the class based on students within a class for a specific subject. A class will receive a summary report for each subject they administered.

NOTE: Scores for groups with fewer than ten students tested are not reported

Description of Sample Summary Report

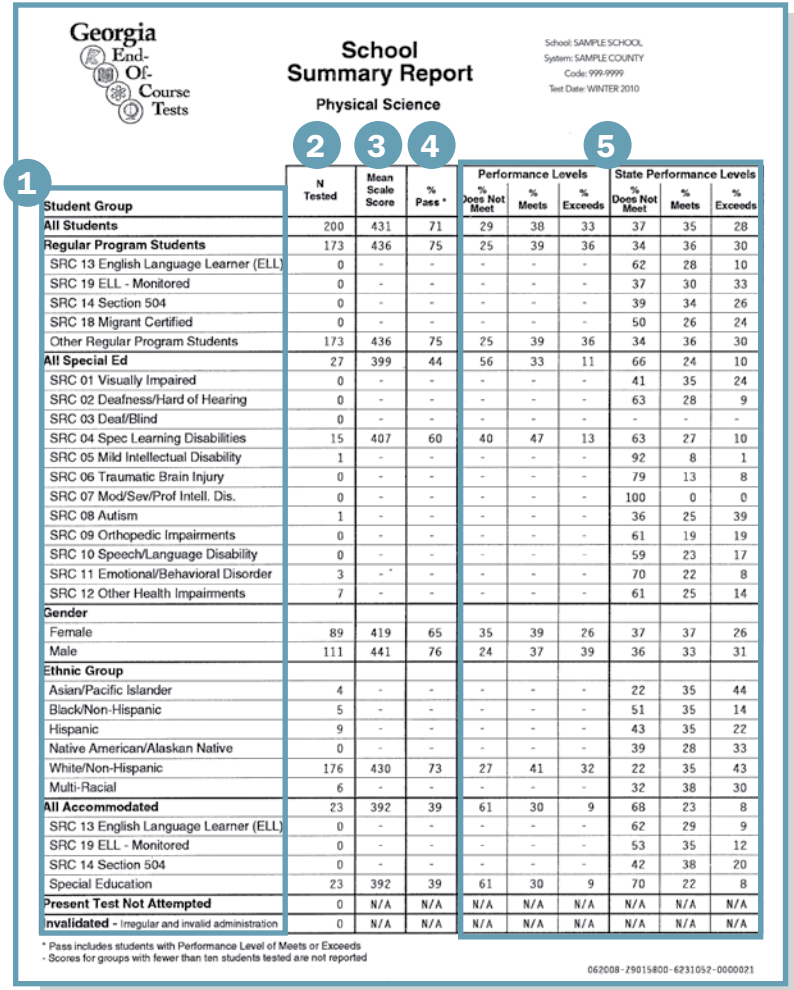
1. ***Student Group***

2. ***N Tested –*** *The Summary Report also provides disaggregated data for special student populations. "N Tested" identifies the number of students in the school who took the test. The sample report indicates that for Physical Science 200 students were tested. In addition, of those 200 students, 5 students are Black/ Non-Hispanic ethnicity.*

3. ***Mean Scale Score –*** *This statistic indicates the average scale score for the group of students in the school who took the test. The sample report indicates that the Mean Scale Score for All Special Ed students is 399.*

4. ***% Pass –*** *The % Pass includes students in the class/school/system with Performance Levels of "Meets" or "Exceeds" standards. Of all the students tested in Physical Science at SAMPLE SCHOOL, 71% passed the EOCT.*

5. ***Performance Levels –*** *There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is* ***meeting*** *the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is* ***exceeding*** *standard is 450 for GPS-based tests. Of all the students tested in Physical Science at SAMPLE SCHOOL, 29% Did Not Meet standard, 38% Met standard and 33% Exceeded standard.*



Georgia End-Of-Course Tests

School Summary Report

Physical Science

School: SAMPLE SCHOOL
System: SAMPLE COUNTY
Code: 999-9999
Test Date: WINTER 2010

1 | 2 | 3 | 4 | 5

Student Group	N Tested	Mean Scale Score	% Pass *	Performance Levels % Does Not Meet	% Meets	% Exceeds	State Performance Levels % Does Not Meet	% Meets	% Exceeds
All Students	200	431	71	29	38	33	37	35	28
Regular Program Students	173	436	75	25	39	36	34	36	30
SRC 13 English Language Learner (ELL)	0	-	-	-	-	-	62	28	10
SRC 19 ELL - Monitored	0	-	-	-	-	-	37	30	33
SRC 14 Section 504	0	-	-	-	-	-	39	34	26
SRC 18 Migrant Certified	0	-	-	-	-	-	50	26	24
Other Regular Program Students	173	436	75	25	39	36	34	36	30
All Special Ed	27	399	44	56	33	11	66	24	10
SRC 01 Visually Impaired	0	-	-	-	-	-	41	35	24
SRC 02 Deafness/Hard of Hearing	0	-	-	-	-	-	63	28	9
SRC 03 Deaf/Blind	0	-	-	-	-	-	-	-	-
SRC 04 Spec Learning Disabilities	15	407	60	40	47	13	63	27	10
SRC 05 Mild Intellectual Disability	1	-	-	-	-	-	92	8	1
SRC 06 Traumatic Brain Injury	0	-	-	-	-	-	79	13	8
SRC 07 Mod/Sev/Prof Intell. Dis.	0	-	-	-	-	-	100	0	0
SRC 08 Autism	1	-	-	-	-	-	36	25	39
SRC 09 Orthopedic Impairments	0	-	-	-	-	-	61	19	19
SRC 10 Speech/Language Disability	0	-	-	-	-	-	59	23	17
SRC 11 Emotional/Behavioral Disorder	3	- *	-	-	-	-	70	22	8
SRC 12 Other Health Impairments	7	-	-	-	-	-	61	25	14
Gender									
Female	89	419	65	35	39	26	37	37	26
Male	111	441	76	24	37	39	36	33	31
Ethnic Group									
Asian/Pacific Islander	4	-	-	-	-	-	22	35	44
Black/Non-Hispanic	5	-	-	-	-	-	51	35	14
Hispanic	9	-	-	-	-	-	43	35	22
Native American/Alaskan Native	0	-	-	-	-	-	39	28	33
White/Non-Hispanic	176	430	73	27	41	32	22	35	43
Multi-Racial	6	-	-	-	-	-	32	38	30
All Accommodated	23	392	39	61	30	9	68	23	8
SRC 13 English Language Learner (ELL)	0	-	-	-	-	-	62	29	9
SRC 19 ELL - Monitored	0	-	-	-	-	-	53	35	12
SRC 14 Section 504	0	-	-	-	-	-	42	38	20
Special Education	23	392	39	61	30	9	70	22	8
Present Test Not Attempted	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Invalidated - Irregular and invalid administration	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

062008-Z9015800-6231052-0000021

General Description of Content Area Summary Report

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

Description of Sample School Content Area Summary Report

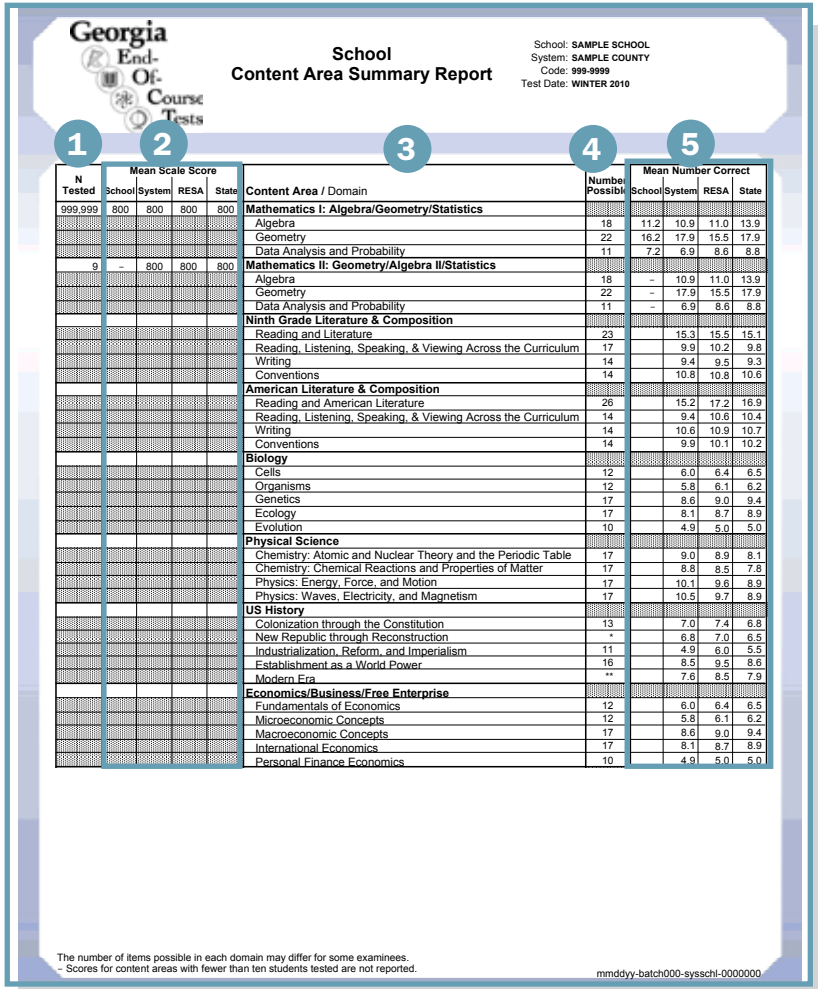
1. ***N Tested:*** *"N Tested" identifies the number of students in the school who took the test.*

2. ***Mean Scale Score:*** *This statistic indicates the average scale score for the group of students in the school, system and state who took the test.*

3. ***Content Area/Domain:*** *Each Content Area and their respective Domains are summarized on this report by N Tested, Mean Scale Score, Number Possible and Mean Number Correct.*

4. ***Number Possible:*** *The number possible indicates the total number of test items within each domain.*

5. ***Mean Number Correct:*** *This statistic indicates the "average" number correct at the school, system and state levels.*



Georgia End-Of-Course Tests

School
Content Area Summary Report

School: **SAMPLE SCHOOL**
System: **SAMPLE COUNTY**
Code: **999-9999**
Test Date: **WINTER 2010**

1	2				3	4	5			
N Tested	Mean Scale Score				Content Area / Domain	Number Possible	Mean Number Correct			
	School	System	RESA	State			School	System	RESA	State
999,999	800	800	800	800	**Mathematics I: Algebra/Geometry/Statistics**					
					Algebra	18	11.2	10.9	11.0	13.9
					Geometry	22	16.2	17.9	15.5	17.9
					Data Analysis and Probability	11	7.2	6.9	8.6	8.8
9	–	800	800	800	**Mathematics II: Geometry/Algebra II/Statistics**					
					Algebra	18	–	10.9	11.0	13.9
					Geometry	22	–	17.9	15.5	17.9
					Data Analysis and Probability	11	–	6.9	8.6	8.8
					Ninth Grade Literature & Composition					
					Reading and Literature	23		15.3	15.5	15.1
					Reading, Listening, Speaking, & Viewing Across the Curriculum	17		9.9	10.2	9.8
					Writing	14		9.4	9.5	9.3
					Conventions	14		10.8	10.8	10.6
					American Literature & Composition					
					Reading and American Literature	26		15.2	17.2	16.9
					Reading, Listening, Speaking, & Viewing Across the Curriculum	14		9.4	10.6	10.4
					Writing	14		10.6	10.9	10.7
					Conventions	14		9.9	10.1	10.2
					Biology					
					Cells	12		6.0	6.4	6.5
					Organisms	12		5.8	6.1	6.2
					Genetics	17		8.6	9.0	9.4
					Ecology	17		8.1	8.7	8.9
					Evolution	10		4.9	5.0	5.0
					Physical Science					
					Chemistry: Atomic and Nuclear Theory and the Periodic Table	17		9.0	8.9	8.1
					Chemistry: Chemical Reactions and Properties of Matter	17		8.8	8.5	7.8
					Physics: Energy, Force, and Motion	17		10.1	9.6	8.9
					Physics: Waves, Electricity, and Magnetism	17		10.5	9.7	8.9
					US History					
					Colonization through the Constitution	13		7.0	7.4	6.8
					New Republic through Reconstruction	*		6.8	7.0	6.5
					Industrialization, Reform, and Imperialism	11		4.9	6.0	5.5
					Establishment as a World Power	16		8.5	9.5	8.6
					Modern Era	**		7.6	8.5	7.9
					Economics/Business/Free Enterprise					
					Fundamentals of Economics	12		6.0	6.4	6.5
					Microeconomic Concepts	12		5.8	6.1	6.2
					Macroeconomic Concepts	17		8.6	9.0	9.4
					International Economics	17		8.1	8.7	8.9
					Personal Finance Economics	10		4.9	5.0	5.0

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

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Georgia Department of Education
Dr. John D. Barge, State School Superintendent
2010 – 2011

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