

Interpretive Guide

Grades 10 and 11
Criterion-Referenced Tests
Spring 2013



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INTRODUCTION

The Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Examination (GEE) are part of Louisiana's criterion-referenced testing (CRT) program. LEAP and GEE are high-stakes tests. They measure how well a student has mastered the state content standards. LEAP is administered at grades 4 and 8. GEE was administered to most initial testers at grades 10 and 11.

In spring 2001, the GEE English Language Arts and Mathematics tests were administered for grade 10, and in spring 2002, the GEE Science and Social Studies tests for grade 11 were administered. The GEE requires high school students to exhibit sufficient knowledge and skills to be eligible for a high school diploma.

There are three main differences between the GEE and previous state CRT tests. First, GEE, by law, is directly aligned with the state content standards. Second, this test, by law, must be as rigorous as those of the National Assessment of Educational Progress (NAEP). And third, students no longer receive a simple pass/fail score; instead, they receive one of the following five achievement ratings:

Advanced: A student at this level has demonstrated superior performance beyond the level of mastery.

Mastery: A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

Basic: A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.

Approaching Basic: A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Unsatisfactory: A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

High school students who were first-time 10th graders in 2001–2002 and thereafter were required to score *Approaching Basic* or above on the GEE English Language Arts and Mathematics tests **and** on either the Science or the Social Studies test to be eligible for a standard high school diploma. High school students who were first-time 10th graders in 2000–2001 were required to score *Approaching Basic* or above only on the GEE English Language Arts and Mathematics tests to be eligible for a standard high school diploma.

From 1999 to 2009, GEE tests were administered during a single testing window consisting of three days for GEE grade 10, and two days for GEE grade 11. Beginning in spring 2010, GEE tests were administered in two phases to schedule the majority of the testing later in the school year, as well as to ensure that reports would be delivered to schools before the end of the school year. The test scores from both phases were combined to provide test results for each content area. Beginning in Spring 2013, GEE tests were again administered in a single phase, in March.

Louisiana content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the basis of all content standards. These foundation skills are the following:

- communication,
- problem solving,
- resource access and utilization,
- linking and generating knowledge, and
- citizenship.

Each part of the four content-area test components is described on the following pages. More information about test content at specific grade levels is provided in the *Assessment Guide* for GEE.

OVERVIEW OF THE GEE ENGLISH LANGUAGE ARTS TEST

The GEE English Language Arts test demands more of students by including longer reading passages and a greater variety of test item types, including constructed-response items (short answer and extended response or essay), which require written responses to what students read on the test. In addition, students are expected to write a composition about an assigned writing topic.

The English Language Arts test also includes a section on using information resources. Students are provided various resource materials to use to access information and answer items.

The English Language Arts test measures concepts and skills in six of the seven English language arts content standards. Standard 4, demonstrating competence in speaking and listening, is not currently incorporated in GEE. The Louisiana Department of Education (LDOE) is exploring ways to encourage and support assessment of this standard at the local level.

The English Language Arts test has four sessions:

Writing

Using Information Resources

Reading and Responding

Proofreading

Writing

The Writing session requires students to produce a composition about an assigned writing topic. Students are allowed to consult a dictionary and thesaurus during this part of the test only. The particular mode of writing assessed at a given grade (grade 10, persuasive and expository) may alternate from one assessment administration to another.

The Writing session is designed to measure key aspects of standards 2 and 3:

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Using Information Resources

The Using Information Resources session requires students to complete specified tasks designed to measure standard 5:

Standard 5

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

This session includes excerpts from four to six reference sources, such as articles from encyclopedias, newspapers, and magazines; parts of books; visual aids (maps, graphs, tables, illustrations); and electronic resources,

such as a Web page. Students are instructed to skim through the reference materials to become familiar with the information available and then to locate the parts they need to answer multiple-choice and short-answer items.

Reading and Responding

The Reading and Responding session of the test includes four reading passages (fiction, nonfiction, poetry) and multiple-choice and short-answer items. An extended-response item requires students to comprehend and respond to the content of at least two of the reading passages.

Items in this session measure key aspects of standards 1, 6, and 7:

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Reading passages are grade appropriate. Selections contain the full text of shorter published works, fully developed excerpts from longer published works, or text written specifically for the test.

The length of the reading passages falls within the range specified in the assessment framework for each grade. Selections for a given grade reflect a balance among passage length, readability level, and interest level of the topic. Moreover, readability and passage length are balanced across the selections in each test.

Proofreading

The Proofreading session of the test requires students to read a text that includes mistakes in grammar, usage, mechanics, and spelling and to choose the answer option that offers the best way to correct each mistake or identify the item as having no error. Items in this session measure key aspects of standard 3, described on this page.

OVERVIEW OF THE GEE MATHEMATICS TEST

Traditionally, the challenge for students in number and number relations and other strands of mathematics has been translating word problems into algorithms for solution. Now, a wider range of problem-solving tasks is required in the mathematics curriculum, including open-ended problems and problems with more than one solution and/or more than one path to a solution. Accordingly, the state test at each grade contains a broad and challenging range of test items and problem types.

The Mathematics test consists of two major parts:

Part A uses a multiple-choice format to assess concepts and skills for all six strands of mathematics. Whenever possible, concepts and skills are assessed in real-life contexts. Part A is divided into two sections, one to be completed without the aid of a calculator and one for which calculator use is permitted.

Part B consists of four relatively complex mathematical tasks, all of which involve a number of separate steps and require application of multiple skills. These tasks may be ones for which there is more than one possible solution or more than one path to the solution. Ability to accomplish the mathematical tasks on part B of the test represents a higher level of mathematical literacy and performance. Each task in part B is scored on a 0- to 4-point scale.

The item format for part B is open ended, requiring numerical answers, short written answers, and other types of constructed responses such as drawing a graph or geometrical pattern. Students may be required to explain how they arrived at their answers or justify their answers. Students' responses are scored analytically for such traits as accuracy of the answer, proper operations used, and appropriate problem-solving approach or strategy. Partial credit is given, and calculators are permitted on part B at all grades.

In the Louisiana mathematics framework, each of six mathematics strands is associated with a single standard. Following is the complete text of the mathematics strands and standards.

Strand N: Number and Number Relations

Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Strand A: Algebra

Standard: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Strand M: Measurement

Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Strand G: Geometry

Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Strand D: Data Analysis, Probability, and Discrete Math

Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.

Strand P: Patterns, Relations, and Functions

Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

OVERVIEW OF THE GEE SCIENCE TEST

The GEE Science test requires that students use their content knowledge to explain, connect, and apply concepts to new situations. Students must have had a variety of experiences using inquiry-based learning in all science content strands. On the Science test, students are required to select responses in the multiple-choice section as well as to generate their own responses in the short-answer and the science task sections.

The Science test consists of three sessions:

Session 1 uses a multiple-choice format to assess concepts and skills in all five strands of science.

Session 2 consists of four short-answer items that assess four content strands: Physical Science, Life Science, Earth and Space Science, and Science and the Environment. These items allow students to reflect on an idea, demonstrate their understanding of concepts and processes of science, make meaning of a given set of data, or critique the information. The wording of the items is direct and specific, and the items focus on the quality of the students' knowledge.

Session 3 consists of a comprehensive science task. Students respond to a written scenario that requires scientific investigation. The task/scenario integrates the Science as Inquiry strand with at least one other content strand—at grade 11, Physical Science and Life Science only. Items in a variety of formats (data tables, graphs, diagrams) throughout the activity set the stage and focus students on the topics and ideas to be covered, provide opportunities for students to record data and observations, and provide additional data about students’ understanding of concepts and processes related to the task/scenario. This structure creates a timely check for understanding and ensures that students who are unable to succeed at the beginning are not prevented from succeeding with latter portions of the activity. The activity includes three Science as Inquiry short-answer items that allow students to interpret their results, react to their findings, and make decisions based on the information worked with throughout the activity. This activity also includes one extended constructed-response item related to the content of the task/scenario.

According to the Louisiana science framework, five strands are measured throughout the test. Each of the five science strands is associated with a single standard. Following is the complete text of the strands and standards.

Strand SI: Science as Inquiry

Standard: Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

Strand PS: Physical Science

Standard: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Strand LS: Life Science

Standard: Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Strand ESS: Earth and Space Science

Standard: Students will develop an understanding of the properties of Earth materials, the structure of Earth’s system, Earth’s history, and Earth’s place in the universe.

Strand SE: Science and the Environment

Standard: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

OVERVIEW OF THE GEE SOCIAL STUDIES TEST

The GEE assessments challenge students to expand their thinking in social studies and to become accomplished problem solvers and informed decision makers. Accordingly, the test at grade 11 contains a broad and challenging range of items, including constructed-response items.

The Social Studies test consists of two major parts:

Part A consists of sixty multiple-choice items that assess knowledge, conceptual understanding, and application of skills in all four social studies strands (Geography, Civics, Economics, and History). Items in part A are intermingled across strands, not arranged into separate sections by strand.

Part B consists of four open-ended items (or tasks) calling for a constructed response and requiring higher-order thinking in a social studies context (grasping a concept, analyzing information, evaluating a principle, or applying a skill). Students may be required to construct or interpret a chart, graph, map, timeline, or other graphic representation; to supply a short written answer; or to produce a longer piece of writing in response to a social studies issue or problem. Each constructed-response item represents one of the four social studies strands. Each task in part B is scored on a 0- to 4-point scale.

Each of the four social studies strands is associated with a single standard describing what students should know and be able to do. Following is the complete text of the social studies strands and standards.

Strand G: Geography—Physical and Cultural Systems

Standard: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Strand C: Civics—Citizenship and Government

Standard: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Strand E: Economics—Interdependence and Decision Making

Standard: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Strand H: History—Time, Continuity, and Change

Standard: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

SETTING THE PERFORMANCE STANDARDS

For the LEAP and GEE tests, achievement levels are the basis for reporting results. In September 1997, the State Board of Elementary and Secondary Education recommended that LEAP and GEE adopt performance standards consistent with NAEP. Since NAEP standards are not available for all of the achievement levels and content areas that are part of LEAP and GEE, further work was carried out to adapt the NAEP standards to make them appropriate for Louisiana.

In 1997, committees of Louisiana educators met to review the English language arts and mathematics achievement-level definitions and to select samples of student work that best matched each level's description. For multiple-choice sections of the tests, the committees employed a bookmark method, which involved reviewing a collection of multiple-choice items, sorted by difficulty, and finding the locations at which the items began to require skills not expected of students at a lower achievement level. Because the easiest items were first, reviewers decided that the skills were so fundamental that even a student at the *Unsatisfactory* level should be able to answer the items correctly. As the items became more difficult, reviewers reached a point where they believed that students would have to be at the *Approaching Basic* level to have a reasonable probability of answering the item correctly. At that point, they placed a bookmark for *Approaching Basic*. The same process was used to place bookmarks for the *Basic*, *Mastery*, and *Advanced* levels.

For the constructed-response sections of the English Language Arts and Mathematics tests, reviewers were shown samples of student work and asked to place each sample into one of the five achievement levels.

Standards were set by determining the average scores of students in each level and selecting cut points that were between the scores for the two adjacent groups.

Grade 10 standard setting for English language arts and mathematics was completed in October 2000. Using the bookmark procedure, the multiple-choice and constructed-response items were sorted by difficulty, and the committee members marked the locations where the items began to require skills expected of a student at each achievement level. For the Writing session of the English Language Arts test, reviewers examined student work. Cut scores for the English Language Arts test were derived by combining the cut points from the written composition with those for the multiple-choice and constructed-response items.

In 2001, similar procedures were used to establish performance standards for grade 11 science and social studies.

The performance standards for English language arts and mathematics at grade 10 and for science and social studies at grade 11 are in scaled-score form. GEE scaled scores range between 100 and 500 for all grades and content areas. The scaled scores are not comparable across grade levels or content areas. The table on the following page shows the scaled-score range for each of the five achievement levels.

GEE SCALED-SCORE RANGES

Achievement Level	GEE GRADE 10		GEE GRADE 11	
	English Language Arts Scaled-Score Range	Mathematics Scaled-Score Range	Science Scaled-Score Range	Social Studies Scaled-Score Range
Advanced	398–500	377–500	396–500	386–500
Mastery	347–397	346–376	349–395	344–385
Basic	299–346	305–345	301–348	297–343
Approaching Basic	270–298	286–304	267–300	275–296
Unsatisfactory	100–269	100–285	100–266	100–274

SCORING OF GEE

Scoring Criteria for Writing

The Writing session of the English Language Arts test requires students to write a composition in response to a specific prompt, or writing topic. Scoring rules for the prompt have been developed using a six-dimensional scoring model with a total of 12 possible score points. The six dimensions for which compositions are scored are the following:

- Composing,
- Style/Audience Awareness,
- Sentence Formation,
- Usage,
- Mechanics, and
- Spelling.

For each administration of GEE, the Writing session composition is scored by at least two readers.

The Composing dimension and the Style/Audience Awareness dimension are scored using the following rubric:

Score Point 4: The writer demonstrates **consistent**, though not necessarily perfect, control of almost all of the dimension's features.

Score Point 3: The writer demonstrates **reasonable**, but not consistent, control of most of the dimension's features, indicating some weakness in the dimension.

Score Point 2: The writer demonstrates enough **inconsistent** control of several features to indicate significant weakness in the dimension.

Score Point 1: The writer demonstrates **little or no** control of most of the dimension's features.

The other four dimensions—sentence formation, usage, mechanics, and spelling—are scored on a scale of 0 to 1 point. If a student demonstrates **acceptable control** in a dimension, a score of 1 point is assigned. If a student exhibits **unacceptable control** in these dimensions, a score of 0 is assigned.

In some cases, a composition may not be scorable. If a composition is illegible, it will not be scored in any dimension and will receive a score of 0. If a composition is off topic, it is not scored for the dimensions of Composing or

Style/Audience Awareness, but it is scored for sentence formation, usage, mechanics, and spelling. Thus, an off-topic composition could receive a maximum of 4 out of 12 possible points.

Scoring Criteria for Constructed-Response Items

A 0- to 2-point scale is used to score short-answer items in the English Language Arts test and the Science test. A 0- to 4-point scale is used to score extended-response items, which include the grade 10 English language arts essay, the grade 11 science extended constructed-response items, and the mathematics and social studies constructed-response items. Although each item is scored using a rubric specific to the item, the general rubrics for constructed-response items are described below.

Short-answer items are scored using the following rubric:

Score Point 2: The student's response provides a complete and correct answer.

Score Point 1: The student's response is partially correct; the response demonstrates limited awareness or contains errors.

Score Point 0: The student's response is totally incorrect, irrelevant, too minimal to evaluate, or blank.

Extended-response items are scored using the following rubric:

Score Point 4: The student's response demonstrates in-depth understanding of the relevant content and/or procedures. All important components of the task are completed accurately and ideas are communicated effectively. Where appropriate, the student offers insightful interpretations and/or extensions and uses more sophisticated reasoning and/or efficient procedures.

Score Point 3: The student completes most important aspects of the task accurately and communicates clearly. The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student's logic and reasoning may contain minor flaws.

Score Point 2: The student completes some parts of the task successfully. The response demonstrates gaps in conceptual understanding.

Score Point 1: The student completes only a small portion of the tasks and/or shows minimal understanding of the concepts and/or processes.

Score Point 0: The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

READING AND INTERPRETING GEE RESULTS

A sample GEE student report and label appear, along with explanations, on the following pages to aid administrators and teachers in understanding test results. The data in these reports are simulated and do not reflect the current year results.

In some years, a standard in a content area is assessed with only a few items; therefore, the reported points earned or the corresponding percentage correct should be interpreted with caution.

STUDENT-LEVEL REPORTS

Student-level reports provide individual student test scores to students, schools, and districts.

The following student-level reports are described in this *Interpretive Guide*:

Reports for the School

Student Report

Student Label

The sample student report and label includes circled numbers that are referenced in the interpretive information provided with the sample. Online reports will be available to districts and schools via the LEAPweb Reporting System (<https://www.leapweb.org>) at the end of April. LEAPweb is also available through the LDOE website (www.louisianabelieves.com) and through eDIRECT (<https://la.drcedirect.com>). Printed student labels will be delivered to the districts in mid-May. Free Adobe Reader software may be downloaded from the LEAPweb Reporting System logon page, to view and print all online reports.



<Month D, YYYY>

Dear Parent(s)/Guardian(s):

This letter provides you with detailed information about your child's performance on the summer <YYYY> GEE test. Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. To be eligible for a standard high school diploma, high school students must score at the *Approaching Basic* level or above in English Language Arts and Mathematics **and** either Science **or** Social Studies. If your child scored *Unsatisfactory* on any of the subjects tested, he or she is eligible to attend a remediation class for that subject. Please contact the school for more information. **1**

Rescore requests and fees must be submitted to the School Test Coordinator no later than <Month DD, YYYY>. The fall GEE retest is scheduled for <Month DD-DD, YYYY>.

Your child, **BRIAN JOHNSON**, who attends **Egret High School** in **Pelican Parish**, has scored at the following achievement **2** level(s) on the summer <YYYY> GEE test:

English Language Arts	Scaled Score: 294	3	Achievement Level: Approaching Basic
English Language Arts Content Standard 4	Score Points 5	Percent Correct 6	
Read, comprehend, and respond	7 of 10	70%	
Write competently	6.0 of 8	75%	
Use conventions of language	6.0 of 12	50%	
Locate, select, and synthesize information	7 of 9	78%	
Read, analyze, and respond to literature	6.0 of 12	50%	
Apply reasoning and problem-solving skills	8 of 18	44%	

Mathematics	Scaled Score: 291	Achievement Level: Approaching Basic
Mathematics Content Standard	Score Points	Percent Correct
Number and Number Relations	2.0 of 10	20%
Algebra	5.0 of 13	38%
Measurement	6.0 of 13	46%
Geometry	5 of 12	42%
Data Analysis, Probability, and Discrete Math	5 of 12	42%
Patterns, Relations, and Functions	8.0 of 16	50%

Science	Scaled Score: 245	Achievement Level: Unsatisfactory
Science Content Standard	Score Points	Percent Correct
Science as Inquiry	3 of 14	21%
Physical Science	8 of 12	67%
Life Science	5.0 of 16	31%
Earth and Space Science	2 of 8	25%
Science and the Environment	3 of 8	38%

Social Studies	Scaled Score: 285	Achievement Level: Approaching Basic
Social Studies Content Standard	Score Points	Percent Correct
Geography	7.0 of 13	54%
Civics	7.0 of 19	37%
Economics	8.0 of 16	50%
History	14.0 of 28	50%

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Sample Student Report

Sample Student Report: Explanation of Results and Terms

Online Student Reports for each school are posted by grade and may be downloaded and printed from the LEAPweb Reporting System by districts and by schools. Schools should print two copies of the report for each student. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. The sample report summarizes a student's performance.

1 LETTER TO THE PARENT/GUARDIAN

This section explains how results are reported according to five achievement levels, the high-stakes testing policy requirements for a high school diploma, whether the student is eligible for remediation, rescore requests, and the date of the next retest administration.

2 IDENTIFICATION INFORMATION

This area identifies the student, the student's school, and district. The sample report is for Brian Johnson, a student at Egret School in Pelican Parish.

3 SCALED SCORE AND ACHIEVEMENT LEVEL

GEE results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scaled scores range from 100 to 500. The student's scaled score and achievement level for each content area are reported at the top of each table. In the sample report, Brian Johnson's scaled score for the English Language Arts test was 294, which corresponds to *Approaching Basic*. If the student's test was voided, the achievement level is reported as *Unsatisfactory* and an asterisk (*) next to the scaled score indicates that the score was converted to the lowest scaled score (100) due to a test security violation. If the student did not attempt the test, the Scaled Score and the Achievement Level at the top of the table are both left blank.

4 CONTENT STANDARD

The first column in each table lists the content standards tested.

5 SCORE POINTS

The second column in each table lists the total number of points possible for each content standard and how many points the student received for each. In the sample report, Brian received 7 of 10 total points possible for English language arts standard 1, read, comprehend, and respond. For standard 2, write competently, Brian received 6.0 points of 8 points. In some areas, a decimal score is possible because some items are scored by two readers, and an average of the two scores is reported. If a student's test was voided or if no attempt was made, this column shows a blank space for the student's score points.

6 PERCENT CORRECT

The third column in each table shows the percent correct for each content standard. In the sample report, Brian's 7 points in standard 1, read, comprehend, and respond, translate to 70 percent of possible points correct, and his 6.0 points in standard 2, write competently, represent 75 percent of possible points correct.

Sample Student Label: Explanation of Results and Terms

Schools receive one label for each student who is tested. The label contains student identification information and the GEE performance data. The label is designed to be affixed to the student’s cumulative folder.

Summer YYYY GEE Criterion-Referenced Test			
Student: JOHNSON, BRIAN District: 000 Pelican Parish School: 002 Egret School Test Administrator: VINES, THOMAS		State ID: XXXXX9999 Grade: GEE DOB: MM/DD/YYYY Ed Class: Regular Ed	
Subject	Achievement Level	Scaled Score (100–500)	Testing Date
English Language Arts	Approaching Basic	294	Summer YYYY
Mathematics	Approaching Basic	291	Summer YYYY
Science	Unsatisfactory	245	Summer YYYY
Social Studies	Approaching Basic	285	Summer YYYY

Sample Student Label

1 STUDENT IDENTIFICATION INFORMATION

The student identification information is provided at the top of the label. The district and school indicate where the student took the test. For security purposes, only the last four digits of the student’s state identification number are shown. MM/DD/YYYY on the sample student label represents the student’s date of birth.

As indicated on the sample label, student Brian Johnson took tests at Egret School in Pelican Parish. The test administrator was Thomas Vines. Brian is a regular education student.

2 TEST PERFORMANCE DATA

On the student label, the English Language Arts, Mathematics, Science, and Social Studies test results are reported. The scaled-score range for all tests is 100 to 500. The student’s achievement level is reported for each test, followed by the student’s scaled score and the testing date. On the sample label, Brian achieved *Approaching Basic* and scored 294 on the English Language Arts test and achieved *Unsatisfactory* and scored 245 on the Science test.

On the student label for the GEE, results are reported only for the current administration. For example, if a grade 11 student took the Science and Social Studies tests in the spring of the current year and had already taken and passed the English Language Arts and Mathematics tests in spring of the previous year, the student label would report results only for the Science and Social Studies tests and would state “Previously Passed” next to the subjects English language arts and mathematics.

2013 **Interpretive Guide**

