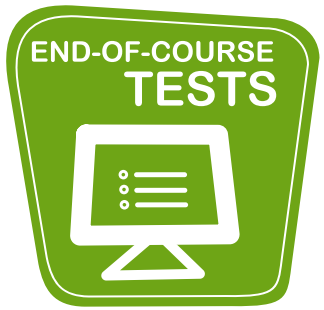

End-Of-Course Tests

Interpretive Guide

Fall 2016

DEPARTMENT of EDUCATION
Louisiana Believes

John C. White
State Superintendent of Education

For further information, contact

Louisiana Department of Education's Help Desk

1-877-453-2721

Ask LDOE?

https://www.louisianabelieves.com/resources/ask-ldoe

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INTRODUCTION

The Louisiana End-Of-Course (EOC) tests are designed to ensure consistent and rigorous instruction and expectations for high school students across the state. The tests are aligned to Louisiana's state standards and measure the knowledge and skills a student is expected to have mastered by the end of a specific high school course. Test questions are subject to multiple reviews and approval by committees of Louisiana teachers and other education professionals.

EOC tests are administered in Fall, Spring, and Summer. The fall administration is for students who are on block schedules or those who need to retest. The Spring administration is available to students who are on either year-long or block schedules and for students needing to retest. The Summer administration provides an additional opportunity for students who need to retest. All students enrolled for credit in any course that has an EOC test—regardless of their enrolled grade—are required to take the appropriate EOC test at the end of the semester in which they complete the course.

Beginning with the 2010–2011 school year, students entering high school must score *Fair* or above on one EOC test in each of the following pairs to meet the assessment requirements toward earning a standard high school diploma: (a) Algebra I or Geometry, (b) English II or English III, and (c) Biology or U.S. History.

To take the EOC test for Algebra I, English II, Geometry, Biology, English III, and U.S. History, students may take any course meeting the content area's course requirement.

Student scores on EOC tests count toward a student's final course grade. The Louisiana Department of Education (LDOE) provides conversion tables detailing the correspondence between EOC tests scores, grading scales, and course grades to assist districts when factoring the EOC tests scores into final course grades.

The purposes of this guide are to give users an overview of the EOC tests, to explain the processes for establishing performance standards, and to help users understand the tests and interpret the reports. This guide includes samples of reports similar to the ones produced for the Fall 2016 test administration. EOC reports are available during each testing window, after each testing window, and in July when summary reports are released. All reports are delivered online.

Pursuant to R.S. 17:3914, LEAs must have a contract or data-sharing agreement in place with private vendors that deliver services under state contracts in order to share personally identifiable student data. Data Recognition Corporation (DRC) is the vendor that provides services related to the End-Of-Course tests. To ensure that your district is able to share student information with DRC for testing and reporting purposes, please download the appropriate forms from http://www.louisianabelieves.com/resources/library/data-center/data-sharing-agreements. The signed and completed forms should be scanned and e-mailed to LDEdata@la.gov. Please e-mail any questions or concerns to LDEdata@la.gov.

If a district has not opted into a data-sharing agreement with DRC, **the student's full first name, last name, and date of birth will not be fully displayed on the reports**. The following format will be used to display partial student information: First letter of the student's first name, first three letters of the student's last name, and **day** of birth (zeros will appear for month and year). Additionally, the student's State ID has been replaced with a Secure ID.

EOC TEST DESIGN

Algebra I

The Algebra I EOC test measures what students are expected to know and do according to the Louisiana Algebra I standards.

The Algebra I EOC test contains forty-six multiple-choice items and one constructed-response item. In addition, some field test items are embedded.

Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect.

Constructed-response items require students to compose an answer, and these items generally incorporate more than one of the Louisiana Standards for Mathematical Practice. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Algebra I constructed-response item is scored on a scale of 0 to 4 points.

Reports show student performance by subscore, achievement level, and scale score.

Table 1: Algebra I Subscores and Domains

Subscore	Domain	Total Points	Percentage of Points
1	Algebra	19	38
2	Functions	18	36
3	Number and Quantity	13	26
	Statistics and Probability		
Total		**50**	**100**

The Algebra I test is constructed to meet guidelines for the percentage of test points representing each domain. *Number and Quantity* and *Statistics and Probability* are combined for reporting purposes.

English II

The English II EOC test measures what students are expected to know and do according to the Grade 10 ELA standards.

The English II EOC test contains one writing prompt and thirty-eight multiple-choice items. In addition, some field-test items are embedded.

The writing prompt requires students to read a passage and then write a well-developed multiparagraph essay that uses evidence from the passage.

Table 2: English II Subscores and Domains

Subscore	Domain	Total Points	Percentage of Points
1	Writing	18	36
	Language Conventions		
2	Reading	24	48
3	Research	8	16
Total		**50**	**100**

Reports show student performance by subscore, achievement level, and scale score.

Geometry

The Geometry EOC test measures what students are expected to know and do according to the Louisiana Geometry standards.

The Geometry EOC test contains forty-six multiple-choice items and one constructed-response item. In addition, some field test items are embedded.

Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect.

Constructed-response items require students to compose an answer, and these items generally incorporate more than one of the Louisiana Standards for Mathematical Practice. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Geometry constructed-response item is scored on a scale of 0 to 4 points.

Reports show student performance by subscore, achievement level, and scale score.

Table 3: Geometry Subscores and Domains

Subscore	Domain	Total Points	Percentage of Points
1	Congruence	10	20
2	Similarity, Right Triangles, and Trigonometry	20	40
3	Circles	10	20
	Expressing Geometric Properties with Equations		
4	Geometric Measurement and Dimension	10	20
	Modeling with Geometry		
Total		**50**	**100**

The Geometry test is constructed to meet guidelines for the percentage of test points representing each domain. *Circles* and *Expressing Geometric Properties with Equations*, and *Geometric Measurement and Dimension* and *Modeling with Geometry* are combined for reporting purposes.

Biology

The Biology EOC test measures what students are expected to know and do according to the state standards, specifically the grade level expectations (GLEs), for grade 10 Biology. Sixty-three GLEs are eligible for testing, but a given administration may not test every GLE. Reports show student performance by content strand, as well as by achievement level and scale score.

The Biology EOC test contains forty-six multiple-choice items and one task set that includes multiple-choice items and an extended-response item. In addition, some field test items are embedded.

Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect.

The task consists of two multiple-choice items and one extended-response item. The items are based on one or two stimulus materials. The extended-response portion of the task requires students to provide a written response in which they incorporate science content knowledge with evidence from the stimulus materials. The Biology EOC extended-response item is scored on a scale of 0 to 4 points.

Prior to December 2013, it was possible for a student to earn a total of 50 points on the Biology EOC test. This increased to 52 points in the December 2013 and later administrations when two additional multiple-choice items associated with the task were added to Session 2.

Table 4: Biology Strands, Standards, and Components*		
Strand	**Standard**	**Component**
Science as Inquiry	Students will do science by engaging in partial and full inquiries that are within their developmental capabilities.	
Life Science**	Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.	**Microbiology** The Cell The Molecular Basis of Heredity **Interactions** Biological Evolution Interdependence of Organisms Matter, Energy, and Organization of Living Systems **Behaviors** Systems and the Behavior of Organisms Personal and Community Health
Earth and Space Science	Students will develop an understanding of the properties of earth materials, the structure of the earth system, the earth's history, and the earth's place in the universe.	

* Two strands are not assessed in the Biology EOC test: Physical Science, Science and the Environment.
** The Life Science strand has seven components that are divided among three subcategories: Microbiology, Interactions, and Behaviors.

The course-specific nature of the test requires that certain strands receive more emphasis.

Table 5: Biology EOC Test Coverage by Strand		
Strand (Standard)	**Total Points**	**Percentage of Points**
Science as Inquiry (Standard 1)	9	17
Life Science (Standard 3)	37	71
Earth and Space Science (Standard 4)	6	12
Total	**52**	**100**

English III

The English III EOC test measures what students are expected to know and be able to do according to the Grade 11 ELA standards.

The English III EOC test contains one writing prompt and thirty-eight multiple-choice items. In addition, some field-test items are embedded.

The writing prompt requires students to read two sources about an issue and then write a well-developed multiparagraph essay that takes a position on the issue and uses evidence from **both** sources.

Table 6: English III Subscores and Domains

Subscore	Domain	Total Points	Percentage of Points
1	Writing	16	32
	Language Conventions		
2	Reading	24	48
3	Research	10	20
Total		**50**	**100**

Reports show student performance by subscore, achievement level, and scale score.

U.S. History

The U.S. History EOC test measures what students are expected to know and do according to the GLEs for U.S. History. Standard 1, Historical Thinking Skills, is not addressed as an individual standard. However, it is reflected in the assessment of standards 2 through 6.

The U.S. History EOC test contains forty-six multiple-choice items and one task that includes multiple-choice items and an extended-response item. In addition, some field test items are embedded.

Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect.

Extended-response items require students to develop a multiparagraph written response in which they construct an argument and support the argument with evidence from provided source documents and their own background knowledge. The U.S. History EOC extended-response item is scored on a scale of 0 to 4 points.

Prior to December 2013, it was possible for a student to earn a total of 50 points on the U.S. History EOC test. This increased to 52 points in the December 2013 and later administrations when two additional multiple-choice items associated with the task were added to Session 2.

Table 7: U.S. History Standards	
Western Expansion to Progressivism	
Standard 2:	Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.
Isolationism through the Great War	
Standard 3:	Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.
Becoming a World Power through World War II	
Standard 4:	Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.
Cold War Era	
Standard 5:	Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.
The Modern Age	
Standard 6:	Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.

The U.S. History EOC test is constructed to meet guidelines for the percentage of test items representing each standard.

Reports show student performance by content standard, as well as by achievement level and scale score.

Table 8: U.S. History EOC Test Coverage by Standard		
Standard	**Total Points**	**Percentage of Points**
Western Expansion to Progressivism (2)	13	25
Isolationism through the Great War (3)	7	13
Becoming a World Power through World War II (4)	15	29
Cold War Era (5)	10	19
The Modern Age (6)	7	13
Total	**52**	**100**

* Due to rounding, the percentage of points may not total 100.

SCORING OF THE EOC TESTS

The Algebra I and Geometry tests include two multiple-choice sessions and one constructed-response session.

The Biology and U.S. History tests include two multiple-choice sessions and one task session, which consists of multiple-choice and extended-response items.

The English II and English III tests include a writing session and two multiple-choice sessions. The writing session requires students to read text(s) and write a well-developed multiparagraph essay using evidence from the text(s). Each of the two multiple-choice sessions consists of literary or informational passages with related items and one or two sets of discrete items (not related to a passage).

The majority of the items in each test form are operational. A few field test items are embedded in each form; these items are used to develop new test forms.

A student may earn up to 50 points on the Algebra I, Geometry, English II and English III tests, and 52 points on the Biology and U.S. History tests. Depending on the difficulty of a particular form of the test, the number of raw-score points that a student has to achieve to reach each achievement level varies slightly.

Multiple-Choice Items

Multiple-choice items, which assess knowledge, conceptual understanding, and application of skills, are scored correct or incorrect. Student responses are automatically scored (computer-scored).

Constructed-Response/Extended-Response Items

Constructed-response and extended-response items ask students to prepare a written response to a more complex question that often requires higher-order thinking skills. A typical constructed- or extended-response item may direct students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence.

Each Algebra I and Geometry constructed-response item has a specific rubric and is scored on a scale of 0 to 4 points. A general rubric can be found in the Sample Test Items documents.

Each Biology and U.S. History task consists of two multiple-choice items (1 point each) and one extended-response item (scored on a scale of 0 to 4 points). The Biology items are based on one or two stimulus materials. The U.S. History items are based on four to six source documents. The extended-response portion of the task requires students to provide a written response in which they incorporate content knowledge with evidence from the stimulus materials. A general extended-response scoring rubric can be found in the Sample Test Items documents.

Writing Prompt (English II)

A typical writing prompt will require students to read one passage and then write an essay that includes evidence from the text in their response.

The essay is scored for three dimensions (Content, Style, and Conventions), using a scoring scale of 1 to 4 points for Content and Style and 0 to 4 points for Conventions. The scoring of conventions (sentence formation, usage, mechanics, and spelling) promotes students' application of language skills.

The total score is the sum of the dimension scores and ranges from 0–12 points. Essays that are incoherent, too brief, not written in English, a restatement of the prompt, a refusal to respond, blank, or off topic are deemed nonscorable and receive 0 points. A response that is off-topic receives no points for Content and Style but will be scored for conventions.

Scoring rubrics for the English II writing prompt can be found in the Sample Test Items document.

Writing Prompt (English III)

A typical writing prompt asks students to read two sources about an issue and then write an essay that takes a position on the issue and includes evidence from **both** sources in their response.

The essay is scored for three dimensions (Content, Style, and Conventions) using a scoring scale of 1 to 4 points for Content and Style, and 0 to 4 points for Conventions. The scoring of conventions (sentence formation, usage, mechanics, and spelling) was added to promote students' application of language skills.

The total score is the sum of the dimension scores and ranges from 0–12 points. Essays that are incoherent, too brief, not written in English, a restatement of the prompt, a refusal to respond, blank, or off topic are deemed nonscorable and receive 0 points. A response that is off-topic receives no points for Content and Style but will be scored for conventions.

Scoring rubrics for the English III writing prompt can be found in the Sample Test Items document.

ESTABLISHING PERFORMANCE STANDARDS

Each EOC test was first administered as a field test during a May administration. The test was then administered operationally in Fall and Spring of the following school year. After the May operational administration, the process of establishing performance standards began. U.S. History was the only exception to this rule; standard setting for this test took place in March 2013, following the first operational administration in December 2012.

Performance standards have three components:

- achievement level definitions,
- cut scores, and
- achievement level descriptors.

Achievement Level Definitions

Achievement level definitions (table 9) state in general terms the expectations for student performance at each achievement level. The definitions have been approved by the Louisiana State Board of Elementary and Secondary Education (BESE). They are based on input from the Louisiana Department of Education (LDOE) Technical Advisory Committee and professional staff.

Table 9: EOC Tests Achievement Level Definitions

Excellent	A student at this achievement level has demonstrated mastery of course content beyond *Good*.
Good	A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
Fair	A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
Needs Improvement	A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Cut Scores

A cut score is the minimum scale score associated with an achievement level. Cut scores for EOC tests were established in three steps.

Step 1. For all tests other than U.S. History, just prior to the May operational administration, teachers from a carefully selected sample of schools were asked to classify their students into the four achievement levels. The students in the selected schools were demographically representative of students in the state who would be taking the test. The teachers were provided the general definitions in table 9. The teachers' achievement level classification of their students was compared to the students' actual test scores during the administration.

Using the students' scores and an item response theory (IRT) scale created by analyzing all the test data from the first operational year, preliminary cut scores that define the four achievement levels were determined.

For U.S. History, teachers whose students took the test in December 2012 were surveyed in February 2013.

Step 2. A standard-setting workshop with Louisiana educators and other stakeholders was held in the summer following the May administration. (The U.S. History workshop was held in March 2013.) Participants were provided a booklet with the test items ordered from the easiest to the most difficult. The test items were indexed to the IRT scale in a way that allowed participants to recommend a cut score for a given achievement level by dividing the items into two groups—those they believed a student in the achievement level should have mastered and those they believed were too difficult.

Step 3. Assignment of the cut scores between achievement levels was made by combining the data received from step 1 and step 2. Students' scores, along with the assigned cut scores, were transferred from the IRT scale to a reporting scale of 600–800.

Final approval of the cut scores was made by BESE. Table 10 shows the scale-score ranges in the EOC Tests program. The cut score of the *Good* achievement level has been set to 700 on the reporting scale.

Table 10: EOC Tests Scale-Score Ranges				
Courses	**Achievement Level**			
	Excellent	***Good***	***Fair***	***Needs Improvement***
Algebra I	800–739	738–700	699–668	667–600
English II	800–739	738–700	699–668	667–600
Geometry	800–731	730–700	699–665	664–600
Biology	800–740	739–700	699–661	660–600
English III	800–741	740–700	699–661	660–600
U.S. History	800–748	747–700	699–665	664–600

Achievement Level Descriptors

Achievement level descriptors are content specific and state what students know and can do at each achievement level. The descriptors were developed by teachers and content experts who studied materials similar to those used in step 2. Test items were indexed to the reporting scale in a way that showed which items students in the achievement levels were likely to answer correctly. With this information, it was possible to describe what students in the achievement levels knew and could do. A list of the descriptors for each test is available in the appendix beginning on page 25.

REPORTING TERMS FOR EOC TESTS

This section explains some key terms that are used in the reports for the EOC tests. Please refer to this section as needed when reading other sections of this guide or when using EOC reports to understand student performance or the performance of a group such as a class, a school, a district, or the state.

Raw Score

Definition

The raw score, also called the total score, is the sum of points over all items on the test or all items in a content standard. In EOC tests, multiple-choice items are worth 1 point each; constructed-response items are worth up to 4 points; and responses to writing prompts are worth up to 12 points—4 points for each of three dimensions (Content, Style, and Conventions).

Uses

Raw scores are converted to scale scores using methods that take into account any differences in difficulty among forms.

Limitations

Raw scores are not comparable across forms. This is because one test form may be more difficult than another. For example, a raw score of 30 on one form might be equivalent to a raw score of 31 on another form because of the content area knowledge, skill, and ability required to earn these scores.

Scale Score

Definition

Scale scores are derived from raw scores using methods that take into account differences in difficulty among forms. These methods are described in the EOC Tests *Technical Summary Reports*. For EOC tests, scale scores have a range of 600 to 800, and the lower boundary of the *Good* achievement level is 700.

Uses

Scale scores are used to represent student performance on EOC tests. Scale scores for the same test can be compared regardless of when students were tested or which form was taken. A higher scale score represents more knowledge, skill, and ability than a lower scale score. Scale scores are also averaged together to represent the overall performance of a class, school, district, and the state.

Limitations

Scale scores are not comparable across EOC tests. For example, a scale score of 730 on the Algebra I test does not represent the same level of difficulty as a scale score of 730 on the Geometry test. However, a scale score of 700 represents the lower boundary of the *Good* achievement level on every test. Even so, a scale score of 700 may be more difficult to achieve on one test than on another.

Average Scale Score

Definition

The average scale score is obtained by adding the scale scores of all the students in a class, school, district, or state, and dividing the sum by the number of students tested.

Uses

Average scale scores are provided in class, school, and district reports. The average scale score provides an overall summary of group performance. Higher average scale scores for the same test represent better performance. Like scale scores, the average scale score is comparable within the same subject, regardless of when students were tested or which test form was taken. Average scale scores are therefore used to compare one group's (class, school, or district) performance to another's and to monitor the performance of a school or district over time.

Limitations

Like scale scores, average scale scores are not comparable across subjects. An average scale score of 730 on an English II test is not comparable to an average of 730 on an English III test.

Number and Percent of Students by Achievement Level

Definition

The number of students in an achievement level is the number of students whose scale score falls in the range associated with the level. The lowest score in the range is the cut score (or 600 for *Needs Improvement*). The highest score in the range is one less than the cut score for the next higher level (or 800 for *Excellent*).

Uses

The number and percent in achievement levels are reported at the class, school, district, and state levels. Being based on scale scores, this information is comparable across groups for the same test regardless of when the test was taken or which form was taken. It may be used to monitor group performance over time.

Limitations

The number and percent of students in an achievement level is not comparable across EOC tests.

Average Percent Correct by Domain, Strand, or Content Standard

Definition

The average percent correct for a domain, strand, or content standard is computed by first obtaining, for each student in the group, the total points earned on the domain, strand, or content standard. The total for each student tested is summed over all students in the group to obtain the total for the group. The total for the group is divided by the product of the number of students in the group and the possible points for the domain, strand, or content standard, and the result is multiplied by 100.

Uses

The average percent correct is reported at the class, school, district, and state levels on summary reports. It is used to show group performance at a finer level of content detail than is provided by the scale score or other performance indices based on scale scores, such as the average scale score.

Limitations

Given that item difficulty may vary slightly across domains within the same test, percent correct, like raw scores, is not comparable across administrations, even within the same EOC test. It is also not comparable across content within the same form. For example, an average percent correct of 70% in one domain does not necessarily represent higher achievement than an average percent correct of 60% in a different domain.

Good Achievement Level Reference Scores

Definition

The reference score shows how students at a scale score of 700 (the *Good* cut score or the lower boundary of the *Good* achievement level) would perform on a given content standard in a given test administration or school year. A reference score does not represent the performance of any actual group of students. It is estimated using a statistical model that takes into account the achievement represented by the *Good* cut score and the difficulty of the particular items in a given administration or school year.

Uses

Reference scores are provided for comparison to the average percent correct of a group. If the group average is higher than the reference score, the group performed better than students at the *Good* cut score performed in the test administration.

Limitations

Reference scores are valid for comparison only for the content area and administration, or for the summary report on which they appear.

SAMPLE REPORTS

READING AND INTERPRETING RESULTS

To help teachers and administrators understand the reports for the EOC tests, sample reports and explanations are presented on the following pages.

NOTE: See pages 10–12 for detailed explanations of the reporting terms used throughout this guide.

There are two phases of reports, those available during the testing window (table 11) and those available after the testing window closes (table 12). The reports available during the testing window are real-time reports generated at the student or class level and are available to school test coordinators and teachers. The reports available after the testing window closes can be downloaded at the school level and are also available to district test coordinators. All reports are available online on eDIRECT under **Reports** and may be downloaded as PDF files.

The information provided in the reports is the same across subject areas with the exception of the subscores or content standards, which are unique to each test. Tables 11 and 12 show when each report is available and who can access the report. The student-level reports in table 11 become available four school days after a student completes all three sessions of a test and exits the sessions properly.

NOTE: Reports for all subjects will be available four days after a student completes all sessions of a test and exits the test properly. The additional time is required to score more complex test questions such as the 4-point constructed-response and extended-response questions, and the English language arts essays.

Table 11: Reports Available during the Testing Window—Administration Specific

Report	User Accessibility
Student Report	School Test Coordinators
Class Report	
School Report	

Approximately two weeks after each administration, the reports in table 12 become available on eDIRECT under **Reports**. For further instructions on how to access these reports, see the eDIRECT *End-Of-Course Reports User Guide*, available on eDIRECT.

Table 12: Reports Available after the Testing Window—Administration Specific

Report	User Accessibility
Student Report	School Test Coordinators and District Test Coordinators
Class Report	
School Report	

DEPARTMENT of EDUCATION
Louisiana Believes

End-Of-Course Tests
Student Report
English II
Fall Administration XXXX

END-OF-COURSE TESTS

1 **Student:** Cynthia Smith
LASID: 1234567890
Date of Birth: 01/01/2000

Grade: 10
School: Clarence High School
District: Perry Parish

Report Date: XX/XX/XXXX

2a The End-of-Course tests are administered to students after completion of coursework or as a retest for students seeking to meet graduation requirements. Students must achieve a *Fair* or better on one test in each pair of EOC assessments in order to meet minimal graduation requirements. However, students are considered to be proficient in the course content with a *Good* score and to have mastered the content at *Excellent*.

2

The student's score is **710**, which falls in the ***Good*** achievement level. The description of that achievement level appears below, followed by a list of the skills associated with the achievement level.

2b

English II Achievement Level			
Excellent	**Good**	**Fair**	**Needs Improvement**
	710		

The student's score on this test provides an estimate of what the student knows and is able to do in the subject tested. If the student were to take this test again, it is likely the score would fall in the range of **698** to **722**.

3

Excellent (739–800): A student at this achievement level has demonstrated mastery of course content beyond *Good*.

Good (700–738): A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.

Fair (668–699): A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Needs Improvement (600–667): A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

4 **Achievement Level - Good**

Students at this achievement level generally have exhibited the ability to

- develop written compositions with a central idea, relevant evidence, and basic organization;
- write compositions with some variety in sentence structure and word choice;
- demonstrate adequate control of standard English usage and mechanics;
- recognize errors in parallel structure and correct errors in verb tense and agreement;
- determine the main idea/theme and trace its development over the course of a text;
- examine how an author's word choices develop the tone and purpose of a text;
- determine the literal meanings of words and phrases as they are used in a text;
- make inferences about characters and their motivations based on passage details; and
- determine the strengths and limitations of information resources when researching a given topic.

This report informs parents/legal guardians of their child's test performance.
This is a secure document. The information should not be publicly released.

http://www.louisianabelieves.com/resources/family-support-toolbox

Student Report: Explanation of Results and Terms

The Student Report, which provides information about an individual student's performance on a test, is available for every student who has reportable scores.

This report is available to school test coordinators during the testing window. School test coordinators may download and distribute the reports to teachers. Approximately two weeks after the testing window closes, the report is also available to district test coordinators.

❶ STUDENT INFORMATION

The information includes the EOC test and administration, the student's first name, the student's last name, grade, LASID, date of birth, school, district, and the report date. During the testing window, the report date is the date the report was accessed in eDIRECT. After the testing window closes, the report date will be the date of release of that administration's School Report.

This sample English II report is for Cynthia Smith, a grade 10 student at Clarence High School in Perry Parish.

❷ STUDENT SCALE SCORE

❷a This section shows a summary of the student's performance on the test. The student completed the test during the Fall Administration 2016. She received a scale score of 710, which equals an achievement level of *Good*.

An asterisk (*) within the scale score column would indicate a test security violation or administrative error. Tests that are voided due to test irregularities are not scored. They are included in the total participation count but not included in the school, district, or state averages.

❷b By referring to the student's scale score as an "estimate," this paragraph calls attention to the fact that the student's scale score contains a certain level of measurement error. A range is provided within which the student's score would most likely fall if he or she were to take a test form statistically identical to the one taken, without any additional knowledge or preparation.

❸ ACHIEVEMENT LEVEL DEFINITIONS

EOC tests results are reported in four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. The four achievement levels, their scale-score ranges, and the definition of each level are shown in the table.

On the sample report, Cynthia's scale score for English II is 710. Her scale score falls in the *Good* achievement level, which has a scale-score range of 700–738.

❹ ACHIEVEMENT LEVEL DESCRIPTORS

This section shows the specific skills that students have generally mastered at their achievement level.

If a student's score were to fall in the *Needs Improvement* achievement level, the skills needing development would be listed.

Class Report—Algebra I

DEPARTMENT of EDUCATION
Louisiana Believes

1 End-Of-Course Tests
Class Report
Algebra I
Fall Administration xxxx

District: Perry Parish
School: Clarence High School
Report Date: xx/xx/xxxx

END-OF-COURSE TESTS

This report provides a list of students in your class who were registered for the End-of-Course test as well as scale scores and achievement levels.

The Session Complete columns show which sessions students have completed. A "Y" displays if students entered and exited a session by confirming they were finished.

The scale score range for the EOC test is 600–800. Pending (P) means a student has completed all sessions but the score is not yet reportable. A hyphen (-) means a student has not tested in all three sessions or did not confirm completion upon exiting.

Achievement Level Scale Score Ranges			
Excellent	**Good**	**Fair**	**Needs Improvement**
739–800	**700–738**	**668–699**	**600–667**

This is a secure document. The information should not be publicly released.

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school, district, or state averages.

Score reflects rescore results.

2 Seq. #	Course	Teacher	Section	Student Name	LASID	Date of Birth	Grade	Session 1 Complete	3 Session 2 Complete	Session 3 Complete	Retester	4 Scale Score	Achievement Level
1	Algebra I	S. Johnson	1	Blake, Thomas	9999999999	12/2/2002	9	Y	Y	Y	N	651	Needs Improvement
2	Algebra I	S. Johnson	1	Browning, Leisha	9999999999	11/6/2002	9	Y	Y	Y	Y	687#	Fair
3	Algebra I	S. Johnson	1	Carmouche, Claire	9999999999	12/1/2002	9	Y	Y	Y	N	745	Excellent
4	Algebra I	S. Johnson	1	Carter, Samual	9999999999	9/6/2002	9	Y	Y	Y	N	*	
5	Algebra I	S. Johnson	1	Garcia, Nina	9999999999	10/8/2002	9	Y	Y	Y	N	669	Fair
6	Algebra I	S. Johnson	1	Paris, Kylie	9999999999	6/15/2002	9	Y	Y	Y	N	P	
7	Algebra I	S. Johnson	1	Steven, Graham	9999999999	9/6/2002	9	Y	Y	N	N	-	
8	Algebra I Part 2	S. Johnson	1	Andreport, Robert	9999999999	11/30/2002	9	Y	Y	Y	N	651	Needs Improvement
9	Algebra I Part 2	S. Johnson	1	Bellard, Mattie	9999999999	11/26/2002	9	Y	Y	Y	Y	687#	Fair
10	Algebra I Part 2	S. Johnson	1	Lancher, Daniele	9999999999	12/7/2002	9	Y	Y	Y	N	745	Excellent
11	Algebra I Part 2	S. Johnson	1	Priggs, Kristina	9999999999	10/18/2002	9	Y	Y	Y	N	*	
12	Algebra I Part 2	S. Johnson	1	Rowny, Hester	9999999999	11/8/2002	9	Y	Y	Y	N	669	Fair
13	Algebra I Part 2	S. Johnson	1	Tarby, Mindy	9999999999	11/15/2002	9	Y	Y	Y	N	P	
14	Algebra I Part 2	S. Johnson	1	Telke, Darin	9999999999	10/1/2002	9	Y	Y	N	N	-	
15	Algebra I Part 2	S. Johnson	2	Cook, James	9999999999	12/2/2002	9	Y	Y	Y	N	651	Needs Improvement
16	Algebra I Part 2	S. Johnson	2	Evans, Jennifer	9999999999	11/6/2002	9	Y	Y	Y	Y	687#	Fair
17	Algebra I Part 2	S. Johnson	2	Johnson, Will	9999999999	12/1/2002	9	Y	Y	Y	N	745	Excellent
18	Algebra I Part 2	S. Johnson	2	Jones, Joseph	9999999999	9/6/2002	9	Y	Y	Y	N	*	
19	Algebra I Part 2	S. Johnson	2	Lewis, Alex	9999999999	10/8/2002	9	Y	Y	Y	N	669	Fair
20	Algebra I Part 2	S. Johnson	2	Rowell, Kendall	9999999999	6/15/2002	9	Y	Y	Y	N	P	
21	Algebra I Part 2	S. Johnson	2	Willis, Morgan	9999999999	9/6/2002	9	Y	Y	N	N	-	

Class Report: Explanation of Results and Terms

The Class Report, which provides students' scale scores and achievement level information, is available for all classes that had students registered for the test administration.

This report is available to school test coordinators and teachers during the testing window. Approximately two weeks after the testing window closes, the report is also available to district test coordinators.

During the testing window, the report updates as students complete testing sessions and their scores become reportable.

❶ IDENTIFICATION

This section identifies the report type, the test subject, administration date, and report date. It also identifies the school and district. During the testing window, the report date is the date the report was accessed in eDIRECT. After the testing window closes, the report date will be the date of release of that administration's School Report. This sample report is for S. Johnson's Algebra I and Algebra I Part 2 classes at Clarence High School in Perry Parish.

❷ STUDENT INFORMATION

This section shows all students in the class who were registered for the EOC test. It also includes the students' LASID and their grade levels.

❸ SESSION COMPLETION

The Session Complete columns show which sessions students have completed. A "Y" appears if students entered and correctly exited a session, confirming they were finished.

❹ SCALE SCORE AND ACHIEVEMENT LEVEL

The scale-score range for any EOC test is 600–800. The scale score and achievement level will be shown for every student who has reportable scores. During the testing window, a student must have answered at least one test item and correctly exited all three sessions before his or her score will be reported.

On the sample report, Browning, Leisha earned a scale score of 687, placing her within the *Fair* achievement level. The number symbol (#) indicates that this student is a retester.

School Report—School Roster, U.S. History

DEPARTMENT of EDUCATION
Louisiana Believes

End-Of-Course Tests
School Report
U.S. History - Form A
Fall Administration XXXX

END-OF-COURSE TESTS

❶ **School:** Clarence High School
District: Perry Parish

Report Date: XX/XX/XXXX

Achievement Level Scale Score Ranges			
Excellent	Good	Fair	Needs Improvement
748–800	700–747	665–699	600–664

❷ School Roster - Regular Education Students

Student Name	LASID	Grade	Scale Score	Achievement Level	Course Name	Teacher	Class Section
❸ Blake, Thomas	XXXXXXXXX	11	651	Needs Improvement	U.S. History	S. Johnson	4001
Browning, Leisha	XXXXXXXXX	11	687R	Fair	U.S. History	S. Johnson	4002
Carlson, Kenneth	XXXXXXXXX	11	697	Fair	U.S. History	S. Johnson	4002
Carmouche, Claire	XXXXXXXXX	11	751	Excellent	U.S. History	S. Johnson	4001
Carter, Samual	XXXXXXXXX	11	642	Needs Improvement	U.S. History	A. Bridges	4003
Cole, Andrew	XXXXXXXXX	11	704	Good	U.S. History	A. Bridges	4003
Cook, James	XXXXXXXXX	11	762	Excellent	U.S. History	S. Johnson	4001
Cooper, Daniel	XXXXXXXXX	11	720	Good	U.S. History	S. Johnson	4002
Evans, Jennifer	XXXXXXXXX	11	669	Fair	U.S. History	S. Johnson	4002
Garcia, Nina	XXXXXXXXX	11	669	Fair	U.S. History	S. Johnson	4002
Jones, Joseph	XXXXXXXXX	11	736	Good	U.S. History	A. Bridges	4003
Kober, Kristine	XXXXXXXXX	11	751	Excellent	U.S. History	S. Johnson	4001
Lehr, Kacie	XXXXXXXXX	11	751	Excellent	U.S. History	S. Johnson	4001
Lewis, Alex	XXXXXXXXX	11	697	Fair	U.S. History	S. Johnson	4002
McDonald, Alex	XXXXXXXXX	11	651	Needs Improvement	U.S. History	S. Johnson	4001
Johnson, Will	XXXXXXXXX	11	642	Needs Improvement	U.S. History	A. Bridges	4003
Paris, Kylie	XXXXXXXXX	11	720	Good	U.S. History	S. Johnson	4002
Phillips, Chris	XXXXXXXXX	11	*		U.S. History	S. Johnson	4002
Rowell, Kendall	XXXXXXXXX	11	687R	Fair	U.S. History	S. Johnson	4002
Smith, Jane	XXXXXXXXX	11	787	Excellent	U.S. History	S. Johnson	4001
Stelmach, Jane	XXXXXXXXX	11	757	Excellent	U.S. History	S. Johnson	4001
Steven, Graham	XXXXXXXXX	11	757	Excellent	U.S. History	S. Johnson	4001
Strong, Jaelen	XXXXXXXXX	11	736	Good	U.S. History	A. Bridges	4003
White, Jordon	XXXXXXXXX	11	757	Excellent	U.S. History	A. Bridges	4003
Willis, Morgan	XXXXXXXXX	11	701	Good	U.S. History	S. Johnson	4001

❹

❺

* Tests that are voided due to test irregularities are not reported. They are included in the total participation count but not included in the school, district, or state averages.

R indicates that this student is a retester.

This is a secure document. The information should not be publicly released.

School Report—Scale Score and Achievement Level Summary, U.S. History

DEPARTMENT of EDUCATION
Louisiana Believes

End-Of-Course Tests
School Report
U.S. History - Form A
Fall Administration XXXX

END-OF-COURSE TESTS

School: Sample School
District: Sample District

Report Date: XX/XX/XXXX

Achievement Level Scale Score Ranges			
Excellent	Good	Fair	Needs Improvement
748–800	700–747	665–699	600–664

Course Name	Teacher	Class Section	Number of Students		Scale Score and Achievement Level Summary									
			Eligible	Tested	Average Scale Score	Number and Percent of Students by Achievement Level **								
						Excellent		Good		Fair		Needs Improvement		
						#	%	#	%	#	%	#	%	
U.S. History	S. Johnson	4001	48	40	693	14	35	4	10	3	8	19	48	
U.S. History	S. Johnson	4002	56	52	691	9	18	8	16	24	48	9	18	
U.S. History	A. Bridges	4003	38	20	689	2	10	8	40	0	0	10	50	
U.S. History		Retester	10	8	677	1	13	1	13	3	38	3	38	
School Summary			152	120	688	26	22	21	18	30	25	41	35	

** The percentages of students across achievement levels may not total 100 due to rounding.

This is a secure document. The information should not be publicly released.

School Report—Content Standard Summary, U.S. History

DEPARTMENT of EDUCATION
Louisiana Believes

End-Of-Course Tests
School Report
U.S. History - Form A
Fall Administration XXXX

END-OF-COURSE TESTS

School: Sample School
District: Sample District

Report Date: XX/XX/XXXX

Course Name	Teacher	Class Section	Number of Students		Content Standard Summary: Average Percent Correct by Content Standard				
			Eligible	Tested	Western Expansion to Progressivism	Isolationism through the Great War	Becoming a World Power through World War II	Cold War Era	The Modern Age
					13 points	7 points	15 points	10 points	7 points
U.S. History	S. Johnson	4001	48	40	54	57	47	30	29
U.S. History	S. Johnson	4002	56	52	46	43	53	40	29
U.S. History	A. Bridges	4003	38	20	38	71	33	40	29
U.S. History		Retester	10	8	31	57	27	50	43
School Summary			152	120	42	57	40	40	36
Good Achievement Level Reference Scores ***					38	45	50	46	56

9

10

*** These scores represent statewide student performance at the lower boundary (scale score=700) of the *Good* achievement level and provide a comparison for the groups shown. These *Good* achievement level reference scores are valid for comparison for this test administration only.

This is a secure document. The information should not be publicly released.

School Report: Explanation of Results and Terms

The School Report provides student test results for each school that had students registered for the administration, as well as class and school summaries.

This report is available to school and district test coordinators both in window and post window.

There are three sections to the School Report: School Roster, Scale Score and Achievement Level Summary, and Content Standard Summary. The School Roster section is divided by education classification: regular and special education. Regular education includes students who are gifted or talented.

School Roster (page 18)

❶ IDENTIFICATION

This section identifies the report type, the test subject, and the administration date. It also identifies the school and district.

❷ EDUCATION CLASSIFICATION

This section identifies whether the roster contains regular education or special education students. The sample report shows regular education students at Clarence High School.

❸ STUDENT INFORMATION

This section shows the students who were registered for the EOC test and includes their LASID and grade levels.

❹ SCALE SCORE AND ACHIEVEMENT LEVEL

The scale score and achievement level are shown for each student who has reportable scores. If a student was registered to test but did not attempt at least one item, the scale score and achievement level fields for that student will be blank.

An asterisk (*) within the scale score column would indicate a test security violation or administrative error. Tests that are voided due to test irregularities are not scored. They are included in the total participation count but not included in the school, district, or state averages.

On the sample report, Claire Carmouche earned a scale score of 751, within the *Excellent* achievement level.

❺ CLASS IDENTIFICATION

This section provides class information including course name, teacher, and class section.

Scale Score and Achievement Level Summary (page 19)

❻ NUMBER OF STUDENTS

The Number of Students column is divided into Eligible and Tested. On the School Report, an eligible student is one who was registered to take the EOC test, as either an initial tester or as a retester. A tested student is an eligible student who submitted a response to at least one test item or had the test voided.

On the sample report, in S. Johnson's U.S. History class, section 4001, 48 students were eligible to test and 40 students tested.

❼ AVERAGE SCALE SCORE

This column shows the average scale score of all students tested in each class.

On the sample report, students in S. Johnson's U.S. History class, section 4002, earned an average scale score of 691.

❽ NUMBER AND PERCENT OF STUDENTS BY ACHIEVEMENT LEVEL

This section provides the number and percentage of students at each achievement level for each class, and for the school.

The percentage of students across achievement levels may be less than or exceed 100 due to rounding. The achievement level scale-score ranges are located at the top of the report.

On the sample report, in S. Johnson's U.S. History class, section 4001, 40 students completed the U.S. History test. Of those students, 14 students (35 percent of the class) scored at the *Excellent* level, 4 students (10 percent) at *Good*, 3 students (8 percent) at *Fair*, and 19 student (48 percent) at *Needs Improvement*.

Content Standard Summary (page 20)

❾ AVERAGE PERCENT CORRECT

This section provides the average percent correct for each class and for the school.

On the sample report, in S. Johnson's U.S. History class, section 4002, the students averaged 46 percent of the points possible for the Western Expansion to Progressivism items; 43 percent for Isolationism through the Great War; 53 percent for Becoming a World Power through World War II; 40 percent in Cold War Era; and 29 percent for The Modern Age.

❿ *GOOD* ACHIEVEMENT LEVEL REFERENCE SCORES

These scores show the percent correct that would likely be obtained by a student (or group of students) at the *Good* cut score.

On the sample report, a student (or group of students) at the *Good* cut score is expected to earn 38 percent of the points in Western Expansion to Progressivism; 45 percent in Isolationism through the Great War; 50 percent in Becoming a World Power through World War II; 46 percent in Cold War Era; and 56 percent in The Modern Age.

Summary Reports

The Summary Reports, which combine data from a school year's Fall and Spring administrations will be available about four weeks after the Spring administration.

NOTE: All summary reports include data for initial testers, not for retesters.

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APPENDIX

ALGEBRA I ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. choose a level of accuracy for a given set of measurements relative to content-appropriate limitations;
2. interpret the meaning of *average rate of change* over a specific time interval in applied contexts[§] from verbal statements or graphs;
3. graph and compare two functions to determine the meaning of intersection points, intercepts, and slopes, relative to applied contexts;
4. determine the effect on a graph of replacing $f(x)$ with $f(x) + k$, $k\,f(x)$, $f(k\,x)$, and $f(x + k)$;
5. analyze and interpret key features such as maxima and minima of non-linear functions;
6. simplify polynomials in applied contexts;
7. explain how changes to a graph or changes to the data affect the equation of the line of best fit in an applied context;
8. in applied contexts, create and/or graph inequalities in two variables;
9. given a line of best fit for a data set, write the equation of the line and/or interpret the slope or intercept; and
10. analyze and explain any errors in the steps used to solve a system of equations.

Good

Students at this achievement level generally have exhibited the ability to

1. distinguish between causation and correlation in applied contexts that can be represented by linear models;
2. interpret and describe relationships between quantities on a scatter plot in applied contexts[§];
3. identify the domain of a function from a list, table, or graph in an applied context;
4. rearrange a formula by solving for a specific variable;
5. interpret and analyze applied contexts modeled by tables, graphs, equations, or verbal statements representing linear and non-linear functions;
6. write linear equations and inequalities in one variable to interpret and solve problems in applied contexts;
7. identify and interpret the slope and intercepts of a linear function modeled by a table, equation, or verbal statement;
8. create and interpret systems of equations that represent applied contexts;
9. graph inequalities in one variable in applied contexts;
10. analyze and use appropriate units of measure or scales in applied contexts; and
11. interpret, rewrite, and simplify algebraic expressions.

[§] The term “applied contexts” refers to problems where a mathematical process or concept is embedded in a concrete, real-world situation. Applied contexts allow students to demonstrate their ability to use mathematical knowledge and skills in practical problem-solving situations.

Fair

Students at this achievement level generally have exhibited the ability to

1. recognize a linear correlation or causation on a scatter plot;
2. interpret the information in a graph, table, or function in order to identify, model, or predict input/output in applied contexts[§];
3. create a linear inequality in one variable to represent a relationship in an applied context;
4. select the appropriate unit of measure and scale for applied contexts[§];
5. interpret the meaning of the *x*-intercept, *y*-intercept, or slope of a linear function given a graph.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. create a linear inequality in one variable to represent a relationship in an applied context[§]; and
2. select the appropriate unit of measure and scale for applied contexts[§].

[§] The term "applied contexts" refers to problems where a mathematical process or concept is embedded in a concrete, real-world situation. Applied contexts allow students to demonstrate their ability to use mathematical knowledge and skills in practical problem-solving situations.

ENGLISH II ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. develop written compositions that are organized and use well-chosen evidence and analysis to support a central idea;
2. use a variety of sentence structures and precise and effective language to establish voice in written compositions;
3. demonstrate control of sentence formation, usage, mechanics, and spelling;
4. recognize the proper use of colons and semicolons;
5. analyze the development and interaction of complex characters and ideas;
6. interpret the figurative and connotative meanings of words and phrases as used in a text;
7. analyze how an author structures a text to develop ideas and create effects such as humor and suspense;
8. recognize an author's purposeful use of rhetorical devices to reveal point of view; and
9. evaluate the relevance and objectivity of information resources and incorporate them effectively into research projects.

Good

Students at this achievement level generally have exhibited the ability to

1. develop written compositions with a central idea, relevant evidence, and basic organization;
2. write compositions with some variety in sentence structure and word choice;
3. demonstrate adequate control of standard English usage and mechanics;
4. recognize errors in parallel structure and correct errors in verb tense and agreement;
5. determine the main idea/theme and trace its development over the course of a text;
6. examine how an author's word choices develop the tone and purpose of a text;
7. determine the literal meanings of words and phrases as they are used in a text;
8. make inferences about characters and their motivations based on passage details; and
9. determine the strengths and limitations of information resources when researching a given topic.

Fair

Students at this achievement level generally have exhibited the ability to

1. develop written compositions that show evidence of organization and include some relevant information;
2. write compositions that include basic vocabulary and some variation in sentence length;
3. demonstrate adequate control of standard capitalization, punctuation, and spelling;
4. recognize the correct use of a colon to introduce a series;
5. identify the way an author incorporates basic literary elements;
6. summarize information from grade-appropriate texts;
7. extend ideas in texts by making simple inferences; and
8. evaluate results of an online search and narrow/expand the search as necessary.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. develop written compositions with evidence of organization;
2. write sentences with some variation in structure and length;
3. demonstrate control of basic mechanics and spelling;
4. summarize information from grade-appropriate texts;
5. extend ideas in texts by making simple inferences; and
6. evaluate results of an online search.

GEOMETRY ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. identify three-dimensional objects generated by rotations of two-dimensional objects;
2. apply concepts of density in modeling situations with applied contexts[§];
3. use a given rule to explain or describe a sequence of transformations;
4. draw conclusions about dilations of lines in a coordinate plane;
5. solve for the arc measure and arc length of a circle and explain the method used for solving;
6. prove geometric theorems algebraically using coordinate geometry;
7. create or complete formal proofs related to theorems about triangles, lines, angles, or quadrilaterals;
8. evaluate a given proof, identify errors, and provide corrected or missing information;
9. determine the coordinates of a point on a directed line segment between two given points that partitions the segment in a specific ratio;
10. use trigonometric ratios to solve multi-step problems involving right triangles;
11. apply geometric concepts to solve design problems; and
12. use the properties of similarity transformations to establish the angle-angle criterion for two triangles to be similar.

Good

Students at this achievement level generally have exhibited the ability to

1. write equations of parallel and perpendicular lines;
2. solve multi-step problems using properties of and relationships between radii, chords, and tangents of a circle;
3. provide a missing statement or reason in a given proof about triangles or quadrilaterals;
4. define trigonometric ratios for a specific angle given a diagram or verbal description of a right triangle in applied contexts[§];
5. analyze triangles to determine similarity or congruence, and find a missing side length or angle measure;
6. calculate the length of the sides of a triangle or quadrilateral on a coordinate plane using the distance formula, and use the lengths to classify or describe the shape;
7. find the volume of spheres, pyramids, or cones;
8. identify the type of transformation performed on a geometric figure using a given set of ordered pairs or a verbal description;
9. perform and/or analyze dilations of geometric figures to determine similarity relationships;
10. describe an object in terms of geometric shapes, measures, and properties; and
11. explain and use the relationship between the sine and cosine of complementary angles.

[§] The term “applied contexts” refers to problems where a mathematical process or concept is embedded in a concrete, real-world situation. Applied contexts allow students to demonstrate their ability to use mathematical knowledge and skills in practical problem-solving situations.

Fair

Students at this achievement level generally have exhibited the ability to

1. determine relationships about chords and tangents, given two tangents to a circle from the same point;
2. recognize and use congruence and similarity criteria for triangles to solve problems;
3. identify the two-dimensional shape resulting from the cross-section of a three-dimensional object;
4. solve problems involving distances using coordinate geometry;
5. understand and apply the Pythagorean theorem in multi-step problems;
6. given two triangles on a coordinate plane, determine whether they are congruent using rigid motions (reflections, rotations, and translations);
7. given an object on a coordinate plane and a transformation rule, find the ordered pairs of points on the resulting image;
8. identify accurate and complete proofs of theorems about triangles;
9. determine the slope of a line parallel or perpendicular to a given line on a coordinate plane; and
10. define trigonometric ratios for right triangles in non-contextual problems.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. recognize and use congruence and similarity criteria for triangles to solve problems;
2. identify the two-dimensional shape resulting from the cross-section of a three-dimensional object;
3. solve problems involving distances using coordinate geometry; and
4. identify a valid proof for theorems about triangles.

BIOLOGY ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. design an appropriate experiment that includes a hypothesis, variables, and controls;
2. analyze the role of the Sun in living systems and various biological processes;
3. analyze biogeochemical cycles and how components relate to a specific ecosystem;
4. analyze the components and energy flow in food webs and ecosystems, and predict how populations will be impacted by changes;
5. differentiate between prokaryotic and eukaryotic cells using structural and functional differences among organelles;
6. compare active and passive transport;
7. analyze balanced equations of photosynthesis and cellular respiration;
8. create and use a Punnett square to calculate the probabilities of the genotypes and phenotypes of offspring; and
9. evaluate and describe the impact of emerging technologies on society.

Good

Students at this achievement level generally have exhibited the ability to

1. determine the validity of a conclusion by analyzing experimental data;
2. identify and describe the components of the biogeochemical cycles;
3. use radioactive elements to determine the age of earth materials;
4. calculate the energy transfer between trophic levels of an energy pyramid;
5. analyze and compare the movement of molecules across a cell membrane;
6. explain and evaluate the roles and uses of ATP in a cell;
7. explain and compare the stages of an organism's development, including mitosis and meiosis;
8. compare the structure, function, and interrelationships of organ systems and their components among various organisms and within humans;
9. compare the structures, functions, and cycles of viruses to those of cells;
10. determine the relationship between vaccination and immunity; and
11. evaluate various methods of disease transmission and prevention.

Fair

Students at this achievement level generally have exhibited the ability to

1. identify appropriate lab safety measures and equipment;
2. interpret data and/or a graph to draw appropriate conclusions;
3. describe how organisms respond to different stimuli;
4. determine and compare ages of rock layers, with and without fossils;
5. apply various evolutionary models and the fossil record to explain relationships between organisms;
6. explain how specific behaviors contribute to various species' survival;
7. describe the role of enzymes in living systems;
8. recognize the basic structure and components of a nucleic acid;
9. describe the relationship between DNA, genes, chromosomes, and proteins;
10. identify and compare organisms using a dichotomous key; and
11. analyze and describe how organisms maintain homeostasis.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. identify appropriate lab safety measures and equipment;
2. interpret data and/or a graph to draw appropriate conclusions;
3. describe how organisms respond to different stimuli;
4. explain how specific behaviors contribute to various species' survival; and
5. describe the relationship between DNA, genes, chromosomes, and proteins.

ENGLISH III ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. develop essays that skillfully integrate evidence from more than one source to support a clear and defensible position;
2. write with a compelling voice, purposeful language, and varied and fluent sentences;
3. demonstrate consistent control of sentence formation, usage, mechanics, and spelling;
4. recognize the correct use of hyphens and dashes;
5. analyze the development and interaction of two themes or central ideas;
6. analyze how an author's choice of structure affects the meaning and tone of a text;
7. determine the impact of an author's choices regarding how to develop and relate elements of a story (setting, characters, plot);
8. evaluate arguments and reasoning in a complex informational text;
9. synthesize information from multiple resources; and
10. carefully select and integrate source information, maintaining the flow of ideas and avoiding plagiarism.

Good

Students at this achievement level generally have exhibited the ability to

1. write well-organized essays that include a central idea and appropriate evidence from at least one source;
2. write essays with a consistent voice and a variety of sentence structures and word choices;
3. demonstrate control of sentence formation, usage, and mechanics;
4. identify and correct errors in verb tense and mood;
5. interpret the figurative and connotative meanings of words and phrases in a complex text;
6. determine the overall purpose of historically important U.S. documents and literary texts;
7. summarize a complex text and examine how ideas build on one another;
8. use textual evidence to make inferences and support analysis of the text;
9. evaluate the limitations and objectivity of information resources; and
10. determine the relevance of source information to a given research topic.

Fair

Students at this achievement level generally have exhibited the ability to

1. write generally organized essays that address a given task and provide adequate evidence;
2. write essays that include simple vocabulary and some variation in sentence structure;
3. demonstrate control of spelling and mechanics;
4. identify errors in parallel structure and basic grammar;
5. cite evidence to clarify what a text says explicitly;
6. identify how an author develops the relationships between characters;
7. use context clues to determine the literal meanings of words and phrases;
8. assess the strengths of information resources; and
9. conduct research by choosing and narrowing inquiry questions.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. write essays that address a given task and provide adequate evidence;
2. write essays that include simple vocabulary and some variation in sentence structure;
3. demonstrate acceptable control of spelling and mechanics;
4. cite evidence to clarify what a text says explicitly;
5. use context clues to determine the meanings of words and phrases; and
6. conduct research by choosing and narrowing inquiry questions.

U.S. HISTORY ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. apply historical knowledge to evaluate a speaker's motivation;
2. analyze propaganda techniques using a primary source;
3. evaluate the causes of social, political, and economic conflict between ethnic groups;
4. trace the development of U.S. imperialism in Latin America or the Pacific region;
5. examine intellectual and artistic themes expressed during a cultural movement;
6. explain the causes of a major depression, recession, or economic expansion;
7. analyze an event that resulted in limitations on civil liberties;
8. examine the results of civil rights legislation;
9. determine the root causes of U.S. involvement in a major war;
10. analyze continuity and change in the political and economic goals of U.S. foreign policies;
11. trace the U.S. role in international organizations; and
12. analyze the influence of an event on Americans' perceptions of government.

Good

Students at this achievement level generally have exhibited the ability to

1. trace a sequence of key events using a timeline or graphic organizer;
2. interpret a map to explain population shifts;
3. determine the purpose of increases in governmental economic regulation;
4. recognize imperialism in U.S. foreign policy decisions;
5. explain the impact of a scientific theory on society;
6. recognize the purpose or impact of a government social program;
7. determine the effects of a technological development on military strategy;
8. evaluate the influence of Cold War events on society;
9. draw a conclusion about a social movement using a timeline;
10. describe a common criticism of a domestic policy;
11. explain the impact of an innovation in communication on society; and
12. evaluate the effects of terrorism on society with the help of a graphic organizer.

Fair

Students at this achievement level generally have exhibited the ability to

1. identify a major political event from a photograph;
2. explain the main message of a straightforward political cartoon;
3. interpret a map to recognize regional differences;
4. describe the effects of government policy on western expansion;
5. identify patterns of immigration to the United States;
6. determine the goals of social and political reformers and their effects on public policy;
7. recognize the impact of technological advances using a graphic organizer;
8. identify how Americans prepared for each of the world wars;
9. describe the changing role of women in society;
10. recall the result of a landmark Supreme Court decision;
11. connect a major policy with a presidential administration; and
12. recognize the purpose of a major domestic policy initiative.

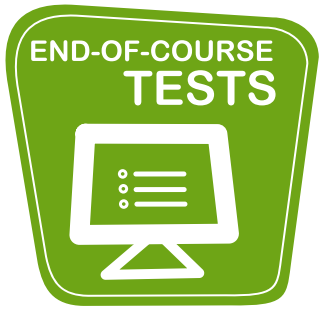
Needs Improvement

Students at this achievement level are generally working toward the ability to

1. identify how Americans prepared for each of the world wars;
2. describe the changing role of women in society;
3. recognize the purpose of a major domestic policy initiative;
4. identify patterns of immigration to the United States; and
5. recall the result of a landmark Supreme Court decision.

Fall 2016

2016 End-Of-Course Tests Interpretive Guide



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