The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender identity, political affiliation, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at http://www2.ed.gov/about/offices/list/ocr/index.html.

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund—8(g).

This public document was published at a cost of $6,000. This web-only document was published for the Louisiana Department of Education, Office of Academic Policy and Analytics, P.O. Box 94064, Baton Rouge, LA 70804-9064, by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311, to provide for the development and implementation of educational assessment procedures under authority of R.S. 17:24.4. This material was prepared in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31. Preparation of this material was purchased in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

© 2018 by Louisiana Department of Education
# Table of Contents

## Introduction
- EOC Test Design ................................................................................................................................. 1
- Biology .................................................................................................................................................... 2
- English III ................................................................................................................................................ 2
- Scoring of the EOC Tests ....................................................................................................................... 3
  - Multiple-Choice Items (EOC Biology and English III) ...................................................................... 3
  - Extended-Response Items (EOC Biology) .............................................................................................. 3
  - Writing Prompt (English III) .................................................................................................................. 3
- Establishing Performance Standards ....................................................................................................... 4
  - Achievement Level Definitions ............................................................................................................ 4
  - Cut Scores ............................................................................................................................................. 4
  - Achievement Level Descriptors ........................................................................................................... 5

## Reporting Terms for EOC Tests
- Raw Score ................................................................................................................................................... 6
- Scale Score ............................................................................................................................................... 6
- Average Scale Score .................................................................................................................................. 7
- Number and Percent of Students by Achievement Level ....................................................................... 7
- Average Percent Correct by Domain, Strand, or Content Standard ....................................................... 8
- Good Achievement Level Reference Scores .......................................................................................... 8

## Sample Reports
- Reading and Interpreting Results ........................................................................................................... 9
- Student Report—English III ..................................................................................................................... 9
- Class Report—Biology ............................................................................................................................. 10
- School Report—School Roster, Biology .................................................................................................. 12
- School Report—Scale Score and Achievement Level Summary, Biology ............................................. 14
- School Report—Content Standard Summary, Biology ......................................................................... 15

## Appendix
- EOC Achievement Level Descriptors ...................................................................................................... 19
- Biology EOC Achievement Level Descriptors ....................................................................................... 19
- English III Achievement Level Descriptors .......................................................................................... 20
# LIST OF TABLES

Table 1: Biology Strands, Standards, and Components ............................................................................................................................................ 2
Table 2: Biology EOC Test Coverage by Strand ....................................................................................................................................................... 3
Table 3: English III Domains ........................................................................................................................................................................................... 3
Table 4: EOC Tests Achievement Level Definitions ............................................................................................................................................... 4
Table 5: EOC Tests Scale-Score Ranges ................................................................................................................................................................. 4
Table 6: Reports Available during the Testing Window—Administration Specific ................................................................................................................. 9
Table 7: Reports Available after the Testing Window—Administration Specific .................................................................................................................. 9
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 EOC tests are being phased out as Louisiana transitions to new 5-level assessments that are aligned to the Louisiana student standards. Beginning in 2017–2018, 5-level assessments were administered for English I, English II, Algebra I, Geometry, and U.S. History. In 2018–2019, Biology will also be assessed with a 5-level test. In 2019–2020, English III will no longer be a state-administered test; however, the test will be administered by school systems to students who need to retest. Additional details regarding the phase-out process for English III will be provided to school systems at the end of the school year.

EOC tests are administered in Fall, Spring, and Summer. 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 for the first time. Students who previously passed the EOC do not have to take the EOC.

The transition to new 5-level assessments will change the requirements for some students. Please refer to the High School Assessment FAQ for specific graduation requirements. In cases where English III and the 4-level Biology EOC are required for graduation, a student must earn a performance level of Fair or above.

Student scores on EOC tests count toward a student’s final course grade. BESE approved a waiver of the requirement to use scores from the Biology EOC as part of final grades in 2018–2019. The Louisiana Department of Education (LDOE) provides conversion tables detailing the correspondence between EOC tests scores, grading scales, and course grades to assist school systems when factoring the EOC tests scores from English III and Biology into final course grades.

This guide includes samples of reports similar to the ones produced for the 2018–2019 test administrations. EOC reports are available during each testing window, after each testing window, and in July when summary reports are released. LEAP 2025 high school assessments are reported separately. 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 school system 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 school system 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.
Biology

The Biology EOC test measures what students are expected to know and do according to 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 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 1: 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 2: Biology EOC Test Coverage by Strand**

<table>
<thead>
<tr>
<th>Strand (Standard)</th>
<th>Total Points</th>
<th>Percentage of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science as Inquiry (Standard 1)</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Life Science (Standard 3)</td>
<td>37</td>
<td>71</td>
</tr>
<tr>
<td>Earth and Space Science (Standard 4)</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**English III**

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

The English III 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 3: English III Domains**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Total Points</th>
<th>Percentage of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Reading</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Reports show student performance by achievement level and scale score.

**SCORING OF THE EOC TESTS**

**Multiple-Choice Items (EOC Biology and English III)**

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

**Extended-Response Items (EOC Biology)**

Extended-response items ask students to prepare a written response to a more complex question that often requires higher-order thinking skills. A typical 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 Biology task consists of two multiple-choice items (1 point each) and one extended-response item (scored on a scale of 0 to 4 points). A general extended-response scoring rubric can be found in the [Sample Test Items documents](#).

**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) 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 only include text copied from the sources 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 [EOC English III Sample Test Items and Student Work document](#).
ESTABLISHING PERFORMANCE STANDARDS

Each EOC test was first administered as a field test during a Spring administration. The test was then administered operationally in Fall and Spring of the following school year. After the Spring operational administration, the process of establishing performance standards began.

Performance standards have three components:

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

Achievement Level Definitions

Achievement level definitions (table 4) 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>
<thead>
<tr>
<th>Table 4: EOC Tests Achievement Level Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td><strong>Good</strong></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
</tr>
</tbody>
</table>

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 the Biology and English III EOC tests, just prior to the Spring 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 4. 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.

**Step 2.** A standard-setting workshop with Louisiana educators and other stakeholders was held in the summer following the Spring administration. 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 5 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>
<thead>
<tr>
<th>Table 5: EOC Tests Scale-Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>English III</td>
</tr>
</tbody>
</table>
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 19.
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 school system, 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; extended-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, school system, and the state.

Limitations

Scale scores are not comparable across EOC tests. For example, a scale score of 740 on the Biology test does not represent the same level of difficulty as a scale score of 740 on the English III test. However, a scale score of 700 represents the lower boundary of the Good achievement level on both tests. Even so, a scale score of 700 may be more difficult to achieve on one test than on the other.
Average Scale Score

Definition

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

Uses

Average scale scores are provided in class, school, and school system 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 school system) performance to another’s and to monitor the performance of a school or school system over time.

Limitations

Like scale scores, average scale scores are not comparable across subjects. An average scale score of 740 on a Biology test is not comparable to an average of 740 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, school system, 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 the 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, school system, and state levels on summary reports for English III and Biology EOC. 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 6–8 for detailed explanations of the reporting terms used throughout this guide.

There are two phases of reports, those available during the testing window (table 6) and those available after the testing window closes (table 7). 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 6 and 7 show when each report is available and who can access the report. The student-level reports in table 6 become available four school days after a student completes all three sessions of a test and exits the sessions properly.

### Table 6: Reports Available during the Testing Window—Administration Specific

<table>
<thead>
<tr>
<th>Report</th>
<th>User Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Report</td>
<td>School Test Coordinators</td>
</tr>
<tr>
<td>Class Report</td>
<td></td>
</tr>
<tr>
<td>School Report</td>
<td></td>
</tr>
</tbody>
</table>

Approximately two weeks after each administration, the reports in table 7 become available on eDIRECT under Reports. For further instructions on how to access these reports, see the eDIRECT User Guide – Common eDIRECT Tasks and Functions, available on eDIRECT.

### Table 7: Reports Available after the Testing Window—Administration Specific

<table>
<thead>
<tr>
<th>Report</th>
<th>User Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Report</td>
<td>School Test Coordinators and District Test Coordinators</td>
</tr>
<tr>
<td>Class Report</td>
<td></td>
</tr>
<tr>
<td>School Report</td>
<td></td>
</tr>
</tbody>
</table>
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.
Student Report: Explanation of Results and Terms

The Student Report, which provides general 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.

1 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, school system, 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 III report is for Sample Student, a grade 11 student at Sample School in Sample System.

2 STUDENT SCALE SCORE

This section shows a summary of the student’s performance on the test. The student completed the test during the <season> <year> administration. The student 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, school system, or state averages.

2b 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.

3 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, the student’s scale score for English III is 710. The scale score falls in the Good achievement level, which has a scale-score range of 700–740.

4 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 the student should be generally working towards would be listed.
# Class Report—Biology

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 at least one session but the score is not yet reportable. A hyphen (-) means a student has not completed any test sessions or did not confirm completion upon exiting.

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

---

### Achievement Level Scale Score Ranges

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Scale Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>740-800</td>
</tr>
<tr>
<td>Good</td>
<td>700-739</td>
</tr>
<tr>
<td>Fair</td>
<td>661-699</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>600-660</td>
</tr>
</tbody>
</table>

* This test was voided due to a testing irregularity and is not reported. The student is included in the total participation count but no score is included in the school, school system, or state averages.

---

<table>
<thead>
<tr>
<th>Seq. #</th>
<th>Course</th>
<th>Teacher</th>
<th>Section</th>
<th>Student Name</th>
<th>Administrative Error</th>
<th>LASID</th>
<th>Date of Birth</th>
<th>Grade</th>
<th>Session 1 Complete</th>
<th>Session 2 Complete</th>
<th>Session 3 Complete</th>
<th>Retester</th>
<th>Scale Score</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>BLAKE, THOMAS</td>
<td>XXXXXXXXXX</td>
<td>12/2/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>651</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>2</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>BROWNING, LEISHA</td>
<td>XXXXXXXXXX</td>
<td>11/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>687</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>CARNOUSCHE, CLAIRE</td>
<td>XXXXXXXXXX</td>
<td>12/2/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>745</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>CARTER, SAMIAL</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>GARCIA, NINA</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>PARKS, KYLE</td>
<td>XXXXXXXXXX</td>
<td>6/15/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>745</td>
<td>Excellent</td>
</tr>
<tr>
<td>7</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>STEVEN, GRAHAM</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>-</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>8</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>ANDREPORT, ROBERT</td>
<td>XXXXXXXXXX</td>
<td>12/2/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>651</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>9</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>BELLARD, MATTIE</td>
<td>XXXXXXXXXX</td>
<td>11/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>10</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>LANCHER, DAWELE</td>
<td>XXXXXXXXXX</td>
<td>12/1/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>745</td>
<td>Excellent</td>
</tr>
<tr>
<td>11</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>MANG, KRISTYN</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>12</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>RONAY, NESTER</td>
<td>XXXXXXXXXX</td>
<td>12/2/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>13</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>TARBY, MENDY</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>TELSIE, DAVIN</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>-</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>15</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>TURNER, CHRISTINA</td>
<td>XXXXXXXXXX</td>
<td>12/2/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>16</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>CHWY, JENNIFER</td>
<td>XXXXXXXXXX</td>
<td>11/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>17</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>JOHNSON, WILL</td>
<td>XXXXXXXXXX</td>
<td>12/1/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>745</td>
<td>Excellent</td>
</tr>
<tr>
<td>18</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>JONES, JOSEPH</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>19</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>JONES, ALEX</td>
<td>XXXXXXXXXX</td>
<td>10/8/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>20</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>RONELL, KENDELL</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>669</td>
<td>Fair</td>
</tr>
<tr>
<td>21</td>
<td>Biology</td>
<td>Retester</td>
<td>Class 1</td>
<td>RILLA, MORGAN</td>
<td>XXXXXXXXXX</td>
<td>9/6/2002</td>
<td>10</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>-</td>
<td>669</td>
<td>Fair</td>
</tr>
</tbody>
</table>
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.

1 IDENTIFICATION
This section identifies the report type, the test subject, administration date, and report date. It also identifies the school and school system. 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 Biology class at Clarence High School in Perry Parish.

2 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.

3 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.

4 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, Leisha Browning 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, Biology

## End-of-Course Tests
School Report
Biology
*season* *year*

### School Roster - Regular Education Students

<table>
<thead>
<tr>
<th>Student Name</th>
<th>LASID</th>
<th>Grade</th>
<th>Scale Score</th>
<th>Achievement Level</th>
<th>Course Name</th>
<th>Teacher</th>
<th>Class Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAKE, THOMAS</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>651</td>
<td>Needs Improvement</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>BROWNING, LEISHA</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>687R</td>
<td>Approaching Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>CARLSON, KENNETH</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>697</td>
<td>Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>CARMOUCHE, CLAIRE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>751</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>CARTER, SAMUAL</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>642</td>
<td>Needs Improvement</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>COLE, ANDREW</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>704</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>COOK, JAMES</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>762</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>COOPER, DANIEL</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>720</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>EVANS, JENNIFER</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>669</td>
<td>Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>GARCIA, NINA</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>669</td>
<td>Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>JONES, JOSEPH</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>736</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>KOBER, KRISTINE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>751</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>LEHR, KACIE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>751</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>LEWIS, ALEX</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>697</td>
<td>Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>MCDONALD, ALEX</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>651</td>
<td>Needs Improvement</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>JOHNSON, WILL</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>642</td>
<td>Needs Improvement</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>PARIIS, KYLIE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>720</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>PHILLIPS, CHRIS</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>*</td>
<td>*</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>ROWELL, KENDALL</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>687R</td>
<td>Fair</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
</tr>
<tr>
<td>SMITH, JANE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>787</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>STELMACH, JANE</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>757</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>STEVEN, GRAHAM</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>757</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
<tr>
<td>STRON, JAELEN</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>736</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>WHITE, JORDON</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>757</td>
<td>Excellent</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
</tr>
<tr>
<td>WILLIS, MORGAN</td>
<td>XXXXXXXXX</td>
<td>11</td>
<td>701</td>
<td>Good</td>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
</tr>
</tbody>
</table>

** This test was voided due to a testing irregularity and is not reported. The student is included in the total participation count but no score is included in the school, school system, or state averages.

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Teacher</th>
<th>Class Section</th>
<th>Number of Students</th>
<th>Average Percent Correct by Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eligible</td>
<td>Tested</td>
</tr>
<tr>
<td>Biology</td>
<td>Retester Class</td>
<td>4001</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>Biology</td>
<td>Retester Class</td>
<td>4002</td>
<td>56</td>
<td>52</td>
</tr>
<tr>
<td>Biology</td>
<td>Retester Class</td>
<td>4003</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Biology</td>
<td>Retester</td>
<td>10</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>School Summary</td>
<td></td>
<td></td>
<td>152</td>
<td>120</td>
</tr>
<tr>
<td>Good Achievement Level Reference Scores ***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** 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.
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 14)

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

2. 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.

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

4. 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, school system, or state averages.

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

5. CLASS IDENTIFICATION
   This section provides class information including course name, teacher, and class section. For summer retesting, students may be assigned to classes that differ from the classes they attended during the regular school year.
Scale Score and Achievement Level Summary (page 15)

6 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 Retester Class’s Biology class, section 4001, 48 students were eligible to test and 40 students tested.

7 AVERAGE SCALE SCORE
This column shows the average scale score of all students tested in each class.

On the sample report, students in Retester Class’s Biology class, section 4002, earned an average scale score of 691.

8 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 Retester Class’s Biology class, section 4001, 40 students completed the Biology EOC 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 16)

9 AVERAGE PERCENT CORRECT
This section provides the average percent correct for each class and for the school.

On the sample report, in Retester Class’s Biology class, section 4002, the students averaged 46 percent of the points possible for the Science as Inquiry items; 43 percent for Life Science; and 53 percent for Earth and Space Science.

10 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 Science as Inquiry; 45 percent in Life Science; and 50 percent in Earth and Space Science.
EOC ACHIEVEMENT LEVEL DESCRIPTORS

Biology EOC 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 usefulness and objectivity of information resources; and
10. determine the relevance of source information to a given research topic.

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.

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.
This page was intentionally left blank.