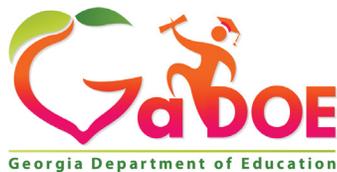


Georgia  
**Milestones**  
Assessment System



**End-of-Grade (EOG)  
Interpretive Guide  
for Score Reports for Spring 2015**

**For Use with Score Reports from  
Spring 2015 Administration**



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2015  
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## **PURPOSE OF THIS GUIDE**

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

This guide is organized into four sections: Background of the Georgia Milestones, Key Terms, General Guidelines for Score Interpretation, and Georgia Milestones Sample Reports with Annotations.

## **BACKGROUND OF THE GEORGIA MILESTONES**

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

Students in grades 3 through 8 take an End-of-Grade (EOG) assessment in each content area, while students enrolled in any of the eight courses designated by the State Board of Education take an End-of-Course (EOC) assessment.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in English language arts and mathematics (all grades);
- a writing component (in response to passages read by students) at every grade level within the English language arts assessment;
- norm-referenced items in all content areas, to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-and-pencil as back-up until the transition is complete.

The remainder of this section will focus on Georgia Milestones EOG assessments.

### **EOG Administrations**

The EOG assessment has one test administration window in the spring.

### **Grade Levels and Content Areas Assessed**

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. In 2015, the Georgia Milestones EOG program assessed English language arts, mathematics, science, and social studies in Grades 3–8 as designated by the State Board of Education.

## Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic standards for each grade and content area. The content standards describe what a student is expected to know and do. The Georgia Milestones test items have been written to assess the content knowledge and skills that are described in the academic content standards. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the Georgia Department of Education website at <https://www.georgiastandards.org/Pages/default.aspx>.

## End-of-Grade Test Contents

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

## Format of Georgia Milestones Assessments

Georgia Milestones assessments are administered in both paper-and-pencil and online formats. Georgia Milestones will transition over time to become primarily an online test. Online is considered the primary mode of testing, with paper-and-pencil available as backup until the transition is complete.

Beginning in 2015, the EOG assessments incorporated new item types. In addition to selected-response items (i.e., multiple-choice), ELA and mathematics now have constructed-response items, extended constructed-response items, and extended writing-response items. In future years, technology-enhanced items will be field tested and incorporated into the assessments. Science and social studies consist only of selected-response items at this time.

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These questions are worth one point. Science and social studies EOG assessments only include selected-response items.

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

An **extended constructed-response** item is a specific type of constructed-response item that requires a longer, more detailed response. These items are worth four points. Partial credit may be awarded. ELA and mathematics EOG assessments contain extended constructed-response items. The narrative writing response in ELA is this four-point item.

The **extended writing-response** item is found on the ELA EOG assessments and comprises section three of the test. Students in grades 3 through 5 are expected to write an opinion piece or develop an informative/explanatory response. Students in grades 6 through 8 are expected to produce an argument or develop an informative/explanatory response based on information read in two passages. There are three selected-response items and one two-point constructed-response item to help focus the students' thoughts on the passages and to prepare them for the actual writing task. The extended writing-response task is scored on a seven-point scale: four points for idea development, organization, and coherence, and three points for language usage and conventions.

# KEY TERMS

## Accommodations

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

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

There are two types of accommodations:

- **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to a limited number of students who meet specific eligibility criteria. A test score for a student provided such an accommodation(s) must be interpreted in light of the accommodation given.

The type of accommodation provided to a student determines the administration type (see below). For more information on accommodations, see the *Student Assessment Handbook* and the *Accommodations Manual* (both posted annually on the Georgia Department of Education's website at [www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx)).

## Achievement Level

An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. Links to the ALDs and support documentation are available on the Georgia Department of Education website at [www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx).

## Achievement Level Descriptor (ALD)

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

## Administration Type

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

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

## Criterion-Referenced Test

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

## Domain

A domain is a group of related content standards within a grade level and content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes as a whole. The number of domains on an EOG assessment varies by grade level and content area (see pages 13 and 14 of this guide).

## GTID

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

## Lexile®

A Lexile, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Lexile scores are used to match readers with texts of appropriate difficulty levels. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1600L. Because the text complexity on the Georgia Milestones reflects the more rigorous expectations of the state-adopted content standards addressing reading skills, the highest Lexile scores possible range from 1200L in third grade to 1700L in eighth grade. More information about Lexiles can be found on page 11 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

## Lexile® Range

A student's Lexile score is used to determine his or her Lexile range; a full Lexile range can be used to select reading material for the classroom and at home. On a student's Individual Student Report (ISR), three books are identified as falling into the *leisure* range, and three books are identified as falling into the *motivating challenge* range. The *leisure* range represents the easiest kind of reading material that is appropriate for the student and can be found by subtracting 100L from the student's Lexile measure. The *motivating* range represents the most difficult level of material the student can read successfully and is found by adding 50L to the student's Lexile measure.

## Lexile “Stretch” Bands

Lexile “stretch” bands are ranges of Lexiles by grade level that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation. More information about Lexile “stretch” bands can be found on page 12 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

## Mean Scale Score

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

## Norm-Referenced Scores

Each Georgia Milestones assessment includes a subset of 20 items from the TerraNova, a norm-referenced achievement test (updated in 2011), in order to provide some information about student performance compared to other students nationally. This type of standardized assessment allows for the interpretation of the test score in relation to a specified national reference group, usually others of the same grade and age.

All 20 TerraNova items contribute to a student's norm-referenced score. However, only those TerraNova items (10 or fewer items depending on the specific EOG assessment) that align to state content standards (as determined by Georgia educators) serve a dual purpose by also contributing to the Georgia Milestones score.

The following terms are related to norm-referenced tests.

- **National Percentile Ranks** range from 1 to 99 and are commonly used for reporting test results to students and their parents and/or guardians. A percentile may be interpreted as the percentage of students in a national sample whose scores fall below a given student's scale score. For example, if a student's scale score converts to a national percentile rank (NP) of 71, the student scored higher than approximately 71 percent of the students in the national norm group. Note that NPs cannot be averaged. Given that the norm-referenced score is based only on a subset of 20 items, there is no direct correspondence between a student's national percentile rank and his/her Georgia Milestones scale score. Thus, two students receiving the same Georgia Milestones scale score on the same EOG assessment could actually have different national percentile ranks.
- **National Percentile Range** indicates where a student's true percentile ranking likely falls. For example, if a student scored a NP of 64 and the national percentile range is 54–74, it is likely that if the student were to take the test again, he/she would be expected to obtain a national percentile rank between the 54th and 74th percentile.
- **Normal Curve Equivalent (NCE) Scores** range from 1 to 99 and measure where a student falls along the normal curve distribution. The NCE scale coincides with the percentile rank scale at 1, 50, and 99. Unlike percentile ranks, the NCE is an equal-interval scale, meaning that the difference between two successive scores on the scale has the same meaning throughout the scale. Therefore, NCE scores can be averaged across students to calculate a mean NCE score for a class, school, system, or state.

## **Scale Score**

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

## **Standard Deviation**

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

## **Standard Error of Measurement (SEM)**

The standard error of measurement (SEM) is the amount a student's observed score (the score the student actually receives on the test) may vary from his or her "true" score, based on the reliability of the test. More information about the SEM can be found on page 9 of this guide.

## **Test Form**

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

## **GENERAL GUIDELINES FOR SCORE INTERPRETATION**

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

### **Understanding the Use of Scale Scores**

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

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

A new scale of measurement was developed to report student performance on the Georgia Milestones assessments. Scores on all Georgia Milestones reports are expressed as scale scores. The scale score reported for each EOG assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the Georgia Milestones scale for each particular EOG assessment. Scale scores are comparable across all test forms and administrations for the *same* EOG assessment. For example, a scale score of 525 on the grade 4 English language arts EOG assessment from one form of the test, or from one administration, indicates the same examinee ability as a score of 525 from any other form or administration of the grade 4 English language arts EOG assessment. Each time a test is administered, a new form of that test has been equated with previously administered forms to adjust for differences in difficulty, and the scores on the different forms share the same reporting scale. Scale scores are *not* comparable across different EOG assessments. Thus, a scale score of 525 on the grade 4 English language arts EOG assessment does not indicate the same level of ability as a scale score of 525 on the grade 6 English language arts EOG assessment or the grade 4 mathematics EOG assessment.

## Scale Scores and Achievement Levels

To provide more meaning to an assessment’s scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the Georgia Milestones EOG assessments in August 2015. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in September 2015.

An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The following are the general policy ALDs for the Georgia Milestones Assessment System.

***Beginning Learners*** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia’s content standards. The students need substantial academic support to be prepared for the next grade level and to be on track for college and career readiness.

***Developing Learners*** demonstrate partial proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia’s content standards. The students need additional academic support to ensure success in the next grade level and to be on track for college and career readiness.

***Proficient Learners*** demonstrate proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia’s content standards. The students are prepared for the next grade level and are on track for college and career readiness.

***Distinguished Learners*** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level and content area of learning, as specified in Georgia’s content standards. The students are well prepared for the next grade level and are well prepared for college and career readiness.

The achievement level classification for a student is determined by the scale score cuts. EOG scores are reported on a scale that can range from 140 to 830. The minimum and maximum scale scores for the different EOG assessments differ because the tests vary in length and their relative difficulty. Table 1 presents the scale score ranges and cut scores associated with each student achievement level and EOG assessment.

Table 1: Scale score ranges by achievement level

<b>Achievement Levels</b>					
		<b>Achievement Level 1: Beginning Learner</b>	<b>Achievement Level 2: Developing Learner</b>	<b>Achievement Level 3: Proficient Learner</b>	<b>Achievement Level 4: Distinguished Learner</b>
<b>Content Area</b>	<b>Grade Level</b>	<b>Scale Score</b>	<b>Scale Score</b>	<b>Scale Score</b>	<b>Scale Score</b>
<b>ELA</b>	<b>Grade 3</b>	180 to 474	475 to 524	525 to 580	581 to 830
	<b>Grade 4</b>	210 to 474	475 to 524	525 to 573	574 to 775
	<b>Grade 5</b>	210 to 474	475 to 524	525 to 586	587 to 760
	<b>Grade 6</b>	140 to 474	475 to 524	525 to 598	599 to 820
	<b>Grade 7</b>	165 to 474	475 to 524	525 to 591	592 to 785
	<b>Grade 8</b>	225 to 474	475 to 524	525 to 580	581 to 730
<b>Mathematics</b>	<b>Grade 3</b>	290 to 474	475 to 524	525 to 579	580 to 705
	<b>Grade 4</b>	270 to 474	475 to 524	525 to 584	585 to 715
	<b>Grade 5</b>	265 to 474	475 to 524	525 to 579	580 to 725
	<b>Grade 6</b>	285 to 474	475 to 524	525 to 579	580 to 700
	<b>Grade 7</b>	265 to 474	475 to 524	525 to 579	580 to 740
	<b>Grade 8</b>	275 to 474	475 to 524	525 to 578	579 to 755
<b>Science</b>	<b>Grade 3</b>	275 to 474	475 to 524	525 to 565	566 to 695
	<b>Grade 4</b>	230 to 474	475 to 524	525 to 577	578 to 730
	<b>Grade 5</b>	160 to 474	475 to 524	525 to 594	595 to 780
	<b>Grade 6</b>	175 to 474	475 to 524	525 to 609	610 to 780
	<b>Grade 7</b>	215 to 474	475 to 524	525 to 588	589 to 745
	<b>Grade 8</b>	165 to 474	475 to 524	525 to 592	593 to 785
<b>Social Studies</b>	<b>Grade 3</b>	275 to 474	475 to 524	525 to 559	560 to 680
	<b>Grade 4</b>	250 to 474	475 to 524	525 to 569	570 to 700
	<b>Grade 5</b>	290 to 474	475 to 524	525 to 554	555 to 665
	<b>Grade 6</b>	295 to 474	475 to 524	525 to 559	560 to 670
	<b>Grade 7</b>	280 to 474	475 to 524	525 to 563	564 to 685
	<b>Grade 8</b>	240 to 474	475 to 524	525 to 571	572 to 715

## Promotion and Retention

In compliance with the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11), grades 3, 5, and 8 students must achieve grade level on the state-adopted assessment in reading and grade 5 and 8 students must achieve grade level on the state-adopted assessments in reading and mathematics. A student must also meet the promotion standards and criteria established by the local board of education for the school that the student attends.

For the 2014–2015 school year, the Board waived the promotion and retention requirements for grades 3, 5, and 8. This one-year waiver was sought and granted due to the implementation of the Georgia Milestones Assessment System. The waiver extends through the summer of 2015 (July 31, 2015).

Resuming in the 2015–2016 school year, grades 3, 5, and 8 students' performance on the reading portion of the ELA test will be used to provide a grade-level reading determination of *Below Grade Level* or *Grade Level or Above*. The determination is based on the linkage of the Lexile scale to Georgia Milestones. To be eligible for promotion, students must demonstrate reading skill at the beginning of the grade-level stretch-band. The stretch-bands were developed to signal the reading level at each grade students need to achieve to be college and career-ready upon graduation. Students who receive a Reading and Vocabulary domain designation of *Below Grade Level* need remediation and are eligible to retest in ELA. Generally speaking, these students will be in the *Beginning Learner* and some at the lower end of *Developing Learner* achievement levels. Students who achieve the beginning range of *Developing Learner* demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level.

Also resuming in the 2015–2016 school year, grades 5 and 8 students must achieve the *Developing Learner* achievement level in mathematics to be considered eligible for promotion. These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support. Students who achieve the *Beginning Learner* achievement level should receive remediation and be provided the opportunity to retest.

## Standard Error of Measurement

Standard error of measurement (SEM) is an estimate of the precision at various points along the score scale, and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his/her observed score (the score that is actually received on the test) may vary from his or her “true” score within a range of “observed score plus or minus the SEM.” The student’s “true” score is never really known since the student rarely takes a single test multiple times.

Because no test measures achievement with perfect reliability, it is important to take into account the standard error of measurement when interpreting test scores. The SEM is calculated independently for each EOG assessment, and an error band (plus/minus one SEM unit) is reported together with the student’s scale score. It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student’s score on each test. For example, if a student receives a score of 543, the SEM range might be 526–560. The wider this range, the greater the potential variation between the student’s observed score and his or her “true” score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, all of his or her scores would likely fall within the SEM range.

## Students Not Receiving Scale Scores

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

- **PTNA**—This designation indicates **Present, Test Not Attempted**. A PTNA designation is used for instances in which a student was present for the test administration but was unable to test. In this case, the examiner should mark the student with the PTNA indicator. Parental request for a student to opt out is not an allowable use of PTNA. In addition, a PTNA designation is given in lieu of a scale score if a student attempts the test but does not provide responses to a sufficient number of items in that content area. Scores associated with a PTNA are not included when computing statistics for the summary reports.

- **DNA**—This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the EOG assessment. For example, if a student is absent for an EOG assessment, he or she would receive a DNA rather than a scale score for that test. Scores associated with a DNA are not included when computing statistics for the summary reports.
- **IV**—This designation indicates that there was an irregularity associated with a student’s test administration and the student’s score was **Invalidated**. For example, if a student cheats on an EOG assessment, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.
- **PIV**—This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student’s score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on an EOG assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would **not** be counted as a test participant. Scores associated with a PIV are not included when computing statistics for the summary reports.

## Students With Conditional Scale Scores

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

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

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

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

**NOTE:** Each ELA EOG assessment results in several scores: an ELA scale score, a reading status, a Lexile measure, and national percentile rank. If a student takes an ELA EOG assessment with a conditional accommodation, each of these scores needs to be interpreted in light of this conditional administration.

## Interpreting Lexile Measures

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

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

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

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

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

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

Several of the Georgia Milestones reports provide summary information on the Lexile measures. The Class Roster Summary and the Content Area Summary show a distribution of the percentage of students that fall below, within, or above the Lexile “stretch” band. The Lexile “stretch” bands shown in Table 2 are ranges of Lexiles by grade level/course that indicate the text complexity students should be reading to be on the pathway to be college or career ready upon high school graduation.

Table 2: Lexile “Stretch” Bands

Grade Level/Course	College & Career Ready “Stretch” Lexile Bands
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
Ninth Grade Literature and Composition	1050L to 1260L
American Literature and Composition	1185L to 1385L

The Lexile bands in the table above help teachers and parents determine what level of text is appropriate for each grade level or course and what level of text will stretch the students and help them gain in literacy skills. Students should read written texts within the “stretch” Lexile band for each year in order to be on the pathway to be college or career ready upon high school graduation.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education’s Lexile® Framework for Reading website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

## Interpreting Domain Level Information

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

Table 3: Domain structure for each EOG assessment

EOG Domains						
Grade 3	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry	
	Science	Earth Science	Physical Science	Life Science		
	Social Studies	History	Geography	Government and Civics	Economics	
Grade 4	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry
	Science	Earth Science	Physical Science	Life Science		
	Social Studies	History	Geography	Government and Civics	Economics	
Grade 5	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Operations and Algebraic Thinking	Number and Operations in Base 10	Number and Operations - Fractions	Measurement and Data	Geometry
	Science	Earth Science	Physical Science	Life Science		
	Social Studies	History	Geography	Government and Civics	Economics	

EOG Domains						
Grade 6	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability
	Science	Astronomy	Geology	Hydrology and Meteorology		
	Social Studies	Geography	Government and Civics	Economics	History	
Grade 7	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Ratios and Proportional Relationships	The Number System	Expressions and Equations	Geometry	Statistics and Probability
	Science	Cells, Human Body, and Genetics	Evolution	Interdependence of Life		
	Social Studies	Geography	Government and Civics	Economics	History	
Grade 8	ELA	Reading and Vocabulary	Writing and Language			
	Mathematics	Numbers, Expressions, and Equations	Algebra and Functions	Geometry	Statistics and Probability	
	Science	Structure of Matter	Force and Motion	Energy and Its Transformation		
	Social Studies	History	Geography	Government and Civics	Economics	

Student performance for each domain is reported on the Individual Student Report to provide information about a student's relative strengths and/or weaknesses within each grade level and content area. The domain mastery is reported differently depending on the content area. The list below shows how domain mastery is reported on the Individual Student Report:

### English Language Arts (ELA):

To provide more details about a student's performance on the Georgia Milestones ELA assessment, reports provide a reading status based on the subset of reading items. In addition, the reports detail a student's performance on the two constructed-response writing items—the extended writing task and the narrative writing response.

- **Reading Status – reported as one of the following:**
  - *Below Grade Level*
  - *Grade Level or Above*
- **Writing Scores**
  - Extended Writing Task – reported as scores for the following two traits:
    - Trait 1: Idea Development, Organization and Coherence – number of points earned out of 4 points
    - Trait 2: Language Usage and Conventions – number of points earned out of 3 points
  - Narrative Writing Response – number of points earned out of 4 points

### Mathematics, Science, and Social Studies:

Domain mastery indicators provide diagnostic information to indicate a student's strengths and areas of need at the domain level. The determination of the mastery category is based on the likelihood that the student would achieve proficiency on the test given his/her performance in the domain.

There are three categories for reporting domain mastery:

- A student who achieves *Remediate Learning* is well below mastery on a domain and should consider additional study or instructional opportunities on that domain.
- A student who achieves *Monitor Learning* has not consistently demonstrated mastery on a domain and thus additional information should be used in order to assess whether additional study or instruction is necessary.
- A student who achieves *Accelerate Learning* has demonstrated achievement on that domain at or above the level expected of a student just at the threshold of *Proficient Learner* at the total test level.

**NOTE:** The results for domains that are measured with fewer points are less reliable than for domains measured with more points. Thus, when only a few points are used to measure a domain, other measures (e.g., observations, homework, etc.) should be used to confirm the results reported here. To find the approximate number of points allocated to each domain, visit the EOG blueprint that can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

Students who take the Braille version of the EOG assessment are scored only on those items that are present on the Braille form of the assessment. Because some test items may not be converted to Braille, the Braille version may have a different number of items in a given domain than other EOG assessment versions. Most Braille forms have the same number of items as regular forms because Universal Design has been the focus throughout item and test development.

## **Interpreting Group Data in Summary Reports**

Summary reports are provided for classes, schools, systems, and the state as a whole. In addition, some reports provide comparative data at the school, system, Regional Educational Service Agency (RESA), and state levels. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason, summary information is not provided for groups of fewer than 10 students. The exception to this rule is the Class Roster. Class Rosters will summarize the student results for instructional decision making even for classes with less than 10 students. These reports carry a special note: "Provided for Instructional Purposes Only; NOT for Public Distribution; Avoid FERPA." Educators should take extra precautions with these reports. It should also be noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

Results from students using the Braille version of the EOG assessment are included in the summary reports. Because some items cannot be Brailled to be accessed easily by blind students, the Braille version may have slightly fewer items than the paper-and-pencil or online version. All tests in a given form of a grade level and content area are equated so total test performance is comparable. However, when examining domain performance, caution should be taken when comparing the achievement of students who took the Braille version with the achievement of students who took the standard paper-and-pencil or online EOG assessment because the items that could not be Brailled may impact one domain more than another.

# GEORGIA MILESTONES SAMPLE REPORTS WITH ANNOTATIONS

This section of the *EOG Interpretive Guide for Score Reports* provides samples of reports with annotation of the different components of each report. Reports are available for certain school system personnel to access electronically through a secure and protected site (i.e., eDIRECT or MyGaDOE Portal) and/or via paper copies (see Table 4). The many reports provided for the Georgia Milestones EOG assessments are enumerated below:

- **Individual Student Report (ISR)**
  - Electronic via eDIRECT
  - Paper via shipment
- **Student Labels**
  - Paper only via shipment
- **Class Roster**
  - Electronic only via eDIRECT
- **Content Area Summaries (School, System, State)**
  - Electronic only via MyGaDOE Portal
- **Summary Report of All Student Populations (School, System, State)**
  - Electronic only via MyGaDOE Portal
- **System Student Data File**
  - Electronic only via eDIRECT and MyGaDOE Portal
  - Both .txt and .csv formats (no Extraction tool required)

Table 4: Report Type and Delivery Method

Report Type/Data File	eDIRECT	MyGaDOE Portal	Paper
Individual Student Report (ISR)	X		X
Student Labels			X
Class Roster	X		
Content Area Summary – School Level		X	
Content Area Summary – System Level		X	
Content Area Summary – State Level		X	
Summary Report of All Student Populations – School Level		X	
Summary Report of All Student Populations – System Level		X	
Summary Report of All Student Populations – State Level		X	
Student Data File – System (.txt and .csv)	X	X	

**NOTE:** ISRs, student labels, and class rosters contain fictitious student names and other information (e.g., GTID) and are provided in this guide to illustrate different aspects of test results and reports.

## Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. Schools receive two paper copies of the ISR for each student—one to keep at the school and one to send home to parents/guardians. Select school staff can also download electronic versions of the ISRs from eDIRECT.

A Sample Grade 6 ISR appears on pages 20 through 24. Please note that a typical ISR has six numbered pages. Page 2, which is not included in the example below, is intentionally left blank in a student's ISR.

The top of each page of the ISR (on pages 20 through 24) provides:

- 1 **Student Demographic Information:** student name, GTID, birthdate, test date, form, class name, school name, and system name.

The first page of the ISR (on page 20) also provides:

- 2 **Achievement Level:** The overall student achievement level on each test is categorized as *Beginning Learner*, *Developing Learner*, *Proficient Learner*, or *Distinguished Learner*. According to the Grade 6 sample ISR, Edward S. Elliott's overall performance level is *Distinguished Learner* for English language arts, *Proficient Learner* for mathematics and science, and *Developing Learner* for social studies.
- 3 **Scale Score:** This area of the report shows a student's scale score and the range of scale scores for the achievement level for all four content areas. According to the Grade 6 sample ISR, Edward S. Elliott's scale score is 621 for English language arts and this falls within the *Distinguished Learner* scale score range of 599–820. In mathematics, he achieved a scale score of 574, which falls into the *Proficient Learner* scale score range of 525–579. In science, Edward achieved a scale score of 593, which falls into the *Proficient Learner* scale score range of 525–609. In social studies, he achieved a scale score of 517, which falls into the *Developing Learner* scale score range of 475–524.
- 4 **Achievement Levels:** Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations.

The next four pages of the ISR (on pages 21 through 24) provide more details for the ELA, mathematics, science, and social studies assessments and include the student's:

- 5 **Achievement Level:** Edward S. Elliott's achievement level in Grade 6 English language arts is *Distinguished Learner*, with a scale score of 621. Edward demonstrates advanced proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

Edward S. Elliott's achievement level in Grade 6 mathematics is *Proficient Learner*, with a scale score of 574. Edward demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

Edward S. Elliott's achievement level in Grade 6 science is *Proficient Learner*, with a scale score of 593. Edward demonstrates proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

Edward S. Elliott's achievement level in Grade 6 social studies is *Developing Learner*, with a scale score of 517. Edward demonstrates partial proficiency in the knowledge and skills necessary at this grade level and content area, as specified in Georgia's content standards.

**6 Domain Category and Performance:** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Domain level information is reported differently on ELA EOG assessments than it is on EOG assessments in mathematics, science, and social studies. On the ELA EOG reports, students receive a reading status designation for the Reading and Vocabulary domain and information on how the student performed on the extended writing task and the narrative writing response for the Writing and Language domain. On the sample ISR for Grade 6 ELA, Edward S. Elliott received a reading status of *Grade Level or Above*. For the two traits of the extended writing task (which was an argumentative essay for Edward), he earned 4 out of 4 points for Idea Development, Organization and Coherence and 3 out of 3 points for Language Usage and Conventions. For the narrative writing response, he received 4 out of 4 points.

On the Grade 6 mathematics, science, and social studies ISRs, Edward S. Elliott's domain mastery performance is reported by using the domain categories. Edward received *Accelerate Learning* and *Monitor Learning* across the five mathematics domains, *Accelerate Learning* and *Remediate Learning* across the three science domains, and *Monitor Learning* and *Remediate Learning* across the four social studies domains.

**7 Comparison chart illustrating the student's score compared to the mean scale scores within the school, system, and state.** On the sample ISR for Grade 6, Edward S. Elliott performed better, in ELA, mathematics, science, and social studies, than most students at his school, as well as most students in the system and in the state.

**8 Comparison of the student's performance to a national sample of students.** Students took a sample of TerraNova norm-referenced items that allows the student to receive a national percentile score as well as a national percentile range. Edward S. Elliott received a national percentile of 99 on the Grade 6 ELA assessment, which means that he performed as well as or better than 99 percent of the national norming group. If Edward were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 92–99.

On the mathematics assessment, Edward S. Elliott received a national percentile of 97, which means that he performed as well as or better than 97 percent of the national norming group. If Edward were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 92–99.

On the science assessment, Edward S. Elliott received a national percentile of 93, which means that he performed as well as or better than 93 percent of the national norming group. If Edward were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 82–98.

On the social studies assessment, Edward S. Elliott received a national percentile of 88, which means that he performed as well as or better than 88 percent of the national norming group. If Edward were to take the test again, he would be expected to obtain a national percentile rank within the national percentile range of 78–94.

**9 Your Student's Lexile Information (ELA only).** The ELA ISR also includes the student's Lexile information and suggested book titles. For example, on the Grade 6 ELA sample ISR, Edward S. Elliott's Lexile measure is 1200L. His *leisure* reading range, which represents the easiest kind of reading material that is appropriate for Edward, is 1100L–1200L. The *motivating challenge* reading range, the most difficult level of material Edward can read successfully, is 1200L–1250L.

# Sample Individual Student Report (Grade 6 example)

(Please see pages 18 and 19 for descriptions of numbered areas.)

**1 EDWARD S. ELLIOTT**

**GTID:** 1234567890

**BIRTHDATE:** 11/03/2002

**TEST DATE:** 03/30/15

**FORM:** 3T

**CLASS NAME:** ANYCLASS

**SCHOOL NAME:** ANYSCHOOL

**SYSTEM NAME:** ANYSYSTEM

## Individual Student Report

### End-of-Grade Assessment

### Spring 2015

### Grade 6



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Grade (EOG) Assessment. The first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

### Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 6

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<b>2 ACHIEVEMENT LEVEL</b>	<b>LEVEL 4 DISTINGUISHED LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 2 DEVELOPING LEARNER</b> 
<b>3 SCALE SCORE</b>	<b>621</b> Scale Score Range 599-820	<b>574</b> Scale Score Range 525-579	<b>593</b> Scale Score Range 525-609	<b>517</b> Scale Score Range 475-524

#### Achievement Levels

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

**LEVEL 2: DEVELOPING LEARNERS** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

**LEVEL 3: PROFICIENT LEARNERS** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

**LEVEL 4: DISTINGUISHED LEARNERS** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

For more information see the Score Interpretation Guide at [testing.gadoe.org](http://testing.gadoe.org).

Page 1

# Sample Individual Student Report (English Language Arts Grade 6 example)

(Please see pages 18 and 19 for descriptions of numbered areas.)

**EDWARD S. ELLIOTT**

**BIRTHDATE:** 11/03/2002

**CLASS NAME:** ANYCLASS

**GTID:** 1234567890

**TEST DATE:** 03/30/15

**SCHOOL NAME:** ANYSCHOOL

**FORM:** 3T

**SYSTEM NAME:** ANYSYSTEM

## English Language Arts

Grade 6



5

Achievement Level	
<b>Level 4: Distinguished Learner</b>	<b>Scale Score</b>
Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.	<b>621</b>

6

Domain Category	Performance	
<b>Reading and Vocabulary</b>	<b>Grade Level or Above</b>	
<b>Writing and Language<sup>1</sup></b>	<b>Extended Writing argumentative essay score:</b>	
	Idea Development, Organization and Coherence	<b>4 out of 4 points</b>
	Language Usage and Conventions	<b>3 out of 3 points</b>
	<b>Narrative Writing Response score:</b>	
	<b>4 out of 4 points</b>	

**Standard Error of Measurement (SEM):** A scale score of **621** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **593-649**.

7

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 599-820	621			
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-598		503	504	507
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> Scale Score Range: 140-474				

8

Comparison to a National Sample of Students			
National Percentile	Student	National Percentile Range	Score
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	<b>99</b>	A national percentile of 99 means that your student performed as well as or better than 99 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	<b>92-99</b>

9

Your Student's Lexile Information		Leisure Reading: 1100L-1200L	
Lexile Measure: 1200L	Lexile Range: 1100L-1250L	Suggested Titles	Author
<p>The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at <a href="http://www.lexile.com">www.lexile.com</a>. For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a>.</p>		Eleanor Roosevelt: A Life of Discovery	Freedman, Russell
		Tales of the Greek Heroes	Green, Roger Lancelyn
		Rebecca of Sunnybrook Farm	Wiggin, Kate Douglas
<p><b>Motivating Challenge: 1200L-1250L</b></p>		Suggested Titles	Author
		Little Women	Alcott, Louisa May
		Our Poisoned Sky	Dolan, Edward F.
		The NBA's 10 Greatest Teams Ever	Blatt, Howard

<sup>1</sup>Condition Codes for Writing

A = Blank, B = Copied, C = Illegible/Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic/Offensive

# Sample Individual Student Report (Mathematics Grade 6 example)

(Please see pages 18 and 19 for descriptions of numbered areas.)

**EDWARD S. ELLIOTT**

**BIRTHDATE:** 11/03/2002

**CLASS NAME:** ANYCLASS

**GTID:** 1234567890

**TEST DATE:** 03/30/15

**SCHOOL NAME:** ANYSCHOOL

**FORM:** 3T

**SYSTEM NAME:** ANYSYSTEM

## Mathematics Grade 6



**5**

Achievement Level	
✓ <b>Level 3: Proficient Learner</b>	<b>Scale Score</b>
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	<b>574</b>

**6**

Domain Category	Performance
<b>Ratios and Proportional Relationships</b>	● <b>Accelerate Learning</b>
<b>The Number System</b>	◐ <b>Monitor Learning</b>
<b>Expressions and Equations</b>	◐ <b>Monitor Learning</b>
<b>Geometry</b>	● <b>Accelerate Learning</b>
<b>Statistics and Probability</b>	● <b>Accelerate Learning</b>

**Standard Error of Measurement (SEM):** A scale score of **574** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **559-589**.

<b>Domain Mastery</b>		
<input type="radio"/> Remediate Learning	<input type="radio"/> Monitor Learning	<input checked="" type="radio"/> Accelerate Learning

**7**

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 580-700	574			
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-579	574	508	508	510
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> Scale Score Range: 285-474				

**8**

Comparison to a National Sample of Students			
National Percentile	National Percentile Range		
Your student's performance can be compared to other students nationally in Mathematics. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	<b>97</b>	A national percentile of 97 means that your student performed as well as or better than 97 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	<b>92-99</b>

# Sample Individual Student Report (Science Grade 6 example)

(Please see pages 18 and 19 for descriptions of numbered areas.)

**EDWARD S. ELLIOTT**

**GTID:** 1234567890

**BIRTHDATE:** 11/03/2002

**TEST DATE:** 03/30/15

**FORM:** 3T

**CLASS NAME:** ANYCLASS

**SCHOOL NAME:** ANYSCHOOL

**SYSTEM NAME:** ANYSYSTEM

## Science Grade 6



**5**

Achievement Level	
✓ <b>Level 3: Proficient Learner</b>	<b>Scale Score</b>
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	<b>593</b>

**Standard Error of Measurement (SEM):** A scale score of **593** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **570-616**.

**6**

Domain Category	Performance
<b>Astronomy</b>	<input type="radio"/> <b>Remediate Learning</b>
<b>Geology</b>	<input checked="" type="radio"/> <b>Accelerate Learning</b>
<b>Hydrology and Meteorology</b>	<input checked="" type="radio"/> <b>Accelerate Learning</b>

Domain Mastery
<input type="radio"/> Remediate Learning <input type="radio"/> Monitor Learning <input checked="" type="radio"/> Accelerate Learning

**7**

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 610-780	593			
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-609				
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524		500	504	507
<b>Level 1: Beginning Learner</b> Scale Score Range: 175-474				

**8**

Comparison to a National Sample of Students				
National Percentile	National Percentile Range			
Your student's performance can be compared to other students nationally in Science. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	<table border="1"> <tr> <td><b>93</b></td> <td>A national percentile of 93 means that your student performed as well as or better than 93 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.</td> <td><b>82-98</b></td> </tr> </table>	<b>93</b>	A national percentile of 93 means that your student performed as well as or better than 93 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	<b>82-98</b>
<b>93</b>	A national percentile of 93 means that your student performed as well as or better than 93 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	<b>82-98</b>		

# Sample Individual Student Report (Social Studies Grade 6 example)

(Please see pages 18 and 19 for descriptions of numbered areas.)

**EDWARD S. ELLIOTT**

**GTID:** 1234567890

**BIRTHDATE:** 11/03/2002

**TEST DATE:** 03/30/15

**FORM:** 3T

**CLASS NAME:** ANYCLASS

**SCHOOL NAME:** ANYSCHOOL

**SYSTEM NAME:** ANYSYSTEM

## Social Studies Grade 6



**5**

Achievement Level	
✓ <b>Level 2: Developing Learner</b>	<b>Scale Score</b>
Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.	<b>517</b>

**Standard Error of Measurement (SEM):** A scale score of **517** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **506-528**.

**6**

Domain Category	Performance
<b>Geography</b>	<b>Monitor Learning</b>
<b>Government/Civics</b>	<b>Remediate Learning</b>
<b>Economics</b>	<b>Monitor Learning</b>
<b>History</b>	<b>Remediate Learning</b>

<b>Domain Mastery</b>	Remediate Learning	Monitor Learning	Accelerate Learning
-----------------------	--------------------	------------------	---------------------

**7**

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: 560-670				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-559	517			
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> Scale Score Range: 295-474				

**8**

Comparison to a National Sample of Students			
National Percentile		National Percentile Range	
Your student's performance can be compared to other students nationally in Social Studies. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	<b>88</b>	A national percentile of 88 means that your student performed as well as or better than 88 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	<b>78-94</b>

## Student Labels

The Student Label is designed so that each student's test results can be placed in the student's permanent record at the school. A label is provided for every student in grades 3 through 8 who participated in the Georgia Milestones administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. One label is provided per student and presents a snapshot of the student's results on the EOG assessment. It shows the scale scores and performance levels for each content area. In addition, for ELA, a student's reading status and Lexile measure are provided. If the student did not attempt (DNA) or did not complete an assessment (PTNA), or if the student's test results were invalidated for any reason (IV or PIV), the appropriate code will be reported in lieu of a scale score.

A Sample Student Label for a Grade 6 student appears on page 26.

The Student Label provides:

- 1 **Student Demographic Information:** student name, GTID, Date of Birth (DOB), grade, form, school name, system name, and system/school code.
- 2 **Scale Score:** The sample label for Edward S. Elliott shows a scale score of 621 for ELA, 574 for mathematics, 593 for science, and 517 for social studies.
- 3 **Achievement Level:** The sample label for Edward S. Elliott shows an achievement level of *Distinguished Learner* for ELA, which indicates that he demonstrates advanced proficiency in the knowledge and skills necessary in this grade level and content area, as specified in Georgia's content standards. Edward received an achievement level of *Proficient Learner* in mathematics and science, which indicates that he demonstrates proficiency in the knowledge and skills necessary in these content areas. Edward received an achievement level of *Developing Learner* in social studies, which indicates partial proficiency in the knowledge and skills necessary in this content area.
- 4 **TerraNova National Percentile:** The sample label for Edward S. Elliott shows a TerraNova NP of 99 for ELA, which means that he performed as well as or better than 99 percent of the national norming group for that grade level and content area. He received a TerraNova NP of 97 for mathematics, 93 for science, and 88 for social studies, which means that he performed as well as or better than 97, 93, and 88 percent of the national norming group for those content areas, respectively.
- 5 **Reading Status:** The sample label for Edward S. Elliott shows a reading status of *Grade Level or Above*. A reading status is only provided for students who received a scale score on the ELA assessment.
- 6 **Lexile Score:** The sample label for Edward S. Elliott shows a Lexile measure of 1200L. A Lexile score is only provided for students who received a scale score on the ELA assessment.

## Sample Student Labels (Grade 6 example)

(Please see page 25 for descriptions of numbered areas.)

Georgia <b>Milestones</b> Assessment System		End-of-Grade Assessment Spring 2015	
<b>1</b> Name: <b>ELLIOTT, EDWARD S.</b>			
GTID: <b>1234567890</b>		School: <b>ANYSCHOOL</b>	
DOB: <b>11/03/2002</b>		System: <b>ANYSYSTEM</b>	
Grade: <b>6</b> Form: <b>3T</b>		Code: <b>123-4567</b>	
Content Area	<b>2</b> Scale Score	<b>3</b> Achievement Level	<b>4</b> TerraNova NP
English Language Arts	621	<b>Distinguished Learner</b>	99
Mathematics	574	<b>Proficient Learner</b>	97
Science	593	<b>Proficient Learner</b>	93
Social Studies	517	<b>Developing Learner</b>	88
<b>5</b> Reading Status: <b>Grade Level or Above</b>		<b>6</b> Lexile: <b>1200L</b>	

## Class Roster Reports

Class rosters are accessible via eDIRECT.

Student rosters are generated at the class level for all EOG assessments. These reports contain demographic data and test results for each student listed on the roster. Rosters are produced for each grade level with students listed alphabetically within the class. Class rosters are generated separately for paper-and-pencil administrations and online administrations. The Class Roster is distributed via eDIRECT only and is accessible by System Test Coordinators. These reports are not produced in paper format.

A Sample Class Roster Report for Grade 6 appears on pages 30 through 33.

The class roster reports consist of two sections. The first section is the list of students and their test performance for each of the four content areas. To list every student in a class, there may be several pages. The last section of a class roster is the “summary” page.

The first section of the Class Roster Report provides:

- 1 Grade/Content Area:** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report. ELA and mathematics are reported on the same page(s) while science and social studies are reported on a different page(s).
- 2 Class Demographic Information:** This includes the Grade and Class Name as reflected on the Group Information Sheet (paper-and-pencil) or the test session name (online), the school and system name, the state, and system/school code.
- 3 Student Demographic Information:** Student demographic information is printed in the left hand column of the report. The student’s name is followed by the student’s GTID number, birth date, and test form number.
- 4 Scale Score:** The Class Roster Report indicates the scale score for each content area for a student on the roster. For example, on the Grade 6 roster, for ELA, Kinisha P. Kadner received a scale score of 517 CA, which indicates a conditional administration. This should be taken into consideration when interpreting her results. Barry J. Brenner received a scale score of 509. For mathematics, Kinisha received a scale score of 542 while Barry’s assessment was invalidated and he received an IV in lieu of a scale score. For science, Kinisha received a scale score of 524 and Barry received a scale score of 487. For social studies, Kinisha received a scale score of 541 while Barry received a DNA in lieu of a scale score, which indicates that he did not attempt the social studies assessment.
- 5 Achievement Level:** The student’s achievement level for the test is reported following the scale score. There are four achievement levels for the EOG assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. On the Grade 6 ELA assessment, both Kinisha P. Kadner and Barry J. Brenner received an achievement level of *Developing Learner*. For mathematics, Kinisha’s achievement level was *Proficient Learner* while Barry received an IV because his assessment was invalidated. For science, both Kinisha and Barry received an achievement level of *Developing Learner*. For social studies, Kinisha’s achievement level was *Proficient Learner* while Barry did not attempt the assessment and therefore did not receive an achievement level.

- 6 **Domain Scores:** Standards for each grade level and content area have been grouped into domains, or clusters of standards with related content. Reporting information at the domain level helps identify relative strengths and weaknesses of the student with respect to each grade level and content area. Domain level information is reported differently on ELA EOG assessments than it is on EOG assessments in mathematics, science, and social studies.

For ELA, domain performance is reported for the Reading and Vocabulary Domain as a reading status—either *Below Grade Level* (-) or *Grade Level or Above* (+). For the Writing and Language Domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. For example, Kinisha P. Kadner has a reading status of *Grade Level or Above*. She also scored 2 out of 4 points on the Ideas trait (i.e., Idea Development, Organization and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. In addition, she scored 1 out of 4 points on the Narrative Writing Response.

Barry J. Brenner has a reading status of *Grade Level or Above*. He also scored 2 out of 4 points on the Ideas trait (i.e., Idea Development, Organization and Coherence) and 2 out of 3 points on the Usage trait (i.e., Language Usage and Conventions) for the Extended Writing Task. However, he did not receive a score for the Narrative Writing Response and instead received the condition code ‘B’, which is explained in the footnotes at the bottom of the report.

For mathematics, science, and social studies, the domain performance information is reported by domain mastery categories: *Remediate Learning*, *Monitor Learning*, or *Accelerate Learning*. For example, for mathematics, Kinisha P. Kadner received *Accelerate Learning* on Domain 3, *Monitor Learning* on Domains 1, 2, and 4, and *Remediate Learning* on Domain 5. Barry J. Brenner did not receive any Domain Mastery information for mathematics because his test was invalidated. For science, Kinisha received *Remediate Learning* on Domains 1 and 3 and *Monitor Learning* for Domain 2. Barry received *Remediate Learning* on Domains 1 and 2 and *Monitor Learning* on Domain 3. For social studies, Kinisha received *Accelerate Learning* on Domain 1, *Monitor Learning* on Domains 3 and 4, and *Remediate Learning* on Domain 2. Barry did not receive any Domain Mastery information for social studies because he received a DNA in lieu of a scale score.

- 7 **Norm-Referenced Score:** The national percentile rank (and NP range) is included for each student. It is important to remember, as discussed on page 5, the norm-referenced score is based only on a subset of 20 items and there is no direct correspondence between a student’s national percentile rank and his/her Georgia Milestones scale score.

In Grade 6 ELA, Kinisha P. Kadner received a NP of 84, which is within the NP range of 71–93. A NP of 84 means that Kinisha scored higher than approximately 84 percent of the students in the national norm group. Barry J. Brenner received a NP of 98, which is within the NP range of 91–99. In mathematics, Kinisha received a NP of 85, which is within the NP range of 75–93. Barry did not receive a NP for mathematics because his test was invalidated. In science, Kinisha received a NP of 77, which is within the NP range of 62–88. Barry received a NP of 81, which is within the NP range of 66–91. In social studies Kinisha received a NP score of 92, which is within the NP range of 83–96. Barry received a DNA on his social studies assessment and therefore did not receive a NP for that content area.

- 8 **Lexile Scores: (ELA only)** The individual student Lexile measure indicates the level of text that a student can read with 75% comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. Kinisha P. Kadner’s Lexile measure on the Grade 6 ELA assessment is 960L and Barry J. Brenner’s Lexile measure is 1135L.

The Class Roster Summary can be found on the last two pages of the Class Roster (see pages 32 and 33 for a Grade 6 sample). The summary details are below:

- 9 **Summary by Content Area:** The summary by content area section of the report has three main sections. The section entitled “Students Included in Summaries” provides, by content area, the number of students with scores, the mean scale score, and the standard deviation for each content area. It is important to note that the total number of students included in the summary does not include the students who received a PTNA, DNA, IV, or PIV in lieu of a scale score. In this sample class of 30 students, not every student received a score in each content area. Therefore, the total number of students is only 29 in mathematics and social studies. In addition, the table shows the percentage of students scoring in each achievement level. The next section entitled “Students Not Included in Summaries” shows students who did not receive a scale score in that content area. For this grade 6 class, one student received a Did Not Attempt (DNA) in social studies and one student received an invalidation (IV) in mathematics. The last section “Norm-Referenced Scores” provides the median national percentile for the class along with the mean normal curve equivalent for the class.
- 10 **Performance on the Domains:** Domain level information is reported differently for ELA than it is for mathematics, science, and social studies. The Class Roster Summary for ELA displays Reading and Vocabulary, which includes the percentage of students by reading status (*Below Grade Level* or *Grade Level* or *Above*), the percentage of students at each score point on the extended writing task, the percentage of students at each score point on the narrative writing response, the number of students with each condition code for the extended writing task and narrative writing response, and the percentage of students by Lexile band. The mathematics, science, and social studies domain performances include the percentage of students in each domain mastery category of *Remediate Learning*, *Monitor Learning*, and *Accelerate Learning*.

# Sample Class Roster Report (Grade 6 example)

(Please see pages 27 through 29 for descriptions of numbered areas.)



## Class Roster Spring 2015 End-of-Grade Assessment Grade 6

6  
**GRADE:** ANYCLASS  
**CLASS:** ANYSCHOOL  
**SCHOOL:** ANYSYSTEM  
**SYSTEM:** ANYSYSTEM  
**STATE:** GA  
**CODE:** 123-4567

Student Name GTID	Birth Date	Form <sup>1</sup>	1 English Language Arts					1 Mathematics								
			4 Scale Score <sup>2</sup>	5 Achievement Level <sup>3</sup>	8 Lexile Score	7 Reading & Vocabulary <sup>4</sup>	6 Writing & Language <sup>5</sup> (Points Earned)		4 Scale Score <sup>2</sup>	5 Achievement Level <sup>3</sup>	6 Domain Mastery <sup>7</sup>			7 Norm-Referenced Score / Range <sup>6</sup>		
							Extended Writing Task	Usage			Proportional Relationships	The Number System	Expressions and Equations		Geometry	Statistics and Probability
APPLEBY, AGNES T 1234567890	11/03/02	3T	517	2	1005L	+	3 of 4	3 of 3	3 of 4	534	3	●	●	●	●	65 51-78
BRENNER, BARRY J 1234567890	11/03/02	4T	509	2	1135L	+	2 of 4	2 of 3	B	IV		●	●	●	IV	
COHEN, CALEB F 1234567890	11/03/02	5T	465	1	895L	-	2 of 4	2 of 3	2 of 4	534	3	●	●	○	○	60 45-75
DEAN, DARIUS L 1234567890	11/03/02	1T	441	1	780L	-	1 of 4	1 of 3	2 of 4	447	1	○	○	○	○	2 01-30
DURHAM, DONALD L 1234567890	11/03/02	2T	482	2	905L	-	3 of 4	3 of 3	B	528	3	●	●	○	○	74 61-84
ELLIOTT, EDWARD S 1234567890	11/03/02	3T	621	4	1200L	+	4 of 4	3 of 3	4 of 4	574	3	●	●	●	●	97 92-99
JONES, JACKIE R 1234567890	11/03/02	4T	470	1	825L	-	2 of 4	2 of 3	1 of 4	477	2	○	○	○	○	58 43-73
KADNER, KINISHA P 1234567890	11/03/02	1T	517 CA	2	960L	+	2 of 4	2 of 3	1 of 4	542	3	●	●	○	○	85 75-93
VILLIER, VICTORIA K 1234567890	11/03/02	2T	590	3	1195L	+	3 of 4	3 of 3	2 of 4	556	3	●	●	●	●	94 86-98

<sup>1</sup>Writing Prompt Genre  
 Argumentative:  
 Forms 1, 3, 4, 5, 7, 1T, 3T, 4T, 5T and Z  
 Informational/Explanatory:  
 Forms 2, 6, 8, 9 and 10

<sup>2</sup>Scale Score Codes  
 PTNA = Present, Test Not Attempted  
 DNA = Did Not Attempt  
 IV = Invalidation  
 PIV = Participation Invalidation  
 CA = Conditional Administration

<sup>3</sup>Achievement Levels  
 1 = Beginning Learner  
 2 = Developing Learner  
 3 = Proficient Learner  
 4 = Distinguished Learner

<sup>4</sup>Reading Status  
 - Below Grade Level  
 + Grade Level or Above

<sup>5</sup>Condition Codes for Writing  
 A = Blank  
 B = Copied  
 C = Illegible/Too Limited to Score  
 D = Non-English/Foreign Language  
 E = Off Topic/Offensive

<sup>6</sup>National Percentile Codes  
 DNA = Did Not Attempt  
 IV = Invalidation

<sup>7</sup>Domain Mastery  
 ○ Remediate Learning  
 ○ Monitor Learning  
 ● Accelerate Learning

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# Sample Class Roster Report (Grade 6 example)

(Please see pages 27 through 29 for descriptions of numbered areas.)



## Class Roster Spring 2015 End-of-Grade Assessment Grade 6

6  
**GRADE:** ANYCLASS  
**CLASS:** ANYSCHOOL  
**SCHOOL:** ANYSYSTEM  
**SYSTEM:** ANYSYSTEM  
**STATE:** GA  
**CODE:** 123-4567

Student Name GTID	Birth Date	Form	1 Science				1 Social Studies				Norm-Referenced Score / National Percentile / Range <sup>4</sup>				
			4 Scale Score <sup>1</sup>	5 Achievement Level <sup>2</sup>	6 Domain Mastery <sup>3</sup>			4 Scale Score <sup>1</sup>	5 Achievement Level <sup>2</sup>	6 Domain Mastery <sup>3</sup>					
					Astronomy	Geology	Hydrology and Meteorology			Geography		Government/Civics	Economics	History	
APPLEBY, AGNES T 1234567890	11/03/02	3T	493	2	○	●	○	○	524	2	●	○	○	○	45 31-60
BRENNER, BARRY J 1234567890	11/03/02	4T	487	2	○	○	●	○	DNA	DNA	○	○	○	○	DNA
COHEN, CALEB F 1234567890	11/03/02	5T	464	1	○	○	○	○	500	2	○	○	○	○	50 36-63
DEAN, DARIUS L 1234567890	11/03/02	1T	454	1	○	○	○	○	438	1	○	○	○	○	9 03-27
DURHAM, DONALD L 1234567890	11/03/02	2T	468	1	○	○	○	○	457	1	○	○	○	○	60 46-72
ELLIOTT, EDWARD S 1234567890	11/03/02	3T	593	3	○	●	○	○	517	2	●	○	○	○	88 78-94
JONES, JACKIE R 1234567890	11/03/02	4T	492	2	○	○	○	○	472	1	○	○	○	○	21 09-37
KADNER, KINISHA P 1234567890	11/03/02	1T	524	2	○	○	○	○	541	3	○	●	○	○	92 83-96
VILLIER, VICTORIA K 1234567890	11/03/02	2T	518	2	○	○	○	○	523	2	○	○	○	○	99 93-99

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

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

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

**4 National Percentile Codes**  
 DNA = Did Not Attempt  
 IV = Invalidation

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# Sample Class Roster Report (Grade 6 example)

(Please see pages 27 through 29 for descriptions of numbered areas.)

**GRADE:** 6  
**CLASS:** ANYCLASS  
**SCHOOL:** ANYSCHOOL  
**SYSTEM:** ANYSYSTEM  
**STATE:** GA  
**CODE:** 123-4567

## Class Roster Summary End-of-Grade Assessment Spring 2015



9 Summary by Content Area				
Provided for Instructional Purposes ONLY. NOT for Public Distribution; Avoid FERPA Violations.				
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	30	29	30	29
Mean Scale Score	493	514	504	491
Standard Deviation	75	43	50	34
Percentage in Level 1 - Beginning Learner	40	20	33	37
Percentage in Level 2 - Developing Learner	30	37	40	50
Percentage in Level 3 - Proficient Learner	23	33	27	13
Percentage in Level 4 - Distinguished Learner	7	10	0	0
<b>Students Not Included in Summaries:</b>				
Number of Students - Present, Test Not Attempted	0	0	0	0
Number of Students - Did Not Attempt	0	0	0	1
Number of Students - Invalidation	0	1	0	0
Number of Students - Participation Invalidation	0	0	0	0
<b>Norm-Referenced Scores:</b>				
Median National Percentile	54	63	65	55
Mean Normal Curve Equivalent	52.8	56.2	59.0	55.8

Due to rounding, percentages may not total 100%.  
 \*\*The norm-referenced scores are calculated for groups of 10 or more students.

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# Sample Class Roster Report (Grade 6 example)

(Please see pages 27 through 29 for descriptions of numbered areas.)

GRADE: 6  
 CLASS: ANYCLASS  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 STATE: GA  
 CODE: 123-4567

## Class Roster Summary Spring 2015 End-of-Grade Assessment Grade 6



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

English Language Arts		Percentage of Students By Reading Status			Percentage of Students In Each Domain Mastery Category		
Reading and Vocabulary	Below Grade Level			Grade Level or Above			Accelerate Learning
	0	1	2	3	4	53	
Extended Writing Task	3	20	40	33	3		
Idea Development, Organization, and Coherence	3	23	37	37	—		
Language Usage and Conventions	Number of Students with Each Condition Code*			Number of Students with Each Condition Code*			
	A	B	C	D	E		
	0	0	0	0	1		
	Student with a '0' score were given a condition code.						
Narrative Writing Response	Percentage of Students with Each Score Point			Percentage of Students with Each Score Point			
	0	1	2	3	4		
	17	30	30	17	7		
	Number of Students with Each Condition Code*			Number of Students with Each Condition Code*			
	A	B	C	D	E		
	1	4	0	0	0		
	Student with a '0' score were given a condition code.						
*Condition Codes for Writing A = Blank, B = Copied, C = Illegible/Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic/Offensive							
Mathematics	Ratios and Proportional Relationships			Ratios and Proportional Relationships			
	43	43	13				
	57	30	13				
	53	30	17				
	57	23	20				
	57	20	23				
Science	Astronomy			Astronomy			
	80	20	0				
	53	27	20				
	53	33	13				
Social Studies	Geography			Geography			
	73	20	7				
	77	20	3				
	67	23	10				
	87	13	0				

Due to rounding, percentages may not total 100%.

## Content Area Summary Reports

Content Area Summary Reports are generated at the state, system, and school levels for each grade level and content area. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data and domain-level data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data and domain-level data for the system, RESA, and state. The State Content Area Summary Report simply provides these data at the overall state level.

A Sample School Content Area Summary Report for Grade 6 English language arts appears on pages 37 and 38.

A Sample System Content Area Summary Report for Grade 6 social studies appears on pages 39 and 40.

Page 1 of the Content Area Summary Reports is similar for all content areas and provides:

### 1 Overall Performance

- Number of Students – In ELA, 246 students at the school received scores. In social studies, the system had 1,061 students with scores.
- Mean Scale Score – In ELA, the mean scale score for the school was 503, which is slightly lower than that of the system, RESA, and state. In social studies, the mean scale score for the system was 497, which is also slightly lower than both the RESA and state.
- Standard Deviation – In ELA, the school had a standard deviation of 61. In social studies, the system’s standard deviation was 38.
- Percentage Proficient (Levels 3 & 4) – In ELA, 35% of the students at the school achieved proficiency (Levels 3 & 4) as compared to 36%, 37%, and 39% at the system, RESA, and state levels, respectively. In social studies, the system had a smaller percentage of students in Levels 3 and 4 (21%) than reported at the RESA (30%) and state levels (32%).

2 **Percentage of Students Proficient (Levels 3 & 4):** This is a graphical display of the percentages of students who demonstrate proficiency in the knowledge and skills necessary in this grade level and content area.

3 **Percentage of Students by Achievement Level:** This is a graphical display of the percentages of students in each achievement level. In ELA, the graph shows that the school had a slightly larger percentage of students in the *Beginning Learner* category than the system, RESA, and state. In the *Developing Learner* category the school had a slightly smaller percentage of students as compared to the system, the same percentage as compared to the RESA, and a slightly larger percentage as compared to the state. In social studies, the system had a smaller percentage of students scoring in the *Proficient Learner* and *Distinguished Learner* categories than the RESA and state.

### 4 Norm-Referenced Performance

- Median National Percentile – The median national percentile is the score that divides the distribution of student scores in half. The median national percentile for the nation is 50, meaning that half of the students score above 50 and half of them score below 50. In ELA, the median national percentile of 61 for the school is higher than that of the system, RESA, and state. In social studies, the median national percentile for the system is 56, which is lower than both the RESA and state.
- Mean Normal Curve Equivalent – The Normal Curve Equivalent (NCE) scale ranges from 1-99 and coincides with the percentile scale at 1, 50, and 99. These are based on an equal-interval scale, which allows for meaningful comparisons. The mean NCE is computed by adding the NCE scores of all students in a group and then dividing by the number of students in that group. In ELA, the school received a mean NCE score of 53.2. In social studies, the system’s mean NCE score was 52.7.

- 5 Summary Data Exclusions:** This table provides counts for the number of students that were excluded from summary data calculations at either the school, system, or state levels (no comparison data is provided). Students were excluded from summary data if they received a PTNA, DNA, IV, or PIV designation in lieu of a scale score.
- Present, Test Not Attempted (PTNA) – No students received a PTNA in ELA or social studies.
  - Did Not Attempt (DNA) – No students received a DNA in ELA. Four students in the system received a DNA on the social studies EOG assessment.
  - Invalidation (IV) – No students received an IV in ELA or social studies.
  - Participation Invalidation (PIV) – No students received a PIV in ELA or social studies.

Page 2 of the Content Area Summary Reports for ELA differs from those for mathematics, science, and social studies in the way the domain level information is reported.

Page 2 of an ELA EOG Content Area Summary Report provides:

- 6 Performance by Reading Status (ELA only)** – Displays the percentage of students who are *Below Grade Level* or at *Grade Level or Above* for the Reading and Vocabulary Domain. On the Grade 6 ELA school report, 59% of students are reading at *Grade Level or Above* as compared to 61% at the system level and 60% at the RESA and state levels.
- 7 Lexile Distribution (ELA only)** – This is a graphical display of the percentages of students scoring in each Lexile “Stretch Band.” The Grade 6 ELA example shows the following:
- Above the Stretch Band – 31 percent of students in the school scored above 1070L.
  - Within the Stretch Band – 28 percent of students in the school scored between 925L–1070L.
  - Below the Stretch Band – 41 percent of students in the school scored below 925L.

The graph shows that the school has a greater percentage of students scoring below the stretch band and a lower percentage of students scoring above the stretch band than the system and state. The school had the same percentage of students scoring above the stretch band as the RESA. Percentages of students scoring within the stretch band are similar for the school, system, and RESA.

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

The sample Grade 6 ELA school report shows that 9% of students in the school obtained the highest possible score on Trait 1, as compared to 8% in the system, and 6% in RESA and the state. On Trait 2 of the Extended Writing Task, 35% of the students in the school obtained the highest possible score whereas 38%, 40% and 38% of the students obtained the highest possible score in the system, RESA, and state, respectively. On the Narrative Writing Response, 8% of students in the school received the highest score of 4 points whereas 7%, 11% and 13% of the students obtained the highest possible score in the system, RESA, and state, respectively.

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

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

For the Grade 6 ELA sample report, 13% of the students in the school received a '0' score on the Narrative Writing Task as indicated in Section 8 of the report. Section 9 of the report shows that this 13% represents a total of 31 students. Of these 31 students, 3 students received a writing condition code 'A' for Blank, indicating that they did not provide a response to the Extended Writing Task. Likewise, 1 student received a condition code of 'C' meaning that their response was illegible or information was too limited to score. The remaining 27 students received condition codes of 'B' and 'E'. Similar information is provided for students receiving a writing condition code for the Extended Writing Task.

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

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

**6** **Domain Performance** – Displays percentages of students in each mastery category for each domain. On the Grade 6 social studies report, the first domain is Geography. For this domain, system-level results show that 76% of students scored in the *Remediate Learning* mastery category, 16% in the *Monitor Learning* category, and 8% in the *Accelerate Learning* category. System-level domain performance can be compared to other domains, as well as to performance at the RESA and state levels.

# Sample School Content Area Summary Report (Grade 6 English Language Arts example)

(Please see pages 34–36 for descriptions of numbered areas.)

GRADE: 6  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 RESA: ANYRESA  
 STATE: GA  
 CODE: 123-456

## School Content Area Summary Spring 2015 — End-of-Grade Assessment Grade 6

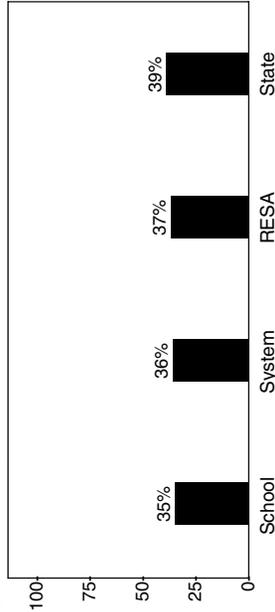


### English Language Arts

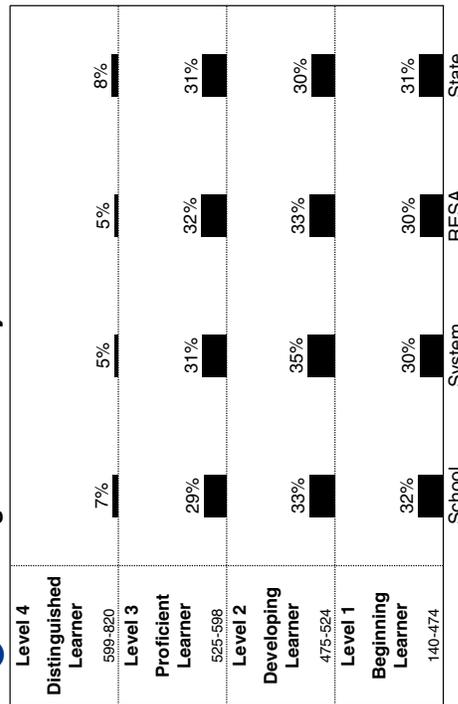
#### 1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
School	246	503	61	35
System	1,065	504	58	36
RESA	8,583	504	59	37
State	126,113	507	65	39

#### 2 Percentage of Students Proficient (Levels 3 & 4)



#### 3 Percentage of Students by Achievement Level



#### 4 Norm-Referenced Performance

	School	System	RESA	State
Median National Percentile	61	59	53	54
Mean Normal Curve Equivalent	53.2	52.6	50.2	50.4

#### 5 Summary Data Exclusions for the School

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	0
Invalidation (IV)	0
Participation Invalidation (PIV)	0

• Due to rounding, percentages may not total 100%.  
 • To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

# Sample School Content Area Summary Report (Grade 6 English Language Arts example)

(Please see pages 34–36 for descriptions of numbered areas.)

GRADE: 6  
 SCHOOL: ANYSCHOOL  
 SYSTEM: ANYSYSTEM  
 RESA: ANYRESA  
 STATE: GA  
 CODE: 123-456

## School Content Area Summary Spring 2015 — End-of-Grade Assessment Grade 6

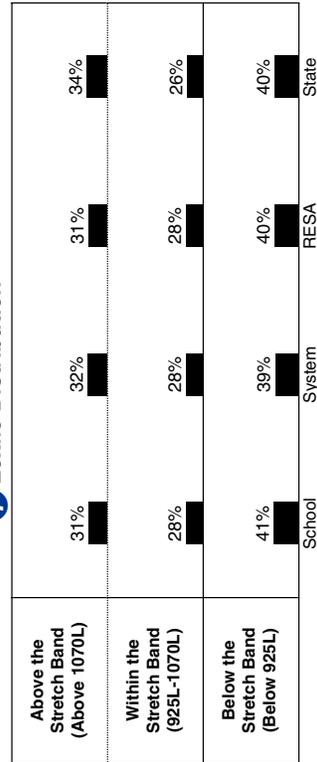


### English Language Arts

#### 6 Performance by Reading Status

	Number of Students	Reading and Vocabulary Percentage of Students	
		Below Grade Level	Grade Level or Above
School	246	41	59
System	1,065	39	61
RESA	8,583	40	60
State	126,113	40	60

#### 7 Lexile Distribution



#### 8 Percentage of Students with Each Score Point

	Extended Writing Task Idea Development, Organization, and Coherence				
	0*	1	2	3	4
School	3	15	44	28	9
System	3	14	44	31	8
RESA	2	13	44	35	6
State	3	14	44	33	6

\* Students with a '0' score were given a condition code.

	Extended Writing Task Language Usage and Conventions			
	0*	1	2	3
School	3	16	46	35
System	3	15	45	38
RESA	2	14	44	40
State	3	15	44	38

	Narrative Writing Response				
	0*	1	2	3	4
School	13	28	35	16	8
System	9	28	38	18	7
RESA	14	18	31	26	11
State	15	18	28	26	13

#### 9 Number of Students with a Writing Condition Code

	Writing Condition Codes				
	A	B	C	D	E
Blank					
Copied					
Illegible/Too Limited to Score					
Non-English/Foreign Language					
Off Topic/Offensive					

	Extended Writing Task				
	A	B	C	D	E
School	0	0	1	0	7
System	4	2	4	0	17
RESA	73	18	36	0	73
State	1,514	471	528	8	1,022

	Narrative Writing Response				
	A	B	C	D	E
School	3	19	1	0	8
System	6	53	7	0	35
RESA	110	758	37	1	279
State	1,865	11,667	529	3	4,967

• Due to rounding, percentages may not total 100%.  
 • To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

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# Sample System Content Area Summary Report (Grade 6 Social Studies example)

(Please see pages 34–36 for descriptions of numbered areas.)

GRADE: 6  
 SYSTEM: ANYSYSTEM  
 RESA: ANYRESA  
 STATE: GA  
 CODE: 123

## System Content Area Summary Spring 2015 — End-of-Grade Assessment Grade 6

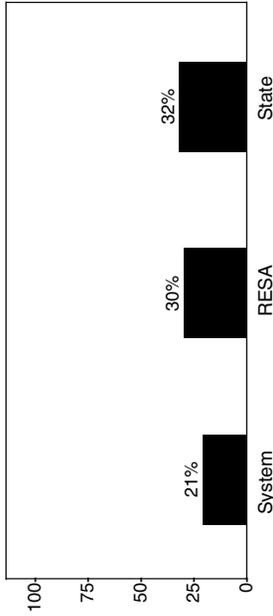


### Social Studies

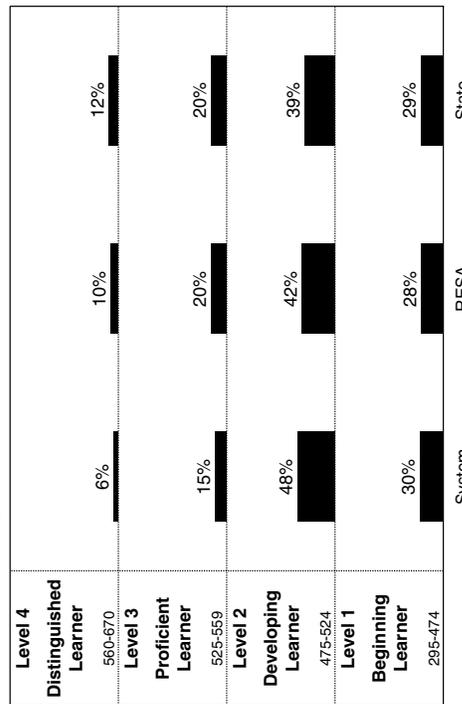
#### 1 Overall Performance

Group	Number of Students	Mean Scale Score	Standard Deviation	Percentage Proficient (Levels 3 & 4)
System	1,061	497	38	21
RESA	8,564	504	43	30
State	125,993	505	46	32

#### 2 Percentage of Students Proficient (Levels 3 & 4)



#### 3 Percentage of Students by Achievement Level



#### 4 Norm-Referenced Performance

	System	RESA	State
Median National Percentile	56	59	59
Mean Normal Curve Equivalent	52.7	54.0	53.7

#### 5 Summary Data Exclusions for the System

Reason	Number of Students
Present, Test Not Attempted (PTNA)	0
Did Not Attempt (DNA)	4
Invalidation (IV)	0
Participation Invalidation (PIV)	0

• Due to rounding, percentages may not total 100%.  
 • To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

# Sample System Content Area Summary Report (Grade 6 Social Studies example)

(Please see pages 34–36 for descriptions of numbered areas.)

GRADE: 6  
 SYSTEM: ANYSYSTEM  
 RESA: ANYRESA  
 STATE: GA  
 CODE: 123

## System Content Area Summary Spring 2015 — End-of-Grade Assessment Grade 6



### Social Studies

#### 6 Domain Performance Percentage of Students in Each Mastery Category\*

	Number of Students	Geography			Government/Civics			Economics			History		
		1	2	3	1	2	3	1	2	3	1	2	3
System	1,061	76	16	8	72	22	5	70	24	6	71	20	9
RESA	8,564	67	19	15	67	24	8	63	27	10	65	21	14
State	125,993	65	19	16	66	25	10	61	27	12	64	21	16

\*Domain Mastery:  
 1 = Remediate Learning  
 2 = Monitor Learning  
 3 = Accelerate Learning

• Due to rounding, percentages may not total 100%.  
 • To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.

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## Summary Reports of All Student Populations

Summary Reports of All Student Populations are generated at the school, system, and state levels. The reports are generated by grade level and content area and present summary statistics for all students as well as particular groups of students.

A sample state summary report for Grade 6 ELA appears on pages 42 and 43. Population Summary Reports for other grade levels and content areas (including ELA) contain similar information.

The Summary of All Student Populations Report provides:

- 1 **Group:** The student group provides a break out for all students and various demographic groups such as regular program students (e.g., Section 504, English learners), special education students (disaggregated by specific disabilities), gender, ethnicity/race, and students provided with accommodations.
- 2 **Number of Students:** The summary report identifies the total number of students who received scores, as well as a disaggregation by the number of students who received scores based on a conditional administration versus a standard administration. The sample report indicates that 431 students had conditional administrations and 125,682 had standard administrations for a total of 126,113 students statewide receiving scores on the Grade 6 English language arts assessment. As expected, most of these 126,113 students are regular program students (111,982) while 14,131 are special education students.
- 3 **Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the state who received scores. The sample report indicates that the mean scale score for all students is 507. When looking at gender, females had a higher mean scale score than males (518 vs. 496).
- 4 **Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the EOG assessment—*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. In Grade 6 ELA, 31% are *Beginning Learners*, 30% are *Developing Learners*, 31% are *Proficient Learners*, and 8% are *Distinguished Learners* in the All Students category.
- 5 **Students with No Scores:** These are students who receive a code instead of a scale score and are excluded from the summary data. The summary report provides the number of students that did not receive scores for one of the following reasons:
  - Present, Test Not Attempted (PTNA) – 183 students received a PTNA on the Grade 6 ELA assessment.
  - Did Not Attempt (DNA) – 727 students received a DNA on the Grade 6 ELA assessment.
  - Invalidation (IV) – 354 students received an IV on the Grade 6 ELA assessment.
  - Participation Invalidation (PIV) – 1 student received a PIV on the Grade 6 ELA assessment.

# Sample State Summary Report (Grade 6 English Language Arts example)

(Please see page 41 for descriptions of numbered areas.)

GRADE: 6  
STATE: GA

## State Summary of All Student Populations Spring 2015 – End-of-Grade Assessment Grade 6



### English Language Arts

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (140-474)	Developing Learner (475-524)	Proficient Learner (525-598)	Distinguished Learner (599-820)
<b>All Students</b>	126,113	431	125,682	507	31	30	31	8
<b>All Regular Program Students</b>	111,982	122	111,860	515	25	32	34	9
Section 504	2,651	2	2,649	489	41	33	23	3
English Learner	3,143	158	2,985	434	82	15	3	0
English Learner - Monitored	2,989	10	2,979	485	42	40	16	1
Migrant	249	4	245	471	57	27	14	2
All Other Regular Program Students	104,348	11	104,337	518	24	32	36	9
<b>All Special Education Students</b>	14,131	309	13,822	441	74	17	7	1
Visual Impairment or Blind (01)	60	3	57	499	35	28	27	10
Deaf or Hard of Hearing (02)	107	1	106	456	62	21	16	1
Deaf and Blind (03)	2	1	1	—	—	—	—	—
Specific Learning Disabilities (04)	7,179	166	7,013	434	80	16	4	0
Mild Intellectual Disabilities (05)	576	54	522	383	99	1	0	0
Traumatic Brain Injury (06)	18	1	17	428	78	17	6	0
M/S/P Intellectual Disabilities (07)	14	3	11	363	100	0	0	0
Autism (08)	992	11	981	454	61	21	16	2
Orthopedic Impairments (09)	53	1	52	469	53	19	25	4
Speech-Language Impairments (10)	1,383	7	1,376	488	43	29	24	4
Emotional and Behavioral Disabilities (11)	1,044	18	1,026	436	74	18	7	0
Other Health Impairments (12)	2,716	43	2,673	439	76	17	6	1
<b>Gender</b>	126,045	431	125,614	507	31	30	31	8
Female	61,868	137	61,731	518	24	30	35	10
Male	64,177	294	63,883	496	37	30	27	5

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.
- Student grouping information is based on data supplied by the school systems.

# Sample State Summary Report (Grade 6 English Language Arts example)

(Please see page 41 for descriptions of numbered areas.)

GRADE: 6  
STATE: GA

## State Summary of All Student Populations Spring 2015 – End-of-Grade Assessment Grade 6

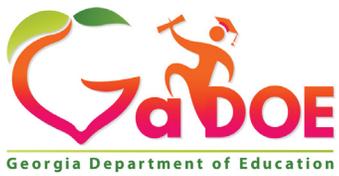


### English Language Arts

1 Group	2 Number of Students			3 Mean Scale Score	4 Percentage of Students Scoring in Each Achievement Level			
	All Administrations	Conditional Administrations	Standard Administrations		Beginning Learner (140-474)	Developing Learner (475-524)	Proficient Learner (525-598)	Distinguished Learner (599-820)
<b>Ethnic Group</b>	125,562	424	125,138	507	31	30	31	8
Asian/Pacific Islander	5,026	13	5,013	555	13	18	42	27
Black, Non-Hispanic	45,925	134	45,791	485	43	32	22	3
Hispanic	17,678	147	17,531	497	35	34	27	4
American Indian/Alaskan Native	236	0	236	514	30	24	37	9
White, Non-Hispanic	52,489	119	52,370	524	20	29	40	11
Multiracial	4,208	11	4,197	516	25	31	35	9
<b>All Accommodated</b>	15,839	431	15,408	442	74	18	7	1
Section 504	1,791	2	1,789	481	46	32	19	3
English Learner	2,435	158	2,277	431	84	14	2	0
English Learner - Monitored	536	10	526	466	60	32	9	0
Special Education	11,200	309	10,891	432	80	15	4	0

5 Students with No Scores	Number of Students
Present, Test Not Attempted (PTNA)	183
Did Not Attempt (DNA)	727
Invalidation (IV)	354
Participation Invalidation (PIV)	1

- Summary data are based on All (Conditional and Standard) administrations.
- Summary data exclude the following students: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation) or PIV (Participation Invalidation).
- Due to rounding, achievement level percentages may not total 100%.
- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 10.
- Student grouping information is based on data supplied by the school systems.



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