Georgia EOCT Interpretive Guide for Score Reports

Georgia Department of Education
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2005 – 2006

Georgia End-Of-Course Tests

Georgia EOCT Interpretive Guide for Score Reports

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General Information on the EOCT

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

English Language Arts

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

Mathematics

- *Algebra I*
- *Geometry*

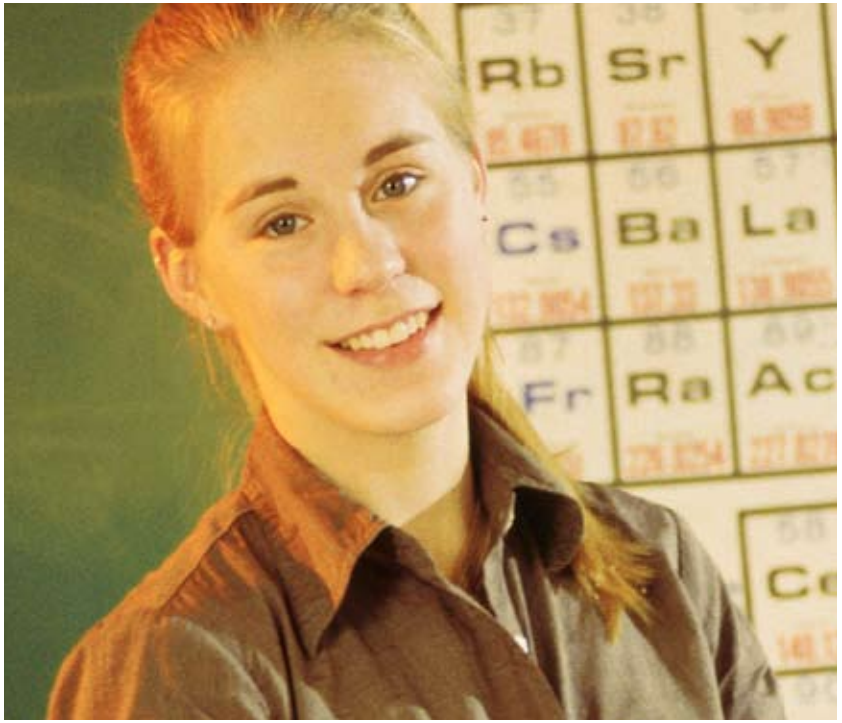
Science

- *Biology*
- *Physical Science*

Social Studies

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

Each EOCT is aligned with the adopted State Curriculum as mandated by Georgia law, and consists of multiple-choice test questions with four response options.



What is the purpose of the EOCT?

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

When is the EOCT given?

The EOCT will be administered three times during the school year: winter, spring, and summer.

Who takes the EOCT?

Any student enrolled in an EOCT course, regardless of grade level, will be assessed at the completion of the course. The EOCT will be given as a final exam and the score will be a part of the student's final grade in the course. Any student who has earned credit for an EOCT course prior to full implementation in the winter of 2003 will not be required to take the EOCT for that course.

How is the EOCT administered?

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

Will the EOCT replace the Georgia High School Graduation Test (GHSGT)?

Students are required to pass the content area and writing portions of the GHSGT to receive a regular education diploma in Georgia.

How is the grade determined in an EOCT course?

The student's final grade in an EOCT course will be calculated using a formula that will include the course grade (85%) and the EOCT score (15%). The percentage of the course grade and the EOCT score was approved by the State Board of Education. The resulting course grade must be a 70 or higher to pass the course and receive credit towards graduation.

EOCT Content Domains

For the End-of-Course Tests, the standards for each course have been grouped into domains, or clusters of standards with related content, as named below:

Ninth Grade Literature and Composition

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

American Literature and Composition

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

Algebra I

- *Algebraic Fundamentals*
- *Operations on Numbers and Expressions*
- *Equations and Inequalities*
- *Functions and Graphs*
- *Connections and Applications*

Geometry

- *Logic and Reasoning*
- *Points, Lines, Planes, and Angles*
- *Congruence and Similarity*
- *Polygons and Circles*
- *Perimeter, Area, and Volume*
- *Coordinate, Transformational, and Three-Dimensional Geometry*

Biology

- Cells
- Organisms
- Genetics
- Ecology
- Evolution

Physical Science

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

United States History

- *Social Studies Skills: Maps, Timelines, and Research*
- *Colonization to the Constitution*
- *A New Nation (1790-1860)*
- *Civil War, Reconstruction, and the Industrial Age (1860-1910)*
- *World Power and Domestic Reform (1896-1940)*
- *The Modern Era (1940 - Present)*

Economics/Business/Free Enterprise

- *Economic Concepts*
- *Producers and Consumers*
- *Microeconomics: Elements in the Marketplace*
- *Macroeconomics: The National Economy*
- *The International Economy*
- *The International Economy*

END-OF-COURSE TEST CONTENTS

Questions on the End-of-Course Tests assess various content domains in the areas of English Language Arts, Mathematics, Science and Social Studies. Standards for each course have been grouped into domains, or clusters of standards with related content. Descriptions of the content of these domains follow.

Grade 9 Literature and Composition (Four Domains)

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

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

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

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

American Literature and Composition (Four Domains)

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

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

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

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

Algebra I (Five Domains)

1. ***Algebraic Fundamentals –*** *This domain tests the student's understanding of basic concepts and skills for algebra such as use of appropriate language, problem solving and reasoning skills, and basic number and variable manipulations.*

2. ***Operations on Real Numbers and Algebraic Expressions –*** *This domain tests the student's ability to perform operations and apply properties involving real numbers, polynomials, factorization, integral exponents, square roots, and algebraic fractions.*

3. ***Solving Equations and Inequalities –*** *This domain tests the student's ability to solve linear inequalities; linear, quadratic, radical, and rational equations; and systems of linear equations.*

4. ***Functions and Their Graphs –*** *This domain tests the student's ability to apply properties of relations and functions with emphasis on linear functions and their graphs.*

5. ***Connections and Applications –*** *This domain tests the student's ability to apply algebraic principles including proportions, the Pythagorean Theorem, elementary statistics, and probability.*

Geometry (Six Domains)

1. ***Logic and Reasoning –*** *This domain tests the student's ability to use inductive and deductive reasoning, evaluate conjectures and counterexamples, and use conditional statements.*

2. ***Points, Lines, Planes, and Angles –*** *This domain tests the student's ability to classify angles; to identify, describe, and apply properties of points, lines, planes, and angles; and to recognize and apply properties of parallel and perpendicular lines and planes.*

3. ***Congruence and Similarity –*** *This domain tests the student's ability to apply properties of congruent figures, use proportional reasoning, and to apply properties of similar figures.*

4. ***Polygons and Circles –*** *This domain tests the student's ability to classify polygons and apply their properties, to apply the special properties of right triangles, to use right triangle trigonometry, and to apply the properties of circles.*

5. ***Perimeter, Area, and Volume –*** *This domain tests the student's ability to determine the perimeter and area of polygons, the circumference and area of circles, and the surface area and volume of three-dimensional figures.*

6. ***Coordinate, Transformational, and Three-Dimensional Geometry –*** *This domain tests the student's ability to visualize representations of two- and three-dimensional shapes, apply basic properties of line reflections, translations, rotations, dilations, and their compositions, and to connect algebra and geometry using the coordinate plane.*

Biology (Five Domains)

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

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

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

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

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

Characteristics of Science

The GPS in science requires that content be taught in conjunction with process skills identified as the Characteristics of Science. Characteristics of Science refers to the process skills used in the learning and practice of science, such as testing a hypothesis, record keeping, using correct safety procedures, using appropriate tools and instruments, applying math and technology, analyzing data, interpreting results, and communicating scientific information. It also refers to understanding how science knowledge grows and changes and the processes that drive those changes.

Physical Science (Four Domains)

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

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

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

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

Characteristics of Science

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U.S. History (Six Domains)

1. ***Fundamental Social Studies Skills –*** *This domain covers the basic cartographical, chronological, historiographical, and other information-processing skills related to the study of U. S. history.*

2. ***Colonization to the Constitution (Beginnings to 1789) –*** *This domain tests topics related to colonial North America, including Native American cultures, exploration and colonization, colonial society, the Revolutionary era, and the Constitution.*

3. ***Development of the New Nation (1790-1860) –*** *This domain focuses on topics related to the development of the United States after the adoption of the Constitution, including presidential leadership, political party development, territorial and economic expansion, social reform, and sectionalism.*

4. ***Civil War, Reconstruction, and the Industrial Age –*** *This domain addresses the Civil War, Reconstruction, and the Industrial Age. The Industrial Age includes urbanization, the labor movement, westward expansion, immigration, the New South, and populism.*

5. ***World Power and Domestic Reform (1896-1940) –*** *This domain addresses the emergence of the United States as a world power, the progressive era, World War I, the 1920s, the Great Depression, and the New Deal.*

6. ***The Modern Era (1940 to the Present) –*** *This domain examines World War II, the Cold War and foreign relations, the civil rights movement and other social protests and reforms, domestic economic and political policy, and the role of technological change.*

Economics/Business/Free Enterprise (Five Domains)

1. ***Fundamental Economic Concepts –*** *This domain examines scarcity, opportunity cost, and supply and demand, as well as the four factors of production. It requires identification of the three basic economic questions all economies must answer and characteristics of the American economic system. Identification and interpretation of the circular flow of economic activity are also included.*

2. ***Producers and Consumers –*** *This domain describes how specialization relates to the factors of production and analyzes its effects on the use of these resources on economic development. It examines the roles of the individual as a worker and a consumer.*

3. ***Microeconomics: Elements in the Marketplace –*** *This domain identifies various market structures and business organizations. It addresses how the interaction of supply and demand determines prices, government involvement, and external issues that affect business and labor.*

4. ***Macroeconomics: The National Economy –*** *This domain examines economic performance indicators and the interaction between aggregate supply and aggregate demand. It analyzes fiscal policy of the federal government and monetary policy of the Federal Reserve to achieve economic stability.*

5. ***The International Economy –*** *This domain tests student knowledge on what differentiates among economic systems in an international setting. It analyzes economic relationships among nations, including international trade and interdependence.*

Performance Indicators

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

The EOCT scores are reported on a scale that can range from 400 to 950 for QCC-based tests and 200 to 750 GPS-based tests. The cut score that indicates a student is **meeting** the EOCT standard is 600 for QCC-based tests and 400 for GPS-based tests. The cut score that indicates a student is **exceeding** standard is 630 for QCC-based tests and 450 for GPS-based tests. Note that the minimum and maximum scale scores for the different subject areas differ because the subject areas vary in their relative difficulty.

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

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

Understanding The Use Of Scale Scores

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

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

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

Information about Georgia's testing programs can be found at the website of the Georgia Department of Education (www.doe.k12.ga.us).

CLASS ROSTERS

General Description of the Report

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

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

2. ***Class Demographic Information:*** *In the top right-hand corner of the report specific information related to the reporting class is provided. This includes the Class Name as reflected on the Class ID Sheet, the school and system name, the school code and the Test Administration date.*

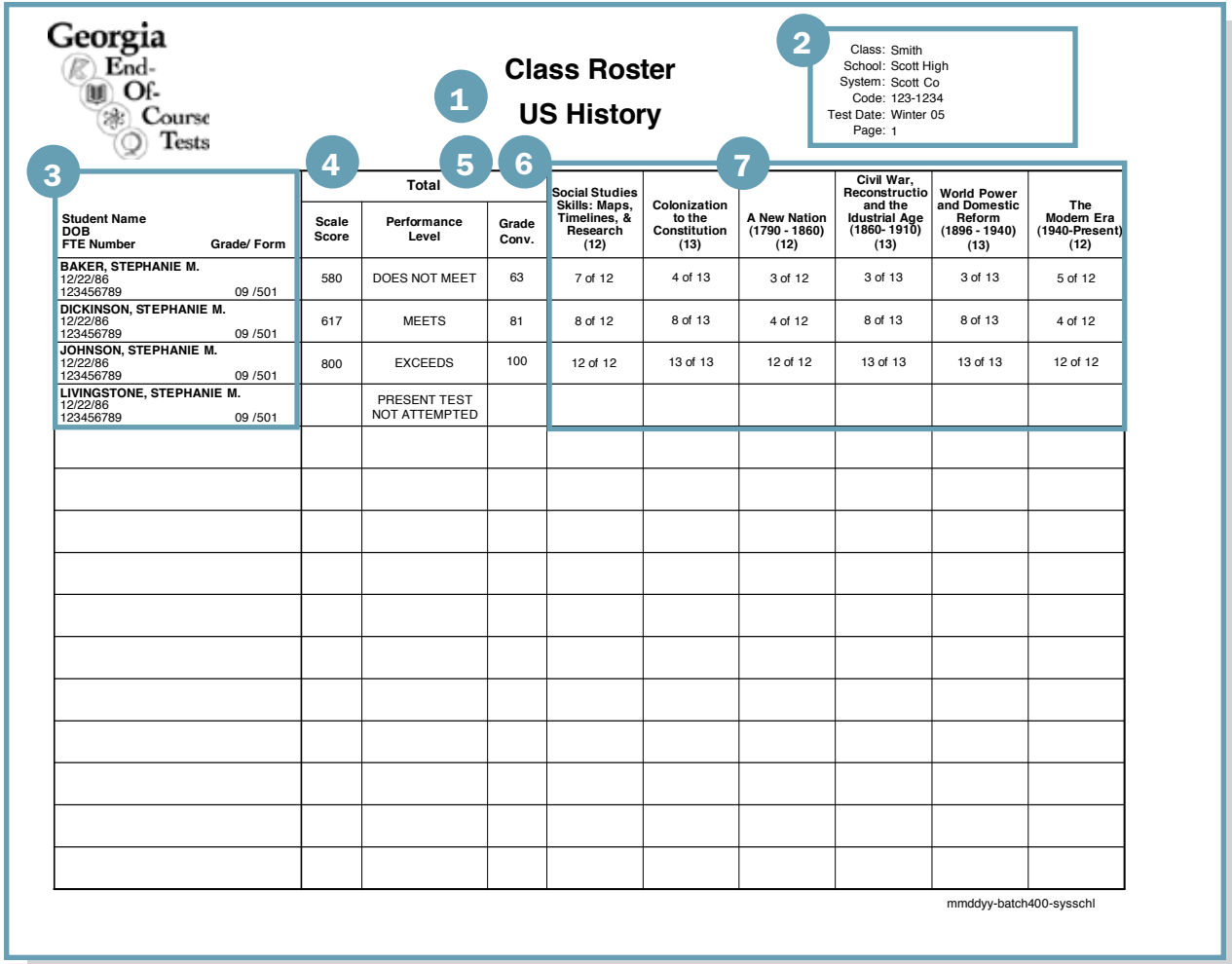
3. ***Student Demographic Information:*** *Student demographic information is printed in the left hand column of the report. The student's name is followed by the student's date of birth, FTE number and grade level.*

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

5. ***Performance Level:*** *The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet standard, meets standard and exceeds standard. The cut score that indicates a student is meeting the EOCT standard is 600 for QCC-based tests and 400 for GPS-based tests. The cut score that indicates a student is exceeding standard is 630 for QCC-based tests and 450 for GPS-based tests.*

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

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



Georgia End-Of-Course Tests

1 Class Roster

US History

2
Class: Smith
School: Scott High
System: Scott Co
Code: 123-1234
Test Date: Winter 05
Page: 1

3 Student Name / DOB / FTE Number / Grade/ Form	4 Total Scale Score	Performance Level	5 Grade Conv.	6 Social Studies Skills: Maps, Timelines, & Research (12)	Colonization to the Constitution (13)	7 A New Nation (1790 - 1860) (12)	Civil War, Reconstructio and the Idustrial Age (1860- 1910) (13)	World Power and Domestic Reform (1896 - 1940) (13)	The Modern Era (1940-Present) (12)
BAKER, STEPHANIE M. 12/22/86 123456789 09 /501	580	DOES NOT MEET	63	7 of 12	4 of 13	3 of 12	3 of 13	3 of 13	5 of 12
DICKINSON, STEPHANIE M. 12/22/86 123456789 09 /501	617	MEETS	81	8 of 12	8 of 13	4 of 12	8 of 13	8 of 13	4 of 12
JOHNSON, STEPHANIE M. 12/22/86 123456789 09 /501	800	EXCEEDS	100	12 of 12	13 of 13	12 of 12	13 of 13	13 of 13	12 of 12
LIVINGSTONE, STEPHANIE M. 12/22/86 123456789 09 /501		PRESENT TEST NOT ATTEMPTED							

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Individual Student Report (Electronic or Paper Format)

General Description of the Sample Individual Student Report

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

Description of Sample Individual Student Report

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

   The sample report is for Gloria T. Day. Her FTE Number is 123456789, she is in the 9th grade and in Samual Johnson's class. In addition she attends Friendly County High in the Friendly County School System. This report is for the Winter 2005 administration.

2. ***Subject Area:*** *The subject area being reported is printed in the top middle of the report. The sample report indicates that this is Gloria Day's report for Algebra.*

3. ***Scale Score:*** *The Individual Student Report indicates the scale score for the student. The EOCT scores are reported on a scale that can range from 400 to 950 for QCC-based tests and from 200 to 750 for GPS-based tests.*

   Gloria's scale score on the Algebra test is 616.

4. ***Performance Level:*** *The student's performance level for the test is reported following the scale score. There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is* ***meeting*** *the EOCT standard is 600 for QCC-based tests and 400 for GPS-based tests. The cut score that indicates a student is* ***exceeding*** *standard is 630 for QCC-based tests and 450 for GPS-based tests. Gloria's scale score of 616 meets standard.*

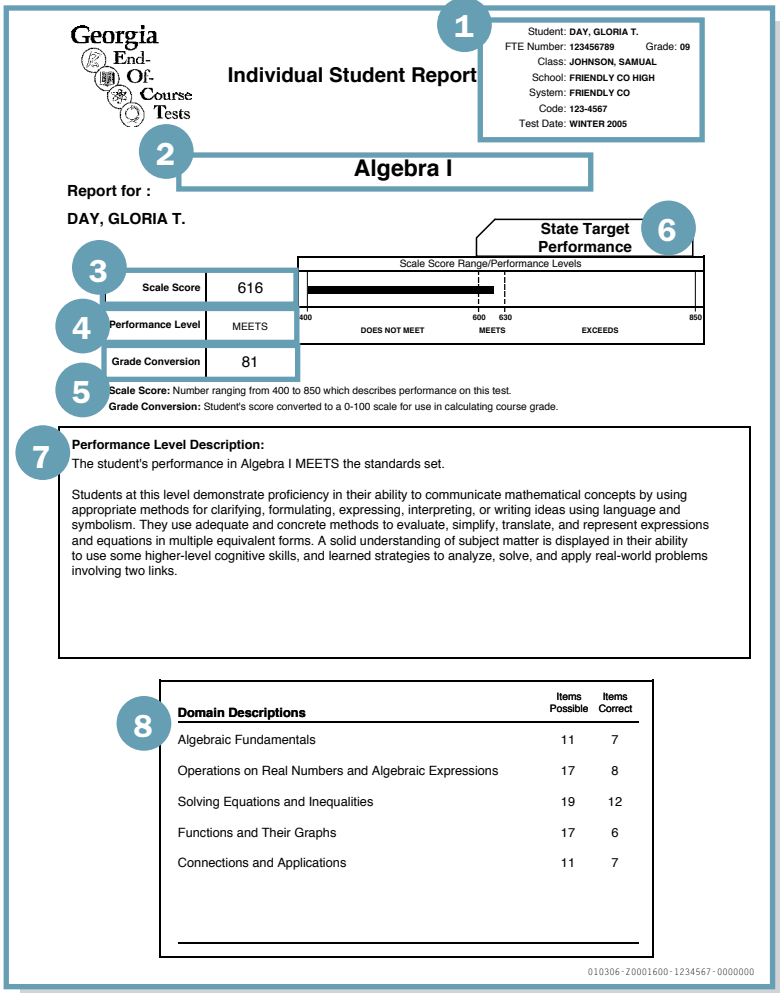
5. ***Grade Conversion Scale:*** *The EOCT grade conversion scale ranges from 0 to 100. The sample report indicates that Gloria's grade conversion is 81. This score is for use in calculating the Gloria's course grade.*

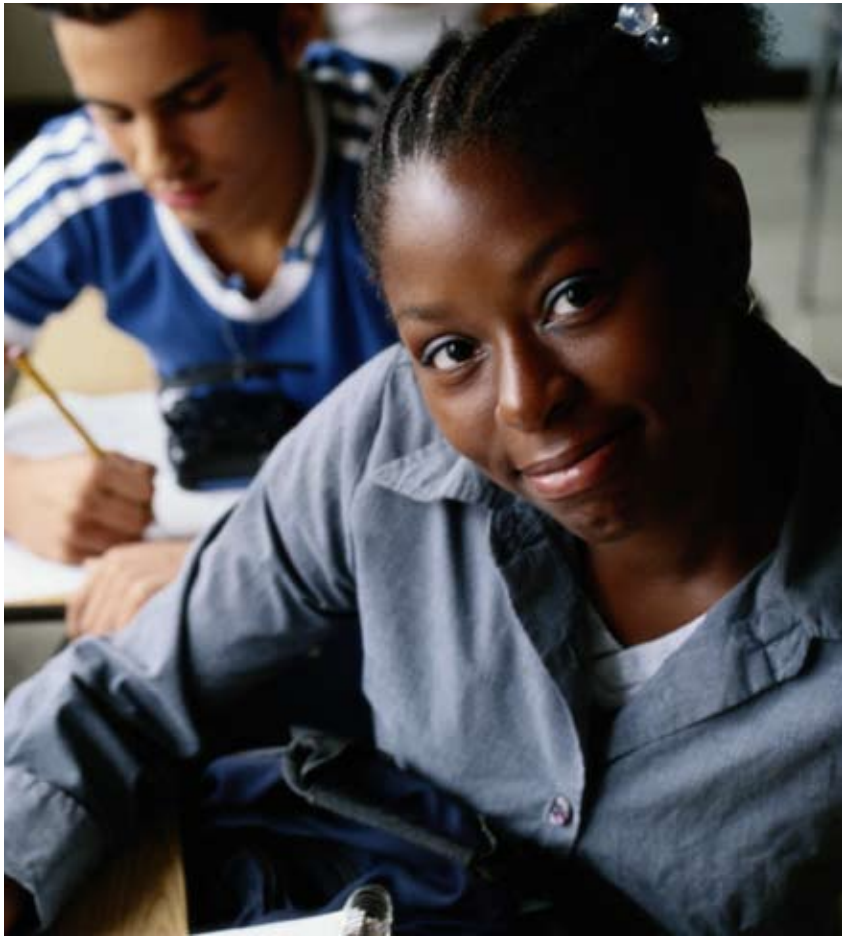
6. ***State Target Performance:*** *A scale score of 600 or above for QCC-based tests and 400 or above for GPS-based tests.*

7. ***Performance Level Description***

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

   The sample report indicates that in the domain of Algebraic Fundamentals Gloria answered 7 of 11 items correctly.





Summary Report

General Description of School Summary Report

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

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

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

Description of Sample Summary Report

1. ***Student Group***

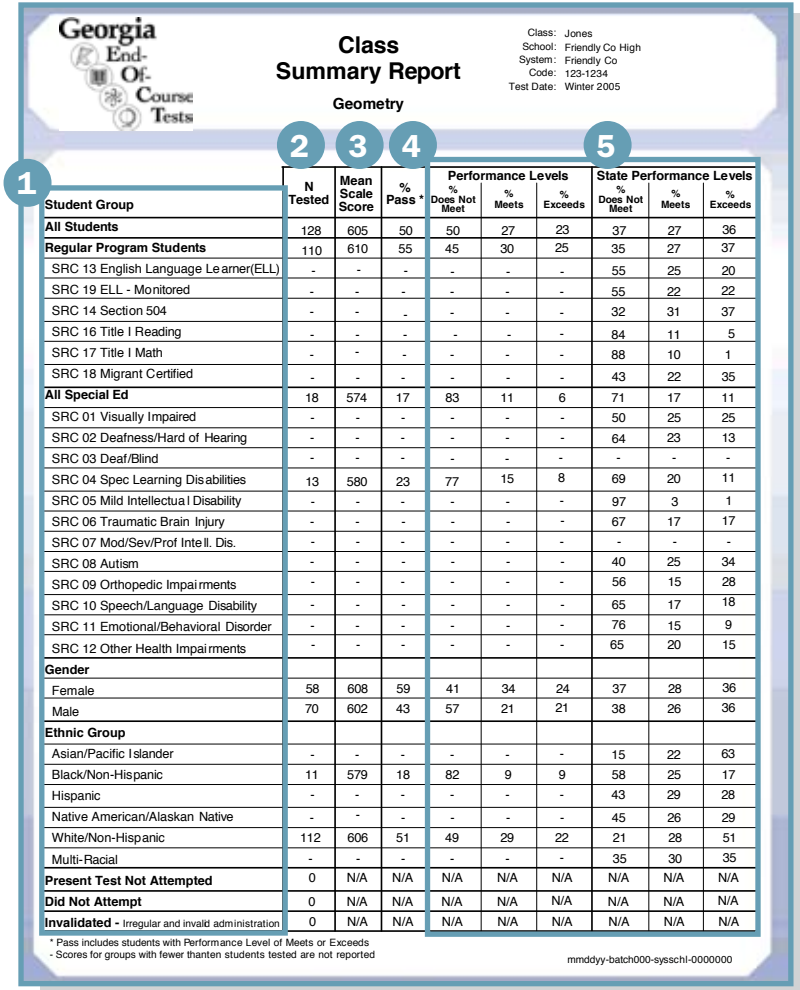
2. ***N Tested:*** *The Class Summary Report also provides disaggregated data for special student populations. "N Tested" identifies the number of students in the school who took the test. The sample report indicates that for Geometry 128 students were tested. In addition, of those 128 students, 11 students are Black/Non-Hispanic ethnicity.*

3. ***Mean Scale Score:*** *This statistic indicates the average scale score for the group of students in the school who took the test.*

   The sample report indicates that the Mean Scale Score for All Special Ed students is 574.

4. ***% Pass :*** *The % Pass includes students in the class/school/system with Performance Levels of "Meets" or "Exceeds" standards. Of all the students tested in Geometry in Jones class at Friendly Co High, 50% passed the EOCT.*

5. ***Performance Levels :*** *There are three Performance Levels for the EOCT – does not meet, meets and exceeds. The cut score that indicates a student is* ***meeting*** *the EOCT standard is 600 for QCC-based tests and 400 for GPS-based tests. The cut score that indicates a student is* ***exceeding*** *standard is 630 for QCC-based tests and 450 for GPS-based tests. Of all the students tested in Jones class at Friendly County High, 50% Did Not Meet standard, 27% Met standard and 23% Exceeded standard.*



Georgia End-Of-Course Tests

Class Summary Report

Geometry

Class: Jones
School: Friendly Co High
System: Friendly Co
Code: 123-1234
Test Date: Winter 2005

1 2 3 4 5

Student Group	N Tested	Mean Scale Score	% Pass *	Performance Levels % Does Not Meet	% Meets	% Exceeds	State Performance Levels % Does Not Meet	% Meets	% Exceeds
All Students	128	605	50	50	27	23	37	27	36
Regular Program Students	110	610	55	45	30	25	35	27	37
SRC 13 English Language Learner(ELL)	-	-	-	-	-	-	55	25	20
SRC 19 ELL - Monitored	-	-	-	-	-	-	55	22	22
SRC 14 Section 504	-	-	-	-	-	-	32	31	37
SRC 16 Title I Reading	-	-	-	-	-	-	84	11	5
SRC 17 Title I Math	-	-	-	-	-	-	88	10	1
SRC 18 Migrant Certified	-	-	-	-	-	-	43	22	35
All Special Ed	18	574	17	83	11	6	71	17	11
SRC 01 Visually Impaired	-	-	-	-	-	-	50	25	25
SRC 02 Deafness/Hard of Hearing	-	-	-	-	-	-	64	23	13
SRC 03 Deaf/Blind	-	-	-	-	-	-	-	-	-
SRC 04 Spec Learning Disabilities	13	580	23	77	15	8	69	20	11
SRC 05 Mild Intellectual Disability	-	-	-	-	-	-	97	3	1
SRC 06 Traumatic Brain Injury	-	-	-	-	-	-	67	17	17
SRC 07 Mod/Sev/Prof Intell. Dis.	-	-	-	-	-	-	-	-	-
SRC 08 Autism	-	-	-	-	-	-	40	25	34
SRC 09 Orthopedic Impairments	-	-	-	-	-	-	56	15	28
SRC 10 Speech/Language Disability	-	-	-	-	-	-	65	17	18
SRC 11 Emotional/Behavioral Disorder	-	-	-	-	-	-	76	15	9
SRC 12 Other Health Impairments	-	-	-	-	-	-	65	20	15
Gender									
Female	58	608	59	41	34	24	37	28	36
Male	70	602	43	57	21	21	38	26	36
Ethnic Group									
Asian/Pacific Islander	-	-	-	-	-	-	15	22	63
Black/Non-Hispanic	11	579	18	82	9	9	58	25	17
Hispanic	-	-	-	-	-	-	43	29	28
Native American/Alaskan Native	-	-	-	-	-	-	45	26	29
White/Non-Hispanic	112	606	51	49	29	22	21	28	51
Multi-Racial	-	-	-	-	-	-	35	30	35
Present Test Not Attempted	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Did Not Attempt	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Invalidated - Irregular and invalid administration	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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Content Area Summary Report

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

System Content Area Summary Report

School Content Area Summary Report

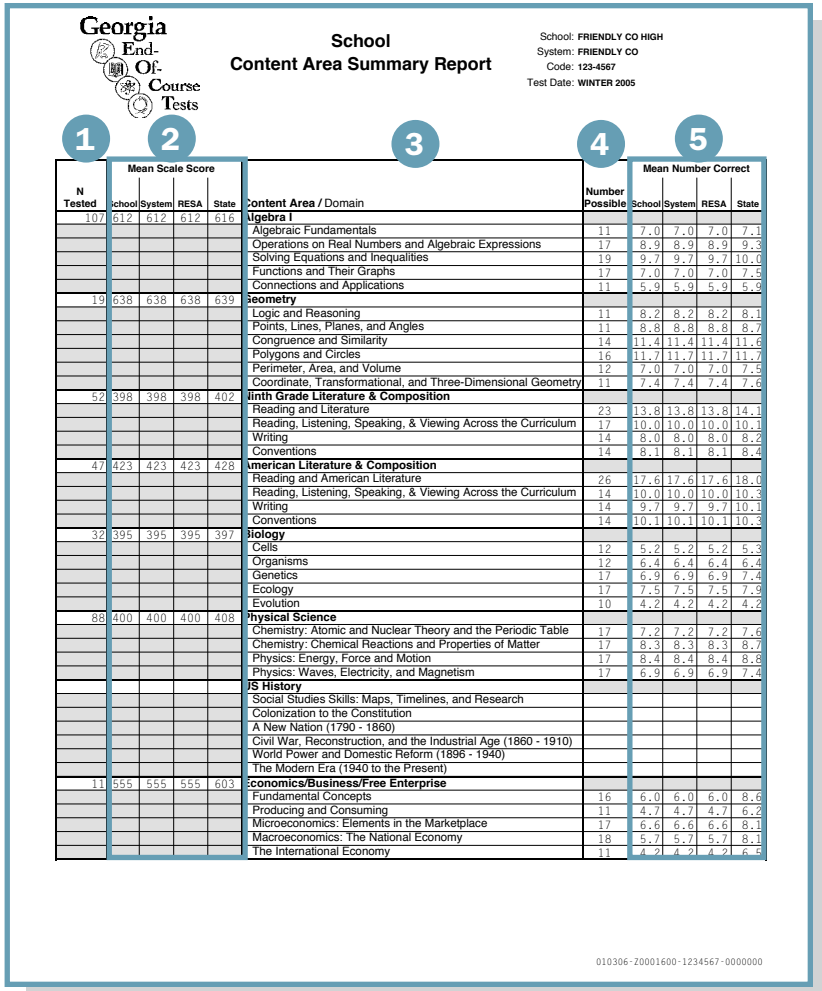
1. ***N Tested:*** *"N Tested" identifies the number of students in the school who took the test.*

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

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

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

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



Georgia End-Of-Course Tests

School
Content Area Summary Report

School: **FRIENDLY CO HIGH**
System: **FRIENDLY CO**
Code: **123-4567**
Test Date: **WINTER 2005**

1 2 3 4 5

N Tested	Mean Scale Score: School	System	RESA	State	Content Area / Domain	Number Possible	Mean Number Correct: School	System	RESA	State
107	612	612	612	616	**Algebra I**					
					Algebraic Fundamentals	11	7.0	7.0	7.0	7.1
					Operations on Real Numbers and Algebraic Expressions	17	8.9	8.9	8.9	9.3
					Solving Equations and Inequalities	19	9.7	9.7	9.7	10.0
					Functions and Their Graphs	17	7.0	7.0	7.0	7.5
					Connections and Applications	11	5.9	5.9	5.9	5.9
19	638	638	638	639	**Geometry**					
					Logic and Reasoning	11	8.2	8.2	8.2	8.1
					Points, Lines, Planes, and Angles	11	8.8	8.8	8.8	8.7
					Congruence and Similarity	14	11.4	11.4	11.4	11.6
					Polygons and Circles	16	11.7	11.7	11.7	11.7
					Perimeter, Area, and Volume	12	7.0	7.0	7.0	7.5
					Coordinate, Transformational, and Three-Dimensional Geometry	11	7.4	7.4	7.4	7.6
52	398	398	398	402	**Ninth Grade Literature & Composition**					
					Reading and Literature	23	13.8	13.8	13.8	14.1
					Reading, Listening, Speaking, & Viewing Across the Curriculum	17	10.0	10.0	10.0	10.1
					Writing	14	8.0	8.0	8.0	8.2
					Conventions	14	8.1	8.1	8.1	8.4
47	423	423	423	428	**American Literature & Composition**					
					Reading and American Literature	26	17.6	17.6	17.6	18.0
					Reading, Listening, Speaking, & Viewing Across the Curriculum	14	10.0	10.0	10.0	10.3
					Writing	14	9.7	9.7	9.7	10.1
					Conventions	14	10.1	10.1	10.1	10.3
32	395	395	395	397	**Biology**					
					Cells	12	5.2	5.2	5.2	5.3
					Organisms	12	6.4	6.4	6.4	6.4
					Genetics	17	6.9	6.9	6.9	7.4
					Ecology	17	7.5	7.5	7.5	7.9
					Evolution	10	4.2	4.2	4.2	4.2
88	400	400	400	408	**Physical Science**					
					Chemistry: Atomic and Nuclear Theory and the Periodic Table	17	7.2	7.2	7.2	7.6
					Chemistry: Chemical Reactions and Properties of Matter	17	8.3	8.3	8.3	8.7
					Physics: Energy, Force and Motion	17	8.4	8.4	8.4	8.8
					Physics: Waves, Electricity, and Magnetism	17	6.9	6.9	6.9	7.4
					US History					
					Social Studies Skills: Maps, Timelines, and Research					
					Colonization to the Constitution					
					A New Nation (1790 - 1860)					
					Civil War, Reconstruction, and the Industrial Age (1860 - 1910)					
					World Power and Domestic Reform (1896 - 1940)					
					The Modern Era (1940 to the Present)					
11	555	555	555	603	**Economics/Business/Free Enterprise**					
					Fundamental Concepts	16	6.0	6.0	6.0	8.6
					Producing and Consuming	11	4.7	4.7	4.7	6.2
					Microeconomics: Elements in the Marketplace	17	6.6	6.6	6.6	8.1
					Macroeconomics: The National Economy	18	5.7	5.7	5.7	8.1
					The International Economy	11	4.2	4.2	4.2	6.5

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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
June 2005 – 2006

PEARSON
Educational Measurement