



# **End-of-Grade (EOG) Interpretive Guide for Score Reports for Spring and Retest 2024**

**For Use with Score Reports from  
the Spring and Retest 2024 Administrations**



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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 and 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 (ISR) 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 five sections:

- Background of Georgia Milestones,
- Key Terms,
- General Guidelines for Score Interpretation,
- Scores Based on Subsets of Items, and
- Reporting.

## BACKGROUND OF 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-mandated 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 End-of-Grade (EOG) assessments:

- grades 3, 4, 6, and 7 take English language arts and mathematics;
- grade 5 takes English language arts, mathematics, and science; and
- grade 8 takes English language arts, mathematics, science, and social studies.

Students enrolled in any of the high school 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 (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English language arts assessment; and
- online administration as the mode of testing.

## EOG Administrations

The EOG assessment has one test administration in the spring and a retest administration in the summer. The spring (main) administration includes all tested content areas and grades. During the state testing window for the spring administration, school districts are required to develop a local testing window within twenty-five (25) school days of the school district's last school day of the regular school year. The summer retest administration is only for students in grades 3, 5, and 8 who did not achieve grade-level expectations in reading and/or students in grades 5 and 8 who did not achieve grade-level expectations in mathematics on the EOG spring assessment. Note, in 2024, the mathematics retest is canceled. See Promotion and Retention section below.

## 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. The Georgia Milestones EOG program assesses the following courses, as designated by the State Board of Education. The courses are:

English Language Arts

- Grades 3–8

Mathematics

- Grades 3–8

Science\*

- Grades 5 and 8

Social Studies

- Grade 8

\*Grade 8 students who are enrolled in a high school Physical Science course are administered the Grade 8 High School Physical Science EOG in lieu of the Grade 8 Science EOG. All other Grade 8 students are administered the Grade 8 Science EOG.

## 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), students in grades 3, 5, and 8 must achieve grade-level proficiency on the state-adopted assessment in reading and students in grades 5 and 8 must also achieve grade-level proficiency on the state-adopted assessments in mathematics. School districts and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

For students in grades 3, 5, and 8, performance on the reading portion of the ELA test, specifically the Reading & Vocabulary domain, is used to provide a grade-level reading status of *Below Grade Level* or *Grade Level or Above*. Students who receive a reading status of *Grade Level or Above* are eligible for promotion. Students who receive a reading status of *Below Grade Level* need remediation and are eligible to retest in ELA. Students in grades 5 and 8 must also achieve the *Developing Learner* achievement level or higher in mathematics to be considered eligible for promotion. These students have demonstrated at least 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 need remediation and are eligible to retest in mathematics.

The Remediation and Retest Roster Report provides teachers and school administrators a quick way to identify students who are not meeting grade-level standards in reading and/or mathematics. These students may need remediation in one or both content areas and are eligible to retest during the EOG Retest administration.

New Georgia Milestones tests in mathematics aligned to the new Georgia K–12 Mathematics Standards will be administered for the first time in the 2023–2024 school year. Because these are new mathematics tests aligned to new content standards, there is significant technical work, including setting achievement expectations (i.e., cut scores), that must be completed prior to releasing student scores. A waiver of Rule 160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION sections (3)(a), (3)(b), (3)(c) and Rule 160-4-2.13 STATEWIDE PASSING SCORE sections (2)(d), (2)(e), (2)(f) for the content area of mathematics for the 2023-2024 school year (i.e., the spring and retest assessments given through July 31, 2024) was approved by the State Board of Education to allow sufficient time for this technical work to be completed.

## Alignment to Standards

The test items on Georgia Milestones are aligned to the Georgia academic content 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>. For more information on Georgia’s Test Development process, visit: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test\\_Development.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test_Development.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 number and 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 EOG Assessments

Georgia Milestones assessments are administered online, with paper forms available for those students who cannot access the online assessment due to their disability.

In addition to selected-response items (i.e., multiple-choice), ELA has constructed-response items, extended constructed-response items, extended writing-response items, and technology-enhanced items. Science, social studies, and mathematics include selected-response and technology-enhanced items.

A **selected-response** item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These items are each worth one point.

A **constructed-response** item asks a question and students provide a response that they construct on their own. These items are each worth two points. Partial credit may be awarded if part of the response is correct. The ELA 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 each and partial credit may be awarded. The ELA EOG assessments contain the narrative writing response, which is an extended constructed-response item.

The **extended writing-response** item is a specific type of constructed-response item that requires students to produce an argument, develop an informative or explanatory response, or write an opinion response based on information read in two passages. 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. It is found in Section 1 of the ELA EOG and follows three selected response items and one two-point constructed-response item, which serves to help focus students' thoughts on the passages and to prepare them for the task.

A **technology-enhanced** item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, mathematics, science, and social studies, there are different types of technology-enhanced items being used. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that could be a combination of multiple-choice and/or other technology-enhanced item types. Drag-and-drop items allow response choices to be moved and placed in another location (such as a chart or map). Drop-down input items allow the student to select their response from a drop-down list. In addition to these item types, ELA also uses a two-part item called an Evidence-Based Selected-Response (EBSR) item. In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. On the mathematics test, students respond to graphing items and keypad-input items. Graphing items allow students to graph and label points and lines, and shade regions in a coordinate plane. Keypad-input items require students to answer a question by providing the corresponding mathematical expression or equation. Table 1 summarizes the Georgia Milestones item types by content area.

Table 1: Georgia Milestones Item Types

Item Types	ELA	Mathematics	Science	Social Studies
<b>Selected-Response/Multiple-Choice (1 pt)</b>	X	X	X	X
<b>Constructed-Response</b>				
Short Constructed-Response (2 pts)	X			
Extended Constructed-Response (4 pts)	X			
Extended Writing-Response (7 pts)	X			
<b>Technology-Enhanced (1 pt or 2 pts)</b>				
Multiple-Select	X	X	X	X
Multiple-Part	X	X	X	X
Evidence-Based Selected-Response	X			
Drag-and-Drop*	X	X	X	X
Graphing		X		
Drop-Down Input	X	X	X	X
Keypad-Input		X		

\*Some drag-and-drop items may include graphing concepts.



# 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 students who meet specific eligibility criteria. Assessment results for a student provided a conditional 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* (posted annually on the Georgia Department of Education's website at <https://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* (see page 9 of this guide for more information).

## Achievement Level Descriptor (ALD)

An achievement level descriptor (ALD) is a narrative 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 in the Individual Student Report. Both the condensed and more detailed versions of the ALDs are available on the Georgia Department of Education website at <https://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 English Learners (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 testing conditions in which more expansive accommodations are used to provide access for students with more severe disabilities or very limited English proficiency and who would not be able to access the assessment without such assistance. Because conditional accommodations may encroach on skills targeted by the test, 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 accommodation(s).

## Criterion-Referenced Test

A criterion-referenced test is designed to provide information about how well a student has mastered the state-mandated 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 criterion rather than in comparison to the performances of other test takers. The 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 areas of need of individual students and entire classes as a whole. The number of domains on an EOG assessment varies by grade level and content area (see page 29 of this guide).

## Growth Targets

Each year, students with Student Growth Percentile receive growth targets to reflect their most recent achievement level. Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year's Georgia Milestones assessment. These can be used as guidance for improving student learning and achievement. More information on Growth Targets can be found on page 11 of this guide.

## GTID

The Georgia Test Identifier (GTID) is the unique 10-digit number assigned to each student that identifies the student throughout his or 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 assessments reflects the more rigorous expectations of the state-mandated 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 pages 18 through 20 of this guide or at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

## Lexile® Range

A student's Lexile measure 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. 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 19 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

Performance on the Georgia Milestones assessment can be used to compare achievement to a national sample of students. To do this, a concordance between Georgia Milestones and TerraNova, a norm-referenced achievement test (updated in 2017), is used to determine an estimated norm-referenced percentile. This estimation process provides norm-referenced scores, where student performance on a test can be compared to a nationally-representative reference group of students.

- **National Percentile Ranks** range from 1 to 99 and are commonly used for reporting norm-referenced 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 TerraNova scale score. For example, if a student's scale score converts to a national percentile (NP) rank of 71, the student scored higher than approximately 71 percent of the students in the national norming group.
- **National Percentile Range** indicates where a student's true national percentile ranking likely falls. For example, if a student's national percentile range is 54–74, it indicates that the student performed as well as or better than 54 to 74 percent of the national norming group. The specific computation of the national percentile range is based on the concordance between the TerraNova scale score and Georgia Milestones scale score and the standard error of measurement.

Individual Student Reports include the estimated national percentile range for the student.

Summary reports include median national percentile and normal curve equivalent information. This information is important when studying overall performance and in comparing class, school, and system student achievement.

- **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.
- **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.

## Scale Score Range

The scale score range is the amount a student's observed score (the score the student actually receives on the assessment) may vary from his or her "true" score, based on the reliability of the test.

## Standard Deviation (SD)

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.

## Student Growth Percentiles

Student growth percentiles (SGPs) describe the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. This information is also used to calculate growth targets, which provide information about the level of student growth needed to attain different achievement levels on the Georgia Milestones assessment the following year. More information on SGPs can be found on page 11 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 areas of need in relation to the expectations of the state-mandated content standards. School and system staff should use the various school, system, and state summary reports to understand the strengths and areas of need 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-mandated 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.

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 8 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 ELA, science, and social studies 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. For mathematics, the standard setting process and the presentation of cut score recommendations for the State Board of Education's approval are set to take place in July 2024.

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 2 presents the scale score ranges and cut scores associated with each student achievement level and EOG assessment.

Table 2: Scale Score Ranges by Achievement Level

Achievement Levels					
		Level 1: Beginning Learner	Level 2: Developing Learner	Level 3: Proficient Learner	Level 4: Distinguished Learner
Content Area	Grade Level	Scale Score	Scale Score	Scale Score	Scale Score
ELA	Grade 3	180 to 474	475 to 524	525 to 580	581 to 830
	Grade 4	210 to 474	475 to 524	525 to 573	574 to 775
	Grade 5	210 to 474	475 to 524	525 to 586	587 to 760
	Grade 6	140 to 474	475 to 524	525 to 598	599 to 820
	Grade 7	165 to 474	475 to 524	525 to 591	592 to 785
	Grade 8	225 to 474	475 to 524	525 to 580	581 to 730
Mathematics	Grade 3	<b>PENDING STANDARD SETTING</b>			
	Grade 4				
	Grade 5				
	Grade 6				
	Grade 7				
	Grade 8				
Science	Grade 5	160 to 474	475 to 524	525 to 594	595 to 780
	Grade 8	165 to 474	475 to 524	525 to 592	593 to 785
	Grade 8 HS Physical Science	145 to 474	475 to 524	525 to 603	604 to 815
Social Studies	Grade 8	240 to 474	475 to 524	525 to 571	572 to 715



## Standard Error of Measurement

The 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 (CSEM). 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 or 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.” Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each EOG assessment, and a scale score range (score plus/minus one SEM unit) is reported together with the student’s scale score. It is important to note that the scale score range is a function of the number of points on which a particular score is based. The scale score range 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 scale score 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 scale score range is a way to measure this variation. If a student were to take this assessment multiple times, the scores would likely fall within the scale score range.

## Student Growth Percentiles

Student Growth Percentiles (SGPs) quantify student progress from one year to the next by comparing a student’s test performance to that of academically-similar students. To calculate SGPs, historical student assessment data are used to model student performance on prior assessments, current assessments, and the growth in between assessments. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance the student demonstrated compared to their academic peers.

As a simple illustration, consider a student who scored 525 on last year’s test and a 575 on this year’s test. Their scores on this year’s test will be compared with those of other students who scored 525 on last year’s test. Their SGP of 75 indicates they scored better than 75 percent of their academic peers who scored 525 last year.

In 2023–2024 SGPs will be calculated for grades 4–8 of ELA and mathematics, and reported for students who have at least two immediately consecutive test scores in the same subject (e.g., a grade 4 mathematics SGP is reported when the student has a grade 4 mathematics score in the current year and a grade 3 mathematics score from the prior year). SGPs are not calculated for science or social studies. In cases where two prior test scores and one current test score are available, students are compared with their peers who have the same combination of prior-year test scores.

Much like achievement levels are used to provide additional context to scale scores, growth levels provide additional context for interpreting student growth percentiles. SGP levels were set using information about the relationship between student growth and achievement and classify SGPs into three categories: Low Growth, defined as SGPs between 1 and 34, Typical Growth, defined as SGPs between 35 and 65, and High Growth defined as SGPs between 66 and 99. A student who demonstrates low growth may struggle to maintain his or her current level of achievement, a student who demonstrates typical growth may maintain or improve academically, and a student who demonstrates high growth may make greater improvements academically.

For the Georgia Milestones EOG assessments, growth targets are provided where available. Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at the next achievement level on next year’s assessment. That is, growth targets attempt to address the question “What level of growth does my student need to demonstrate next year to be in the next achievement level?”

For students currently performing at the Beginning Learner achievement level, the Developing Learner target is provided. For students currently performing at the Developing Learner achievement level, the Proficient Learner Target is provided. For students currently performing at the Proficient achievement level, the Distinguished Learner Target is provided. For students currently performing at the Distinguished achievement level, the Distinguished Learner Target is provided.

Given the high expectations required by the Georgia Standards of Excellence and the Georgia Milestones assessments, growth targets may be rigorous. For many students, it may take more than one year to move up to the next achievement level, so it is important to remember that growth targets reflect goals that may take more than one year to achieve. Each year, students receive new targets that reflect their most recent achievement level. These can be used by educators and parents to set realistic expectations for improving student learning and achievement.

Note that in 2023–2024, growth targets are not provided for 8th grade students taking the Georgia Milestones EOG ELA because insufficient data are available to calculate stable growth targets from these assessments to the American Literature and Composition assessment. Likewise, growth targets are not provided for students taking Mathematics assessments in 2023–2024 because insufficient data are available to calculate stable growth targets for the new mathematics standards.

For more information on Student Growth scores, visit the Georgia Student Growth Model webpage at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

## **Students With Conditional Scale Scores**

Students with disabilities (including those with Section 504 plans) and English Learners (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 or her scale score appears with a '**CA**'. Any test result 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. For example, the ELA EOG assessment provides several scores: an ELA scale score, a reading status, a Lexile measure, a national percentile range, and a Student Growth Percentile. If a student takes the ELA EOG assessment with a conditional accommodation, each of these scores should be interpreted in light of this conditional administration.

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.

## **Students Not Receiving Scale Scores**

According to the guidelines established for the EOG assessment, 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. Parental request for a student to opt out of testing is not an allowable use of PTNA. 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**. For example, students who log in to a test session but do not answer any items will also receive a DNA. This differs from situations where students enrolled in the assessment do not log in to a test session. For these students, nothing is reported because a test was not created for them. Scores associated with DNA are not included when computing statistics for 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.
- **ME (Spring only):** A significant **Medical Emergency** is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window and any subsequent test window during the school year. Scores associated with ME are not included when computing statistics for summary reports.
- **LCE:** This designation indicates that there is a Local Coding Error that the school system must correct prior to the student receiving a scale score. An LCE designation will appear only on preliminary reports. All LCE designations must be resolved prior to the close of the state administration window.

# SCORES BASED ON SUBSETS OF ITEMS

## 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.

Student achievement for each domain is reported on the Individual Student Report and Class Roster Report to provide information about a student's relative strengths and areas of need within each content area. For science and social studies, each item on the assessment contributes to the student's achievement in a single domain. For ELA and mathematics, items on the assessment may contribute to the student's achievement in more than one domain, as detailed below. Although the ELA and some mathematics items are used in determining student achievement in more than one domain, each item counts only once in the student's overall ELA or mathematics score. For additional information on domain configurations, use the Georgia Milestones Test Blueprints documents: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>

For the ELA test, each item on the assessment contributes to the student's achievement in multiple domains. There are two primary domains: Reading & Vocabulary and Writing & Language; every ELA item on the assessment contributes to the student's Reading & Vocabulary achievement or the student's Writing & Language achievement. Additionally, each reading and vocabulary item is used to determine a student's achievement on one of these related domains: Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, or Vocabulary Acquisition and Use. Each reading and vocabulary item is also used to determine a student's achievement on one of these related domains: Reading Literary Text or Reading Informational Text. Similarly, each writing and language item is also used to determine a student's achievement on one of these related domains: Writing or Language. With this configuration, nine reporting domains are included.

For the mathematics test, the number of primary domains varies depending on the grade. In grades 3 through 5, four primary domains (claims) are reported: Numerical Reasoning, Patterning & Algebraic Reasoning, Measurement & Data Reasoning, and Geometric & Spatial Reasoning. For these domains, one or more targets are reported.

In grade 6, three primary domains (claims) are reported: Numerical Reasoning, Geometric & Spatial Reasoning, and Patterning & Algebraic Reasoning. For these domains, one or more targets are reported.

In grade 7, four primary domains (claims) are reported: Numerical Reasoning, Patterning & Algebraic Reasoning, Geometric & Spatial Reasoning, and Probability Reasoning. For these domains, one or more targets are reported.

In grade 8, four primary domains (claims) are reported: Numerical Reasoning, Patterning & Algebraic Reasoning, Functional & Graphical Reasoning, Geometric & Spatial Reasoning. For these domains, one or more targets are reported.

Table 3: Domain Structure for Each Georgia Milestones End-of-Grade Assessment

EOG Domains											
Grade 3	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning	Numerical Reasoning: Place Value and Rounding	Numerical Reasoning: Represent Fractions	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: Addition and Subtraction within 10,000	Patterning & Algebraic Reasoning: Multiplication and Division within 100	Measurement & Data Reasoning: Length, Volume, Mass, and Time	Geometric & Spatial Reasoning	Geometric & Spatial Reasoning: Attributes of Polygons	Geometric & Spatial Reasoning: Area and Perimeter
Grade 4	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning	Numerical Reasoning: Compare and Round Numbers	Numerical Reasoning: Addition and Subtraction of Whole Numbers	Numerical Reasoning: Addition and Subtraction of Fractions	Numerical Reasoning: Connection Between Decimals and Fractions	Patterning & Algebraic Reasoning: Number and Shape Patterns	Measurement & Data Reasoning: Time and Data Displays	Geometric & Spatial Reasoning	Geometric & Spatial Reasoning: Angle Measurement	Geometric & Spatial Reasoning: Area, Perimeter, and Polygons
Grade 5	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning	Numerical Reasoning: Place Value and Decimals	Numerical Reasoning: Operations with Fractions	Numerical Reasoning: Multiplication, Division, and Numerical Expressions	Patterning & Algebraic Reasoning: Numerical Patterns and Ordered Pairs	Measurement & Data Reasoning: Measurement Conversions and Data Displays	Geometric & Spatial Reasoning: Polygon Properties and Volume of Prisms			
	Science	Earth Science	Physical Science	Life Science							
Grade 6	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning	Numerical Reasoning: Operations with Positive Rational Numbers	Numerical Reasoning: Operations with Data Problems	Numerical Reasoning: Compare Rational Numbers	Numerical Reasoning: Ratios and Rates	Geometric & Spatial Reasoning: Area, Surface Area, and Volume	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: Numerical and Algebraic Expressions	Patterning & Algebraic Reasoning: One-Step Equations and Inequalities	Patterning & Algebraic Reasoning: Coordinate Plane and Polygons

EOG Domains											
Grade 7	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning: Operations with Rational Numbers	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: Expressions, Equations, and Inequalities	Patterning & Algebraic Reasoning: Proportional Relationships	Geometric & Spatial Reasoning: Angle Measurement, Area, Surface Area, and Volume	Probability Reasoning: Probability of Simple Events				
Grade 8	ELA	Reading & Vocabulary	Key Ideas	Craft & Structure	Vocabulary Use	Literary Text	Informational Text	Writing & Language	Writing	Language	
	Mathematics	Numerical Reasoning: Irrational Numbers, Radicals, and Integer Exponents	Patterning & Algebraic Reasoning	Patterning & Algebraic Reasoning: One-Variable Expressions, Equations, and Inequalities	Patterning & Algebraic Reasoning: Linear Relationships	Functional & Graphical Reasoning	Functional & Graphical Reasoning: Properties and Uses of Functions	Functional & Graphical Reasoning: Linear Problem Solving	Functional & Graphical Reasoning: Systems of Equations	Geometric & Spatial Reasoning: Pythagorean Theorem and Volume	
	Science	Matter	Energy	Motion	Waves	Force					
	HS 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						
	Social Studies	History	Geography	Government/ Civics							

## Domain Achievement

Domain achievement helps educators and parents learn about a student's relative strengths and areas of need in relation to the expectations of Georgia's state-mandated content standards. Student achievement on items in a domain are converted to a domain achievement level. The domain achievement provides information that can be used to support student learning.

For each domain, we calculate the student's likelihood of being proficient on the overall assessment based on their achievement on the domain. In other words, domain achievement communicates whether or not the student performed like a proficient learner on each domain.

Starting with the Spring 2024 administration, this likelihood is reported by one of three domain achievement level classifications listed below:

- *Below Target:* The student's domain achievement suggests they have less than a 25 percent chance of being at or above the proficient cut score on the overall assessment. They are *not likely* to be a proficient learner on the overall test, based on their achievement on this domain. The student may or may not actually be a proficient learner on the overall test, but they did not perform like a proficient learner on these items.
- *Approaching Target:* The student's domain achievement suggests they have between a 25 and 74 percent chance of being at or above the proficient cut score on the overall assessment. They are *somewhat likely* to be a proficient learner on the overall test based on their achievement on this domain. The student may or may not actually be a proficient learner on the overall test, but they did not perform like a proficient learner on these items.
- *Met Target:* The student's domain achievement suggests they have a 75 percent chance or greater of being at or above the proficient cut score on the overall assessment. They are *likely* to be a proficient learner on the overall test based on their achievement on this domain. Note, the student may or may not actually be a proficient learner on the overall test, but they performed like a proficient learner on these items.

Another way to interpret domain achievement is by completing the following sentences with the appropriate information.

- *Below Target:* If all the items on the <overall content area> test were <domain> items, it is not likely that this student would score as a Proficient Learner or above on the overall test.
- *Approaching Target:* If all the items on the <overall content area> test were <domain> items, it is somewhat likely that this student would score as a Proficient Learner or above on the overall test.
- *Met Target:* If all the items on the <overall content area> test were <domain> items, it is likely that this student would score as a Proficient Learner or above on the overall test.

Achievement results for domains that are measured with fewer points are less reliable and precise 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. To find the approximate number of points allocated to each domain, visit the EOG blueprints that can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>.

Note, the domain achievement for assessment administrations prior to Spring 2024 use different reporting categories and different likelihood cut points. Comparing summarized domain achievement for Spring 2024 and beyond to past summarized domain achievement at the state, system, school, and class level is not appropriate.

## 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 to provide teachers with an additional indicator of a student's reading ability. A student's Lexile measure is based on their performance on the subset of items from the Reading & Vocabulary domain of the ELA assessment and the Lexile measure associated with that performance. Because the text complexity on the Georgia Milestones assessments reflects the more rigorous expectations of the state-mandated content standards addressing reading skills, the highest obtainable Lexile scores 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 a Lexile range. The lower value of the range represents the easiest kind of reading material that is appropriate for the student for leisure reading; it can be found by subtracting 100L from the student's Lexile measure. The higher value of the range represents the most difficult level of material the student can read successfully for a motivating challenge; it 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 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.

The Lexile bands in Table 4 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 improve literacy skills. These "stretch" bands are ranges of Lexile measures by grade level/course that indicate the text complexity students should be reading 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>.

Table 4: MetaMetrics Lexile Grade Level “Stretch” Bands for Georgia Milestones

Grade Level/Course	MetaMetrics Lexile Grade Level “Stretch” 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
American Literature and Composition	1185L to 1385L

## Summarizing Lexile Measures

It is generally not appropriate to calculate a mean Lexile measure for a class, school, or system because the Lexile measure is intended to match an individual student’s reading ability with texts of appropriate difficulty levels. However, summary reports summarize Lexile measures by showing the distribution of the percentage of students who fall below, within, or above the MetaMetrics Lexile grade-level “stretch” band, shown in Table 4. Students who earn a Lexile measure below the lower bound of the grade-level stretch band are classified as “Below the Stretch Band”. Students who earn a Lexile measure within the grade-level stretch band are classified as “Within the Stretch Band”. Students who earn a Lexile measure above the higher bound of the grade-level stretch band are classified as “Above the Stretch Band”. Students should read written texts within the “stretch” Lexile band each year to set themselves up for college and career readiness upon high school graduation.

## Interpreting Reading Status

The Reading Status indicator is based on student performance on the Reading & Vocabulary subset of items on the ELA assessment and the associated Lexile measure. The Reading Status indicator is used to comply with the Georgia Promotion, Placement, and Retention law and State Board of Education Rule (see page 2).

### Reading Status is reported as one of the following:

- *Below Grade Level*
- *Grade Level or Above*

A student who earns a Lexile measure equal to or greater than the lower bound of the grade-level stretch band will be classified as “Grade Level or Above”. A student who earns a Lexile measure less than the lower bound of the grade-level stretch band will be classified as “Below Grade Level”. The grade-level stretch bands are listed in Table 4 above.

Although the items contributing to the Lexile measure, Lexile Grade Level Stretch Band percentages, Reading Status, and the Reading & Vocabulary domain are the same, each of these achievement indicators communicate something unique about student performance. For example, it is possible for a student to receive a domain achievement designation of Below Target in the Reading & Vocabulary domain and still receive a Reading Status of Grade Level or Above, or for a student with a Reading Status of Below Grade Level to demonstrate sufficient writing and language skills to be classified into the *Developing Learner* achievement level for the overall ELA assessment.



In rare cases, a student who is a Proficient or Distinguished Learner on the overall ELA assessment earns a Lexile measure classified as Below Grade Level for Reading Status. This unique achievement pattern suggests that the Reading and Vocabulary domain is an area of need for this student, despite preparedness for the next grade in ELA generally. To simplify score use for Georgia's promotion, placement, and retention law in these cases, a policy rule is applied that changes the student's Reading Status from Below Grade Level to Grade Level or Above. This rule is only applied to the Reading Status field; the student's Lexile measure, Lexile Stretch Band classification, and domain achievement remain unchanged. Students, parents, and teachers are encouraged to seek opportunities that support reading achievement.

## Interpreting Extended Writing Scores

To provide information about writing performance, the number of points earned on the Extended Writing Task (either opinion, argumentative, or informational/explanatory) and the Narrative Writing Response is reported. Writing tasks only appear in the EOG Spring Main administration. The writing tasks are scored and reported as follows:

- 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

For extended writing items, condition codes are assigned when a score cannot be assigned to the Extended Writing Task or the Narrative Writing Response. There are seven 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: Too Limited to Score – information provided was too limited to score
- D: Non-English/Foreign Language – response was written in a language other than English
- E: Off Topic – the response is off topic
- F: Offensive – offensive language or pictures were used
- G: Illegible/Incomprehensible – the response is illegible or incomprehensible

It is important to note that performance on other items, combined with performance on the writing tasks, contribute to the domain achievement designation for the Writing domain (as well as the Writing & Language domain). Therefore, it is possible that a student who earns high scores on the writing tasks may receive the *Below Target* or *Approaching Target* designations on these domains if fewer points are earned for the other items.

\*Note, although the Extended Writing Task and Narrative Writing Response are not included on the EOG Retest, the Writing and Language domain is still assessed by other ELA items on the EOG Retest. This means the same domain achievement information, Lexile measures, and Reading Status is available for the retest administration as is available for the Spring administration.



## **Braille Forms**

Students who take the Braille form of the EOG assessment are scored only on those items that are present on the Braille form. The Braille form may have a different number of items than other EOG assessment versions because some test items cannot be properly translated to Braille. However, most Braille forms have the same number of items as regular forms because Universal Design principles are used throughout item and test development for the Georgia Milestones assessment program. Moreover, all forms of each content area test undergo a process called equating so that total test achievement is comparable across the different forms that are administered.

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

Scale score and achievement levels within a given grade and content area are comparable across administrations and years. This allows stakeholders to compare student achievement for different groups of students within and across test administrations. Summary results are provided for classes, schools, systems, and the state. 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 consider group size. With smaller group sizes, the findings may be more unstable due to the larger error associated with the group statistics. It is also noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.

Summary results of domain achievement are also provided for classes, schools, systems and RESAs. Because scores based on fewer items are less reliable and precise than scores based on more items, stakeholders should use domain results cautiously, for instance by looking at achievement trends over time or using other sources of information to corroborate and contextualize domain achievement. Comparing domain achievement from the Spring 2024 administration to domain achievement from prior administrations at the state, system, school, and class level is not appropriate because the differences in the reporting categories and likelihood cut points make these incomparable.

Results from students using the Braille form of the EOG assessment are included in domain summary reports. Caution should be taken when comparing the domain achievement of students taking the Braille test form with the domain achievement of students taking the standard test forms. In rare cases, it is necessary to exclude items from the Braille form and this difference may impact one domain more than another.

## **REPORTING**

The Interactive Reporting platform leverages industry-leading technologies that provide Georgia users more options and flexibility than traditional reporting formats such as PDFs and file extracts. The system incorporates advanced visualization tools and best practices from data analytics and business intelligence in order to process and display large amounts of data in near-real time. Users can filter, sort, drill down, and export data all within a modern, intuitive interface. As with all components of the DRC INSIGHT Portal, the Interactive Reporting suite is role- and permission-based, which allows for controlled access to data and supports Georgia's data privacy policies for each and every system user and student record.

## Preliminary Reports

Preliminary ISRs and Class Roster Reports are produced as soon as scores are available, and can be used to inform educational decisions, such as graduation and promotion and retention. Users access these reports via the DRC INSIGHT Portal from the Interactive Reporting menu. The Dashboard tab communicates the status of the reports by test administration. Preliminary reports may not include all test information for students or a class; however, they are cumulative and as more student tests are scored, new students are added to the roster. If a student has not completed the test for a content area, no record for that student will display in that content area, but all other content areas that have been completed and scored will be reported. The preliminary ISR is labeled as such and once the conditions are met to transition from preliminary reports to final reports, the preliminary labeling is removed.

A Local Coding Error (LCE) designation may appear on a preliminary report. An LCE designation is used to indicate that an incorrect 5-digit code has been used when assigning an irregularity code to the record (IR, PTNA, IV, PIV, ME). All LCE designations must be resolved prior to the end of the state administration window. During preliminary reporting, an LCE Roster is made available in the Interactive Reporting platform for districts to identify any students with LCE designations and make the necessary corrections. Note: An LCE designation is not used to indicate a partially completed test.

On the following pages, sample reports are provided. The sample ISRs, Class Rosters, and LCE Rosters contain fictitious student names and other information (e.g., GTID) and are provided to illustrate different aspects of test results and reports.

## Georgia Milestones Sample Reports with Annotations

This section of the *EOG Interpretive Guide for Score Reports* provides samples of reports with annotation. Reports and data files are available for authorized school system personnel to access through secure and protected sites: Interactive Reporting on DRC INSIGHT, MyGaDOE Portal, and Georgia's Statewide Longitudinal Data System (SLDS). Table 5 provides a list of report information that is provided for the Georgia Milestones EOG assessments and their locations for the 2023–2024 school year.

Table 5: Report Type and Location

Report Type/Data File	Interactive Reporting: Batch Download/Report Delivery	Interactive Reporting: Dashboard Views	MyGaDOE Portal	SLDS
Individual Student Report (ISR)	X	X		X
Class Roster		X		
Remediation and Retest Roster		X		
LCE Roster		X		
Student History Roster		X		
Content Area Summary – State, System, School		X		
Domain Summary – State, System, School		X		
Demographic Summary – State, System, School		X		
Student Data File – System (.txt and .xlsx)			X	
Student Data File – System (.xlsx only)	X			

## EOG Retest Reports

As mentioned previously, the EOG Retest is a testing opportunity for students in grades 3, 5, and 8 who achieved at Below Grade Level Reading Status and/or students in grades 5 and 8 who were classified as Beginning Learners on the Mathematics assessment during the Spring administration. There are several test administration differences between the main (spring) and retest opportunities, which necessitate slightly different reports. These differences are called out here.

Because only ELA and Mathematics content areas are tested during the EOG Retest, only these results are included on the EOG Retest reports. For students in grade 3, only the ELA content area is included. For students in grades 5 and 8, the ELA and Mathematics content areas are included. For retests in ELA, the extended writing items (extended writing task and narrative response items) are not administered. Consequently, no results for these elements are included on the reports. Similarly, student growth information (SGPs and Growth Targets) is not provided for EOG Retest administrations, so no results for these elements are included on the reports.

Lastly, some reports are not produced for the EOG Retest administration. Summary reports, including the Content Area, Domain Summary, and Demographic Summary reports are not produced. The Remediation and Retest Roster is also not produced for EOG Retest. Note, for 2024, there is not mathematics retest administration at all because the results for the new mathematics test (given for the first time in Spring 2024) will not be available until after standard setting, which is after the EOG Retest administration window closes.

## Report Types

### Individual Student Reports

The Individual Student Report (ISR) is accessible via the Report Delivery tab in Interactive Reporting and presents the student's results for each test taken. A sample Grade 8 ISR appears on pages 26 through 28. Note that ISRs for students in grades 5 and 8 will have three numbered pages, and all other grades will have two pages.

The top of each page of the ISR provides:

- 1 **Student Demographic Information:** student name, GTID, birth date, test date, class name, school name, and system name. The ELA page also provides the test form number.

The first page of the ISR 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 8 sample ISR, Bernard Bailey's overall performance level is *Proficient Learner* for English language arts, science, and social studies, and *Developing Learner* for mathematics.

- 3 Scale Score and Scale Score Range:** 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. The scale score indicates the student's achievement on the day of testing. The scale score range indicates that if the student were to take the same test again with no memory or fatigue effects, it is likely that his or her scale score would be within their scale score range. According to the Grade 8 sample ISR, Bernard Bailey's scale score is 563 for English Language Arts and this falls within the *Proficient Learner* achievement level. If Bernard were to take the same test again, it's likely that his scale score would be within the scale score range of 546–580. In mathematics, he achieved a scaled score of 506, which falls into the *Developing Learner* achievement level. If he were to take the same test again, it's likely that his scale score would be within the scale score range of 493–519. In science, Bernard achieved a scale score of 537, which falls within the *Proficient Learner* achievement level. If Bernard were to take the same test again, it's likely that this scale score would be within the scale score range of 517–557. In social studies, he achieved a scale score of 542, which falls into the *Proficient Learner* achievement level. If he were to take the same test again, it's likely his scale score would be within the scale score range of 525–559.
- 4 Achievement Level Descriptors:** Brief narrative of all four Georgia Milestones achievement levels are provided. According to the sample English language arts ISR, Bernard Bailey demonstrates proficiency and is prepared for the next grade in English Language Arts, as specified in Georgia's content standards. The sample mathematics ISR shows Bernard Bailey demonstrates partial proficiency and needs additional academic support to be prepared for the next grade.
- 5 Reporting Scale and Achievement Levels:** Reporting scale and achievement levels allow students and parents to see the full continuum of expectations and aid in score interpretation and use. Bernard Bailey's achievement level in English language arts is *Proficient Learner*, with a scale score of 563. Bernard Bailey's mathematics achievement level is *Developing Learner*, with a scale score of 506.
- 6 Domain Achievement:** Domain achievement helps identify relative strengths and areas of need. A student's domain achievement is reported by one of three achievement categories: *Below Target*, *Approaching Target*, *Met Target*. On the sample ISR for English language arts, Bernard Bailey received a *Met Target* designation for both Reading & Vocabulary and Writing & Language. Within the Reading & Vocabulary domain, Bernard Bailey received an *Approaching Target* designation for Key Ideas and Details, and a *Met Target* for both Craft and Structure/Integration of Knowledge and Ideas and Vocabulary Acquisition and Use. Within the Text Types domain, Bernard Bailey received an *Approaching Target* designation for both Reading Literary Text and Reading Informational Text. On the mathematics ISR, Bernard Bailey received *Below Target* and *Approaching Target* across the nine domains in mathematics; he received all three domain achievements across the five science domains, and *Approaching Target* and *Met Target* across the four social studies domains.
- 7 Reading Status (ELA Only):** The reading status indicator is determined by student performance on the Reading & Vocabulary items within the ELA assessment and the associated Lexile measure. The student's Reading Status, Lexile Measure, and Lexile Range are reported in the box. In the graph, the Lexile measure is shown in relation to the Lexile Reporting Scale for the English language arts test and the reporting categories. The reporting category ranges shown in the graph are the MetaMetrics' grade level ranges. On the sample ISR for English Language Arts, Bernard Bailey received a reading status of Grade Level or Above and a Lexile Measure of 1330L. His Lexile Range is 1230L–1380L.
- 8 Extended Writing Scores:** On the ELA EOG reports for the spring test administration, students receive information on how they performed on the extended writing task and the narrative writing response. On the sample ISR for English Language Arts, Bernard Bailey earned 3 out of 4 points for Idea Development, Organization, and Coherence, Language Usage and Conventions, Narrative Writing.

- 9 Comparison to the school, system, and state:** On the sample ISR for English language arts, Bernard Bailey performed above most students in his school, system, and in the state on this test.
- On the sample ISR for mathematics, Bernard Bailey performed slightly above most students in his school and system, and below most students in the state on this test.
- On the sample ISR for science, Bernard Bailey performed above most students in his school, system, and state on this test.
- On the sample ISR for social studies, Bernard Bailey performed above most students in his school, system, and state on this test.
- 10 Comparison to a national sample of students:** A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student's achievement to be compared to a national sample of students. On the sample ISR for English language arts, Bernard Bailey received a national percentile range of 85–96, which means that he performed as well as or better than 85 to 96 percent of the national norming group.
- On the sample ISR for mathematics, Bernard Bailey received a national percentile range of 51–68, which means that he performed as well as or better than 51 to 68 percent of the national norming group.
- On the sample ISR for science, Bernard Bailey received a national percentile range of 74–88, which means that he performed as well as or better than 74 to 88 percent of the national norming group.
- On the sample ISR for social students, Bernard Bailey received a national percentile range of 65–80, which means that he performed as well as or better than 65 to 80 percent of the national norming group.
- 11 Student Growth Percentile and SGP Level (Low, Typical, High Growth):** Growth measures describe student progress from one year to the next by comparing a student's test performance to that of academically similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. On the sample ISR for Grade 8 English language arts, Bernard Bailey demonstrated *High Growth* between the prior and current assessments. He grew more than 76 percent of academically-similar students. For mathematics, he demonstrated *Low Growth* between prior and current assessments in mathematics. He grew more than 6 percent of academically similar students. Student Growth Percentile and SGP Level are not calculated for science or social studies.
- 12 Growth Target:** Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year's assessment. For example, a growth target of 74th percentile or above means that the student would need to demonstrate growth at the *Proficient Learner* level. Growth targets are not calculated for science and social studies. For the Spring 2024 administration, growth targets are not calculated for students in grade 8 ELA and for all grades of mathematics (due to new mathematics standards being set). In the sample ISR for an 8th grade student shown on the next pages, Growth Targets are listed as Not Available.

Sample Individual Student Report (Please see pages 23–25 for descriptions of numbered areas.)

The Spring 2024 mathematics scores shown below are only for illustrative purposes. The final scores for Mathematics will be reported on a new scale to be determined at standard setting.

1

FIRST NAME: BERNARD  
LAST NAME: BAILEY  
GTID: 1234567890

BIRTH DATE: 01/01/YYYY  
SCHOOL NAME: ANY SCHOOL  
SYSTEM NAME: ANY SYSTEM

CLASS NAME: ANY CLASS



GEORGIA

End-of-Grade Assessment

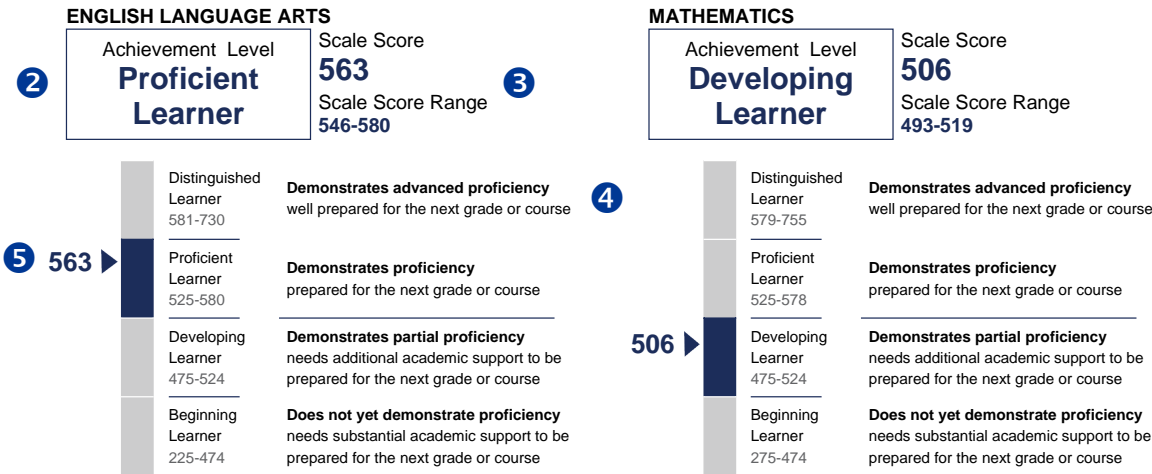
STUDENT REPORT

Spring 2024

Grade 8

The Georgia Milestones Assessment System measures how well students have learned the knowledge and skills outlined in the state content standards. This report provides information about your achievement on each assessment.

Your achievement level describes your achievement and readiness for the next level of learning. Your scale score indicates your achievement on the day of testing. If you were to take the same test again, it is likely that your scale score would be within your scale score range.



9

MATHEMATICS

Achievement Level

Developing Learner

10

Scale Score

506

Scale Score Range

493-519

11

Demonstrates advanced proficiency

well prepared for the next grade or course

12

506

Proficient Learner

525-578

Developing Learner

475-524

Beginning Learner

275-474

13

Demonstrates proficiency

prepared for the next grade or course

14

Demonstrates partial proficiency

needs additional academic support to be prepared for the next grade or course

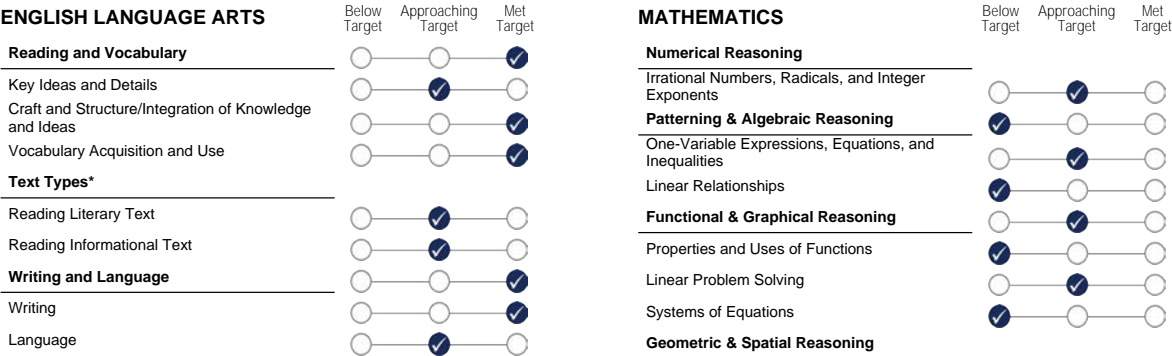
15

Does not yet demonstrate proficiency

needs substantial academic support to be prepared for the next grade or course

6 Domain Achievement

Your domain achievement describes your relative strengths and areas of need. The domain achievement categories describe your likelihood of being proficient on the overall test based on your achievement on the domain (Below Target: not likely, Approaching Target: somewhat likely, Met Target: likely).



\* Each reading and vocabulary question connects to a Reading and Vocabulary domain as well as a Text Type domain. However, each question counts only one time in your total score.



Sample Individual Student Report (Please see pages 23–25 for descriptions of numbered areas.)

The Spring 2024 mathematics scores shown below are only for illustrative purposes. The final scores for Mathematics will be reported on a new scale to be determined at standard setting.

FIRST NAME: BERNARD  
LAST NAME: BAILEY  
GTID: 1234567890

BIRTH DATE: 01/01/YYYY  
SCHOOL NAME: ANY SCHOOL  
SYSTEM NAME: ANY SYSTEM

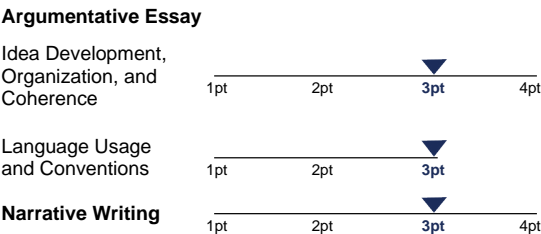
CLASS NAME: ANY CLASS

7 Reading Status  
Your Lexile® measure describes reading ability, based on your achievement in the Reading and Vocabulary domain.

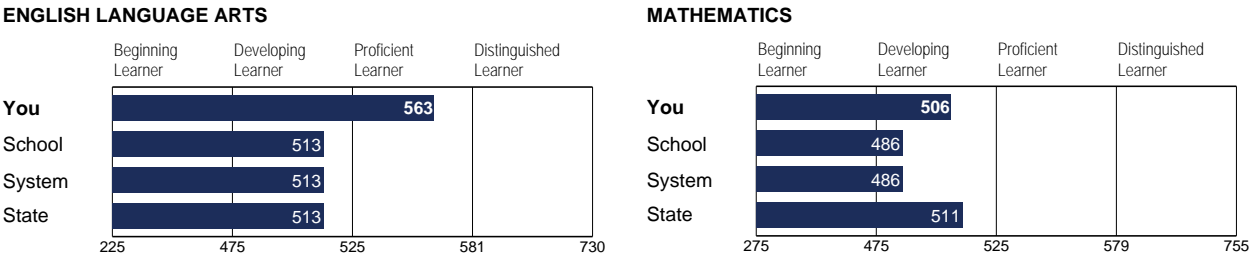


To learn more about interpreting Lexiles and access resources to accelerate reading growth, visit [hub.lexile.com](https://hub.lexile.com).

8 Extended Writing Scores  
Your scores on the extended writing questions provide more detailed information about your writing achievement.



9 Achievement Comparisons  
Your achievement is compared to other students in the same grade at your school, your system, and the state. Bars reflect the average scale score.

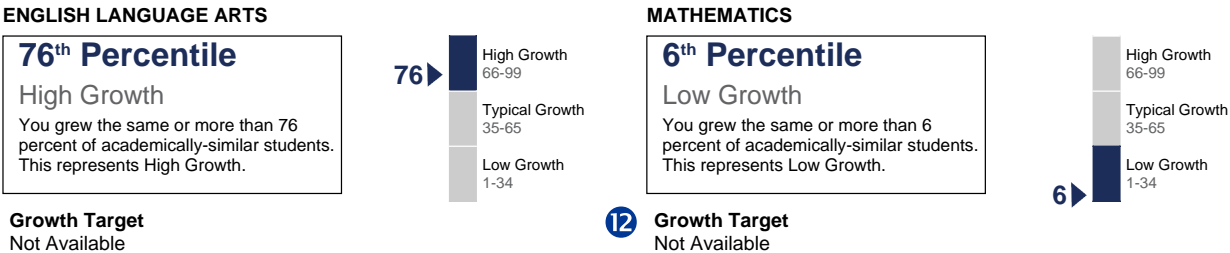


Your achievement is compared to a national sample of students. Your national percentile range is based on your estimated score on *TerraNova*, a nationally-normed achievement test.

10 READING NATIONAL PERCENTILE RANGE: 85-96  
You performed as well as or better than 85 to 96 percent of the national norming group.

MATHEMATICS NATIONAL PERCENTILE RANGE: 51-68  
You performed as well as or better than 51 to 68 percent of the national norming group.

11 Student Growth  
Your student growth percentile describes the amount of growth you demonstrated this year relative to academically-similar students from across the state. Your growth target estimates the level of growth you likely need to attain to reach the next achievement level next year.



Sample Individual Student Report

(Please see pages 23–25 for descriptions of numbered areas.)

FIRST NAME: BERNARD

LAST NAME: BAILEY

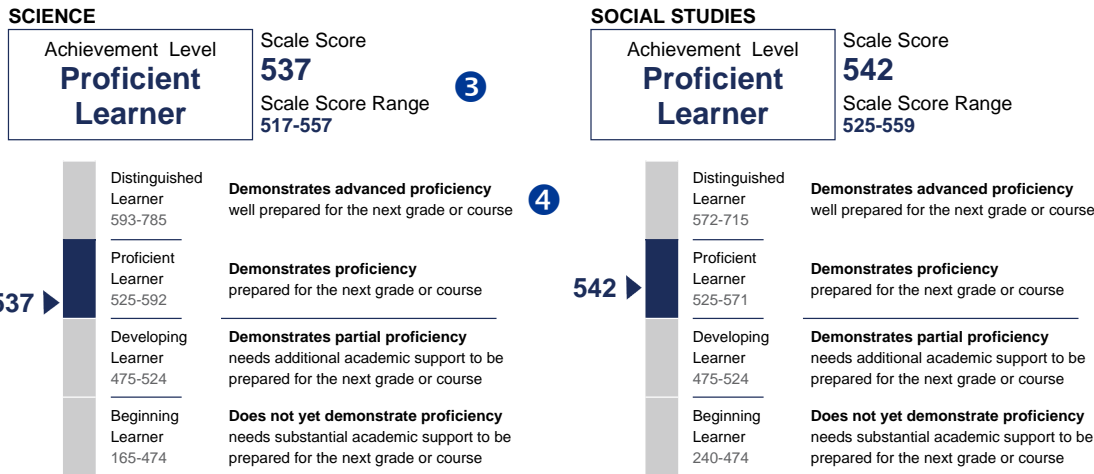
GTID: 1234567890

BIRTH DATE: 01/01/YYYY

SCHOOL NAME: ANY SCHOOL

SYSTEM NAME: ANY SYSTEM

CLASS NAME: ANY CLASS



**6 Domain Achievement**  
Your domain achievement describes your relative strengths and areas of need. The domain achievement categories describe your likelihood of being proficient on the overall test based on your achievement on the domain (Below Target: not likely, Approaching Target: somewhat likely, Met Target: likely).





## Class Roster Reports

Class Roster reports are accessible via the Class Roster tab in Interactive Reporting. On the Class Roster report, a list of students and their test scores are provided. For school and district users, class groupings are reported based on test session information and the roster information provided in the roster file upload. For teacher users, class groupings are reported based on the roster information provided in the rostering file upload.

As noted above, these rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. Because the Class Roster reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

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.
- 2 **Class Demographic Information:** This includes the Grade and Class Name, the school and district name, the state.
- 3 **Student Demographic Information:** The student's name is followed by the student's GTID number, birth date, grade, 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. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a scale score of 559.
- 5 **Achievement Level:** There are four achievement levels for the EOG assessment: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The Class Roster provides a color-coded, numeric achievement level in addition to the achievement level description. On the Interactive Class Roster for English Language Arts, Ruby Butera received an achievement level of 3, which is a *Proficient Learner*.
- 6 **Student Growth Percentile and SGP Level (Low, Typical, High Growth):** Growth measures describe student progress from one year to the next by comparing a student's test performance to that of academically-similar students. The result is a percentile rank ranging from 1 to 99 that indicates the growth in academic performance that student demonstrated compared to their academic peers. On the sample Class Roster for Grade 8 ELA, Nat Austin grew more than 51 percent of academically-similar students, which is classified as demonstrating *Typical Growth*. Student Growth Percentile and SGP Level are not calculated for science or social studies.
- 7 **Growth Targets:** Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year's EOG assessment. Growth targets range from 1 to 99 and estimate the level of growth a student would likely need to demonstrate to perform at a given achievement level on next year's assessment. For example, a growth target of 74th percentile or above means that the student would need to demonstrate growth at the *Proficient Learner* level. Growth targets are not calculated for science and social studies. In 2024, growth targets are not calculated for students in grade 8 ELA and for all grades of mathematics (due to new mathematics standards being set). In the sample Class Roster for an 8th grade class shown on the next pages, Growth Targets are blank.
- 8 **National Percentile Range:** The national percentile range is included for each student.  
On the Class Roster for Grade 8 ELA, Ruby Butera received a national percentile range of 81–99.

- 9 **Lexile Scores (ELA only):** The individual student Lexile measure indicates the level of text that a student can read with 75 percent comprehension. Students in grades 1–12 typically score in a range from Beginning Reader (BR) to 1600L. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera’s Lexile measure is 1115L.
- 10 **Reading Status (ELA only):** For ELA, students receive a reading status: either *Below Grade Level* (-) or *Grade Level or Above* (+). On the Interactive Class Roster for Grade 8 ELA, Ruby Butera received a reading status of *Grade Level or Above*.
- 11 **Domain Scores:** Domain achievement is reported by domain achievement categories: *Below Target*, *Approaching Target*, and *Met Target*. On the Class Roster for Grade 8 ELA, Ruby Butera received *Below Target* on the Reading and Vocabulary, Key Ideas and Details, and Reading Informational Texts and Writing and Language domains, and received *Approaching Target* on the Craft and Structure/Integration of Knowledge and Ideas Vocabulary Acquisition and Use domains.
- 12 **Extended Writing (ELA EOG Spring Main only):** For the Writing and Language domain, the number of points earned on the Extended Writing Task and Narrative Writing Response are shown. On the Interactive Class Roster for Grade 8 ELA, Ruby Butera’s Writing Genre was Argumentative. She also scored 2 out of 4 points on the Ideas trait (i.e. Idea Development, Organization, and Coherence) for the Extended Writing Task. In addition, she scored 3 out of 4 on the Narrative Writing Response.

Students who received 0 points on a writing task will have a condition code reported. The condition codes provide information about the reason why the student did not receive any points. These codes are explained in the footnotes of the Class Roster Report. For example, Mat Austin received a ‘B’ code on the Extended Writing Task, meaning that his response was blank. Note that the left side of the ELA portion of the Class Roster Report has a column containing the ELA form number that the student took. This form number indicates what genre of writing prompt the student received. The types of genres and their corresponding form numbers are detailed in the footnotes of the Class Roster Report.

Sample Class Roster

(Please see pages 29–30 for descriptions of numbered areas.)

DRC INSIGHT™

GEORGIA

▼

MY APPLICATIONS

▼

Dashboard

Class Roster

Content Area Summary

Domain Summary

Demographic Summary

Remediation and Retest Roster

LCE Roster

Batch Download

Quick Links

Scale Score Ranges

Admin

Year

EOG Spring 2024

District

School

Grade

Content Area

Class

SAMPLE DISTRICT

SAMPLE SCHOOL

08

English Language Arts

Danielle, Noble

English Language Arts Roster

1

3

4

5

6

7

↑

Student Name

↑

GTID

Birth Date

Grade

ELA Form

ELA Scale Score¹

ELA Achievement Level

ELA Achievement Level Description

ELA Growth Percentile

ELA Growth Level

ELA Growth Target

ELA Growth Target Achievement Level

Danielle, Noble

AUSTIN, NAT

9999999990

02/22/20XX

8

A1

479

2

Developing Learner

51

Typical Growth

Danielle, Noble

BELT, JASON

9999999991

08/21/20XX

8

A3

483

2

Developing Learner

3

Low Growth

Danielle, Noble

BUTERA, RUBY

9999999992

09/11/20XX

8

A5

559

3

Proficient Learner

67

High Growth

Danielle, Noble

CARONE, HANS

9999999993

01/11/20XX

8

A7

501

2

Developing Learner

57

Typical Growth

Danielle, Noble

HANEMER, JAN

9999999994

06/17/20XX

8

A1

492

2

Developing Learner

73

High Growth

Danielle, Noble

JACKSON, NIC

9999999995

05/08/20XX

8

B2

529

3

Proficient Learner

42

Typical Growth

Danielle, Noble

KAVIN, DANA

9999999996

10/11/20XX

8

B4

487

2

Developing Learner

44

Typical Growth

Sample Class Roster

(Please see pages 29–30 for descriptions of numbered areas.)

DKC INSIGHT

GEORGIA

MY APPLICATIONS

Dashboard

Class Roster

Content Area Summary

Domain Summary

Demographic Summary

Remediation and Retest Roster

LCE Roster

Batch Download

Quick Links

Scale Score Ranges

Admin

Year

2024

EOG Spring

District

SAMPLE DISTRICT

School

SAMPLE SCHOOL

Grade

08

Content Area

English Language Arts

Class

Danielle Noble

English Language Arts Roster

The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations.

ELA National Percentile Ranges <sup>1</sup>	Lexile Score	Reading Status Achievement	Reading and Vocabulary Domain Achievement	Key Ideas and Details Domain Achievement	Craft and Structure/Integration of Knowledge and Ideas Domain Achievement	Vocabulary Acquisition and Use Domain Achievement	Reading Literary Text Domain Achievement	Reading Informational Text Domain Achievement	Writing and Language Domain Achievement	Writing Domain Achievement	Language Domain Achievement	12				
												Writing Genre	Extended Writing Task - Ideas <sup>2</sup>	Extended Writing Task - Usage <sup>3</sup>	Narrative Writing Response <sup>4</sup>	ELA Test Date
06-16	895L	Below Grade Level	Below Target	Below Target	Below Target	Approaching Target	Below Target	Below Target	Below Target	Below Target	Below Target	Informational / Explanatory	B	B	1 of 4	5/2/2023
98-99	1400L	Grade Level or Above	Below Target	Below Target	Approaching Target	Below Target	Approaching Target	Below Target	Below Target	Below Target	Below Target	Informational / Explanatory	3 of 4	3 of 3	4 of 4	5/2/2023
81-99	1118L	Grade Level or Above	Below Target	Below Target	Approaching Target	Approaching Target	Approaching Target	Below Target	Below Target	Approaching Target	Below Target	Argumentative	2 of 4	2 of 3	3 of 4	5/2/2023
22-43	850L	Grade Level or Above	Below Target	Below Target	Approaching Target	Below Target	Below Target	Approaching Target	Below Target	Below Target	Approaching Target	Argumentative	2 of 4	2 of 3	3 of 4	5/2/2023
38-63	1050L	Grade Level or Above	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Informational / Explanatory	1 of 4	2 of 3	1 of 4	5/2/2023
49-75	1040L	Grade Level or Above	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Argumentative	1 of 4	2 of 3	3 of 4	5/2/2023
86-97	1140L	Grade Level or Above	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Below Target	Argumentative	3 of 4	2 of 3	3 of 4	5/2/2023

## Content Area Summary Reports

Content Area Summary Reports are generated at the state, system, school, and class levels for each course during the spring administration. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Content Area Summary Report provides overall performance data for a class. The School Content Area Summary Report provides overall performance data for the school, system, RESA, and state. Similarly, the System Content Area Summary Report provides overall performance data for the system, RESA, and state. The State Content Area Summary Report provides these data at the overall state level. The State Content Area Summary Report simply provides these data at the overall state level. Summary data exclude students with the following irregularity codes: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).

The Content Area Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

### Summary of Achievement Level

The screenshot on page 35 provides a graphical representation of the Percentage of Students in Each Achievement Level for a class. The sample report shows 20 percent of students scored in the *Proficient Learner achievement level* in the English Language Arts class, which has 5 students. Twenty percent of students in the class scored in the *Developing Learner achievement level* and 60 percent of students in the class scored in the *Beginning Learner achievement level*.

The screenshot on page 36 provides a graphical representation of the Summary of Achievement Level by Classes. The sample report shows 65 percent of students scored *Proficient Learner* in Grade 8 Mathematics in class Teacher One Math.01, compared to 24 percent in class Teacher One Math.03.

The screenshot on page 37 provides a graphical representation of the Summary of Achievement Level by Schools. The sample report shows 19 percent of students scored *Developing Learner* in Grade 8 Mathematics at Sample School 1, compared to 17 percent at Sample School 2.

The screenshot on page 38 provides a graphical representation of the Summary of Achievement Level by State, RESA, and District. The sample report shows 21 percent of students scored *Proficient Learner* in Mathematics Grade 8 at the district, compared to 30 percent at the State and 27 percent at the RESA.

### Mean Scale Score

The screenshot on page 39 provides a graphical representation of the Mean Scale Score for State, RESA, District, School, and Classes from the School Content Area Summary report. The sample report shows the mean scale score for Grade 8 science in Sample Class 01 (497), compared to the mean scale scores at the school (448), district (463), RESA (487), and state (489).

The screenshot on page 40 provides a graphical representation of the Mean Scale Score by State, RESA, District, and Schools from the District Content Area Summary report. The sample report shows the mean scale score at Sample School 01 (446) compared to the mean scale score at the district (463), RESA (487), and state (489).

### Summary of Content Area

The screenshot on page 41 shows a table for the School Content Area report. The table provides information about the total number of students, mean scale score, standard deviation, achievement level percentage, median national percentile, and mean normal curve equivalent. The sample report shows 50 percent of students scored *Developing Learner* in SAMPLE CLASS 01, compared to 22 percent at the school and district, 28 percent at the RESA, and 27 percent at the state.

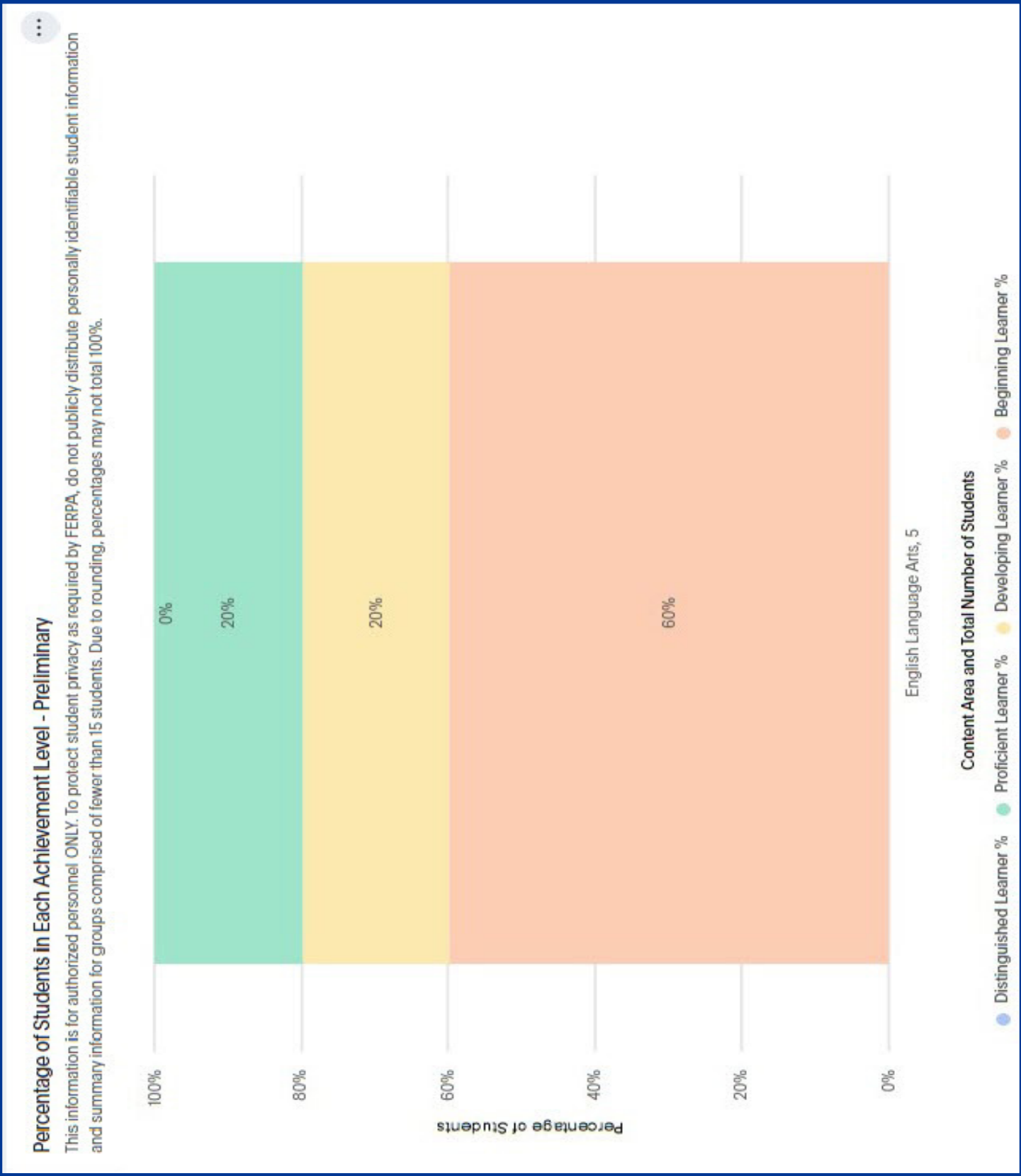
The screenshot on page 42 shows a table for the District Content Area report. The sample report shows 5 percent of students scored *Proficient Learner* at Sample School 01, compared to 10 percent at the district, 20 percent at the RESA and state.

The screenshot on page 43 shows a table for Students Not Included in Summaries – District Summary. The sample report shows one student had an Invalidation for English language arts and another student had a Medical Emergency for science.



Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)



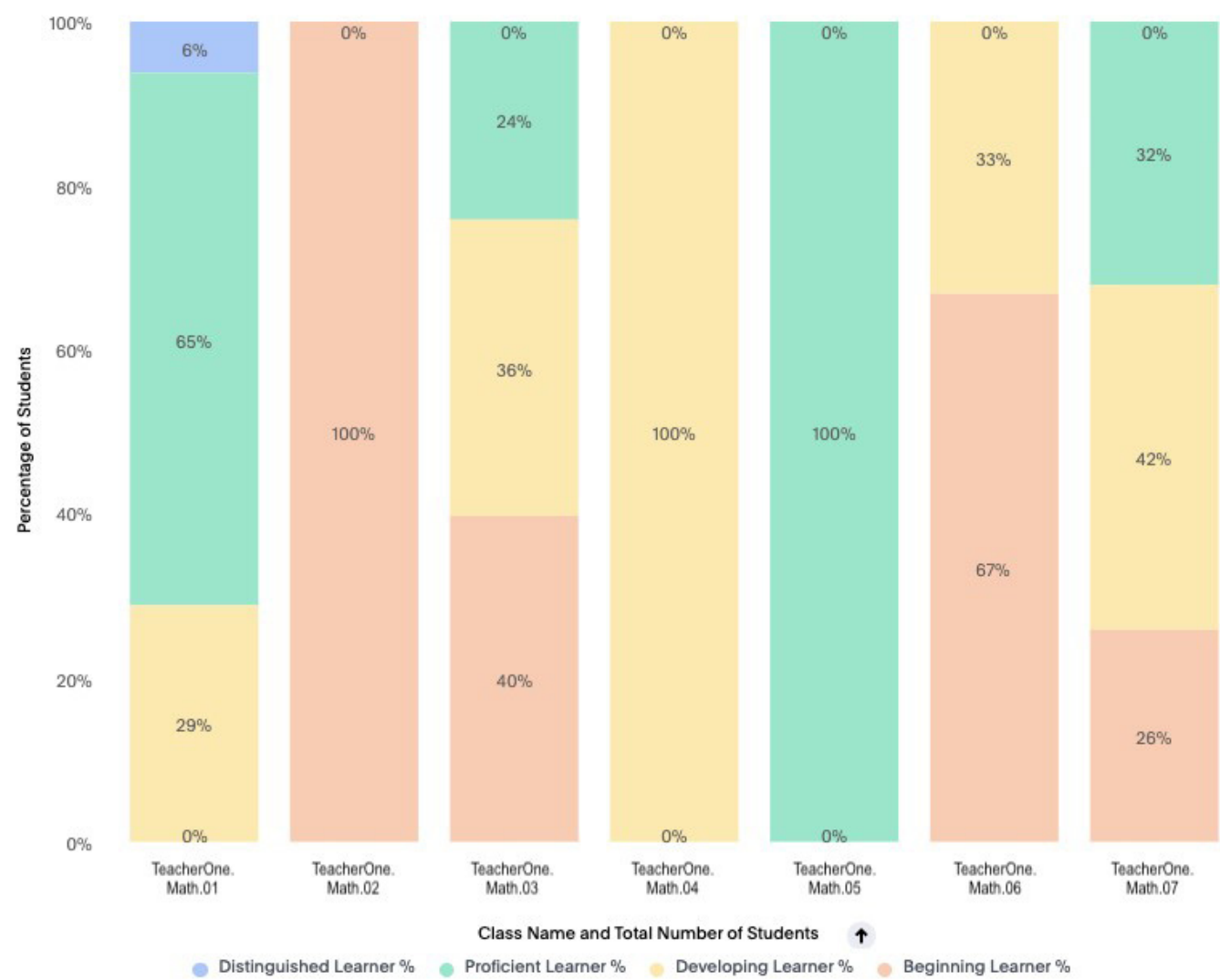
Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Test Session	7 Classes Selected

Summary of Achievement Level by Classes

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.



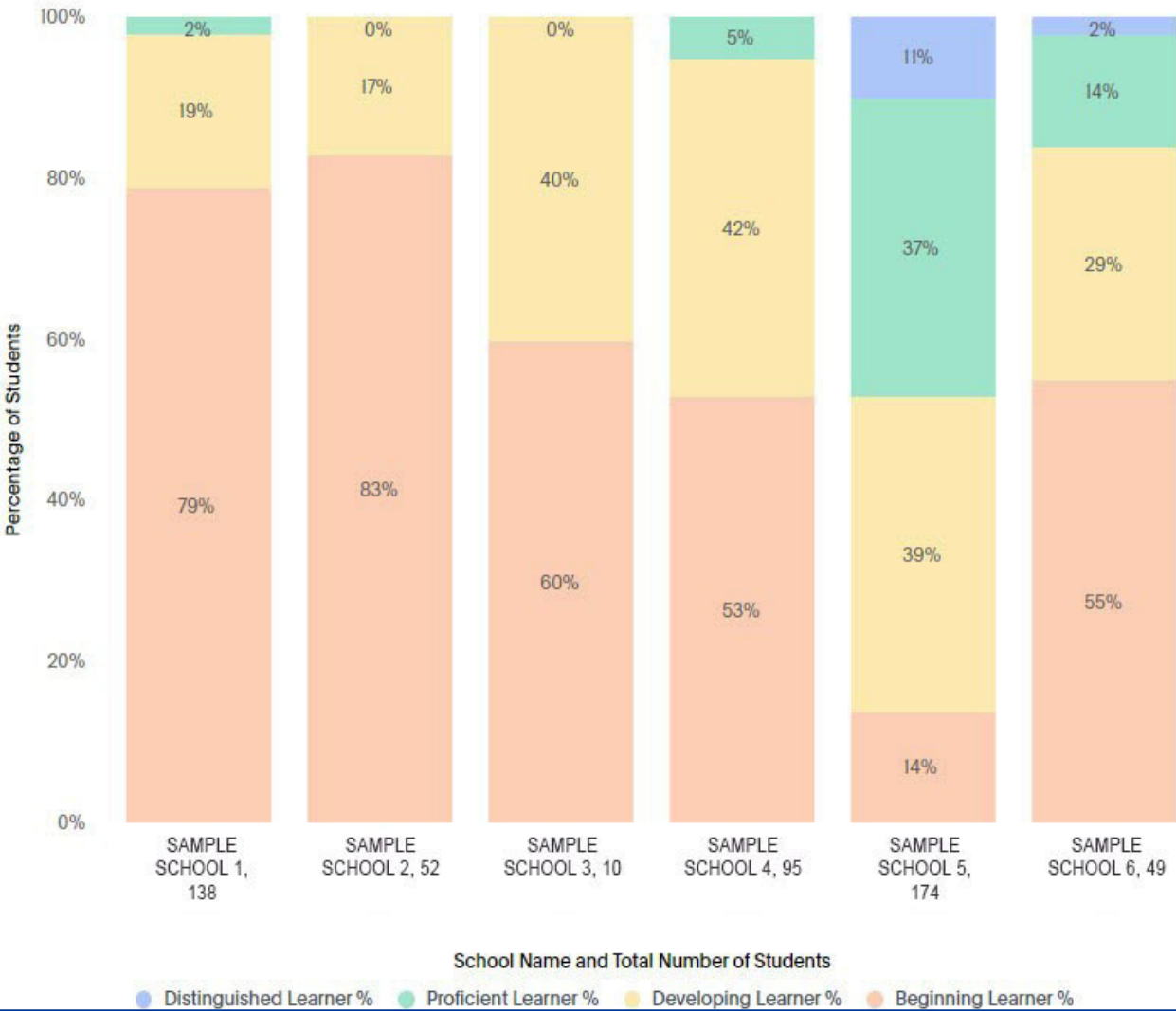
Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area
EOG Spring	2021 - 2022	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics

Summary of Achievement Level by Schools

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.



Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Student Group	Class Name
EOG Spring	2021 - 2022	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Test Session	7 Classes Selected

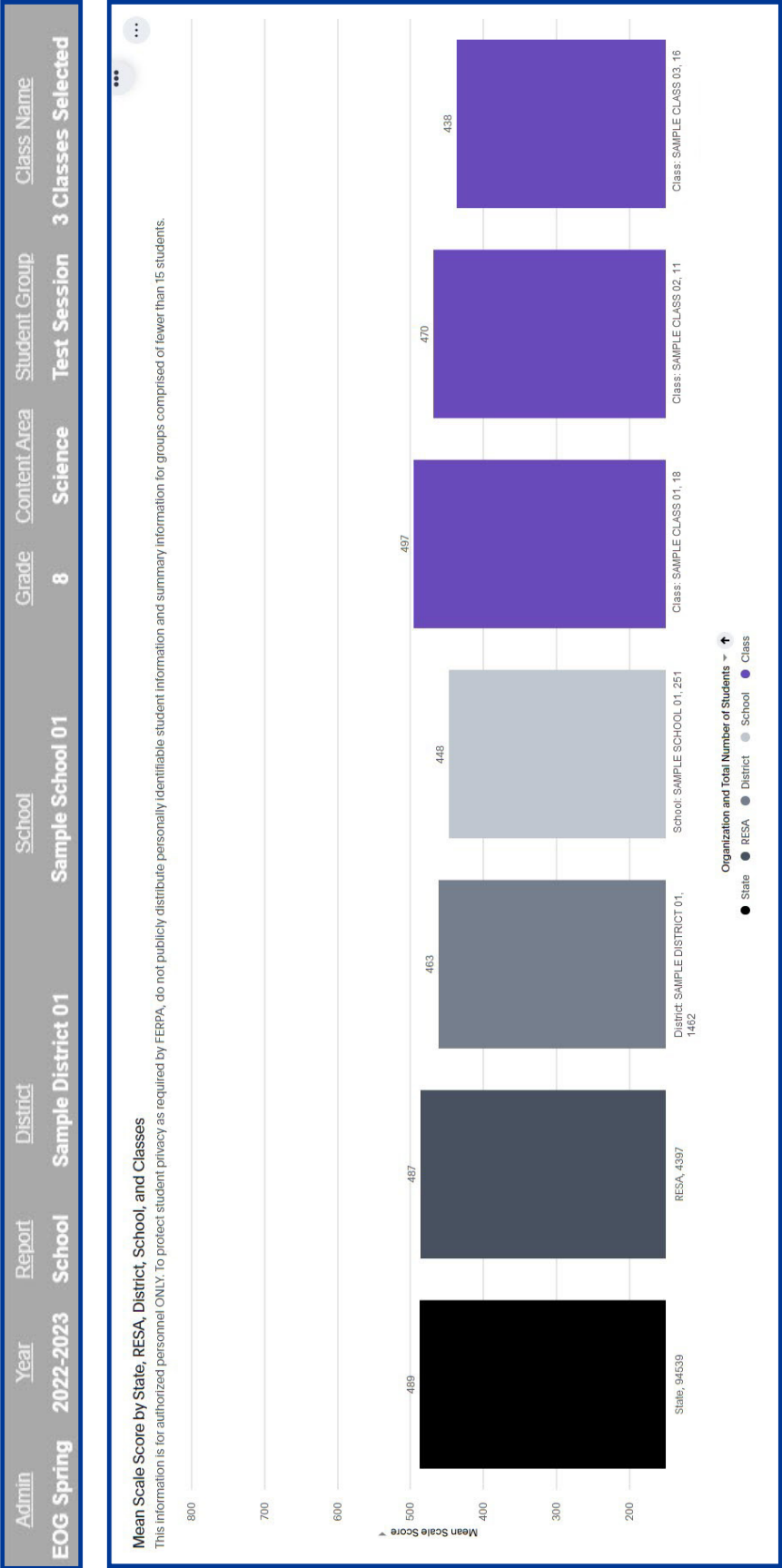
Summary of Achievement Level by State, RESA, District, and School

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.



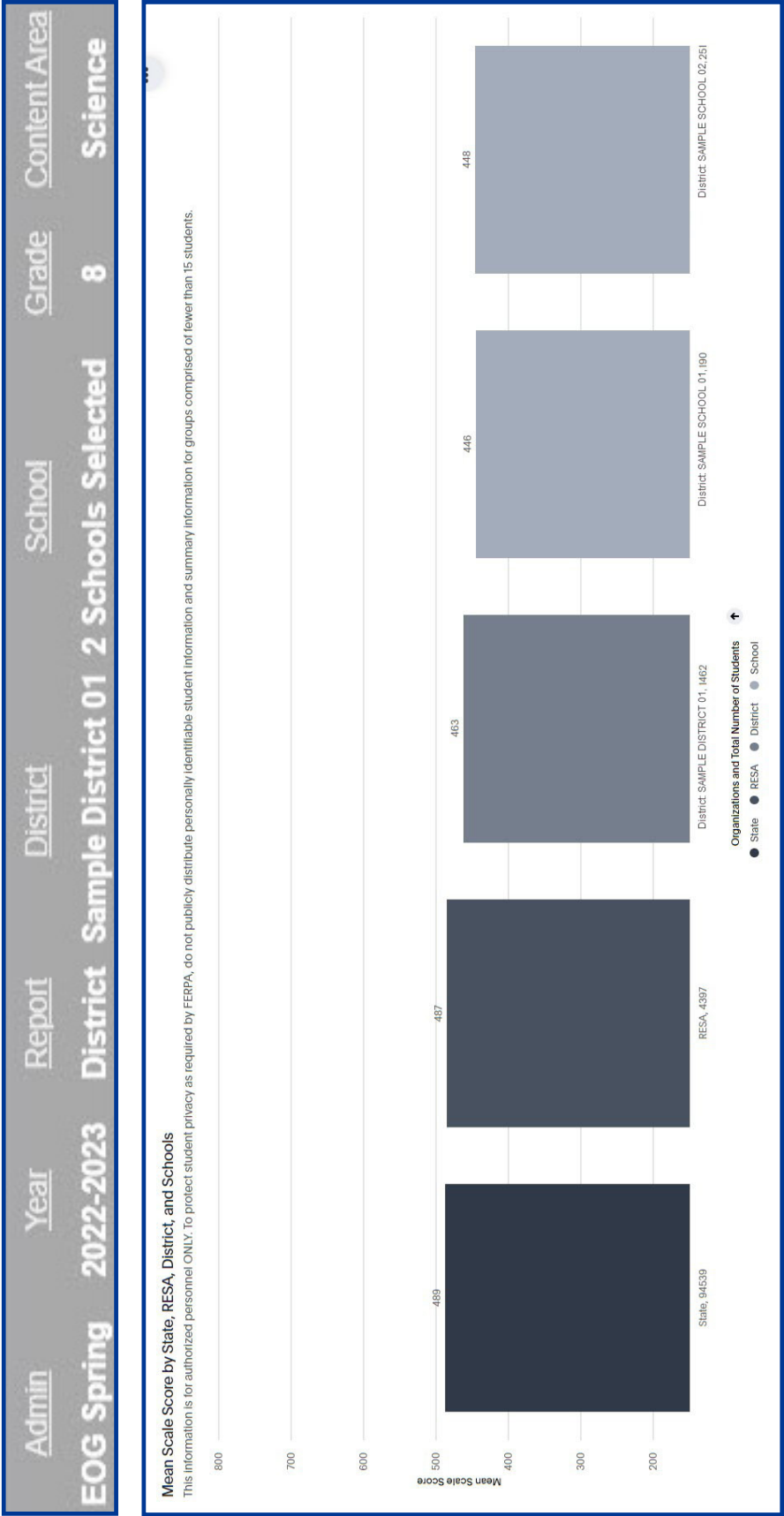
Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)



Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)





(Please see pages 33–34 for description of sample report.)

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# Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)

Admin		Year	Report	District	School	Grade	Content Area
EOG Spring		2022-2023	District	Sample District 01	2 Schools Selected	8	Science

Summary of Content Area by State, RESA, District, and Schools													
This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students. Due to rounding, percentages may not total 100%.													
Organizations ↑	Grade	Content Area	Total Number of Students	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Proficient & Above %	Developing & Above %	Median National Percentile	Mean Normal Curve Equivalent
State	8	Science	94539	489	63	47%	27%	20%	6%	26%	53%	55	53.7
RESA	8	Science	4397	487	59	48%	28%	20%	5%	25%	52%	55	53.1
District: Sample District 01	8	Science	1462	463	50	67%	22%	10%	2%	12%	33%	39	45.6
School: Sample School 01	8	Science	190	446	39	82%	13%	5%	0%	5%	18%	31	40.1
School: Sample School 02	8	Science	251	448	43	75%	22%	2%	1%	3%	25%	30	39.9

# Sample Content Area Summary Reports

(Please see pages 33–34 for description of sample report.)

Students Not Included in Summaries - District Summary

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.

District Name ↑	Content Area ↑	Present, Test Not Attempted (PTNA)	Did Not Attempt (DNA)	Invalidation (IV)	Participation Invalidation (PIV)	Medical Emergency (ME)	
SAMPLE DISTRICT 01	English Language Arts	0	0	1	0	0	
SAMPLE DISTRICT 01	Mathematics	0	0	0	0	0	
SAMPLE DISTRICT 01	Science	0	0	0	0	1	

## Domain Summary Reports

Domain Summary Reports are generated at the state, system, school, and class levels for each course during the spring administration. Each of these reports contains similar information but comparison data are presented at different levels of aggregation. The Class Domain Summary Report provides domain-level data at the class level. Similarly, the System Domain Summary Report provides overall domain-level data for the schools, system, RESA, and state. The State Domain Summary Report provides these data at the overall state level. Note the Interactive Domain Summary reports also include the option to view results for all domains at the school, system, and state levels. Summary data exclude students with the following irregularity codes: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).

The Domain Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

### **Summary of Domain Achievement**

The screenshot on page 45 is a sample Percentage of Students In Each Domain Achievement Category that provides a graphical representation of student performance in each domain at the class level. The sample report shows 21 percent of students in the class scored *Met Target* on the Matter domain in Science.

The screenshot on page 46 is a sample Summary of Domain Achievement by Classes that provides a graphical representation of student performance in the Geometric & Spatial Reasoning domain in Mathematics. The sample report shows 25 percent of students in class Teacher, One.Math.02 scored in *Approaching Target*, compared to 38 percent who scored *Approaching Target* on the Geometric & Spatial Reasoning domain in class Teacher, One.Math03.

The screenshot on page 47 is a sample Summary of Domain Achievement by Schools, and provides a graphical representation of student performance in the Geometric & Spatial Reasoning domain in Mathematics at the school level. The sample report shows 24 percent of students at Sample School One scored in *Approaching Target*, compared to 29 percent who scored *Approaching Target* at Sample School Two.

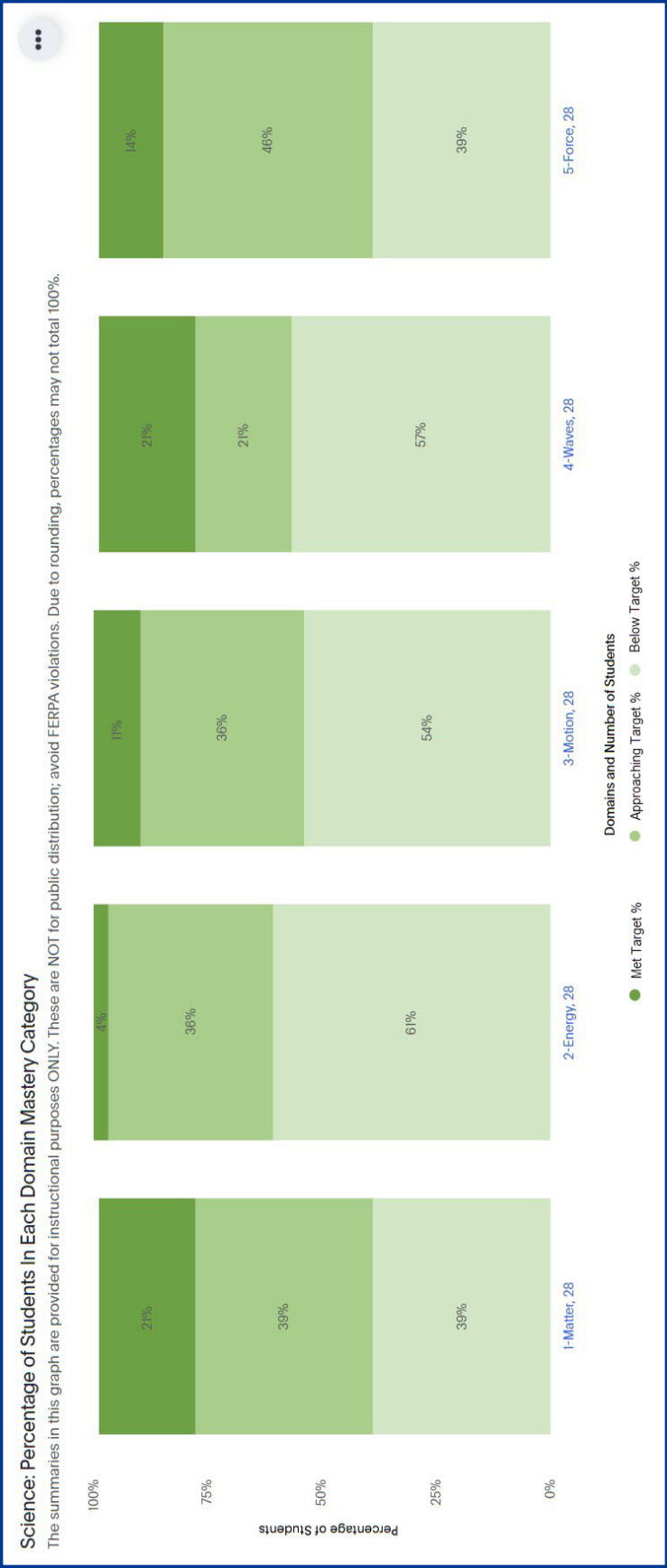
The screenshot on page 48 is a sample Summary of Domain Achievement by State, RESA, and District. The sample report shows 13 percent of students at the district scored in *Met Target* in the Geometric & Spatial Reasoning domain, compared to 16 percent at the RESA, and 19 percent at the state.

The screenshot on page 49 displays a table with the percentage of students scoring in the domain achievement category for the State, RESA, District, and Schools. On the sample Summary of Domain report, 17 percent of students scored in *Met Target* in the Patterning and Algebraic Reasoning domain at school Sample School 01, compared to 16 percent at the district, 14 percent at the RESA, and 17 percent at the state.

The screenshot on page 50 is a sample Summary of Domain Mastery by School that provides a graphical representation of student performance in all science domains. The sample report shows 33 percent of students at Sample School scored in *Met Target* in the science domain Matter. Within the same school, 48 percent achieved *Met Target* in the science domain Energy, 45 percent achieved *Met Target* in the science domain Motion, 36 percent achieved *Met Target* in the science domain Waves, and 41 percent achieved *Met Target* in the science domain Force.

Sample Domain Summary Reports

(Please see page 44 for description of sample report.)



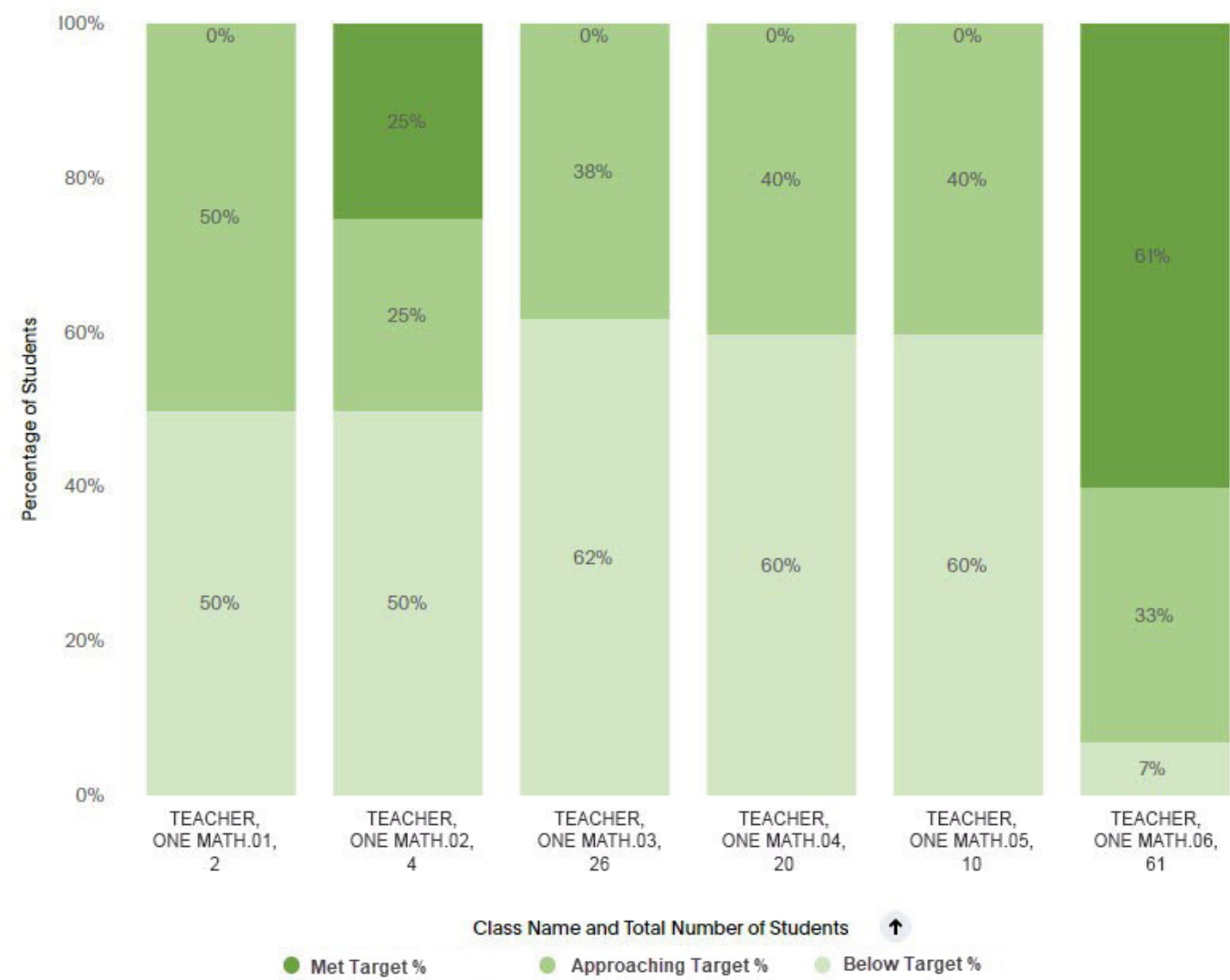
Sample Domain Summary Reports

(Please see page 44 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain	Student Group	Class Name
EOG Spring	2023-2024	School	SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	8	Mathematics	Geometric & Spatial Reasoning	Test Session	6 Classes Selected

Summary of Domain Mastery by Classes

The summaries in this graph are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.





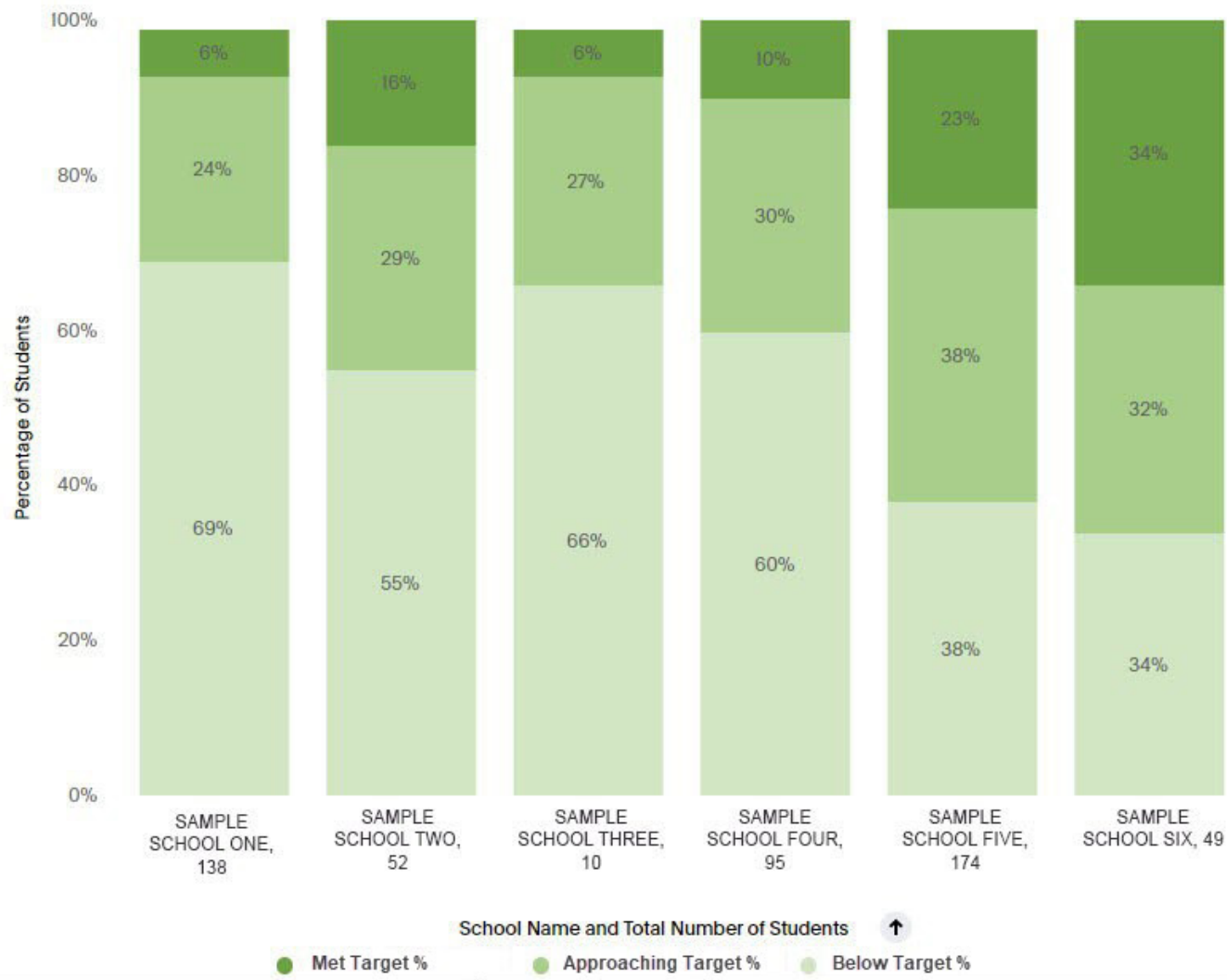
Sample Domain Summary Reports

(Please see page 44 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2023-2024	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics	Geometric & Spatial Reasoning

Summary of Domain Mastery by Schools

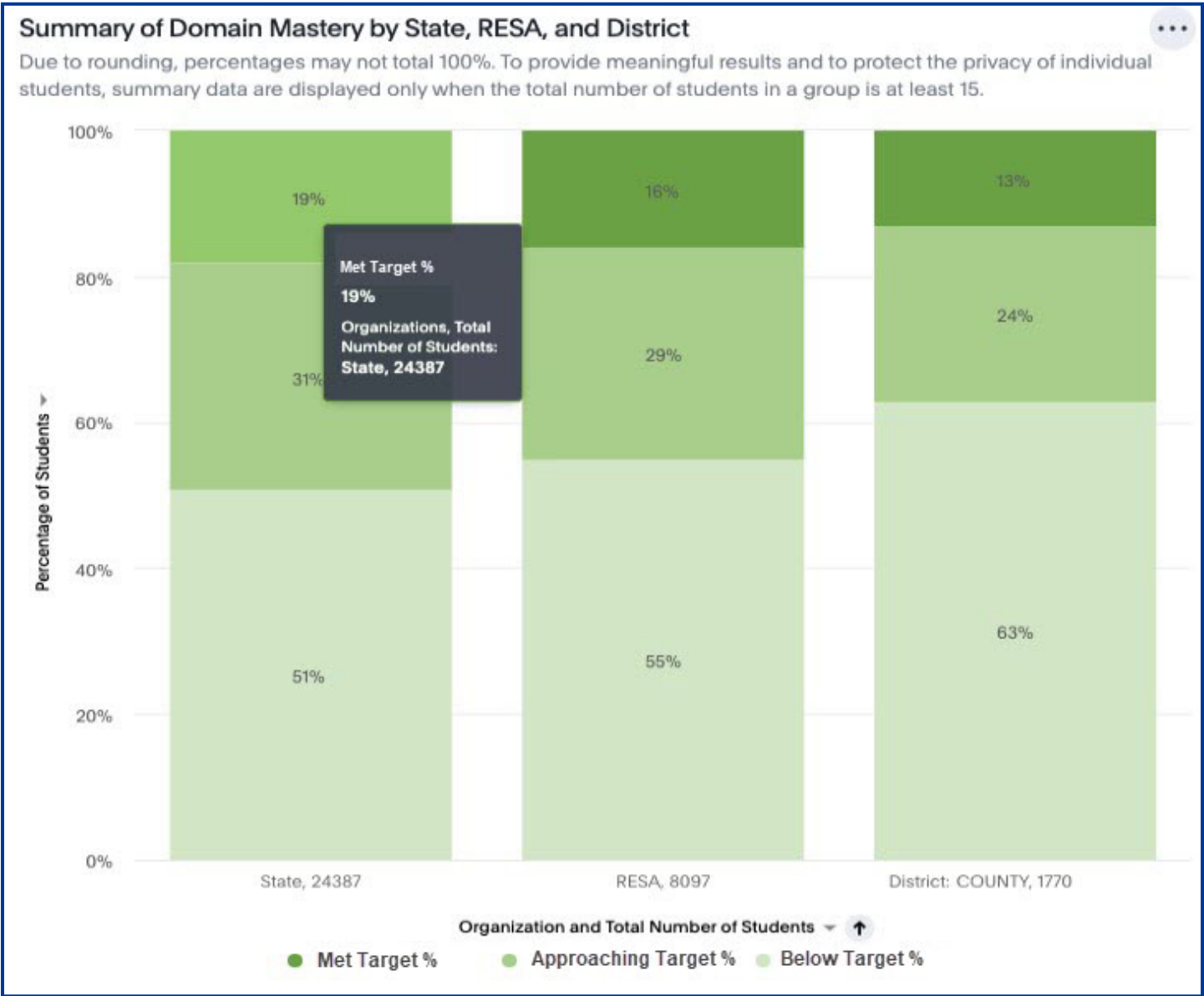
The summaries in this graph are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.



Sample Domain Summary Reports

(Please see page 44 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2023-2024	District	SAMPLE DISTRICT 1	6 Schools Selected	8	Mathematics	Geometric & Spatial Reasoning



Sample Domain Summary Reports

(Please see page 44 for description of sample report.)

Admin	Year	Report	District	School	Grade	Content Area	Domain
EOG Spring	2023-2024	District	SAMPLE DISTRICT	5 Schools Selected	8	Mathematics	Patterning & Algebraic

...

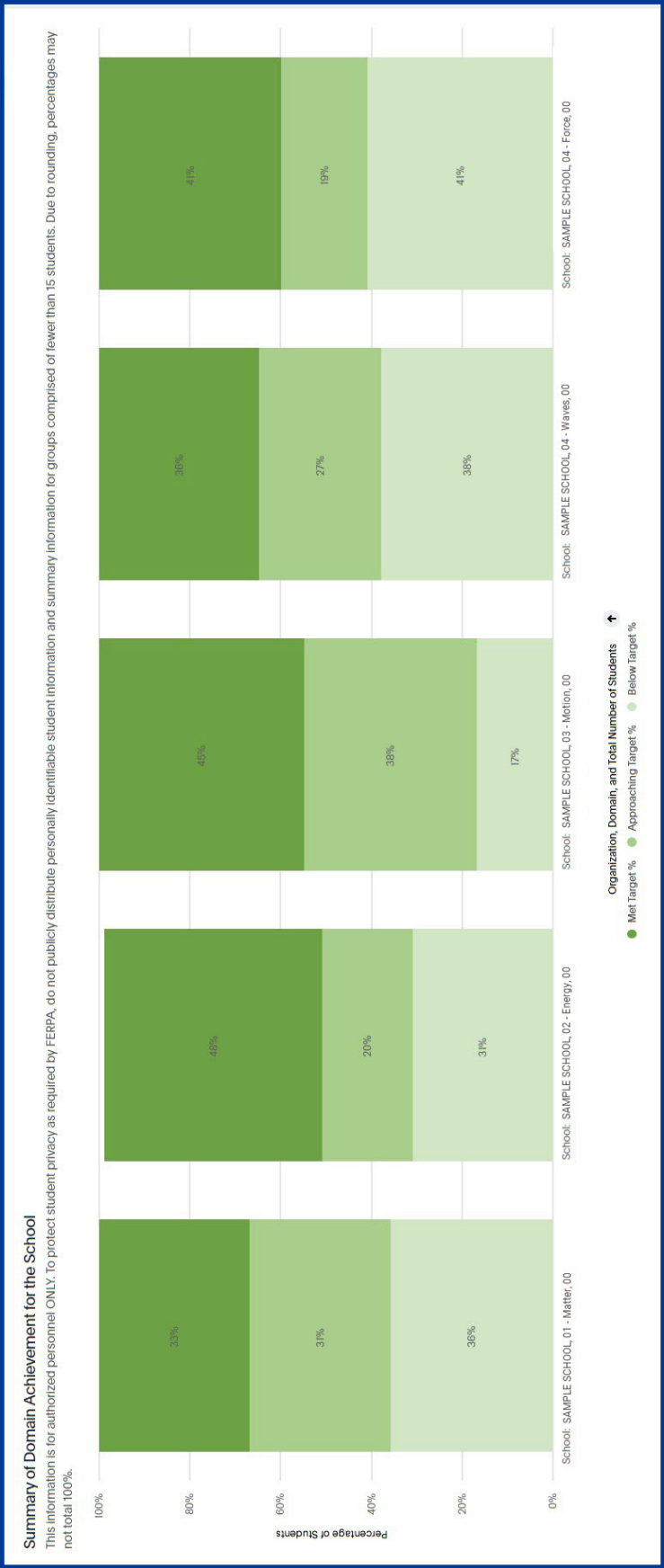
Summary of Domain For State, RESA, District, and Schools

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, percentages may not total 100%.

Organizations	↑	Content Area	Domain	↑	Total Number of Students	Below Target %	Approaching Target %	Met Target %
State		Mathematics	Patterning & Algebraic Reasoning		133523	64%	19%	17%
RESA		Mathematics	Patterning & Algebraic Reasoning		9076	67%	19%	14%
District SAMPLE DISTRICT		Mathematics	Patterning & Algebraic Reasoning		254	61%	22%	16%
District SAMPLE SCHOOL 01		Mathematics	Patterning & Algebraic Reasoning		254	61%	22%	17%

Sample Domain Summary Reports

(Please see page 44 for description of sample report.)



## **Demographic Summary Reports**

Demographic Summary Reports are generated at the state, system, and school levels for each course during the spring administration. Demographic category, number of students tested, mean scale score, standard deviation, and achievement level information is presented in this report. Note that the Demographic Summary is not available at the class level. Summary data exclude students with the following irregularity codes: PTNA (Present, Test Not Attempted), DNA (Did Not Attempt), or those who had an IV (Invalidation), PIV (Participation Invalidation), or ME (Medical Emergency).

The Demographic Summary Report is available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions in the DRC INSIGHT Portal. Because these reports are designed to be used to inform instructional next steps, suppression rules for small groups are not applied to summary data. Users should avoid FERPA violations by not releasing these reports publicly.

### ***Demographic Summary***

The information in the widgets at the top of the report provide summary data for All Students at the school level. The screenshot on page 52 is a sample Demographic Summary by School that provides demographic information in a table format at the school level. The sample report shows 15 students tested in the Section 504 demographic, 16 students tested in the English Learner demographic, and 14 students tested in the Former English Learner Y1–Y2 demographic.

The information in the widgets at the top of the report provide summary data for All Students at the district level. The screenshot on page 53 is a sample Demographic Summary by District. The sample report shows 15 students tested in the Section 504 demographic, 16 students tested in the English Learner demographic, and 14 students tested in the Former English Learner Y1–Y2. Note that summary information is *not* suppressed for groups with less than 15 students. Teachers and other personnel should not release this report publicly because it would be a FERPA violation.

Sample Demographic Summary

(Please see page 51 for description of sample report.)

All Administrations Number of Students		Conditional Administration Number of Students		Standard Administration Number of Students		Mean Scale Score		Standard Deviation	
254		0		254		520		42	

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

School Name	Grade	Content Area	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %
SAMPLE SCHOOL 01	8	Science	All Students	All Students	254	0	254	520	42	11%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	All Regular Program Students	213	0	213	525	40	6%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	Section 504	15	0	15	500	27	7%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	English Learner	16	0	16	502	20	6%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	Former English Learner Y1-Y2	14	0	14	526	35	0%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	Migrant	20	0	20	545	43	0%
SAMPLE SCHOOL 01	8	Science	Regular Program Students	All Other Regular Program Students	161	0	161	527	41	6%
SAMPLE SCHOOL 01	8	Science	Special Education Students	All Special Education Students	41	0	41	495	41	37%
SAMPLE SCHOOL 01	8	Science	Special Education Students	Visual Impairment or Blind (01)	0	0	0			
SAMPLE SCHOOL 01	8	Science	Special Education Students	Deaf or Hard of Hearing (02)	0	0	0			
SAMPLE SCHOOL 01	8	Science	Special Education Students	Deaf and Blind (03)	0	0	0			



Sample Demographic Summary

(Please see page 51 for description of sample report.)

All Administrations Number of Students		Conditional Administration Number of Students		Standard Administration Number of Students		Mean Scale Score		Standard Deviation	
254		0		254		520		42	

Demographic Summary

The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.

District Name	Grade	Content Area	Demographic Category	Demographic	Total # Tested - All Admins	Total # Tested - Conditional Admin	Total # Tested - Standard Admin	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %
SAMPLE DISTRICT 01	8	Science	All Students	All Students	254	0	254	520	42	11%	46%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	All Regular Program Students	213	0	213	525	40	6%	47%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	Section 504	15	0	15	500	27	7%	73%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	English Learner	16	0	16	502	20	6%	68%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	Former English Learner Y1-Y2	14	0	14	526	35	0%	50%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	Migrant	20	0	20	545	43	0%	30%
SAMPLE DISTRICT 01	8	Science	Regular Program Students	All Other Regular Program Students	161	0	161	527	41	6%	45%
SAMPLE DISTRICT 01	8	Science	Special Education Students	All Special Education Students	41	0	41	485	41	37%	41%
SAMPLE DISTRICT 01	8	Science	Special Education Students	Visual Impairment or Blind (01)	0	0	0				
SAMPLE DISTRICT 01	8	Science	Special Education Students	Deaf or Hard of Hearing (02)	0	0	0				
SAMPLE DISTRICT 01	8	Science	Special Education Students	Deaf and Blind (03)	0	0	0				

## Remediation and Retest Roster Reports

Remediation and Retest Roster Reports are available on the Interactive Reporting System and can be accessed by clicking on the Remediation and Retest tab. System and School Test Coordinators can quickly identify students meeting the remediation requirements. Like other preliminary reports, the preliminary Remediation and Retest Roster reports are replaced by final reports when state-level reporting has completed.

Remediation and Retest Roster Reports are generated at the school level for all students who tested in grades 3, 5, and 8. These reports indicate whether or not a student should receive remediation in ELA and/or mathematics and be provided the opportunity to retest during the summer EOG Retest administration. To be eligible for a retest in ELA, students in grades 3, 5, and 8 must have a reading status designation of *Below Grade Level*. For students in grades 5 and 8, retest eligibility for mathematics is defined by attaining an achievement level designation of *Beginning Learner*.

There are several important points to note about this roster.

- All students in these grades who have tested in ELA and mathematics are listed on the roster, not just those students needing to retest.
- Students are listed alphabetically within a class and grade.
- Preliminary rosters are updated daily.
- Grade 3 students will only have results reported for reading status. Mathematics will be blank.
- Student results are populated as tests are scored. Therefore, one student may have both reading and mathematics scores reported but another student may only have scores in mathematics.
- Status date indicates when a student's record was last updated.
- Students who have a DNA, PTNA, IV, PIV, ME, or LCE designation will be marked as "YES" for retest.

Note, in 2024, the mathematics retest is canceled. See Promotion and Retention section on page 2.

A sample Remediation and Retest Roster Report for Grade 3 appears on page 55. The Remediation and Retest Roster Report provides:

- 1 **Class Demographic Information:** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.
- 2 **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- 3 **Reading Status:** For ELA, grade 3, 5, and 8 students receive a reading status: either *Below Grade Level* or *Grade Level or Above*. Ruby Butera and Hans Carone both received a reading status of *Grade Level or Above* and are therefore not eligible to take the EOG Retest in ELA. Jason Belt has a reading status of *Below Grade Level* and is therefore eligible to retest in ELA. The Reading Status Date is May 11. This is the date these students received their scores and corresponding reading statuses. Students in a class or grade may have different dates depending on when their scores are received. Subsequent Remediation and Retest Roster Reports will always reflect the most recent status dates and scores for each student.
- 4 **Mathematics Status:** For mathematics, the achievement level for grade 5 and 8 students is reported: *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*.

Sample Remediation and Retest Roster Report

(Please see page 54 for descriptions of numbered areas.)

DRC INSIGHT

GEORGIA

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EU

Dashboard

Class Roster

Content Area Summary

Domain Summary

Demographic Summary

Remediation and Retest Roster

LCE Roster

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Quick Links

Student Group

Test Session

Grade (Select) ▼

Class Name (Select) ▼

Admin

Year

District

School

EOG Spring

2023-2024

SAMPLE DISTRICT 1

SAMPLE SCHOOL

1

2

3

4

System Name	School Name	System Code	School Code	Tested Grade	Class Name	Student Name	GTID	Reading Status Date	Reading Status	Reading Remediate & Retest	Math Status Date	Math Status	Math Remediate & Retest
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JANE	ADAMS, JOHN	9999999990	05/11	Grade Level or Above	NO			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JANE	ARTHUR, MILLARD	9999999991	05/11	Grade Level or Above	NO			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JANE	AUSTIN, SALLY	9999999992	05/11	Grade Level or Above	NO			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JANE	BUTERA, RUBY	9999999993	05/11	Grade Level or Above	NO			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JANE	JACKSON, NIC	9999999994	05/11	Grade Level or Above	NO			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JOHN	ADAMS, LYNDON	9999999995	05/11	Below Grade Level	YES			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JOHN	BELT, JASON	9999999996	05/11	Below Grade Level	YES			
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	999	9999	3	DOE, JOHN	CARONE, HANS	9999999997	05/11	Grade Level or Above	NO			

Remediation and Retest Roster - Preliminary

The Reading Status Date is the last date that the Reading Remediate & Retest status was changed. The Math Status Date is the last date that the Math Remediate & Retest status was changed. The information in this table is provided for instructional purposes ONLY. This is NOT for public distribution; avoid FERPA violations.

## Local Coding Error (LCE) Roster Reports

Local Coding Error (LCE) Roster Reports are available on the Interactive Reporting System and can be accessed by clicking on the LCE Roster tab. The Interactive Reporting format allows System Test Coordinators the flexibility of using the sort tool to quickly identify students with an LCE designation.

LCE Roster Reports are generated at the system level and will include all students in the system who have an LCE. Students on this roster have a designation of LCE in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status—IR, IV, PIV, PTNA, ME—and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in the DRC INSIGHT Portal prior to the close of the state administration window. Students will remain on the LCE Roster until the LCE has been updated in the DRC INSIGHT Portal. Unresolved LCEs for IR, IV, and PIV will be replaced by IV in final reports. Unresolved LCEs for PTNA and ME will be replaced by DNA in final reports.

A sample LCE Roster Report appears on page 59.

The LCE Roster Report provides:

- ❶ **Class Demographic Information:** This includes the system and school name, the system and school code, and the Grade and Class Name as reflected in the test session name.
- ❷ **Student Demographic Information:** The report includes the student's name followed by the student's GTID number.
- ❸ **Content Area:** The report includes the content area for which the student's LCE must be corrected prior to the close of the state administration window.

Sample Local Coding Error (LCE) Roster Report

(Please see page 56 for descriptions of numbered areas.)

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GEORGIA

MY APPLICATIONS

Dashboard

Class Roster

Content Area Summary

Domain Summary

Demographic Summary

Remediation and Retest Roster

LCE Roster

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Admin

Year

District

EOG Spring

2021-2022

SAMPLE DISTRICT 1

School Name (Select)

LCE Roster

Students on this roster have a designation of a Local Coding Error (LCE) in lieu of a scale score. These are records which reflect a mismatch between the Irregularity Status - IR, IV, PIV, PTNA, ME -- and the associated 5-digit numeric Irregularity Code. All LCE codes must be investigated by the System Test Coordinator and corrected in INSIGHT prior to the close of the state administration window.

System Name	School Name	System Code	School Code	Tested Grade	Class Name	Student Name	GTID	Content Area
SAMPLE DISTRICT 1	SAMPLE SCHOOL 1	644	0205	6	TeacherOne ELA 01	SAMPLE STUDENT	999999999	English Language Arts

Student History Roster

Student History Rosters are accessible via the Student History tab in Interactive Reporting. The Student History Roster displays a historical view of student test scores for all students placed in a current roster within the Rostering system. These rosters are available to users in a role-permissions based hierarchy, so users will only see the reports based on their assigned role and permissions. District and school users will have access to results for all students in rosters associated with their site. Teacher users will only have access to results for current students in rosters assigned to them, and the results will include all content areas that the student tested. To ensure teachers have access to results for only their current students, new rosters must be created for each academic year.

The screenshot on page 59 is a sample roster from Student History. The sample Student History roster shows final results from prior school years. When final reports are available for a test administration, the Student History roster is updated to include these results, thus allowing year-to-year score comparisons for each student. Preliminary results are not included in Student History rosters. Teachers and other users can view preliminary results by viewing the other tabs in Interactive Reporting (e.g., Class Roster, Content Area Summary, and Domain Summary).

The Student History Roster provides:

- 1 **Class Information:** This includes the Class Name, the school and district name.
- 2 **Student Name, GTID, Grade:** The student’s name is followed by the student’s GTID and grade.
- 3 **Administration and Course/Content Area:** Student results are displayed per test administration and content area. Each row displays the test administration, content area, and the results for the student.
- 4 **Scale Score:** The student’s scale score for each assessment by administration and content area is shown. Joseph Johnson’s EOG Spring 2023–2024 scale scores were 473 for English language arts, 488 for science, and 456 for social studies.
- 5 **Achievement Level and Achievement Level Description:** The student’s achievement level for each assessment is reported following the scale score. In EOG Spring 2023–2024, Mary Jones received an English language arts achievement level of *Developing Learner*.
- 6 **Growth Percentile and Growth Level:** Ava Gordan’s 2023–2024 English language arts growth percentile was 64, showing *Typical Growth*.
- 7 **Reading Status (ELA only):** For ELA, the student’s reading status displays: either *Below Grade Level* or *Grade Level or Above*. For EOG Spring 2022–2023 and Spring 2023–2024, Ava Gordan had a Reading Status of *Grade Level or Above*.
- 8 **Lexile Measure (ELA only):** The student’s Lexile measure displays. In both EOG Spring 2022–2023 and Spring 2023–2024, Ava Gordan has a Lexile Measure of 1210L.
- 9 **Domain Name and Domain Achievement:** The student’s performance on each domain is displayed. For example, in EOG Spring 2023–2024 for social studies, Joseph Johnson received *Beginning Learner* for the Economics domain.



Sample Student History Roster

(Please see page 58 for descriptions of numbered areas.)

DRC INSIGHT

GEORGIA

INTERACTIVE REPORTS

Dashboard

Class Roster

Content Area Summary

Domain Summary

Demographic Summary

Remediation and Retest Roster

LCE Roster

Batch Download

Student History

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Go

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Distrid

SAMPLE DISTRICT

✕

▼

School

SAMPLE SCHOOL

▼

▼

Class Name

Roster Class 5

▼

1

2

3

4

5

6

7

8

9

Student Name

↑

GTID

↑

Grade

↑

Administration

↑

Content Area

↑

Scale Score

↑

Achievement Level

↑

Achievement Description

↑

Growth Percentile

↑

Growth Level

↑

Reading Status

↑

Lexile Measure

↑

Domain Name

↑

Domain Achievement

↑

GORDAN, AVA N

9999999001

8

EOG Spring 2023-2024

English Language Arts

513

2

Developing Learner

64

Typical Growth

Grade Level or Above

1210L

Reading and Vocabulary

Approaching Target

GORDAN, AVA N

9999999001

7

EOG Spring 2022-2023

English Language Arts

495

2

Developing Learner

62

Typical Growth

Grade Level or Above

1210L

Reading and Vocabulary

Remediate Learning

JOHNSON, JOSEPH B

9999999002

8

EOG Spring 2023-2024

English Language Arts

473

1

Beginning Learner

62

Typical Growth

Typical Growth

Reading and Vocabulary

Approaching Target

JOHNSON, JOSEPH B

9999999002

8

EOG Spring 2023-2024

Science

488

2

Developing Learner

Motion

Below Target

JOHNSON, JOSEPH B

9999999002

8

EOG Spring 2023-2024

Social Studies

456

1

Beginning Learner

Economics

Below Target

JONES, MARY C

9999999003

8

EOG Spring 2023-2024

English Language Arts

493

2

Developing Learner

65

Typical Growth

Typical Growth

Reading and Vocabulary

Below Target

JONES, MARY C

9999999003

8

EOG Spring 2023-2024

Science

526

3

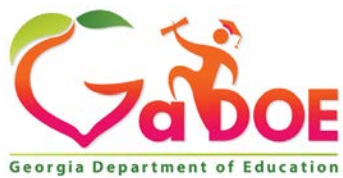
Proficient Learner

Motion

Approaching Target

Student History Roster

This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fe



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