



Missouri

End-of-Course Assessments

Missouri Department of Elementary and Secondary Education

Guide to Interpreting Results

Phase I

English II
Algebra I
Biology

Phase II

English I
Algebra II
Geometry
American History
Government

RIVERSIDE PUBLISHING

 HOUGHTON MIFFLIN HARCOURT

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Educational Assessment: A Primary Tool

Assessment, or testing, fulfills a vital role in today's educational environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Educators use assessment results to help improve teaching and learning and to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important place it occupies in education, assessment is a foundation activity in every school, district, and state. It is vital to innovation, higher standards, and educational excellence.

The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education (DESE) to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to evaluate student progress toward those academic standards. DESE engaged teachers, school administrators, parents, and business professionals from throughout the state to develop the Show-Me Standards/Course-Level Expectation (CLE) Strands and the assessment system that evaluates students' proficiencies as represented by the Show-Me Standards/CLE Strands.

In response to feedback from Missouri districts regarding large-scale assessments for secondary school, **End-of-Course (EOC) Assessments** were made available beginning in Fall of 2008 for three subjects: Algebra I, English II, and Biology. In Fall of 2009, assessments were added for English I, Algebra II, Geometry, American History, and Government. The EOC Assessments were created to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements. The Missouri State Board of Education identified the following purposes for the Missouri EOC Assessments:

- Measuring and reflecting students' mastery toward post-secondary readiness
- Identifying students' strengths and weaknesses
- Communicating expectations for all students
- Serving as the basis for state and national accountability plans
- Evaluating programs

Course-Level Expectations (CLEs) outline the ideas, concepts, and skills that form the foundation for an assessed EOC subject area, regardless of student grade level. Because a course such as Algebra I could be delivered in middle school or at any grade level in secondary school, CLEs replace the Grade-Level Expectations (GLEs). Districts can offer courses with different titles that cover the same CLEs.

Each assessment requires flexible scheduling (possibly up to 110 minutes) and includes selected response items only. Performance events were included on Phase I operational assessments prior to the Fall 2010 administration but were removed from the assessment beginning in Fall 2010.

Progress in meeting the Show-Me Standards/CLE Strands is obtained from the EOC assessments. These assessments provide the data that DESE uses to inform parents, the public, and the state legislature about students' performance; to help make informed decisions about educational issues; and to drive student services throughout the state.

The Missouri Assessment Program (MAP) End-of-Course reports provide useful information for determining the performance of students in a particular school and classroom. These reports help identify students who are below proficiency in a particular test area so that a course of action may be determined that will meet the students' specific needs. Additionally, districts may use locally designed assessments aligned to the Show-Me Standards/CLE Strands to provide more detailed information for each student in specific test areas.

Scale Scores

Riverside Publishing uses the students' correct responses and points earned to derive the EOC scale score. A student receives an EOC scale score when he or she has a valid attempt in any test session. EOC scale scores range in value from 100 to 250. The EOC scale score determines the student's achievement level. For all content areas, a scale score of 200 to 224 is considered Proficient and a scale score of 225 and above is considered Advanced. Scale scores can be added, subtracted, and averaged.

Achievement Levels

Student performance is reported in terms of four performance (or achievement) levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area; achievement levels describe what students can do in terms of the content and skills on the assessment. Panels comprised of Missouri educators and school administrators as well as community college faculty and community business members determined the achievement-level cut scores. These scores are a means of comparing test results with standards of academic performance. As noted above, for all content areas, a scale score of 200 to 224 is considered Proficient and a scale score of 225 and above is considered Advanced.

Standard Error of Measurement

No test provides a perfect measure of a student's ability. This is expected since all tests contain some degree of measurement error. The standard error of measurement (*SEM*) reports the amount of variability that can be expected in a student's test score due to the inherent imprecision of the test. For example, if the student were tested again, he or she would likely obtain a different score. The range within which this second score would likely fall is provided by the *SEM* band around the test score and gives an indication of the margin of error for the reported scale score.

Show-Me Standards/CLE Strands

MO EOC items are aligned with the Show-Me Standards/CLE Strands. The Show-Me Standards/CLE Strands are grouped by phase and course.

English II CLE Strands

In English II, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Developing and applying effective research process skills to gather, analyze and evaluate information
2. Developing and applying effective skills and strategies to analyze and evaluate oral and visual media
3. Developing and applying effective listening skills and strategies
4. Developing and applying effective speaking skills and strategies for various audiences and purposes
5. Developing and applying skills and strategies to the reading process
6. Developing and applying skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
7. Developing and applying skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
8. Applying a writing process in composing text
9. Composing well-developed text
10. Writing effectively in various forms and types of writing

Algebra I CLE Strands

In Algebra I, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Numbers and Operations
2. Algebraic Relationships
3. Geometric and Spatial Relationships
4. Measurement
5. Data and Probability

Biology CLE Strands

In Biology, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Matter and Energy
2. Force and Motion
3. Characteristics of Living Organisms
4. Interactions of Organisms
5. Earth's Processes
6. The Universe
7. Scientific Inquiry
8. Technology and the Environment

English I CLE Strands

In English I, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Developing and applying effective research process skills to gather, analyze and evaluate information
2. Developing and applying effective skills and strategies to analyze and evaluate oral and visual media
3. Developing and applying effective listening skills and strategies
4. Developing and applying effective speaking skills and strategies for various audiences and purposes
5. Developing and applying skills and strategies to the reading process
6. Developing and applying skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times
7. Developing and applying skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
8. Applying a writing process in composing text
9. Composing well-developed text
10. Writing effectively in various forms and types of writing

Algebra II CLE Strands

In Algebra II, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Numbers and Operations
2. Algebraic Relationships
3. Geometric and Spatial Relationships
4. Measurement
5. Data and Probability

Geometry CLE Strands

In Geometry, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Numbers and Operations
2. Algebraic Relationships
3. Geometric and Spatial Relationships
4. Measurement
5. Data and Probability

American History CLE Strands

In American History, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Principles of Constitutional Democracy
2. Principles of Processes of Governance Systems
3. Missouri, United States and World History
4. Economic Concepts and Principles
5. Elements of Geographical Study and Analysis
6. Relationships of Individuals and Groups to Institutions and Traditions
7. Tools of Social Science Inquiry

Government CLE Strands

In Government, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Principles of Constitutional Democracy
2. Principles of Processes of Governance Systems
3. Missouri, United States and World History
4. Economic Concepts and Principles
5. Relationships of Individuals and Groups to Institutions and Traditions
6. Tools of Social Science Inquiry

Achievement-Level Descriptors

English II Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri English II End-of-Course Assessment consistently demonstrate a thorough understanding of the skills and processes identified in the Course-Level Expectations for English II. They demonstrate higher-level skills in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply different strategies for accessing and summarizing information. They consistently and correctly apply the rules and conventions of Standard English. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri English II End-of-Course Assessment demonstrate an understanding of the skills and processes identified in the Course-Level Expectations for English II. They demonstrate these skills in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They correctly apply the rules and conventions of Standard English. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri English II End-of-Course Assessment demonstrate an incomplete understanding of the skills and processes identified in the Course-Level Expectations for English II. They demonstrate these skills inconsistently in reading processes and in responding to both fiction and nonfiction texts and in writing. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They may inconsistently apply the rules and conventions of Standard English. **Scale Score: 180–199**

Below Basic: Students performing at the Below Basic level on the Missouri English II End-of-Course Assessment demonstrate little understanding of the skills and processes identified in the Course-Level Expectations for English II. They demonstrate these skills inconsistently and/or incorrectly in reading processes and in responding to both fiction and nonfiction texts. Students scoring at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They may incorrectly apply the rules and conventions of Standard English. **Scale Score: 100–179**

Algebra I Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Algebra I End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for Algebra I. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a wide range of strategies to solve problems and demonstrate a thorough understanding of important mathematical content and concepts. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri Algebra I End-of-Course Assessment demonstrate an understanding of most Course-Level Expectations for Algebra I. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to solve problems and demonstrate an understanding of important mathematical content and concepts. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate some understanding of the Course-Level Expectations for Algebra I. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to solve problems and demonstrate some understanding of important mathematical content and concepts. **Scale Score: 177–199**

Below Basic: Students performing at the Below Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for Algebra I. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition, students scoring at the Below Basic level use very few strategies to solve problems and demonstrate a limited understanding of important mathematical content and concepts. **Scale Score: 100–176**

Biology Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for Biology. They demonstrate these skills in addition to understanding and applying the skills at the Proficient level; students scoring at the Advanced level use a range of strategies. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri End-of-Course Assessment demonstrate an understanding of the Course-Level Expectations for Biology. They demonstrate these skills in addition to understanding and applying the skills at the Basic level; students scoring at the Proficient level use a range of strategies. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri End-of-Course Assessment demonstrate a partial understanding of the Course-Level Expectations for Biology. They demonstrate these skills in addition to understanding and applying the skills at the Below Basic level; students scoring at the Basic level use some strategies. **Scale Score: 178–199**

Below Basic: Students performing at the Below Basic level on the Missouri End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for Biology. In addition to demonstrating these skills, students scoring at the Below Basic level use very few strategies and demonstrate a limited understanding of important Biological content and concepts. **Scale Score: 100–177**

English I Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri English I End-of-Course Assessment consistently demonstrate a thorough understanding of the skills and processes identified in the Course-Level Reading Expectations for English I. They demonstrate higher-level skills in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply different strategies for accessing and summarizing information. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri English I End-of-Course Assessment demonstrate an understanding of the skills and processes identified in the Course-Level Reading Expectations for English I. They demonstrate these skills in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri English I End-of-Course Assessment demonstrate an incomplete understanding of the skills and processes identified in the Course-Level Reading Expectations for English I. They demonstrate these skills inconsistently in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. **Scale Score: 177–199**

Below Basic: Students performing at the Below Basic level on the Missouri English I End-of-Course Assessment demonstrate little understanding of the skills and processes identified in the Course-Level Reading Expectations for English I. They demonstrate these skills inconsistently and/or incorrectly in reading processes and in responding to both fiction and nonfiction texts. Students scoring at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. **Scale Score: 100–176**

Algebra II Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Algebra II End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for Algebra II. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a wide range of strategies to solve problems and demonstrate a thorough understanding of important mathematical content and concepts. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri Algebra II End-of-Course Assessment demonstrate an understanding of most of the Course-Level Expectations for Algebra II. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to solve problems and demonstrate an understanding of important mathematical content and concepts. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate some understanding of the Course-Level Expectations for Algebra II. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to solve problems and demonstrate some understanding of important mathematical content and concepts. **Scale Score: 182–199**

Below Basic: Students performing at the Below Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for Algebra II. They demonstrate these skills in numbers and operations, algebraic relationships, and data and probability. In addition to demonstrating these skills, students scoring at the Below Basic level use very few strategies to solve problems and demonstrate a limited understanding of important mathematical content and concepts. **Scale Score: 100–181**

Geometry Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Geometry End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for Geometry. They demonstrate these skills in algebraic relationships, geometric and spatial relationships, and measurement. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a wide range of strategies to solve problems and demonstrate a thorough understanding of important mathematical content and concepts. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri Geometry End-of-Course Assessment demonstrate an understanding of most of the Course-Level Expectations for Geometry. They demonstrate these skills in algebraic relationships, geometric and spatial relationships, and measurement. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to solve problems and demonstrate an understanding of important mathematical content and concepts. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri Geometry End-of-Course Assessment demonstrate some understanding of the Course-Level Expectations for Geometry. They demonstrate these skills in algebraic relationships, geometric and spatial relationships, and measurement. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to solve problems and demonstrate some understanding of important mathematical content and concepts. **Scale Score: 182–199**

Below Basic: Students performing at the Below Basic level on the Missouri Geometry End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for Geometry. They demonstrate these skills in algebraic relationships, geometric and spatial relationships, and measurement. In addition to demonstrating these skills, students scoring at the Below Basic level use very few strategies to solve problems and demonstrate a limited understanding of important mathematical content and concepts. **Scale Score: 100–181**

American History Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for American History. They demonstrate these skills in addition to understanding and applying the skills at the Proficient level. Students scoring at the Advanced level effectively and consistently demonstrate an understanding of and apply concepts in American History. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri End-of-Course Assessment demonstrate an understanding of the Course-Level Expectations for American History. They demonstrate these skills in addition to understanding and applying the skills at the Basic level. Students scoring at the Proficient level demonstrate an understanding of and apply concepts in American History. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri End-of-Course Assessment demonstrate a partial understanding of the Course-Level Expectations for American History. They demonstrate these skills in addition to understanding and applying the skills at the Below Basic level. Students scoring at the Basic level use some strategies to demonstrate a partial understanding of and apply concepts in American History. **Scale Score: 182–199**

Below Basic: Students performing at the Below Basic level on the Missouri End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for American History. In addition to demonstrating these skills, students scoring at the Below Basic level use few strategies and demonstrate a limited understanding of important content and concepts in American History. **Scale Score: 100–181**

Government Abbreviated Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri End-of-Course Assessment demonstrate a thorough understanding of the Course-Level Expectations for Government. They demonstrate these skills in addition to understanding and applying the skills at the Proficient level. Students scoring at the Advanced level use a wide range of strategies to understand and apply the concepts of government. **Scale Score: 225–250**

Proficient: Students performing at the Proficient level on the Missouri End-of-Course Assessment demonstrate an understanding of the Course-Level Expectations for Government. They demonstrate these skills in addition to understanding and applying the skills at the Basic level. Students scoring at the Proficient level use a range of strategies to understand and apply the concepts of government. **Scale Score: 200–224**

Basic: Students performing at the Basic level on the Missouri End-of-Course Assessment demonstrate a partial understanding of the Course-Level Expectations for Government. They demonstrate these skills in addition to understanding and applying the skills at the Below Basic level. Students scoring at the Basic level use some strategies to understand and apply the concepts of government. **Scale Score: 179–199**

Below Basic: Students performing at the Below Basic level on the Missouri End-of-Course Assessment demonstrate a limited understanding of the Course-Level Expectations for Government. In addition to demonstrating these skills, students scoring at the Below Basic level use few strategies and demonstrate a limited understanding of important government content and concepts. **Scale Score: 100–178**

Sample Reports

Individual Student Report

The Individual Student Report provides information about performance on the End-of-Course Assessment, describing the results in terms of four levels of achievement in a content area. It is used for measuring and reflecting an individual student's mastery toward post-secondary readiness for a content area. It is used in instructional planning as a point of reference during a parent/teacher conference and for permanent record keeping. Other sources of information should be used along with this report when determining the student's areas of strength or need.

Achievement-level scores describe what students can do in terms of the Course-Level Expectations for the content and skills assessed by the End-of-Course Assessment. Students in the Proficient or Advanced levels have met the standard. Students in the Below Basic or Basic levels need to work on the skills described for their level on pages 8–15, as well as on skills in the next higher level.

The next page includes a sample of the Individual Student Report. The following areas on the sample have been identified to better explain the results that are being reported:

- [A] The heading of the Individual Student Report includes the content area for the results being presented. A separate report is produced for each content area tested.
- [B] The Student Information section contains the biographic data for the individual student taking the assessment. Identifying information for the MOSIS ID, gender, group, building, district, and test period are listed.
- [C] The individual student's results are presented numerically as a three-digit scale score with the standard error (*SE*). An accompanying bar graph to the right of the scale score illustrates the achievement level obtained by the student. Achievement levels (whether Advanced, Proficient, Basic, or Below Basic) are based on the scale score ranges listed beneath the Achievement Level heading in the table.
- [D] The mean scale scores for the student's building and district are displayed in the two rows below the student's individual results. The mean scale score, with an associated *SE*, and the bar graph provide a way to view the individual's results in contrast to the group's results for the content area during the same test period.
- [E] The narrative describes the student performance characteristics corresponding to the level of achievement obtained. The text is specific to the content area tested. At the bottom of the narrative is the URL, which provides additional information for all of the achievement levels for the content area.

Individual Student Report



Individual Student Report English II

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Student/ B i i / i i	Scale Score (SE ±)	Ac i		
		Below Ba i -179)	Ba i (180-199)	i i -224)
Jane Doe	(SE ± 7)			
i	(SE ± 5)			
Jefferson	(SE ± 3)			

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The student's score on the test provides an estimate of what the student knows and is able to do in the subject tested. If the student were to take this test again, the student would be likely to score in the range of 203 to 217.

Students performing at the Proficient level on the Missouri English II End-of-Course Assessment demonstrate an understanding of the skills and processes identified in the Course-Level Expectations for English II. They demonstrate these skills in reading processes and in responding to both fiction and nonfiction texts. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They correctly apply the rules and conventions of Standard English.

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Sample Reports

Student Score Label

The Student Score Label provides a summary of a student's results on the End-of-Course Assessment. A separate label is produced for each content area tested. The individual label provides the student's biographic data, the raw score, percent correct, scale score, and achievement level. The labels have adhesive backing so that they can be easily transferred onto the student record folders.

A sample label is shown below.

[A] The student's name and identifying information are provided on the left side of the label.

[B] The upper right side of the label shows the content area tested. If a student has results for more than one content area, the next label is printed below the first one.

[C] The right side of the label has the Number Possible and the student's raw score (Number Correct). A corresponding column to the right of this data contains the raw score's associated Scale Score.

[D] The student's achievement level is displayed in the lower right corner below the scores.

Student Score Label

A	CHEN, TIMOTHY	Missouri End-of-Course Assessment		B
	MOSIS ID: 999999999			
	Building: Washington HS	C	No. Possible: 39	Scale Score: 220
	District: Jefferson		No. Correct: 28	
Test Period: Spring 2011	Achievement Level: Proficient			D

