



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

Online End-of-Course Assessments

Guide to Interpreting Results 2017–2018

American History
Government
Algebra I
Algebra II
Geometry
English I
English II

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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.

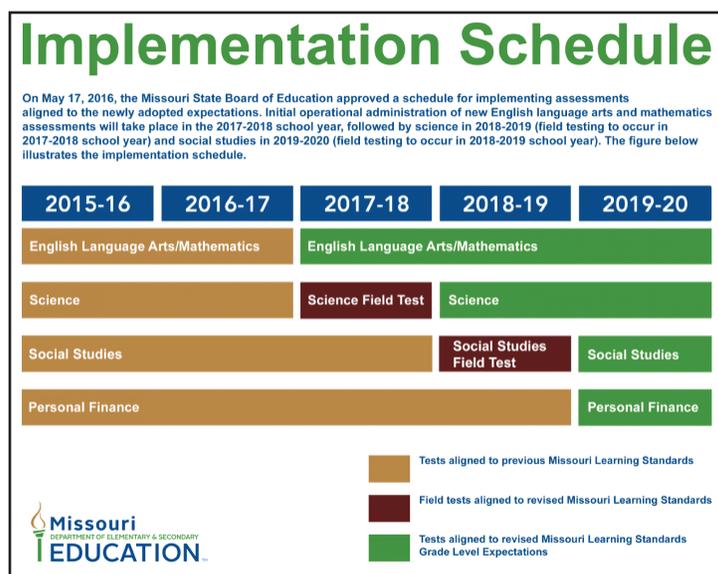
The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education (DESE) to identify the knowledge, skills, and competencies 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, and in Fall of 2014 a Physical Science assessment was established. 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.

The EOC Assessments are based on the Missouri Learning Standards. When the content associated with a particular course is covered, the associated EOC Assessment can be administered regardless of student grade level. The responsibility and authority for testing students belongs to the school district. DESE uses the information obtained through the EOC Assessments to monitor the progress of Missouri’s students in meeting the state and national standards, to inform the public and the state legislature about students’ performance, and to help make informed decisions about educational issues. On Tuesday, May 17, 2016, the Missouri State Board of Education approved a schedule for implementing assessments aligned to the newly adopted expectations. Initial operational administration of new English language arts and mathematics assessments will take place in the 2017–2018 school year, followed by science in 2018–2019 (field testing to occur in 2017–2018 school year) and social studies in 2019–2020. Until new assessments are implemented as described, End-of-Course Assessments will remain unchanged and aligned to the previous MLS. See image below for details.



In 2017–2018, EOC Assessments include nine tests: English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology, and Physical Science (Spring 2018 ONLY). Due to the development of new Math, English, and Science assessments, the traditional Fall EOC testing window start of early October has been moved to November 6, 2017. As the assessment development schedule for Government and American History is slated for 2019–2020, these assessments will remain the same and the Fall EOC statewide window will open as usual October 2, 2017.

Progress in meeting the Social Studies 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.

Please note: Due to the implementation of new standards and assessments, only reports, labels, and data for American History and Government will be available immediately following the test administration. Data for English and Math content areas will be provided no later than November 27, 2018. No data will be provided for Biology and Physical Science during the 2017–2018 administration.

Scale Scores

Questar Assessment 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 for American History and Government, and for Algebra I, Algebra II, Geometry, English I, and English II, EOC scale scores have values starting at 325. The EOC scale score determines the student's achievement level. 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 post-secondary 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.

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/Missouri Learning Standards

MO EOC items are aligned with the Show-Me Standards/Missouri Learning Standards. The Show-Me Standards/Missouri Learning Standards are grouped by content and course.

American History MLS Strands

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

1. Principles of the Republic
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 MLS Strands

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

1. Principles of the Republic
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

English I MLS Strands

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

1. Reading Literary Texts
2. Reading Informational Texts
3. Writing

English II MLS Strands

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

1. Reading Literary Texts
2. Reading Informational Texts
3. Writing

Algebra I MLS Strands

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

1. Algebra
2. Functions
3. Number/Quantity and Statistics

Algebra II MLS Strands

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

1. Algebra
2. Functions
3. Number/Quantity and Statistics

Geometry MLS Strands

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

1. Congruence/Similarity, Coordinate Geometry, and Circles
2. Geometric Measurement and Modeling
3. Statistics and Probability

Achievement-Level Descriptors

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**

Algebra I Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Algebra I End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to justify understanding of the properties of rational exponents as an extension of the properties of integer exponents; critiques the reasoning of others' representation when solving problems involving expressions with rational exponents or radicals; critiques the validity of conjectures about a data set various forms; discusses possible associations and trends in data. Analyzes and manipulates the structure of polynomials and exponentials; structure of expressions and equations to determine the optimal method of solving or creating equivalent expressions; analyzes and interprets constraints in the context of the solutions to model a mathematical or real-world problem that may limit possible solutions. Connects mathematical ideas and real-world situations through modeling of arithmetic on polynomials.

Scale Score: 409 and higher

Proficient: Students performing at the Proficient level on the Missouri Algebra I End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to add, subtract and multiply multivariable polynomials; divide polynomials by monomials; rewrite expressions with rational exponents or radicals using the properties of exponents; reasons abstractly and contextually when solving multi-step problems involving quantities. Explains the steps in solving an inequality; solve quadratic equations using various methods; selects and uses appropriate strategies to solve a system of equations; interpret parameters of exponential functions; translates between different but equivalent forms of quadratic functions; compares properties of two functions given different representations. Constructs quadratic and exponential functions given multiple representations; Compares, interprets and analyzes sets of data using statistical measures or graphs; recognizes the presence and effects of outliers. **Scale Score: 400–408**

Basic: Students performing at the Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to identify key terms in expressions and equations; uses mathematical models; factors a simple ($a=1$) quadratic expression; rewrite expressions with rational exponents or radicals using the properties of exponents. Explains the steps in solving an equation; solves a system of linear equations algebraically and graphically; solves a system of a linear and quadratic graphically; graphs the solution to a linear inequality in two variables. Creates and graphs linear equations and inequalities; graphs exponential and quadratic equations in two variables. Understands that the domain and range values of a function corresponding to (x, y) values on the Cartesian coordinate plane. Recognize and distinguishes between situations that can be modeled with linear or exponential functions; writes explicit functions that generate arithmetic and geometric sequences. **Scale Score: 389–399**

Below Basic: Students performing at the Below Basic level on the Missouri Algebra I End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to identify parts of an expression to write it in standard form; equivalent radicals and rational exponent expressions and add and subtract polynomials; multiply a single variable monomial and a single variable polynomial. Use given expressions and equations to solve problems; uses conversion rates within a system to solve problems involving multiple quantities. Graph linear and equations in two variables; exponential equations in two-variable where the lead coefficient is 1. Constructs linear functions; calculate terms of a given sequence; evaluates a given function for a specified value in the domain; calculates the average rate (slope) of change in a linear situation given two data points. Calculates statistical measures of center and spread for a given data set. **Scale Score: 325–388**

Algebra II Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Algebra II End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to analyze; extraneous solutions applied to the Fundamental Theorem of Algebra, logarithmic scales in the context of the situation, decisions and strategies using data and probability concepts and mathematical relationships of functions to make a connection to real world situations. Students use quantitative reasoning, recognize and use counterexamples to justify conclusions, able to construct viable arguments to justify the advantages of particular method over another and evaluate reports by analyzing the statistics, including bias and validity of resources. **Scale Score: 411 and higher**

Proficient: Students performing at the Proficient level on the Missouri Algebra II End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to simplify expressions & solve equations involving rational exponents and/or radicals; logarithmic expressions; solves logarithmic & exponential equations; problems requiring computing with complex numbers; knows the Fundamental Theorem of Algebra. Create new functions using the four arithmetic operations, including composition and inverses of functions considering the effects on the domain and range; use them to solve applications of quadratic and exponential function modeling problems; solve non-linear equations & inequalities including absolute value. Make inferences and justify conclusions from sample surveys and experiments; justifies the importance of randomization in survey studies; analyzes whether a given data set fits a normal distribution using its mean and standard deviation. **Scale Score: 400–410**

Basic: Students performing at the Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to create new functions using the operations of addition, subtraction, and multiplication; identify the effects of single transformations in various functions; which model would represent a given situation; key characteristics of polynomial functions. Solve problems involving the addition and subtraction of complex numbers; uses powers and roots to include rational exponents; translate between radical and exponential forms of expressions. Solves equations & inequalities, including absolute value; rational equations; systems that include nonlinear equations and inequalities (linear to quadratic); quadratic equations in one variable that results in a pure imaginary solution. Determine whether a model fits a data set; recognize how the relative size of a sample affects the margin of error. **Scale Score: 388–399**

Below Basic: Students performing at the Below Basic level on the Missouri Algebra II End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students know definition of a complex number and logarithms based on properties of exponents. Identify the zeros of a polynomial in a completely factored polynomial; single transformation performed on various functions; identify which model (linear, quadratic, and exponential) would represent a given situation graphically. Solves linear system of equations; linear inequalities; exponential equations that do not require logarithms and graph functions. Distinguish between normal distributions and other types of distributions; define a margin of error. **Scale Score: 325–387**

Geometry Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri Geometry End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to apply geometric method to create and solve design mathematical modeling problems given constraints; determines flaws in reasoning used to solve probability problems in context; analyze others' geometric theorems and properties of rigid motions, lines, angles, triangles, and parallelograms when solving problems; determines the validity of geometric arguments and revise invalid geometric arguments. Articulates reasoning to prove that all circles are similar through similarity transformations and their properties; provide an informal argument for a formula related to the volume of a cylinder, pyramid, or cone; critique volume formulas to solve mathematical and contextual problems that involve cylinders.

Scale Score: 414 and higher

Proficient: Students performing at the Proficient level on the Missouri Geometry End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to describe and apply the properties of segments and angles formed by chords of circles; relationships between the tangent and the radius; constructs an inscribed and circumscribed circle of a triangle. Derives the equation of a circle with a given center and radius using the Pythagorean Theorem. Solve mathematical and contextual problems that involve the volume of composite figures. Finds areas of regular polygons; uses modeling with and real-world ideas such as density to solve problems involving area, volume, and design problems; calculate probabilities for events, including independent, conditional and joint probabilities.

Scale Score: 400–413

Basic: Students performing at the Basic level on the Missouri Geometry End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to identify key components from the equation of a circle; equations of lines as parallel, perpendicular, or neither; coordinates of the midpoint of a line segment. Students are able to apply properties and theorems of angles, segments, and arcs in circles to solve problems. Solve mathematical and contextual problems that involve the volume of cylinders, pyramids, cones, and spheres; Uses permutations and combinations to solve problems; constructs a two-way frequency table with given data using appropriate categories; calculates relative frequencies from a two-way table. **Scale Score: 387–399**

Below Basic: Students performing at the Below Basic level on the Missouri Geometry End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to identify translations in the coordinate plane; reflections and rotations; lines of symmetry; basic geometric constructions; line distance along a line and distance around a circular arc; transformation relationships in simple geometric figures; parts of a right triangle; an inscribed angle, radius, and chords of a circle; arcs, sectors, tangents and secants of a circle. The student can define angle, circle, perpendicular line, line segment, and ray based on undefined notions of a point; solve problems involving area and circumference of a circle and find slope and distance between two points. **Scale Score: 325–386**

English I Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri English I End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a thorough understanding of craft and structure; and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 415 and higher

Proficient: Students performing at the Proficient level on the Missouri English I End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate an understanding of craft and structure; and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills. **Scale Score: 400–414**

Basic: Students performing at the Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a partial understanding of craft and structure; and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing or exhibit a command of the conventions of English. They demonstrate emerging listening/speaking skills. **Scale Score: 384–399**

Below Basic: Students performing at the Below Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills at a foundational level in reading processes, in responding to literary and informational texts in a variety of media, in writing, and in listening/speaking. Students performing at the Below Basic level exhibit few strategies to comprehend, interpret, analyze, and synthesize grade-appropriate texts; demonstrate little understanding of craft and structure; and apply few strategies for accessing information. They demonstrate rudimentary organization, development, and/or command of the conventions of English. They demonstrate emerging listening/speaking skills. **Scale Score: 325–383**

English II Achievement-Level Descriptors

Advanced: Students performing at the Advanced level on the Missouri English II End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a thorough understanding of craft and structure; and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 420 and higher

Proficient: Students performing at the Proficient level on the Missouri English II End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate an understanding of craft and structure; and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills. **Scale Score: 400–419**

Basic: Students performing at the Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a partial understanding of craft and structure; and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to research, organize, and/or develop writing or exhibit a command of the conventions of English. They demonstrate emerging listening/speaking skills.

Scale Score: 384–399

Below Basic: Students performing at the Below Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills at a foundational level in reading processes, in responding to literary and informational texts in a variety of media, in writing, and in listening/speaking. Students performing at the Below Basic level exhibit few strategies to comprehend, interpret, analyze, and synthesize grade-appropriate texts; demonstrate little understanding of craft and structure; and apply few strategies for accessing information. They demonstrate rudimentary research, organization, development, and/or command of the conventions of English. They demonstrate emerging listening/speaking skills. **Scale Score: 325–383**

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's student 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 8–18, 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 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 Scores 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. NOTE: Mean scale scores will only be available for the required content areas (English II, Algebra I, and Government).
- [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 page is the URL, which provides additional information for all of the achievement levels for the content area.

Individual Student Report



MISSOURI END-OF-COURSE
ALGEBRA I
SARAH JOHNSON

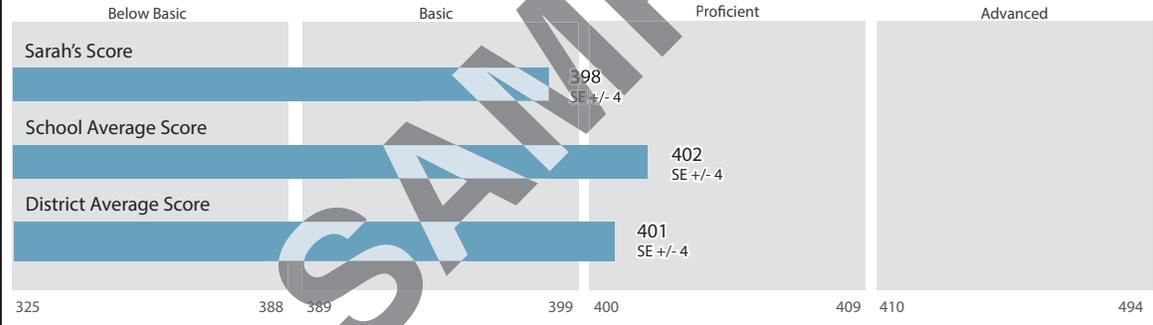
Sarah's Overall Results

BASIC

Sarah's
Achievement Level:
Basic

Students performing at the Basic level on the Missouri End-of-Course Assessment demonstrate a partial understanding of the course-level expectations for Algebra I. 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.

Name: Sarah Johnson
 MOSIS: 999999999
 Birth Date: mm-dd-yyyy
 Grade: 11
 Test Date: Spring 2018
 District: Missouri School District
 School: Missouri School



	Below Basic	Basic	Proficient	Advanced
Sarah's Score		398 SE +/- 4		
School Average Score			402 SE +/- 4	
District Average Score			401 SE +/- 4	

Below Basic 325-388	Basic 389-399	Proficient 400-409	Advanced 410-494
Students demonstrate little understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate an understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for Algebra I.

For more information about achievement levels, please visit the following web site:
<http://dese.mo.gov/college-career-readiness/assessment/end-course>



Class Roster Data File

DISTRICT_CODE	DISTRICT_NAME	SCHOOL_CODE	SCHOOL_NAME	GRADE	EXAMINER_NAME	MOSIS	STUDENT_LAST	STUDENT_FIRST	STUDENT_MIDDLE	BIRTH_DATE	ADMINISTRATION	SUBJECT_NAME	RAW_SCORE	SCALE_SCORE	PERFORMANCE_LEVEL
999-999	Missouri School District	999	Missouri High School	10	Smith	9999999999	Doe	John	M	11/6/2002	Spring 2018	Algebra I	99	999	Proficient

The Class Roster file is a CSV file that contains the list of students within the class. Along with demographic information, this roster file contains all the necessary reporting information also found on Individual Student Reports. This file type is also available at the school and district level.

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, 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.

[C] The student's scale score and achievement level are displayed in the lower right corner of the label.

Student Score Label

LNAME1, FNAME1		A	<i>Missouri End-of-Course</i>	B
MOSIS ID:	1234567890		<i>English II</i>	
Building:	Missouri School			
District:	Missouri District		Scale Score: 213	
Test Period:	Spring 2018	C	Achievement Level: Proficient	



QA121208