



# Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

# EDUCATION™

## Online End-of-Course Assessments

## Guide to Interpreting Results Spring 2015

English II  
Algebra I  
Biology  
English I  
Algebra II  
Geometry  
Physical Science  
American History  
Government

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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.

Each assessment requires flexible scheduling (possibly up to 180 minutes) and includes **selected response items**. The **selected response (also known as multiple choice) items** present students with a question followed by four response options. In addition to selected response items, English I, English II, Algebra I, and Biology assessments include a performance event. Performance events measure depth of understanding, and interpretive and analytical abilities in a format that allows for multiple approaches.

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**

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. 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/CLE Strands**

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

## **Physical Science CLE Strands**

*In Physical Science, 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. Living Organisms
4. Ecology
5. Earth Systems
6. Universe
7. Scientific Inquiry
8. Science, Technology, and Human Activity

## **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 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 CLE 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

## 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 and independently demonstrate a thorough command of the skills and processes identified in the Missouri Reading and Writing Expectations for English II. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts, and in writing effectively. 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 and interpret a variety of grade-level texts, demonstrate a thorough understanding of literary forms, 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.

**Scale Score: 225–250**

**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 Reading and Writing Expectations for English II. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts, and in writing. 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 and interpret a variety of grade-level texts, demonstrate an understanding of literary forms, 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.

**Scale Score: 200–224**

**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 Reading and Writing Expectations for English II. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts, and in writing. 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 and interpret a variety of grade-level texts, demonstrate a partial understanding of literary forms, 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.

**Scale Score: 182–199**

**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 Reading and Writing Expectations for English II. They demonstrate these skills inconsistently and/or incorrectly in reading processes, in responding to both literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret grade-level texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit a command of the conventions of English. **Scale Score: 100–181**

## **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 important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students scoring at the Advanced level carry out strategies to solve non-routine problems with high precision and fluency. **Scale Score: 225–250**

**Proficient:** Students performing at the Proficient level on the Missouri Algebra I End-of-Course Assessment demonstrate sufficient understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Basic level, students scoring at the Proficient level carry out strategies to solve problems with sufficient precision and fluency. **Scale Score: 200–224**

**Basic:** Students performing at the Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate partial understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students scoring at the Basic level carry out strategies to solve routine problems with partial precision and fluency. **Scale Score: 188–199**

**Below Basic:** Students performing at the Below Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate limited understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition, students scoring at the Below Basic level carry out strategies to solve simple problems with limited precision and fluency. **Scale Score: 100–187**

## **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: 177–199**

**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 and independently demonstrate a thorough command of the skills and processes identified in the Missouri Reading and Writing Expectations for English I. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts, and in writing effectively. 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 and interpret a variety of grade-level texts, demonstrate a thorough understanding of literary forms, 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.

**Scale Score: 225–250**

**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 Reading and Writing Expectations for English I. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts, and in writing. 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 and interpret a variety of grade-level texts, demonstrate an understanding of literary forms, 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.

**Scale Score: 200–224**

**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 Reading and Writing Expectations for English I. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts, and in writing. 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 and interpret a variety of grade-level texts, demonstrate a partial understanding of literary forms, 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.

**Scale Score: 180–199**

**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 Reading and Writing Expectations for English I. They demonstrate these skills inconsistently and/or incorrectly in reading processes, in responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret grade-level texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit a command of the conventions of English. **Scale Score: 100–179**

## **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 important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students scoring at the Advanced level carry out strategies to solve non-routine problems with high precision and fluency. **Scale Score: 225–250**

**Proficient:** Students performing at the Proficient level on the Missouri Algebra II End-of-Course Assessment demonstrate sufficient understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Basic level, students scoring at the Proficient level carry out strategies to solve problems with sufficient precision and fluency. **Scale Score: 200–224**

**Basic:** Students performing at the Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate partial understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students scoring at the Basic level carry out strategies to solve routine problems with partial precision and fluency. **Scale Score: 186–199**

**Below Basic:** Students performing at the Below Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate limited understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in number and quantity, algebra, functions, and statistics and probability. In addition, students scoring at the Below Basic level carry out strategies to solve simple problems with limited precision and fluency. **Scale Score: 100–185**

## **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 important college and career ready mathematical content and concepts. They demonstrate these skills in geometric and spatial relationships, measurement, and probability. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students scoring at the Advanced level carry out strategies to solve non-routine problems with high precision and fluency. **Scale Score: 225–250**

**Proficient:** Students performing at the Proficient level on the Missouri Geometry End-of-Course Assessment demonstrate sufficient understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in geometric and spatial relationships, measurement, and probability. In addition to demonstrating, understanding, and applying the skills at the Basic level, students scoring at the Proficient level carry out strategies to solve problems with sufficient precision and fluency. **Scale Score: 200–224**

**Basic:** Students performing at the Basic level on the Missouri Geometry End-of-Course Assessment demonstrate partial understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in geometric and spatial relationships, measurement, and probability. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students scoring at the Basic level carry out strategies to solve routine problems with partial precision and fluency. **Scale Score: 189–199**

**Below Basic:** Students performing at the Below Basic level on the Missouri Geometry End-of-Course Assessment demonstrate limited understanding of important college and career ready mathematical content and concepts. They demonstrate these skills in geometric and spatial relationships, measurement, and probability. In addition, students scoring at the Below Basic level carry out strategies to solve simple problems with limited precision and fluency. **Scale Score: 100–188**

## Physical Science Abbreviated Achievement-Level Descriptors

NOTE: Physical Science reports will include students' raw scores instead of their scale scores.

**Advanced:** Students performing at the Advanced level on the Missouri Physical Science End-of-Course Assessment demonstrate a thorough understanding of the course-level expectations for Physical Science. In addition to demonstrating, 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 Physical Science End-of-Course Assessment demonstrate an understanding of the course-level expectations for Physical Science. In addition to demonstrating, 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 Physical Science End-of-Course Assessment demonstrate a partial understanding of the course-level expectations for Physical Science. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies. **Scale Score: 168–199**

**Below Basic:** Students performing at the Below Basic level on the Missouri Physical Science End-of-Course Assessment demonstrate a limited understanding of the course-level expectations for Physical Science. In addition to demonstrating these skills, students scoring at the Below Basic level use very few strategies and demonstrate a limited understanding of important Physical Science content and concepts. **Scale Score: 100–167**

## **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'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 (except Physical Science, which will be a one- or two-digit raw 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, Biology, 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**  
DEPARTMENT OF ELEMENTARY & SECONDARY  
**EDUCATION™**

## End-of-Course Assessment

### Biology

  

**Individual Student Report for:**  
**SAMPLE STUDENT**

MOSIS ID: Q1001001001  
 Gender: M  
 Building: QAI Test Alpha High  
 Building Code: 1001  
 District: QAI Test District Alpha  
 District Code: Q01-001  
 Test Period: Spring 2015

**Achievement Scores**

|                         | Below Basic<br>100-175 | Basic<br>177-198 | Proficient<br>200-223 | Advanced<br>225-250 |
|-------------------------|------------------------|------------------|-----------------------|---------------------|
| SAMPLE STUDENT          |                        | 195<br>(SE ±6)   |                       |                     |
| QAI Test Alpha High     |                        |                  | 206<br>(SE ±6)        |                     |
| QAI Test District Alpha |                        |                  | 206<br>(SE ±6)        |                     |

  

**SAMPLE STUDENT'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 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.

**About Achievement Levels**

| Below Basic<br>100-175   | Basic<br>177-198  | Proficient<br>200-223  | Advanced<br>225-250  |
|--|---|--|--|
| Students demonstrate little understanding of the skills and processes identified in the Course Level Expectations for Biology. | Students demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for Biology. | Students demonstrate an understanding of the skills and processes identified in the Course Level Expectations for Biology. | Students demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for Biology. |

  

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

## 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, 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

|                          |          |                               |          |
|--------------------------|----------|-------------------------------|----------|
| ARNETT, BELINDA          | <b>A</b> | <i>Missouri End-of-Course</i> | <b>B</b> |
| MOSIS ID: 9999999999     |          | <i>English II</i>             |          |
| Building: Washington HS  |          |                               |          |
| District: Jefferson      |          | <b>C</b> Scale Score: 213     |          |
| Test Period: Spring 2015 |          | Achievement Level: Proficient |          |



QAI13847