End-of-Course (EOC) Assessments

Program Overview

See Table 1. 2010—Subjects and Grades Tested in TAKS, TELPAS, and End-of-Course Assessments for a list of subjects and grades available for the EOC assessments.

In 2007 Senate Bill 1031 was passed, which called for the development of "end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history." The purpose of the EOC assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012.

The operational EOC assessments can be used by districts to measure student performance in each subject area. Operational assessments are available in 2010 for Algebra I, geometry, biology, chemistry, physics, world geography, and U.S. history. These tests are currently voluntary, with the exception of those given in districts that participated in mandatory testing. The assessments are administered in the spring after students have completed taking the EOC subject. The current versions of these assessments cover content in the TEKS.

As of spring 2010, passing standards have been set only for Algebra I. Passing standards for the other EOC assessments will be set following the 2011 administration. At that time, the standards for Algebra I will be reviewed as well.

Table 2. Schedule for Implementation of the EOC Assessments

EOC Assessment	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Algebra I*	Operational	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨
Geometry	Field Test	Operational	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨
Biology	Field Test	Operational	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨
Chemistry		Field Test	Operational	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨
U.S. History		Field Test	Operational	⇨⇨⇨	⇨⇨⇨	⇨⇨⇨
Physics			Field Test	Operational	⇨⇨⇨	⇨⇨⇨
World Geography			Field Test	Operational	⇨⇨⇨	⇨⇨⇨
English I				Field Test	Operational	⇨⇨⇨
Algebra II				Field Test	Operational	⇨⇨⇨
English II					Field Test	Operational
World History					Field Test	Operational
English III					Field Test	Operational

* The Algebra I EOC assessment has been in place since 1995. Currently it is an optional online assessment that districts may use to measure student performance in Algebra I. Test items on this assessment cover content included in the TEKS curriculum for the Algebra I course. This new version of the Algebra I EOC assessment was administered online for the first time in spring 2005 to more than 20,000 students who had completed the Algebra I course. Current passing standards for this voluntary assessment were set in November 2005. The testing window for the Algebra I EOC assessment is in May for those students completing the Algebra I course.

Assessment Scores

The following gives a brief description of the scores provided for the EOC assessments. For more detailed technical information about assessment scores, refer to the *2008–2009 Technical Digest*, available on TEA's Student Assessment Division website.

RAW SCORE

The raw score is the number of items answered correctly on a subject-area assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on a subject-area assessment, and raw scores should not be compared across administrations. A raw score is provided for every operational EOC assessment.

SCALE SCORE

The scale score is a statistic that allows a comparison of scores by accounting for differences in the difficulty of the test form used for each administration. Thus, the scale score can be used to determine whether a student met the standard or achieved commended performance. The type of scale score used for EOC, however, cannot be used to evaluate a student's progress across grades or subject areas. A scale score is provided for assessments with passing standards, which in 2010 includes only the assessment for Algebra I.

Assessment Standards

As of spring 2010, passing standards have been set only for Algebra I.

The following gives a brief description of the standards currently used on the EOC assessments. New standards will be established for all EOC subjects following the 2011 administration (Algebra I standards will be reviewed). When these standards are established, EOC assessments will have different performance standards from TAKS, such as college readiness, satisfactory performance, and minimum necessary score to be counted toward a cumulative score. More information on the EOC standards will be provided as it is available. For more detailed technical information on passing standards, refer to the *2008–2009 Technical Digest*, available on TEA's Student Assessment Division website.

COMMENDED PERFORMANCE

This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard for that assessment. Students demonstrated a thorough understanding of the knowledge and skills measured for this subject area.

MET STANDARD

This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard for that assessment. Students demonstrated a sufficient understanding of the knowledge and skills measured for this subject area.

DID NOT MEET STANDARD

This category represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard for that assessment. Students demonstrated an insufficient understanding of the knowledge and skills measured for this subject area.

Appropriate Score Uses

The EOC assessment results have several uses, both for individual students and for comparing the performance of groups. A more detailed explanation of appropriate score uses can be found in the *2008–2009 Technical Digest*, available on TEA's Student Assessment Division website.

INDIVIDUAL STUDENTS

For assessments with scale scores (only Algebra I in 2010), the scale score indicates whether the student has met the standard and how far the student's achievement is above or below the passing standard. Assessment results can also be used to compare the performance of an individual student to the performance of a demographic group, a program group, or an entire campus or district in a particular subject area. For example, the scores for a Hispanic student in a gifted and talented program could be compared to the average scores of Hispanic students, to other gifted and talented students, or to all the students at the campus testing in the subject area.

Other scores provide information about a student's relative strengths or weaknesses in core academic areas. For example, objective-level data can identify areas in which a student may be having difficulty. Objective-level data can be used for assessments with and without scale scores and can help campuses plan the most effective instructional intervention.

GROUPS OF STUDENTS

For assessments with scale scores (only Algebra I in 2010), assessment results can be used to evaluate the performance of a group over time. Average scale scores and the percentage of students meeting the standard can be analyzed across administrations within the subject area to give insight as to whether student performance is improving over time.

Assessment scores can also be used to compare the performance of different demographic or program groups. Scores from an EOC assessment can be analyzed for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage meeting the standard, the highest percentage achieving commended performance, etc.

Caution should be used as the EOC assessments are voluntary, and fluctuations may be caused by a difference in the population of students tested from year to year.

For assessments without scale scores, the raw score can be used within the same subject area of a single administration to determine which demographic or program group had the highest average raw score overall and for each objective. Also, the frequency distribution of raw scores can be used to compare groups of students.

Cautions for Score Use

Several cautions must be kept in mind when analyzing EOC assessment results. More detailed technical information describing cautions for score use is provided in the *2008–2009 Technical Digest*, available on TEA's Student Assessment Division website.

USING SCORES FROM A VOLUNTARY ASSESSMENT

With the exception of certain campuses that participated in mandatory testing in 2010, all EOC assessments are currently voluntary. As such, the students who took the assessment may not be representative of the popu-

lation that would have taken the assessment if it were mandatory statewide. Thus, it is important not to assume that the statewide assessment performance represents the level of proficiency for all students in the state.

USING SCORES AT EXTREME ENDS OF THE DISTRIBUTION

As with any assessment, student scores at the minimum and maximum ends of the score range must be viewed cautiously. For instance, if a student achieves the maximum scale score, it cannot be determined if the student's true achievement was that score or if the student would have achieved a higher score if it were possible. In other words, if the assessment had ten more items on it, there is no way to know if the student would have answered those items correctly as well and achieved a higher scale score.

INTERPRETING SCALE SCORES

Scale scores (only Algebra I in 2010) can be used to measure overall student progress across assessment administrations, such as from the 2009 administration to the 2010 administration. This comparison should only be done if equivalent populations of students are tested at the campus and district level.

USING OBJECTIVE-LEVEL INFORMATION

Objective-level information can be useful in helping campuses identify skill areas in which further diagnosis is warranted. As with all assessments given at a single point in time, the data generated from this snapshot should be used in conjunction with other evaluations of performance to provide an in-depth portrait of student achievement. Once an area of possible weakness has been identified, supplementary data should be gathered to further define what instructional intervention would be most effective.

Furthermore, since each EOC assessment is equated only at the total assessment level, year-to-year comparisons of objective-level performance should be made cautiously. The assessment is constructed to make the difficulty of a given objective similar for each administration of an EOC subject area test. However, some fluctuations in the difficulty of the objectives do occur at every administration. Observing trends in objective-level performance over time, identifying patterns of performance in clusters of objectives testing similar skills, and comparing campus or district objective-level performance to that of the region or state are appropriate uses of group objective-level information.

PROGRAM EVALUATION

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can furnish only one part of the picture. The EOC assessments are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

THE STANDARDS AND PERCENTAGE OF ITEMS

As of spring 2010, passing standards have been set only for Algebra I.

The passing standards for the EOC assessments are related to two factors: (1) the difficulty of the items on the assessments and (2) the number of items students have to answer correctly to pass. The standard is set on the original form of each subject-area assessment. When different items are used in another administration, the difficulty of the items, and thus the overall difficulty of the assessment, may fluctuate. To compensate for slight changes in difficulty, the number of items needed to pass the assessment is adjusted.

For instance, suppose students must answer correctly 59% of the items to meet the standard on the original form of the assessment. A subsequent assessment is administered with slightly more difficult items. If the standard of 59% of the items on the assessment was used exclusively, students who took the second assessment would be held to a higher standard than students who took the first assessment. The percentage of items required to pass would be the same, but the difficulty of the items would be different. To set the standard on the second assessment at an achievement level equivalent to that of the first one, the assessments are equated, and the percentage of items required to pass is adjusted. In this case, the percentage of items required to pass the second assessment would be less than 59%, since the items were more difficult.

Report Formats

Only standard reports are provided for the operational EOC assessments. Student performance reports are provided automatically to districts. Reports for tests submitted online are available in PDF format from the online testing system within 24–48 hours from the assessment submission. Reports for the paper version of the test will be available in PDF format as soon as possible following submission to Pearson. A summary report in PDF format and a data file are available during the summer following the assessment administration. Reports that include "confidential" in the title contain student-level results. A hard copy of the reports will not be sent to districts.

More information about the confidentiality of students' assessment results is contained in Appendix A. Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information may not correspond to real values.

Standard reports for assessments with passing standards are different than those without. In the following Standard Reports section, sample reports for assessments with passing standards are shown first, followed by sample reports used for assessments without passing standards. As of spring 2010, passing standards have been set only for Algebra I.

Resources

See Appendix C and TEA's Student Assessment Division website for additional EOC information and resources.

Standard Reports—Assessments with Passing Standards

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (see Appendix A). Districts receive the following standard reports for EOC assessments with passing standards (only Algebra I in 2010):

Confidential Student Report	5.7
Confidential List of Students' Results	5.9
Summary Report	5.11
EOC Data File (Confidential)	5.14

Confidential Student Report

Example shown: Algebra I

A separate **Confidential Student Report (CSR)** is provided for each student for whom an online record was submitted. Information from this report is useful when reporting assessment results to students and parents.

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing and the report date are also indicated.

B. Objectives listed by subject area

Objectives are listed in abbreviated form. The complete wording of each objective for every assessment is found in Appendix B. Test information booklets should be available before the first high-stakes EOC administration in spring 2012.

C. Objective-level results and raw score

The total number of items tested for the objective and the number of items correct for each student are found next to the objective heading. The bottom of these columns shows the total number of items answered correctly (the raw score) followed by the total number of items on the assessment. See Cautions for Score Use in the Program Overview for more information about using objective-level results.

D. Passing standard

The scale scores indicated correspond to the scale score needed to attain either Met Standard or Commended Performance. For the Algebra I EOC assessment, a student must score 1100 to meet the standard and 1400 to achieve commended performance.

E. Scale score

The test result area shows the scale score corresponding to the student's subject-area raw score. See Assessment Scores in the Program Overview for additional information about the EOC scale scores. The complete set of raw score conversion tables for EOC assessments with passing standards can be found on TEA's Student Assessment Division website.

F. Met Standard and Commended Performance

It is indicated for each subject area whether the standard was met and commended performance was achieved. See Assessment Standards in the Program Overview for additional information about these standards.

A

TEXAS END-OF-COURSE - ALGEBRA I

CONFIDENTIAL STUDENT REPORT

NAME: FIRSTNAMEA A. LASTNAMEA
STUDENT ID (PEIMS): *****1111
LOCAL STUDENT ID: 987654321
DATE OF BIRTH: 07/20/1995
CLASS GROUP: CLASSID NAME

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S
REPORT DATE: SPRING 2010
DATE OF TESTING: SPRING 2010
GRADE: 9

A

ALGEBRA I	ITEMS CORRECT/TESTED
1. Functional Relationships	7 /8
2. Properties and Attributes of Functions	8 /11
3. Linear Functions	11 /11
4. Linear Equations and Inequalities	9 /11
5. Quadratic and Other Nonlinear Functions	7 /9
TOTAL ITEMS:	**42 /50**

B

C

PERFORMANCE STANDARD:

	SCALE SCORE
Met Standard:	1100
Commended Performance:	1400

D

TEST RESULTS:

Scale Score:	1300
Met Standard:	YES
Commended Performance:	NO

E

F

072809-TX999999-0000001-O008687036

Confidential List of Students' Results

Example shown: Algebra I

The **Confidential List of Students' Results** is available for each class tested at each campus and lists every student for whom an online record was submitted. This report provides each student's Met Standard and Commended Performance results.

A. Identification information

The top of the report contains identification information for the campus. The date of testing and the report date are also indicated.

B. Student information

Students are identified by name, student identification number (as used for PEIMS), and birth date. The report also indicates the grade of the student at the time of testing.

C. Scale score

The scale score corresponding to the student's subject-area raw score is shown. See Assessment Scores in the Program Overview for additional information about the EOC scale scores. The complete set of raw score conversion tables for EOC assessments with passing standards can be found on TEA's Student Assessment Division website.

D. Met Standard and Commended Performance

It is indicated for each subject area whether the standard was met and commended performance was achieved. See Assessment Standards in the Program Overview for additional information about these standards.

TEXAS END-OF-COURSE - ALGEBRA I

CONFIDENTIAL LIST OF STUDENTS' RESULTS

DISTRICT: 999-001 EXAMPLE ISD

CAMPUS: 001 EXAMPLE H S

CLASS GROUP: CLASSID NAME

REPORT DATE: SPRING 2010

DATE OF TESTING: SPRING 2010

STUDENT	STUDENT-ID (PEIMS)	BIRTH DATE	GRADE	SCALE SCORE	MET STANDARD	COMMENDED PERFORMANCE
FIRSTNAMEA A. LASTNAMEA	111111111	07/20/1995	9	1300	YES	NO
FIRSTNAMEB B. LASTNAMEB	222222222	07/16/1995	9	1430	YES	YES
FIRSTNAMEC C. LASTNAMEC	333333333	06/28/1995	9	1026	NO	NO
FIRSTNAMED D. LASTNAMED	444444444	12/30/1994	9	NOT SCORED		
FIRSTNAMEE E. LASTNAMEE	555555555	09/15/1994	9	1195	YES	NO
FIRSTNAMEF F. LASTNAMEF	666666666	04/23/1995	9	1233	YES	NO
FIRSTNAMEG G. LASTNAMEG	777777777	11/24/1993	10	983	NO	NO
FIRSTNAMEH H. LASTNAMEH	888888888	08/06/1994	9	1161	YES	NO
FIRSTNAMEI I. LASTNAMEI	999999999	03/02/1995	9	1300	YES	NO

072809-TX999999-0000010-0000000000

Summary Report

Example shown: Algebra I

The **Summary Report** is available for each campus or district and contains aggregate information about every student for whom an online record was submitted.

A. Identification information

The top of the report contains identification information for the campus or district. The date of testing and the report date are also indicated.

TEST PERFORMANCE

This section describes objective-level and summary results for each subject area tested.

B. Objectives listed by subject area

Objectives are listed in abbreviated form. The complete wording of each objective for every assessment is found in Appendix B. Test information booklets should be available before the first high-stakes EOC administration in spring 2012.

C. Total items tested

This column shows the total number of items tested for each objective.

D. Average objective-level results

These columns summarize objective-level data for all scored assessments. For each objective, the average number and percent of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of student tests. The average percent of items correct is the total number of items correct divided by the total number of items tested. See Cautions for Score Use in the Program Overview for more information about using objective-level results.

E. Number of students tested

The number of students tested is provided for each subject area.

F. Average scale score

The average scale score is displayed for each subject area. See Assessment Scores in the Program Overview for additional information about the EOC scale scores. To maintain student confidentiality, no data are reported if fewer than five students were tested.

G. Met Standard and Commended Performance

The number and percentage of students who met the standard and achieved commended performance are displayed for each subject area. See Assessment Standards in the Program Overview for additional information about these standards. To maintain student confidentiality, no data are reported if fewer than five students were tested.

GROUP PERFORMANCE

This section describes summary results of the performance of each demographic group for each subject area tested.

H. Demographic groups and program information

Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

I. Number of students tested

The number of students tested is provided for each subject area and demographic group.

J. Average scale score

The average scale score is displayed for each subject area. See Assessment Scores in the Program Overview for additional information about the EOC scale scores. To maintain student confidentiality, no data are reported if fewer than five students were tested.

K. Met Standard and Commended Performance

The number and percentage of students who met the standard and achieved commended performance are displayed for each subject area. See Assessment Standards in the Program Overview for additional information about these standards. To maintain student confidentiality, no data are reported if fewer than five students were tested.

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S

A

TEXAS END-OF-COURSE - ALGEBRA I

SUMMARY REPORT
ALL STUDENTS

A

Report Date: SUMMER 2010
Date of Testing: SPRING 2010

TEST PERFORMANCE

	Total Items Tested	Average Items Correct	
		Number	*Percent*
1. Functional Relationships	8	5.5	68
2. Properties and Attributes of Functions	11	7.8	71
3. Linear Functions	11	7.8	71
4. Linear Equations and Inequalities	11	8.0	73
5. Quadratic and Other Nonlinear Functions	9	6.2	69

Number of Students Tested	Average Scale Score	Met Standard		Commended Performance	
		Number	*Percent*	*Number*	*Percent*
251	1188	189	75	27	11

B C D E F G

GROUP PERFORMANCE

"- - -" = No Data Reported For Fewer Than Five Students		Number of Students Tested*	Average Scale Score	Met Standard		Commended Performance	
				Number	*Percent*	*Number*	*Percent*
All Students		251	1188	189	75	27	11
Male		141	1188	108	77	16	11
Female		110	1189	81	74	11	10
No Information Provided		0	---	---	---	---	---
Native American		1	---	---	---	---	---
Asian		10	1253	9	90	2	20
African American		20	1140	14	70	2	10
Hispanic		118	1148	79	67	10	8
White		102	1238	86	84	13	13
No Information Provided		0	---	---	---	---	---
Economically	*Yes*	112	1149	77	69	9	8
Disadvantaged	*No*	139	1220	112	81	18	13
	No Information Provided	0	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---
	Nonparticipants	251	1188	189	75	27	11
	No Information Provided	0	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---
	No	251	1188	189	75	27	11
	No Information Provided	0	---	---	---	---	---
LEP	*Current LEP*	29	1048	9	31	1	3
	Non-LEP (Monitored 1st Year)	6	1201	5	83	1	17
	Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---
	Other Non-LEP	213	1208	173	81	25	12
	No Information Provided	0	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---
	Nonparticipants	251	1188	189	75	27	11
	No Information Provided	0	---	---	---	---	---
ESL	*Participants*	29	1048	9	31	1	3
	Nonparticipants	222	1207	180	81	26	12
	No Information Provided	0	---	---	---	---	---
Special Education	*Yes*	18	1110	11	61	1	6
	No	233	1194	178	76	26	11
	No Information Provided	0	---	---	---	---	---
Gifted/Talented	*Participants*	6	1286	6	100	1	17
	Nonparticipants	245	1186	183	75	26	11
	No Information Provided	0	---	---	---	---	---
At-Risk	*Yes*	109	1112	63	58	7	6
	No	142	1247	126	89	20	14
	No Information Provided	0	---	---	---	---	---
Career/Technical	*Participants*	189	1198	147	78	23	12
Education	*Nonparticipants*	62	1160	42	68	4	6
	No Information Provided	0	---	---	---	---	---

H I J K

* Students with an O score code are not included in summary results.

EOC Data File (Confidential)

The **EOC Data File (Confidential)** contains individual data records for each student for whom an online record was submitted. The student record includes identification and demographic data as well as subject-area scores. Objective-level data are also included.

Standard Reports—Assessments without Passing Standards

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (see Appendix A). Districts receive the following standard reports for EOC assessments without passing standards:

Confidential Student Report	5.16
Confidential List of Students' Results	5.18
EOC Data File (Confidential)	5.20
Raw Score Frequency Distribution—All Students	5.20
Raw Score Distribution by Objective Summary—All Students	5.22
Cumulative Raw Score Frequency Distribution—All Students	5.24

Confidential Student Report

Example shown: Geometry

A separate **Confidential Student Report (CSR)** is provided for each student for whom an answer document or online record was submitted. Information from this report is useful when reporting assessment results to students and parents.

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing and the report date are also indicated.

B. Objectives listed by subject area

Objectives are listed in abbreviated form. The complete wording of each objective for every assessment is found in Appendix B. Test information booklets should be available before the first high-stakes EOC administration in spring 2012.

C. Objective-level results and raw score

The total number of items tested for the objective and the number of items correct for each student are found next to the objective heading. The bottom of these columns shows the total number of items answered correctly (the raw score) followed by the total number of items on the assessment. See Cautions for Score Use in the Program Overview for more information about using objective-level results.

D. Passing standard

The following message appears for assessments without passing standards: A statewide passing standard has not been established.

E. Paper version of test

Paper Test Administration appears for students who were given the assessment in paper format.

TEXAS END-OF-COURSE - GEOMETRY

CONFIDENTIAL STUDENT REPORT

A

NAME:	FIRSTNAMEA A. LASTNAMEA	**DISTRICT:**	999-001 EXAMPLE ISD
STUDENT ID (PEIMS):	*****1111	**CAMPUS:**	001 EXAMPLE H S
LOCAL STUDENT ID:	987654321	**REPORT DATE:**	SPRING 2010
DATE OF BIRTH:	07/20/1995	**DATE OF TESTING:**	SPRING 2010
CLASS GROUP:	CLASSID NAME	**GRADE:**	9

A

E

GEOMETRY
****Paper Test Administration****

B

	ITEMS CORRECT/TESTED
1. Geometric Structure	6 /6
2. Geometric Patterns	6 /6
3. Dimensionality and the Geometry of Location	11 /12
4. Congruence and the Geometry of Size	11 /14
5. Similarity and the Geometry of Shape	4 /6

C

A statewide passing standard has not been established.

D

TOTAL ITEMS: **38 /44**

072809-TX999001-0000010-O008939575

Confidential List of Students' Results

Example shown: Biology

The **Confidential List of Students' Results** is available for each class tested at each campus and lists every student for whom an answer document or online record was submitted.

A. Identification information

The top of the report contains identification information for the campus. The date of testing and the report date are also indicated.

B. Student information

Students are identified by name, student identification number (as used for PEIMS), and birth date. The report also indicates the grade of the student at the time of testing.

C. Raw score

This column shows total number of items answered correctly on the assessment (the raw score).

D. Passing standard

The following message appears for assessments without passing standards: A statewide passing standard has not been established.

E. Paper version of test

The italicized letter *p* appears for students who were given the assessment in paper format.

TEXAS END-OF-COURSE - BIOLOGY
CONFIDENTIAL LIST OF STUDENTS' RESULTS

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S
CLASS GROUP: CLASSID NAME

REPORT DATE: SPRING 2010
DATE OF TESTING: SPRING 2010

	STUDENT	STUDENT-ID (PEIMS)	BIRTH DATE	GRADE	RAW SCORE*
	FIRSTNAMEA A. LASTNAMEA	111111111	07/20/1995	9	42
	FIRSTNAMEB B. LASTNAMEB	222222222	07/16/1995	9	29
p	FIRSTNAMEC C. LASTNAMEC	333333333	06/28/1995	9	33
	FIRSTNAMED D. LASTNAMED	444444444	12/30/1994	9	10
	FIRSTNAMEE E. LASTNAMEE	555555555	09/15/1994	9	21
	FIRSTNAMEF F. LASTNAMEF	666666666	04/23/1995	9	38
	FIRSTNAMEG G. LASTNAMEG	777777777	11/24/1993	9	39
	FIRSTNAMEH H. LASTNAMEH	888888888	08/06/1994	9	33
	FIRSTNAMEI I. LASTNAMEI	999999999	03/02/1995	9	42

*A statewide passing standard has not been established.
p Indicates paper version of test

072809-TX999001-0000019-0000000000

EOC Data File (Confidential)

The **EOC Data File (Confidential)** contains individual data records for each student for whom an answer document or online record was submitted. The student record includes identification and demographic data as well as subject-area scores. Objective-level data are also included.

Raw Score Frequency Distribution—All Students

Example shown: Biology

The **Raw Score Frequency Distribution** is available for each subject area tested at each campus or district and contains aggregate information about every student for whom an answer document or online record was submitted.

A. Identification information
The top of the report contains identification information for the campus or district. The date of testing and the report date are also indicated.

B. Demographic groups and program information
Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

C. Raw score ranges
Each cell in this row indicates a range of items answered correctly on the assessment.

D. Number of students tested
The number of students tested is provided for each demographic group.

E. Average raw score
This number indicates the average raw score of students tested in each group.

F. Number of students within each raw score range (#)
This number indicates the number of students in each group whose raw score fell within a specific range of items answered correctly.

G. Percentage of students within each raw score range (%)
This number indicates the percentage of students in each group whose raw score fell within a specific range of items answered correctly.

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S

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TEXAS END-OF-COURSE - BIOLOGY
Raw Score Frequency Distribution - All Students

A

Report Date: SUMMER 2010
Date of Testing: SPRING 2010

D E F G C

"- - -" = No Data Reported For Fewer Than Five Students	Number of Students Tested*	Average Raw Score	Raw Score 0-5 #	Raw Score 0-5 %	Raw Score 6-11 #	Raw Score 6-11 %	Raw Score 12-17 #	Raw Score 12-17 %	Raw Score 18-22 #	Raw Score 18-22 %	Raw Score 23-27 #	Raw Score 23-27 %	Raw Score 28-32 #	Raw Score 28-32 %	Raw Score 33-37 #	Raw Score 33-37 %	Raw Score 38-42 #	Raw Score 38-42 %	Raw Score 43-48 #	Raw Score 43-48 %	Raw Score 49-54 #	Raw Score 49-54 %
All Students	488	41	0	0	1	0	12	2	26	5	23	5	38	8	61	13	70	14	131	27	126	26
Male	244	41	0	0	1	0	4	2	12	5	10	4	19	8	28	11	32	13	70	29	68	28
Female	244	40	0	0	0	0	8	3	14	6	13	5	19	8	33	14	38	16	61	25	58	24
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	26	43	0	0	0	0	1	4	0	0	1	4	2	8	3	12	0	0	9	35	10	38
African American	23	30	0	0	0	0	1	4	4	17	5	22	5	22	2	9	2	9	3	13	1	4
Hispanic	141	34	0	0	0	0	8	6	19	13	12	9	20	14	24	17	20	14	29	21	9	6
White	294	44	0	0	1	0	2	1	3	1	4	1	11	4	32	11	48	16	87	30	106	36
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically *Yes*	125	33	0	0	0	0	8	6	18	14	15	12	22	18	21	17	15	12	19	15	7	6
Disadvantaged *No*	363	43	0	0	1	0	4	1	8	2	8	2	16	4	40	11	55	15	112	31	119	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	488	41	0	0	1	0	12	2	26	5	23	5	38	8	61	13	70	14	131	27	126	26
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	488	41	0	0	1	0	12	2	26	5	23	5	38	8	61	13	70	14	131	27	126	26
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP *Current LEP*	14	24	0	0	1	7	5	36	2	14	1	7	0	0	3	21	0	0	2	14	0	0
Non-LEP (Monitored 1st Year)	7	31	0	0	0	0	1	14	2	29	1	14	0	0	0	0	1	14	0	0	2	29
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	464	41	0	0	0	0	6	1	21	5	21	5	37	8	57	12	69	15	129	28	124	27
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	488	41	0	0	1	0	12	2	26	5	23	5	38	8	61	13	70	14	131	27	126	26
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	14	24	0	0	1	7	5	36	2	14	1	7	0	0	3	21	0	0	2	14	0	0
Nonparticipants	474	41	0	0	0	0	7	1	24	5	22	5	38	8	58	12	70	15	129	27	126	27
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	19	29	0	0	0	0	2	11	5	26	3	16	2	11	2	11	2	11	2	11	1	5
No	469	41	0	0	1	0	10	2	21	4	20	4	36	8	59	13	68	14	129	28	125	27
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	99	49	0	0	0	0	0	0	0	0	0	0	1	1	3	3	6	6	26	26	63	64
Nonparticipants	389	39	0	0	1	0	12	3	26	7	23	6	37	10	58	15	64	16	105	27	63	16
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	113	29	0	0	1	1	11	10	24	21	16	14	19	17	20	18	7	6	11	10	4	4
No	375	44	0	0	0	0	1	0	2	1	7	2	19	5	41	11	63	17	120	32	122	33
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Career/Technical *Participants*	384	41	0	0	1	0	7	2	19	5	13	3	35	9	54	14	50	13	109	28	96	25
Education *Nonparticipants*	104	40	0	0	0	0	5	5	7	7	10	10	3	3	7	7	20	19	22	21	30	29
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

B

* Students with an O score code are not included in summary results.

Raw Score Distribution by Objective Summary—All Students

Example shown: Biology

The **Raw Score Distribution by Objective Summary** is available for each subject area tested at each campus or district and contains aggregate information about every student for whom an answer document or online record was submitted.

A. Identification information

The top of the report contains identification information for the campus or district. The date of testing and the report date are also indicated.

B. Demographic groups and program information

Demographic and program categories are listed on the left side of this section. Results for students submitting answer documents with no demographic or program information coded are included in the "No Information Provided" categories.

C. Number of students tested

The number of students tested is provided for each demographic group.

D. Average raw score

This number indicates the average raw score of students tested in each group.

E. Objectives listed by subject area

Objectives are listed in abbreviated form. The complete wording of each objective for every assessment is found in Appendix B. Test information booklets should be available before the first high-stakes EOC administration in spring 2012.

F. Average objective-level results

These columns summarize objective-level data for all scored assessments. For each objective, the average number and percent of items students answered correctly are calculated. The average number of items correct is the total number of items correct divided by the total number of student tests. The average percent of items correct is the total number of items correct divided by the total number of items tested.

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S

A

TEXAS END-OF-COURSE - BIOLOGY
Raw Score Distribution by Objective Summary - All Students

Report Date: SUMMER 2010
Date of Testing: SPRING 2010

A

D

C

E

F

B

"- - -" = No Data Reported For Fewer Than Five Students	Number of Students Tested*	Average Raw Score	1 Nature of Science		2 Structure and Function		3 Genetics and Evolution		4 Processes and Energy Transfers		5 Interactions within Ecosystems	
			Number of Items Tested in Each Objective									
			10		12		12		10		10	
			Average Number of Items Correct/Average Percent of Items Correct									
			#	%	#	%	#	%	#	%	#	%
All Students	488	41	7.7	77	8.7	72	8.7	73	7.7	77	7.7	77
Male	244	41	7.8	78	8.8	73	8.9	74	7.8	78	8.1	81
Female	244	40	7.7	77	8.6	71	8.6	72	7.5	75	7.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Native American	4	---	---	---	---	---	---	---	---	---	---	---
Asian	26	43	8.0	80	9.2	77	9.7	80	8.2	82	8.1	81
African American	23	30	5.6	56	6.5	54	6.2	51	6.1	61	5.9	59
Hispanic	141	34	6.5	65	7.5	63	7.3	60	6.3	63	6.6	66
White	294	44	8.5	85	9.3	78	9.6	80	8.4	84	8.4	84
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Economically *Yes*	125	33	6.2	62	7.2	60	6.8	56	6.0	60	6.3	63
Disadvantaged *No*	363	43	8.3	83	9.2	76	9.4	78	8.2	82	8.2	82
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	488	41	7.7	77	8.7	72	8.7	73	7.7	77	7.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---
No	488	41	7.7	77	8.7	72	8.7	73	7.7	77	7.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
LEP *Current LEP*	14	24	4.6	46	5.5	46	4.8	40	4.8	48	4.8	48
Non-LEP (Monitored 1st Year)	7	31	5.9	59	7.3	61	6.0	50	5.6	56	6.1	61
Non-LEP (Monitored 2nd Year)	3	---	---	---	---	---	---	---	---	---	---	---
Other Non-LEP	464	41	7.9	79	8.8	73	8.9	74	7.8	78	7.9	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	488	41	7.7	77	8.7	72	8.7	73	7.7	77	7.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	14	24	4.6	46	5.5	46	4.8	40	4.8	48	4.8	48
Nonparticipants	474	41	7.8	78	8.8	73	8.9	74	7.7	77	7.8	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	19	29	5.5	55	6.4	53	5.9	49	5.5	55	5.6	56
No	469	41	7.8	78	8.8	73	8.8	74	7.7	77	7.8	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	99	49	9.2	92	10.5	88	10.8	90	9.1	91	9.1	91
Nonparticipants	389	39	7.4	74	8.2	68	8.2	68	7.3	73	7.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	113	29	5.7	57	6.4	53	6.0	50	5.5	55	5.6	56
No	375	44	8.4	84	9.4	78	9.6	80	8.3	83	8.4	84
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Career/Technical *Participants*	384	41	7.8	78	8.7	73	8.8	73	7.7	77	7.8	78
Education *Nonparticipants*	104	40	7.6	76	8.5	71	8.6	72	7.5	75	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---

* Students with an O score code are not included in summary results.

Cumulative Raw Score Frequency Distribution—All Students

Example shown: Biology

The **Cumulative Raw Score Frequency Distribution** report is provided at the district and campus level and contains aggregated information about every student for whom an online record was submitted. A separate report is provided for each subject area.

A. Identification information

At the top right corner of the report, the identification information shown includes the dates of reporting and testing. At the top left corner, district number and name, and the campus number and name are shown.

B. Subject area

This shows the subject area being reported.

C. Raw score

The numbers in this column indicate the raw scores (number of items answered correctly) that are possible on a test. A raw score of zero means that no items were answered correctly on the test; the maximum raw score means that all items were answered correctly on the test.

D. Number of students with corresponding raw score

The numbers in this column indicate the number of students who received each raw score.

E. Percentage of students with corresponding raw score

The numbers in this column indicate the percentage of students who received each raw score.

F. Cumulative number of students less than or equal to corresponding raw score

The numbers in this column indicate the cumulative number of students receiving a specific raw score or lower.

G. Cumulative percentage of students less than or equal to corresponding raw score

The numbers in this column indicate the cumulative percentage of students receiving a specific raw score or lower.

A

TEXAS END-OF-COURSE - BIOLOGY

B

Cumulative Raw Score Frequency Distribution - All Students

District: 999-001 EXAMPLE ISD
Campus: 001 EXAMPLE H S

A

Report Date: SUMMER 2010
Date of Testing: SPRING 2010

Raw Score	Number of Students with Corresponding Raw Score*	Percent of Students with Corresponding Raw Score	Cumulative Number of Students Less Than or Equal to Corresponding Raw Score	Cumulative Percent of Students Less Than or Equal to Corresponding Raw Score
0	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	1	0	1	0
11	0	0	1	0
12	0	0	1	0
13	1	0	2	0
14	2	0	4	1
15	5	1	9	2
16	2	0	11	2
17	2	0	13	3
18	5	1	18	4
19	6	1	24	5
20	7	1	31	6
21	3	1	34	7
22	5	1	39	8
23	3	1	42	9
24	3	1	45	9
25	6	1	51	10
26	8	2	59	12
27	3	1	62	13
28	8	2	70	14
29	3	1	73	15
30	7	1	80	16
31	8	2	88	18
32	12	2	100	20
33	7	1	107	22
34	12	2	119	24
35	9	2	128	26
36	17	3	145	30
37	16	3	161	33
38	14	3	175	36
39	10	2	185	38
40	14	3	199	41
41	14	3	213	44
42	18	4	231	47
43	24	5	255	52
44	22	5	277	57
45	21	4	298	61
46	18	4	316	65
47	21	4	337	69
48	25	5	362	74
49	32	7	394	81
50	21	4	415	85
51	23	5	438	90
52	23	5	461	94
53	25	5	486	100
54	2	0	488	100

C D E F G

* Students with an O score code are not included in summary results.