END-OF-COURSE (EOC) ASSESSMENTS

Program Overview

Refer to Table 1. 2011—Subjects and Grades Tested in TAKS, TELPAS, and End-of-Course Assessments for a list of subjects available for the EOC assessments.

In 2007 the Texas Legislature enacted Senate Bill 1031, 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 2011 for Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, world geography, and U.S. history. These assessments are currently voluntary, with the exception of those given in districts that were required to participate in mandatory testing. The assessments are administered in the spring for students who have taken the EOC subject. The current versions of these assessments cover content in the TEKS.

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

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 *2009–2010 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

Scale scores are not available for any EOC assessment in 2011.

Performance Standards

Passing standards for EOC assessments will be set following the 2011 administration. Although the passing standards for Algebra I were set in 2005, they will be reviewed following the 2011 administration due to changes in the curriculum and the assessment. Scale scores and performance standards will not be reported in 2011 for any EOC assessment, including Algebra I.

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 *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

Individual Students

Assessment results can 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.

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

Groups of Students

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 reporting category. Also, the frequency distribution of raw scores can be used to compare groups of students.

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 *2009–2010 Technical Digest*, available on TEA's Student Assessment Division website.

Using Scores from a Voluntary Assessment

With the exception of certain campuses that participate in mandatory testing, all EOC assessments are currently voluntary. As such, the students who took the assessment may not be representative of the population 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 Reporting-Category Information

Reporting-category 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 and there have been changes to the curriculum and the assessment, year-to-year comparisons of reporting-category performance should be made cautiously. The assessment is constructed to make the difficulty of a given reporting category similar for each administration of an EOC subject-area assessment. However, some fluctuations in the difficulty of the reporting categories do occur at every administration. Observing trends in reporting-category performance over time, identifying patterns of performance in clusters of reporting categories testing similar skills, and comparing campus or district reporting-category performance to that of the region or state are appropriate uses of group reporting-category 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.

Report Formats

Only standard reports are provided for the operational EOC assessments. Student performance reports are provided automatically to districts. Reports for assessments submitted online by 5 p.m. each testing day are available in PDF format from the online testing system within 24 hours. Reports for the paper version of the assessment will be available in PDF seven business days after the materials are received by the testing contractor. A summary report in PDF 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.

Resources

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

Standard Reports

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

Confidential Student Report	5.6
Confidential List of Students' Results	5.11
EOC Data File (Confidential)	5.14
Raw Score Frequency Distribution—All Students	5.14
Raw Score Distribution by Reporting-Category Summary—All Students	5.16
Cumulative Raw Score Frequency Distribution—All Students	5.19

Confidential Student Report

Example shown: Algebra I, English I

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. Reporting categories

Reporting categories are listed in abbreviated form. The complete wording of each reporting category for every assessment is found in Appendix B. A limited number of sample items will be available before the first high-stakes EOC administration in spring 2012.

C. Reporting-category results and raw score

The total number of items tested for the reporting category and the number of items correct for each student are found next to the reporting-category 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. Refer to Cautions for Score Use in the Program Overview for more information about using reporting-category results.

D. Passing standard

The following message appears for all EOC assessments: 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.

In addition to the elements shown above, the following will appear on the English I report:

English I—Reading

F. Single- or paired-selection short answer

This indicates which type of short answer selection is scored.

G. Score description

The following messages may appear in this area:

Insufficient

Insufficient responses indicate a very limited reading performance.

Partially Sufficient
Partially sufficient responses indicate a basic reading performance.

Sufficient
Sufficient responses indicate a satisfactory reading performance.

Exemplary
Exemplary responses indicate an accomplished reading performance.

Detailed information about the reading short answer rubrics is available on TEA's Student Assessment Division website.

H. Weighted score

The process of weighting test scores emphasizes the contribution of some components of the scores more than others when computing the final score. The short answer reading items on the EOC assessment are given a greater "weight" in the total reading raw score.

The reading raw score for English I is calculated by adding the number of multiple-choice items answered correctly to the weighted short answer scores (short answer items are weighted by three). [number of multiple-choice items answered correctly + (single selection short answer score × 3) + (paired selection short answer × 3)].

If a student had 30 of the 38 multiple-choice items correct and received a score of 2 on the single selection short answer item and a score of 3 on the paired selection short answer item, the student's total raw score would be 45 out of 56 possible raw score points [30 + (2 × 3) + (3 × 3)].

The total raw score will range from 0 to 56.

English I—Writing

I. Expository or literary composition

This indicates which type of composition is scored.

J. Score description

One of the following messages will appear in this area:

Nonscorable

Limited
The essay/story represents a very limited writing performance.

Between Limited and Basic

Basic
The essay/story represents a basic writing performance.

Between Basic and Satisfactory

Satisfactory
The story represents a satisfactory writing performance.

Between Satisfactory and Accomplished

Accomplished

The story represents an accomplished writing performance.

For the complete rubrics for the expository and literary compositions, refer to http://www.tea.state.tx.us/student.assessment/staar/.

K. Weighted score

The English I writing compositions are also weighted. Writing compositions are weighted by 2.

The writing raw score for English I is calculated by adding the number of multiple-choice items answered correctly to the weighted written composition scores [number of multiple-choice items + (written composition #1 × 2) + (written composition #2 × 2)]

If a student had 26 of the 30 multiple-choice items correct and received a combined score of 5 on the first written composition and a combined score of 6 on the second written composition, the student's total raw score would be 48 out of 62 possible raw score points [26 + (5 × 2) + (6 × 2)].

The total raw score will range from 0 to 62.

TEXAS END-OF-COURSE - ALGEBRA I
CONFIDENTIAL STUDENT REPORT

NAME: FIRSTNAMEX I. LASTNAMEXXXXXXX
STUDENT ID (PEIMS): *****9999
LOCAL STUDENT ID: 999999999
DATE OF BIRTH: 12/12/1996
CLASS GROUP: CLASS GROUP NAMEXXXX

DISTRICT: 999-999 DISTRICT NAME
CAMPUS: 999 CAMPUS NAME
REPORT DATE: SPRING 2011
DATE OF TESTING: SPRING 2011
GRADE: 9

ALGEBRA I
****Paper Test Administration****

	ITEMS CORRECT/TESTED
1. Functional Relationships	7/8
2. Properties and Attributes of Functions	10/12
3. Linear Functions	11/15
4. Linear Equations and Inequalities	8/10
5. Quadratic and Other Nonlinear Functions	5/9
TOTAL ITEMS:	41/54

A statewide passing standard has not been established.

110910-Z0000001-0000760

TEXAS END-OF-COURSE - ENGLISH I

CONFIDENTIAL STUDENT REPORT

NAME: FIRSTNAMEX I. LASTNAMEXXXXXXX
STUDENT ID (PEIMS): *****9999
LOCAL STUDENT ID: 999999999
DATE OF BIRTH: 12/12/1996
CLASS GROUP: CLASS GROUP NAMEXXXX

DISTRICT: 999-999 DISTRICT NAME
CAMPUS: 999 CAMPUS NAME
REPORT DATE: SPRING 2011
DATE OF TESTING: SPRING 2011
GRADE: 9

READING
****Paper Test Administration****

Short Answer Scores
1. Understanding/Analysis Across Genres
   - Single Selection Short Answer
   - Paired Selection Short Answer

SCORE DESCRIPTION	WEIGHTED SCORE
Sufficient	6/9
Exemplary	9/9
TOTAL SHORT ANSWER SCORE:	15/18

Multiple-Choice Scores

	ITEMS CORRECT/TESTED
1. Understanding/Analysis Across Genres	5/8
2. Understanding/Analysis of Literary Text	12/16
3. Understanding/Analysis of Informational Texts	12/14
TOTAL MULTIPLE-CHOICE SCORE:	29/38
TOTAL READING SCORE:	44/56

A statewide passing standard has not been established.

WRITING
****Paper Test Administration****

Composition Scores
4. Composition
   - Expository Composition
   - Literary Composition

SCORE DESCRIPTION	WEIGHTED SCORE
Between Basic and Satisfactory	10/16
Between Satisfactory and Accomplished	14/16
TOTAL COMPOSITION SCORE:	24/32

Multiple-Choice Scores

	ITEMS CORRECT/TESTED
5. Revision	12/15
6. Editing	8/15
TOTAL MULTIPLE-CHOICE SCORE:	20/30
TOTAL WRITING SCORE:	44/62

A statewide passing standard has not been established.

110910-Z0000001-0000760

Confidential List of Students' Results

Example shown: Biology, English I

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. Passing standard

The following message appears for all EOC assessments: A statewide passing standard has not been established.

D. Paper version of test

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

E. Raw score (Biology)

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

F. Raw score (English I, Writing)

This indicates the weighted raw score of the two English I writing compositions. Each composition has a maximum weighted raw score of 16 points. This explanation of the weighted raw score appears at the bottom of the report as a footnote.

G. Raw score (English I, Reading)

This indicates the weighted raw score of the two English I reading short-answer items. Each item has a maximum weighted raw score of 9 points. This explanation of the weighted raw score appears at the bottom of the report as a footnote.

H. Footnote

These footnotes explain that weighted scores for the writing compositions and reading short answer items are part of the raw score.

TEXAS END-OF-COURSE - BIOLOGY

CONFIDENTIAL LIST OF STUDENTS' RESULTS

DISTRICT: 999-999 DISTRICT NAME
CAMPUS: 999 CAMPUS NAME
CLASS GROUP: CLASS GROUP NAME

REPORT DATE: SPRING 2011
DATE OF TESTING: SPRING 2011

STUDENT	STUDENT-ID (PEIMS)	BIRTH DATE	GRADE	RAW SCORE*
p AELASTNAME, FIRSTNAME M.	111111111	07/20/1996	9	53
ALLASTNAME, FIRSTNAME M.	222222222	07/16/1996	9	49
BLLASTNAME, AFIRSTNAME M.	333333333	06/28/1996	9	NOT SCORED
BLLASTNAME, DFIRSTNAME M.	444444444	12/30/1995	9	49
CLLASTNAME, FIRSTNAME M.	555555555	09/15/1995	9	48
ELLASTNAME, FIRSTNAME M.	666666666	04/23/1996	9	26
FLLASTNAME, AFIRSTNAME M.	777777777	11/24/1995	9	48
p FELLASTNAME, AFIRSTNAME M.	888888888	08/05/1996	9	49
p FLLASTNAME, AFIRSTNAME M.	999999999	03/02/1996	9	51

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

021011-Z0000001-0000760

TEXAS END-OF-COURSE - ENGLISH I

CONFIDENTIAL LIST OF STUDENTS' RESULTS

DISTRICT: 999-999 DISTRICT NAME
CAMPUS: 999 CAMPUS NAME
CLASS GROUP: CLASS GROUP NAME

REPORT DATE: SPRING 2011
DATE OF TESTING: SPRING 2011

STUDENT	STUDENT-ID (PEIMS)	BIRTH DATE	GRADE	WRITING RAW SCORE+	READING RAW SCORE±
p AELASTNAME, FIRSTNAME M.	111111111	07/11/1996	9	60	56
ALLASTNAME, FIRSTNAME M.	222222222	05/19/1996	9	61	50
BLLASTNAME, AFIRSTNAME M.	333333333	04/22/1996	9	45	39
BLLASTNAME, DFIRSTNAME M.	444444444	11/11/1995	9	55	49
CLLASTNAME, FIRSTNAME M.	555555555	12/24/1995	9	39	48
ELLASTNAME, FIRSTNAME M.	666666666	11/08/1995	9	48	26
FLLASTNAME, AFIRSTNAME M.	777777777	07/23/1996	9	55	48
p FELLASTNAME, AFIRSTNAME M.	888888888	07/04/1996	9	56	49
p FLLASTNAME, AFIRSTNAME M.	999999999	05/30/1996	10	50	51

p Indicates paper version of test

021011-Z0000001-0000760

+ Includes two written composition scores with a maximum weighted score of sixteen points each. A statewide passing standard has not been established.
± Includes two short-answer scores with a maximum weighted score of nine points for each item. A statewide passing standard has not been established.

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. Reporting-category 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: 999-999 DISTRICT NAME
Campus: 999 SCHOOL NAME

A

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

A

Report Date: SUMMER 2011
Date of Testing: SPRING 2011

D E F G

"- - -" = 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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	136	36	0	0	1	1	3	2	7	5	13	10	15	11	15	11	10	7	31	23	41	30
Am. Indian or Alaskan Native	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	17	43	0	0	0	0	1	6	3	18	5	29	2	12	3	18	0	0	2	12	1	6
Black or African American	29	39	0	0	0	0	6	21	2	7	1	3	5	17	3	10	5	17	1	3	6	21
Native Hawaiian/Pacific Islander	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	228	43	0	0	0	0	2	1	8	4	4	2	10	4	28	12	50	22	73	32	53	23
Two or More Races	71	42	0	0	0	0	0	0	6	8	0	0	4	6	9	13	5	7	24	34	23	32
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	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

B

C

Raw Score Distribution by Reporting-Category Summary—All Students

Example shown: Biology, English I

The **Raw Score Distribution by Reporting-Category 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. Reporting categories

Reporting categories are listed in abbreviated form. The complete wording of each reporting category for every assessment is found in Appendix B. A limited number of sample items will be available before the first high-stakes EOC administration in spring 2012.

F. Average reporting-category results

These columns summarize reporting-category data for all scored assessments. For each reporting category, the average number and the percentage 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.

G. Subject area (English I only)

Data for each English I subject area is shown here.

District: 999-999 DISTRICT NAME
Campus: 999 SCHOOL NAME

A

TEXAS END-OF-COURSE - BIOLOGY

Raw Score Distribution by Reporting Category Summary - All Students

Report Date: SUMMER 2011
Date of Testing: SPRING 2011

A

D

C

E

F

B

"- - -" = No Data Reported For Fewer Than Five Students

	Number of Students Tested*	Average Raw Score	1 Cell Structure and Function		2 Mechanisms of Genetics		3 Biological Evolution and Classification		4 Biological Processes and Systems		5 Interdependence within Environmental Systems	
			Number of Points in Each Reporting Category									
			11		11		10		11		11	
			Average Number of Points Correct/Average Percent of Points Correct									
			#	%	#	%	#	%	#	%	#	%
All Students	488	41	7.7	70	8.7	79	8.7	87	7.7	70	7.7	70
Male	244	41	7.8	71	8.8	80	8.9	89	7.8	71	8.1	74
Female	244	40	7.7	70	8.6	78	8.6	86	7.5	68	7.4	67
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Hispanic/Latino	141	34	6.5	59	7.5	68	7.3	73	6.3	57	6.6	60
Am. Indian or Alaskan Native	4	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Asian	26	43	8.0	73	9.2	84	9.7	97	8.2	75	8.1	74
Black or African American	23	30	5.6	51	6.5	59	6.2	62	6.1	55	5.9	54
Native Hawaiian/Pacific Islander	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
White	294	44	8.5	77	9.3	85	9.6	96	8.4	76	8.4	76
Two or More Races	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Economically *Yes*	125	33	6.2	56	7.2	65	6.8	68	6.0	55	6.3	57
Disadvantaged *No*	363	43	8.3	75	9.2	84	9.4	94	8.2	75	8.2	75
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Title I, Part A *Participants*	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Nonparticipants	488	41	7.7	70	8.7	79	8.7	87	7.7	70	7.7	70
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Migrant *Yes*	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
No	488	41	7.7	70	8.7	79	8.7	87	7.7	70	7.7	70
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
LEP *Current LEP*	14	24	4.6	42	5.5	50	4.8	48	4.8	44	4.8	44
Non-LEP (Monitored 1st Year)	7	31	5.9	54	7.3	66	6.0	60	5.6	51	6.1	55
Non-LEP (Monitored 2nd Year)	3	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Other Non-LEP	464	41	7.9	72	8.8	80	8.9	89	7.8	71	7.9	72
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Bilingual *Participants*	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Nonparticipants	488	41	7.7	70	8.7	79	8.7	87	7.7	70	7.7	70
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
ESL *Participants*	14	24	4.6	42	5.5	50	4.8	48	4.8	44	4.8	44
Nonparticipants	474	41	7.8	71	8.8	80	8.9	89	7.7	70	7.8	71
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Special Education *Yes*	19	29	5.5	50	5.4	49	5.9	59	5.5	50	5.6	51
No	469	41	7.8	71	8.8	80	8.8	88	7.7	70	7.8	71
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Gifted/Talented *Participants*	99	49	9.2	84	10.5	95	7.8	78	9.1	83	9.1	83
Nonparticipants	389	39	7.4	67	8.2	75	8.2	82	7.3	66	7.4	67
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
At-Risk *Yes*	113	29	5.7	52	6.4	58	6.0	60	5.5	50	5.6	51
No	375	44	8.4	76	9.4	85	9.6	96	8.3	75	8.4	76
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Career/Technical *Participants*	384	41	7.8	71	8.7	79	8.8	88	7.7	70	7.8	71
Education *Nonparticipants*	104	40	7.6	69	8.5	77	8.6	86	7.5	68	7.5	68
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -

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

District: 999-999 DISTRICT NAME
Campus: 999 SCHOOL NAME

TEXAS END-OF-COURSE - ENGLISH I

Raw Score Distribution by Reporting Category Summary - All Students

Report Date: SUMMER 2011
Date of Testing: SPRING 2011

"- - -" = No Data Reported For Fewer Than Five Students	Number of Students Tested*	Average Raw Score	READING						WRITING						
			1		2		3		4		5		6		
			Understanding/ Analysis Across Genres		Understanding/ Analysis of Literary Texts		Understanding/ Analysis of Informational Texts		Composition		Revision		Editing		
			Number of Points in Each Reporting Category						Number of Points in Each Reporting Category						
			26		16		14		32		15		15		
			Average Number of Points Correct/Average Percent of Points Correct						Average Number of Points Correct/Average Percent of Points Correct						
			#	%	#	%	#	%	#	%	#	%	#	%	
All Students	327	33	15.2	58	9.9	62	8.2	59	327	38	18.8	59	9.5	63	9.7	65
Male	154	34	15.5	60	9.8	61	8.6	61	154	38	18.9	59	9.7	65	9.7	65
Female	157	35	15.9	61	10.1	63	8.5	61	157	38	18.8	59	9.2	61	9.3	62
No Information Provided	16	32	15.1	58	9.1	57	7.7	55	16	36	18.5	58	8.8	59	8.9	59
Hispanic/Latino	76	31	16.4	63	9.7	61	8.6	61	76	38	19.3	60	9.6	64	9.4	63
Am. Indian or Alaskan Native	4	- - -	- - -	- - -	- - -	- - -	- - -	- - -	4	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Asian	18	34	15.0	58	9.2	58	9.5	68	18	39	20.0	63	9.6	64	8.9	59
Black or African American	62	35	20.0	77	9.4	59	9.1	65	62	36	19.2	60	8.0	53	8.6	57
Native Hawaiian/Pacific Islander	3	- - -	- - -	- - -	- - -	- - -	- - -	- - -	3	- - -	- - -	- - -	- - -	- - -	- - -	- - -
White	117	36	16.9	65	9.8	61	9.0	64	117	42	20.5	64	11.1	74	9.9	66
Two or More Races	32	33	16.3	63	9.9	62	8.1	58	32	37	18.8	59	9.1	61	9.2	61
No Information Provided	15	32	15.8	61	9.3	58	7.8	56	15	40	19.3	60	10.1	67	10.2	68
Economically *Yes*	65	33	15.0	58	10.1	63	7.6	54	65	35	18.5	58	8.0	53	8.8	59
Disadvantaged *No*	252	35	15.6	60	9.0	56	10.1	72	252	43	19.0	59	11.6	77	11.9	79
No Information Provided	10	32	15.1	58	8.8	55	7.6	54	10	38	18.8	59	8.3	55	10.5	70
Title I, Part A *Participants*	88	32	13.8	53	9.1	57	9.3	66	88	37	19.1	60	10.1	67	9.3	62
Nonparticipants	227	35	18.9	73	9.3	58	8.7	62	227	38	18.2	57	10.9	73	9.2	61
No Information Provided	12	33	15.8	61	9.1	57	8.2	59	12	39	21.0	66	8.9	59	9.1	61
Migrant *Yes*	45	32	15.8	61	8.6	54	9.1	65	45	37	18.6	58	8.4	56	10.2	68
No	280	34	16.0	62	10.8	68	10.5	75	280	40	18.9	59	9.3	62	11.5	77
No Information Provided	2	- - -	- - -	- - -	- - -	- - -	- - -	- - -	2	- - -	- - -	- - -	- - -	- - -	- - -	- - -
LEP *Current LEP*	71	33	15.9	61	8.6	54	8.5	61	71	39	18.2	57	10.8	72	9.3	62
Non-LEP (Monitored 1st Year)	48	30	15.7	60	8.9	56	9.2	66	48	35	17.5	55	8.4	56	8.3	55
Non-LEP (Monitored 2nd Year)	42	33	15.3	59	9.3	58	8.3	59	42	39	18.3	57	10.0	67	9.2	61
Other Non-LEP	151	34	14.8	57	9.0	56	10.2	73	151	38	18.0	56	9.3	62	10.4	69
No Information Provided	15	35	19.0	73	9.2	58	8.9	64	15	37	18.4	58	8.7	58	9.7	65
Bilingual *Participants*	171	32	16.1	62	10.6	66	9.1	65	171	39	19.3	60	11.1	74	8.9	59
Nonparticipants	148	33	15.8	61	9.9	62	10.2	73	148	36	19.0	59	8.2	55	9.1	61
No Information Provided	8	34	15.3	59	10.1	63	8.6	61	8	38	18.2	57	9.4	63	9.0	60
ESL *Participants*	79	31	15.0	58	8.7	54	7.5	54	79	38	18.0	56	10.3	69	9.3	62
Nonparticipants	230	32	15.6	60	8.2	51	8.4	60	230	39	20.3	63	9.0	60	9.8	65
No Information Provided	18	35	15.2	58	9.9	62	9.9	71	18	37	18.3	57	9.6	64	9.1	61
Special Education *Yes*	56	31	14.5	56	9.2	58	10.1	72	56	36	19.0	59	8.9	59	8.7	58
No	271	34	16.2	62	10.4	65	10.9	78	271	39	22.1	69	8.8	59	11.3	75
No Information Provided	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Gifted/Talented *Participants*	121	35	16.5	63	10.9	68	11.1	79	121	39	18.9	59	11.8	79	11.5	77
Nonparticipants	203	30	15.8	61	9.8	61	10.0	71	203	37	18.8	59	10.2	68	10.2	68
No Information Provided	3	- - -	- - -	- - -	- - -	- - -	- - -	- - -	3	- - -	- - -	- - -	- - -	- - -	- - -	- - -
At-Risk *Yes*	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	0	- - -	- - -	- - -	- - -	- - -	- - -	- - -
No	323	33	16.1	62	9.9	62	9.9	71	323	38	18.9	59	8.9	59	9.9	66
No Information Provided	4	- - -	- - -	- - -	- - -	- - -	- - -	- - -	4	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Career/Technical *Participants*	97	32	15.6	60	10.5	66	8.8	63	97	40	20.5	64	9.8	65	10.6	71
Education *Nonparticipants*	209	35	15.9	61	10.2	64	10.2	73	209	38	19.9	62	9.6	64	10.1	67
No Information Provided	21	33	15.3	59	9.8	61	9.2	66	21	37	19.1	60	8.3	55	9.6	64

* 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 on-line or paper 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 an assessment. A raw score of zero means that no items were answered correctly on the assessment; the maximum raw score means that all items were answered correctly on the assessment.

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: 999-999 DISTRICT NAME
Campus: 999 SCHOOL NAME

A **Report Date:** SUMMER 2011
Date of Testing: SPRING 2011

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.