TANGIPAHOA PARISH SCHOOL SYSTEM
NEWSLETTER

TIMELY INFORMATION OF SPECIAL INTEREST TO
SCHOOL EMPLOYEES AND OTHERS IN THE COMMUNITY

VOL. XXXVII	August 26, 2008	NO. 3

FROM: **PAULETTE WALKWITZ**
SUPERVISOR, CURRICULUM AND INSTRUCTION

TO: **ALL SCHOOLS, PRINCIPALS, TEACHERS, FACULTY**

RE: **EOC UPDATES - SEPTEMBER 2008**

Please see the attached information regarding EOC Updates.

*****

EOC UPDATE

SEPTEMBER 2008

Prepared by: Paulette Cefalu-Walkwitz

INFORMATION FROM STATE DEPARTMENT OF EDUCATION

Introduction
Achievement Levels and Scaled-Score Ranges
Testing Schedule/Dates
Achievement Level Descriptors
Implementation Plan

End-of-Course Tests

INTRODUCTION

The End-of-Course (EOC) tests, which are standards-based assessments, were first administered online to high school students in fall 2007. The tests will be phased in over a period of five years beginning with Algebra I. In the first years of administration, policies regarding the use of EOC tests results shall be determined by the district's local pupil progression plan.

EOC tests measure the knowledge and skills a student should have mastered by the end of the course. The results of the EOC tests help ensure that all Louisiana students have access to a rigorous curriculum that meets high academic standards.

EOC tests will assess student learning in the following high school courses:

1. Algebra I;
2. English II;
3. Geometry;
4. Biology;
5. English III; and
6. American History

Any student enrolled in and/or receiving credit for an EOC course, regardless of grade inclusive of middle school students taking high school courses for high school credit is required to take the EOC test upon completion of that course.

Students completing the following courses will take the Algebra I test

- Algebra I: course code 160321
- Algebra I, Part 2: course code 160338
- Integrated Mathematics I: course code 160339
- Algebra I—Middle School: course code 160380

Students completing the following course will take the English II test

- Course Code 120332

EOC tests are offered at the end of the fall and spring semesters. Students completing the course at the end of the fall semester shall participate in the fall test regardless of the grade earned during the fall semester. Students completing the course at the end of the spring semester shall participate in the spring test regardless of the grade earned during the spring semester.

Retests are not offered for EOC tests.

ACHIEVEMENT LEVELS AND SCALED-SCORE RANGES

End-of-Course Tests
Achievement Levels and Scaled-Score Ranges

Algebra I

Achievement Level	Scaled-Score Ranges
Excellent	739-800
Good	700-738
Fair	668-699
Needs Improvement	600-667

EOC TESTS FOR 2008-2009 SCHOOL YEAR

Algebra I Test (December 2008 and May 2009)

- Students completing the following courses will take the Algebra I test:
  - Algebra I: Course code 160321
  - Algebra I, Part 2: Course code 160338
  - Integrated Mathematics I: Course code 160339
  - Algebra I—Middle School: Course code 160380

English II Test (December 2008 and May 2009)

- Students completing English II: Course code 120332 will take the English II test.

Geometry Field Test (May 2009)

- Students completing Geometry: Course code 160323 will take the Geometry field test.

TESTING DATES

May 2009 Administration: Algebra I, English II, and Geometry Field Test

- Registration: April 13–24, 2009
- Testing Window: May 1–22, 2009

End-of-Course Tests
Achievement Level Descriptors

Excellent

Students at this achievement level generally have exhibited the ability to

1. solve problems involving indirect measurement, and express results in terms of the degree of precision or accuracy;
2. identify the common characteristics of families of linear functions;
3. recognize a linear or nonlinear relationship for data organized in charts or tables;
4. evaluate polynomials for given values of the variables;
5. apply scientific notation to perform computations;
6. determine whether two linear equations have parallel or perpendicular graphs;
7. solve systems of inequalities;
8. determine geometric probabilities based on the areas of figures; and
9. compare and contrast linear functions algebraically in terms of their rates of change.

Good

Students at this achievement level generally have exhibited the ability to

1. represent quantities using scientific notation;
2. translate between tabular and algebraic representations of real-life situations;
3. compute simple probabilities;
4. select and use appropriate units of measurement in the metric system;
5. evaluate an exponential expression for a given value of the variable;
6. analyze real-life relationships that can be modeled by tables representing linear functions;
7. translate among tabular, algebraic, and function notation in real-life situations;
8. make appropriate translations between verbal and symbolic representations;
9. solve problems in coordinate geometry involving midpoints;
10. describe characteristics of parallel lines;
11. calculate combinations and permutations to solve problems; and
12. recognize differences among number systems (e.g., whole numbers and irrational numbers).

Fair

Students at this achievement level generally have exhibited the ability to

1. represent and use linear functions to solve real-life problems;
2. select and use appropriate units of measurement to solve problems;
3. translate between tabular and graphical representations of real-life situations;
4. apply proportional reasoning to model and solve real-life problems involving direct variation;
5. calculate and use measures of central tendency and variability;
6. use appropriate function notation when given a verbal statement;
7. use the graph of a linear equation to describe and interpret slope, intercept, point, intersection, etc.;
8. determine the most appropriate measure of central tendency for a set of data based on its distribution; and
9. evaluate numerical expressions involving positive exponents.

Needs Improvement

Students at this achievement level are generally working toward the ability to

1. use linear functions to solve real-life problems;
2. select and use appropriate units of measurement to solve problems;
3. translate between tabular and graphical representations of real-life situations;
4. apply proportional reasoning to model and solve real-life problems involving direct variation; and
5. calculate and use measures of central tendency and variability.

End-of-Course Tests

Development and Implementation Plan

Course	Test Administration	Year 1 2008–2009	Year 2 2009–2010	Year 3 2010–2011	Year 4 2011–2012	Year 5 2012–2013
Algebra I	Field Test					
	Operational Test	√	√	√	√	√
English II	Field Test					
	Operational Test	√	√	√	√	√
Geometry	Field Test	√				
	Operational Test		√	√	√	√
Biology	Field Test		√			
	Operational Test			√	√	√
English III	Field Test			√		
	Operational Test				√	√
American History	Field Test				√	
	Operational Test					√

Note: The field test in the table is the stand-alone field test for the initial item development.