

Student Performance Levels for the End-of-Course Examination Program (EOCEP)

Student performance levels are defined in the Education Accountability Act. "Not Met" means that the student did not meet the grade level standard. "Met" means the student met the grade level standard. "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.

Performance level descriptors developed during the standard setting process for each EOCEP-related subject are listed below. For Algebra 1/Math for the Technologies 2, English 1, and United States History and the Constitution, the standard-setting process focused solely on the passing scores. Working with the committees' recommendations, SCDE staff determined that scores below 70 (grades of "F") did not meet grade-level standards, scores from 70 to 92 ("D", "C", or "B") met the standards, and scores of 93 and above ("A") demonstrated exemplary performance. For the Biology test, the standard-setting committee recommended cut scores and developed performance level descriptors for both "Met" and "Exemplary." This addition was necessary to meet federal requirements for a high school science assessment.

Algebra 1/Mathematics for the Technologies 2 Performance Level Descriptors

Minimally passing students who scored "Met"

- perform at a predominantly concrete (numeric) rather than an abstract (symbolic) level;
- may demonstrate conceptual understanding of simple algebraic topics in familiar contexts, such as numeric/tabular, graphical, verbal, or symbolic representations;
- have limited procedural knowledge;
- have minimal skills with algebraic thinking and problem solving; and
- have difficulty transferring knowledge to new situations.

English 1 Performance Level Descriptors

Minimally passing students who scored "Met"

- perform at a predominantly concrete rather than an abstract level;
- may demonstrate simple reading comprehension topics, such as main idea, author's purpose, or character description;
- have limited procedural knowledge;
- have minimal skills with analyzing and evaluating text; and
- have difficulty transferring knowledge to new situations.

United States History and the Constitution Performance Level Descriptors

Minimally passing students who scored "Met"

- demonstrate a limited command of the knowledge and skills that are contained in the academic standards;
- have difficulty applying the elements of social studies literacy, including the tools, strategies, and perspectives necessary for understanding the disciplines of history, economics, politics, and geography;

- can link familiar events and issues, but cannot analyze to determine cause and effect;
- cannot successfully complete a multi-part analysis to conclusion; and
- exhibit difficulty transferring knowledge across periods or themes in history.

Biology 1/Applied Biology 2 Performance Level Descriptors
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Minimally passing students who scored “Met”

- are aware of multiple components, but not sure how to connect them (e.g., photosynthesis);
- can interpret basic facts from graphs, but cannot make inferences/conclusions from them;
- have trouble with gaps/holes of knowledge within complete processes;
- can state the scientific method but cannot apply it successfully/consistently; the knowledge breaks down when the process is analyzed piece-meal; and
- have some organizational skills (e.g., notebook, lab, note-taking), but they are not refined.

Minimally proficient students who scored “Exemplary”

- know that multiple details interact with each other within scientific processes, but do not know the products;
- are more consistent with their applications of scientific knowledge;
- can compare one process with another, synthesizing similarities;
- can analyze what things would work and what things will not work in particular situations;
- begin to take classroom instruction (knowledge) and apply it outside of the classroom (i.e., seeing the “why” and “what if” instead of just the “how”); and
- begin to critique and evaluate processes.