

SCORE REPORT USER'S GUIDE

For Use with EOCEP 2023–2024 Score Reports

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The End-of-Course Examination Program (EOCEP)

The EOCEP is a statewide assessment program of end-of-course tests for gateway courses that cover the South Carolina content standards for Algebra 1, Biology 1, English 2, and U.S. History and the Constitution. All students, whether or not they are enrolled in EOCEP courses, are required to take the Algebra 1, Biology 1, and English 2 tests by the third year of high school (except those who qualify for a SC Alternative Assessment).

BIOLOGY 1 REPORTING CATEGORIES

Due to the implementation of new standards, the Biology 1 Reporting Category data is unavailable for the 2023–2024 school year.

INTERPRETATION OF EOCEP 2023–2024 RESULTS

As a reminder, a single score does not provide a complete or precise measure of student achievement. When interpreting results, please take into consideration other measures of achievement.

EMBARGO OF ASSESSMENT RESULTS

Preliminary scores and final scores are embargoed until the public release by the South Carolina Department of Education. Preliminary and summary data may be shared with district and school staff members who understand that the data are not to be shared publicly until after the official statewide release. Preliminary and final results may not be shared with local school boards because data presented to a local board becomes public information under the South Carolina Freedom of Information Act. Districts should ensure that staff members understand that embargoed information cannot be shared with members of the media, school board member, or on social media. This embargo applies to the Fall/Winter, Spring and Summer administrations.

Schools may provide preliminary and final individual scores and student reports to parents or guardians as soon as they are received since these individual reports do not include any summary data. The individual scores may be shared with teachers, principals, etc. within a school. Districts should share the cautions provided above with those receiving preliminary scores and final scores.

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include **Algebra 1, Intermediate Algebra, Biology 1, English 2, and U.S. History and the Constitution (USHC)** or courses with other names and activity codes in which the academic standards corresponding to these subjects are taught.

SCORE LEVELS FOR END-OF-COURSE TESTS

EOCEP scale scores correspond to the revised South Carolina Uniform Grading Scale (2019), which ranges from 0 to 100. Each numeric score corresponds to a letter grade, as shown in the table below. Please note that the scale score is **not** the percentage of test questions answered correctly.

Letter Grade	Scale Score Range
A	90–100
B	80–89
C	70–79
D	60–69
F	0–59

SCORING OF ITEMS

With the exception of the TDA item, each item is machine-scored as wrong or right and has a raw score value of one point. If a student does not answer or provides an incorrect answer, the item is scored as wrong and the student receives no point for that item. The TDA item is hand-scored with a holistic rubric that has a point range of 1 (lowest) to 4 (highest). A copy of the rubric (or scoring guidelines) appears at the end of this guide. To reflect the importance of student-produced writing, the score on the TDA item is then weighted by a factor of 4 for a maximum of 16 points.

TYPES OF TEST ITEMS

The EOCEP tests consist of a variety of machine-scored item types, including technology-enhanced, technology-enhanced constructed response, and stimulus sets.

EOCEP English 2 consists of two separate sections (Writing and Reading). The Writing section includes a Text-Dependent Analysis (TDA) item. The TDA item requires students to read a passage and write an essay using information from the passage to support their answer. The Reading section includes Evidence Based Selected Response (EBSR) items. For these two-part items, students first read a piece of text or passage and choose the best answer from the choices. Students are then asked to support their response with evidence from the text. In order to receive credit for an EBSR item, students must answer both parts correctly.

ALIGNMENT TO ACADEMIC STANDARDS

The EOCEP tests measure student performance against established criteria or academic standards. EOCEP test items are aligned to the state academic standards published for each subject area. Standards describe what schools are expected to teach and what students are expected to learn. Accordingly, the best preparation for standards-based assessments, like EOCEP, is high-quality, standards-based classroom instruction throughout the school year. The standards and supporting documents for each of the EOCEP subject areas are available on the South Carolina Department of Education website at <https://ed.sc.gov/instruction/standards-learning/>.

STUDENT PERFORMANCE LEVELS

The general meanings of student performance levels are shown below.

Algebra 1, Biology 1, English 2, and U.S. History and the Constitution

- F (59 and below) = Does Not Meet
- D (60–69) = Minimally Meets
- B, C (70–89) = Meets
- A (90 and above) = Exceeds

More information on performance level descriptors is posted at <http://ed.sc.gov/tests/tests-files/eocep-files/student-performance-level-descriptors-for-the-end-of-course-examination-program-eocep/>.

EOCEP SCORE REPORTS

This guide describes the various EOCEP score reports and provides a sample of each major report type. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student in South Carolina.

TYPES OF SCORE REPORTS

Score reports are generated for each district and school. The following tables list the types, number of copies, and frequency of receipt of each EOCEP report for districts and schools. Scores for students testing online and students testing with paper and pencil are aggregated together.

Table 1: EOCEP Paper* Reports
(Produced for each Fall, Spring, and Summer Administrations)

Paper Reports
Individual Student Reports (2 copies)
Student Labels (1 per student per test)

Table 2: EOCEP Electronic* Score Reports
*(Produced for each Fall, Spring, and Summer Administrations;
in CSV, XLSX, and PDF formats)*

District-level Reports	School-level Reports
District Roster	School Roster
District Data File (.csv format)	Class Summary Report
	Class Roster

*The electronic Individual Student Reports (ISRs) are also available in addition to paper copies.

DRC INSIGHT PORTAL INTERACTIVE REPORTS

The Interactive Reporting provides data in various visual frameworks and allows users the ability to filter, sort, and further explore assessment results. The interactive reports are located within the DRC INSIGHT Portal. To view the reports from the Welcome page, select **Interact with Reports**.

The following DRC INSIGHT Portal permissions will be provided to District level users to access to the available reports:

User Level	Portal Permissions Needed	Reports Available for Access
District-Level Users	DRC IRS – Access DRC IRS – District DRC IRS – School DRC IRS – Teacher	District Rosters & Summaries School Rosters & Summaries Class Rosters & Summaries District & Schools Demographic Summaries Translated ISR

If additional users need access to reports, the appropriate permissions will need to be added to the Portal accounts. Only district-level users should be given DRC IRS – District permission access. School-level users should only be given DRC IRS – Access, DRC IRS – School, and DRC IRS-Teacher permissions to view the available reports:

User Level	Portal Permissions Needed	Reports Available for Access
School-Level Users	DRC IRS – Access DRC IRS – School DRC IRS – Teacher	School Rosters & Summaries Class Rosters & Summaries School Demographic Summary Translated ISR

NONSCORE CODES FOR ENGLISH 2 TDA ITEM

The English 2 text-dependent analysis (TDA) item is scored with a holistic rubric (see page 25). The scoring guidelines also include seven possible “nonscore codes”: blank, refusal, copied, unreadable, other language, insufficient, and off topic. If one of these nonscore codes applies to a student’s TDA response, a message with the applicable nonscore code will print on the ISR in place of the TDA score. For students whose TDA response was coded “blank,” the message “Not Applicable” will print in place of the TDA score.

PERFORMANCE BY REPORTING CATEGORY

For each test, student performance is also reported in categories that correspond to the academic standards for that subject. Within each reporting category, the student’s performance is classified as “Low,” “Middle,” or “High.” This classification is based on the subset of items that assess the reporting category. According to the chart in the U.S. History and the Constitution section of the sample ISR, Susan’s performance was classified as “Low” for “Legacy of the Cold War”; as “Middle” for “Expansion and Union” and “Modernism and Interventionism”; and as “High” for “Foundations of American Republicanism” and “Capitalism and Reform.”

BIOLOGY 1 REPORTING CATEGORIES

Due to the implementation of new standards, the Biology 1 Reporting Category data is unavailable for the 2023–2024 school year.

Individual Student Report (ISR)

GENERAL DESCRIPTION

Individual student results are provided in two formats: Individual Student Reports (ISRs) and student labels.

Schools receive two copies of each **ISR**—one home copy and one school copy. In addition, PDFs of the ISRs are available via the DRC INSIGHT Portal – Report Delivery.

The ISR includes test results for each test taken by the student during a particular EOCEP administration (e.g., Fall/Winter 2023–2024).

Schools receive one **student label** for each test that a student takes during the particular EOCEP administration. For example, if a student takes both Algebra 1 and English 2 tests during the Fall/Winter 2023–2024 administration, the school would receive two student labels for that student—one with the Algebra 1 test results and one with the English 2 test results.

ISRs and student labels for adult education and home school students are packaged separately from the reports for other schools.

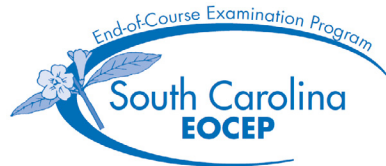
Note: In order to be considered tested for a particular subject, a student must have answered at least one question on the test for that subject. For English 2, a student must attempt at least one question on Writing and one question on Reading.

DESCRIPTION OF THE SAMPLE INDIVIDUAL STUDENT REPORT

A sample ISR is displayed on pages 7 and 8. Student and school information appear at the top of the ISR. The first three columns of test results information on the ISR indicate the course name, teacher name, and course number for each EOCEP test taken by the student during the administration printed at the top of the report (e.g., Fall/Winter 2023–2024).

- 1 Scale Score:** The “Scale Score” column indicates the scale score attained by the student on the test. In the sample report, this student received a scale score on the Algebra 1 test of 83.
- 2 Letter Grade:** The “Letter Grade” column indicates the letter grade that is equivalent to the student’s scale score. The color shading in the letter grade box is defined by the performance levels key on the bottom half of the page. This student’s scale score of 83 corresponds to a letter grade of B on the South Carolina Uniform Grading Scale.
- 3 TDA Score:** The “TDA Score” column indicates the student’s raw TDA score out of 16 possible points. As explained earlier in this guide, the value in this column could also be one of the following nonscore codes: blank, refusal, copied, unreadable, other language, insufficient, or off topic.
- 4 Lexile/Quantile Range:** The Lexile range describes a student’s current level of reading achievement. The Quantile range describes a student’s current level of mathematical achievement.
- 5 Academic Standards:** A web link to the academic standards is printed on the lower half of the report.

Individual Student Report (ISR)



Individual Student Report

SUSAN R. WILSON

Date of Birth: 99/99/99

Student ID: 123456789012

School: MIDDLEVILLE HIGH

Test Date: Season 9999

District: DISTRICT NAME

Grade: 09

1234

Course Name	Teacher Name	Course Number	Scale Score	Letter Grade	TDA Score*	Lexile/Quantile Range
Algebra 1	TEACHER, T. - 1234	4114-A1	93	A	N/A	1395Q-1495Q
Biology 1	TEACHER, M. - 23456	3221-B1	75	C	N/A	
English 2	TEACHER, I. - 12345	3025-E2	56	D	6 of 16 points	870L-1020L
U.S. History and the Constitution	TEACHER, H. - 001234	3320-USH	45	F	N/A	

For EOCEP a scale score is equivalent to the letter grade specified by the revised South Carolina Uniform Grading Scale (2019), which is located at the following link: <https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/ugp-may-2019-final-pdf/>. The scale score is not the percentage of test questions answered correctly.

*Text dependent analysis (TDA) item requires the student to read and analyze a passage and to write an extended-response that is supported by evidence from the passage.

5 The standards for each subject are located at the following link: <https://ed.sc.gov/instruction/standards-learning/>. These standards were distributed to students on the first day of the course(s).

Algebra 1, Biology 1, English 2, and U.S. History and the Constitution (USHC) Performance Levels

Exceeds (A): The student exceeds the expectations of the course content standards.

Meets (B, C): The student meets the expectations of the course content standards.

Minimally Meets (D): The student minimally meets the expectations of the course content standards.

Does Not Meet (F): The student does not meet the expectations of the course content standards.

Performance by Reporting Category

Algebra 1

Reporting Category	Your Student's Performance		
	Low	Middle	High
Algebra			✓
Functions		✓	
Number and Quantity; Interpreting Data	✓		

English 2*

Reporting Category	Your Student's Performance		
	Low	Middle	High
Informational Text		✓	
Literary Text			✓
Writing (to include TDA and Communication)	✓		

* Inquiry is included in the total English 2 score

Biology 1

Biology 1 Reporting Categories are not available for the 2023-2024 school year.

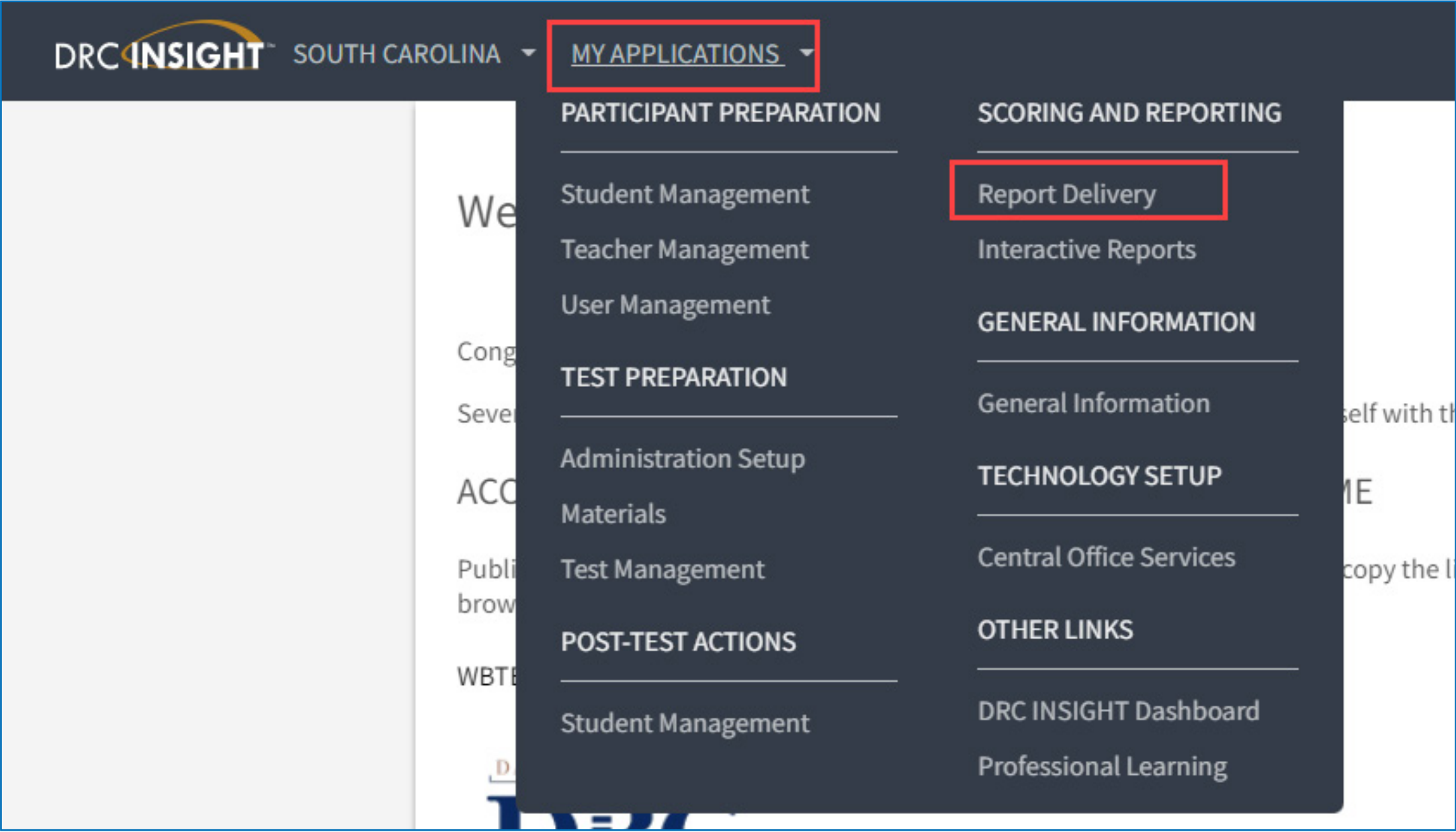
U.S. History and the Constitution

Reporting Category	Your Student's Performance		
	Low	Middle	High
Foundations of American Republicanism		✓	
Expansion and Union	✓		
Capitalism and Reform			✓
Modernism and Interventionism	✓		
Legacy of the Cold War		✓	

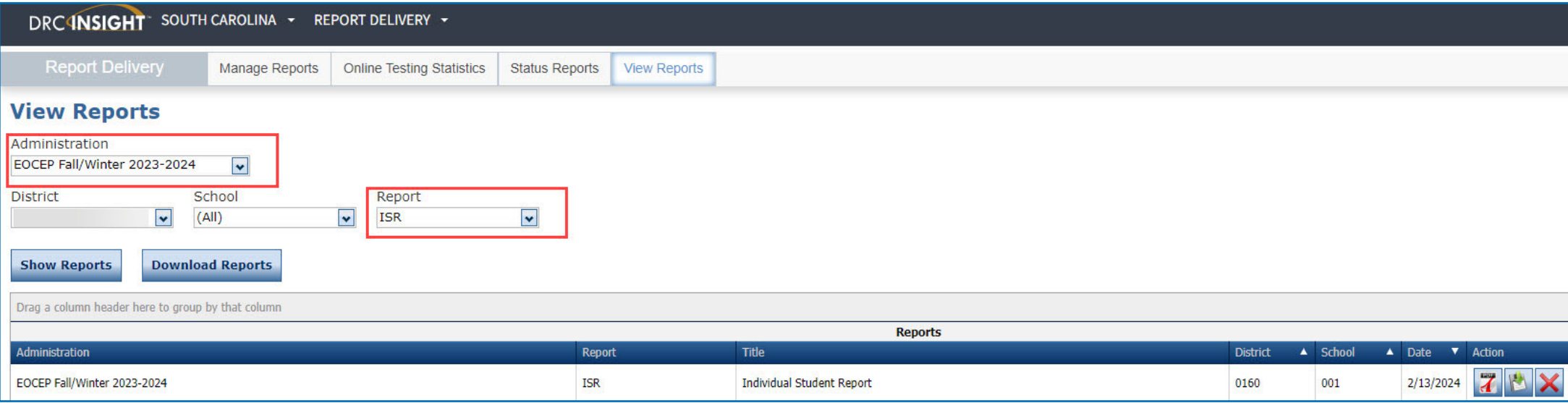
Interpretation of EOCEP Results: As a reminder, a single score does not provide a complete or precise measure of student achievement. When interpreting results, please take into consideration other measures of achievement.

INDIVIDUAL STUDENT REPORTS (ISRs) DOWNLOAD

To download the Individual Student Reports (ISRs) for batch download, login to the DRC INSIGHT Portal, then select **My Application > Report Delivery > View Reports**.



Select the Administration (example: EOCEP Fall/Winter 2023–2024), District, School, and then select Report (ISR). Individual Student Reports may be downloaded in a batch and as a zipped reports file by selecting the **Download Reports** button.



Student Label

1

ADAMS, ADAM L.
MIDDLEVILLE HIGH – 4111011
Test Date: Fall/Winter 2020-2021
Student ID: 940940134 Grade Level: 09 DOB: 4/20/04
English 2 (3025 - E2)

2

Scale Score: 80

3

Letter Grade: B

DESCRIPTION OF THE SAMPLE STUDENT LABEL

- 1

Student Demographic Information: The student’s name appears on the first line of the label. The second line indicates the name of the school and SIDN (School Identifying Number) where the score was reported.

The third and fourth lines of the label provide the test date and student demographic information. The demographic information indicates the student’s PowerSchool number (Student ID), grade level, and date of birth (DOB).

The next line provides the name of the test and the corresponding course number (as coded on the School/Class Header Sheet or as entered into Test Management for online testing). The sample label indicates that this label provides results for the English 2 test for a student enrolled in course number 3025, English 2.
- 2

Scale Score: The student’s scale score for English 2 test appears next to the heading “Scale Score.” For example, this student’s scale score on the test is 80.
- 3

Letter Grade: The letter grade that is equivalent to the student’s scale score is printed next to the heading “Letter Grade.” This student’s scale score of 80 corresponds to a letter grade of B on the South Carolina Uniform Grading Scale.

Student Rosters

GENERAL DESCRIPTION

Student rosters for each EOCEP test are generated at the district, school, and class levels. The rosters are produced following each EOCEP administration (fall, spring, summer) and are available electronically via the DRC INSIGHT Portal Interactive Reports interface as CSV, XLXS, or PDF files. The rosters are also available for batch download in the DRC INSIGHT Portal **Download Reports > Report Delivery**. These reports contain demographic data and test results for each student listed on the roster. Students are listed alphabetically. Adult education and home school students are excluded from all rosters. See page 13 for details on how to view and use the Roster and Summary Reports within the DRC INSIGHT Portal for your district.

- District Roster:** All students in district
- School Roster:** All students in school
- Class Roster:** All students in class (Class information is determined from the online test sessions.)

DESCRIPTION OF THE SAMPLE STUDENT ROSTER

A sample of the English 2 School roster from the Interactive Reporting system and a sample of the School Roster for batch download from Report Delivery are displayed on page 12.

- 1 Scale Score Range:** The scale score range indicates the lowest and highest scale scores that can be attained on the test. The scale score range is 0–100 for all EOCEP tests.
- 2 Student Demographic Information:** Student demographic information is printed in columns on the left side of the roster. The student’s name appears in the first column, followed by the student ID (PowerSchool) number. The remaining columns of demographic information provide codes for gender, race/ethnicity, birth date, and grade level.
- 3 Scale Score and Letter Grade:** Each student’s scale score and the corresponding letter grade are printed in columns to the right of the “Teacher Name.” According to the sample report, Adam Adams received a scale score of 80 on the English 2 test, which is equivalent to a B on the South Carolina Uniform Grading Scale.
- 4 Course Number:** The last column indicates the course number provided on the School/Class Header Sheet or entered into Test Management for online testing. According to the sample report, Adam Adams was enrolled in Course 3221 - B1.
- 5 Teacher Name:** A “Teacher Name” column is provided on the school roster. According to the sample report, Adam Adams is enrolled in S. Smith’s class.

Student Rosters

Sample of Biology 1 School Roster in CSV, XLXS, or PDF formats from Interactive Reports:

School Roster

1

The table shown here has a limit of 50 students. You may download the complete set of results using the ellipses at the top right of this report. Scale Score Range: 0-100. ** The Scale Score is not the percent of test questions answered correctly. + The Letter Grade is based on the revised South Carolina Uniform Grading Scale (2019). An asterisk (*) next to a letter grade indicates student tested with an emergency form....


2	Student Name ↑	Student ID Number ↑	Gender	Race/Ethnicity	Birthdate	Grade	3	Scale Score**	Letter Grade+	4	Course Number	5	Teacher Name
	ADAMS, ADAM L	940940134	M	B	4/20/2007	10		81	B		3025 - B1		SMITH, S. - 000111
	BUREN, BILLY V.	1041070334	F	B	11/16/2007	10		67	D		3025 - B1		SMITH, S. - 000111
	CLINTON, CHARLENE R.	10E1025734	F	W	6/12/2008	10		53	F		3025 - B1		SMITH, S. - 000111
	DOBY, DAVID D.	109101654	M	B	10/10/2006	9		60	D		3025 - B1		SMITH, S. - 000111
	ECKHART, EDWARD D	10B1026994	M	H	11/6/2006	10		68	D		3025 - B1		SMITH, S. - 000111

	A	B	C	D	E	F	G	H	I	J
1	Data extract produced by 4DF07BA8-F7D4-45FC-8962-C5A6A5A812A1 on 12/15/2023 13:14									
2	Admin: EOCEP Fall/Winter 2023-2024 Report: School Roster District: Middleville School: Middleville High Subject: Biology 1									
3										
	2	Student ID					3		4	5
4	Student Name	Number	Gender	Race/Ethnicity	Birthdate	Grade	Scale Score**	Letter Grade+	Number	Teacher Name
5	ADAMS, ADAM L.	940940134	M	B	4/20/2007	10	81	B	3221 - B1	SMITH, S. - 000111
6	BUREN, BILLY V.	1041070334	F	B	11/16/2007	10	67	D	3221 - B1	SMITH, S. - 000111
7	CLINTON, CHARLENE R.	10E1025734	F	W	6/12/2008	10	53	F	3221 - B1	SMITH, S. - 000111
8	DOBY, DAVID D.	109101654	M	B	10/10/2006	9	60	D	3221 - B1	SMITH, S. - 000111
9	ECKHART, EDWARD D.	10B1026994	M	H	11/6/2006	10	68	D	3221 - B1	SMITH, S. - 000111

	A	B	C	D	E	F	G	H	I	J
1	Data extract produced by 4DF07BA8-F7D4-45FC-8962-C5A6A5A812A1 on 12/15/2023 13:14									
2	Admin: EOCEP Fall/Winter 2023-2024 Report: School Roster District: Middleville School: Middleville High Subject: Biology 1									
3										
	2	Student ID					3		4	5
4	Student Name	Number	Gender	Race/Ethnicity	Birthdate	Grade	Scale Score**	Letter Grade+	Number	Teacher Name
5	ADAMS, ADAM L.	940940134	M	B	4/20/2007	10	81	B	3221 - B1	SMITH, S. - 000111
6	BUREN, BILLY V.	1041070334	F	B	11/16/2007	10	67	D	3221 - B1	SMITH, S. - 000111
7	CLINTON, CHARLENE R.	10E1025734	F	W	6/12/2008	10	53	F	3221 - B1	SMITH, S. - 000111
8	DOBY, DAVID D.	109101654	M	B	10/10/2006	9	60	D	3221 - B1	SMITH, S. - 000111
9	ECKHART, EDWARD D.	10B1026994	M	H	11/6/2006	10	68	D	3221 - B1	SMITH, S. - 000111

Sample of School Roster in PDF format for batch download from the DRC INSIGHT Portal
My Applications > Report Delivery.

End-of-Course Examination Program



School Roster

Biology 1

Fall/Winter 2023-2024

SCHOOL: MIDDLEVILLE HIGH

DISTRICT: MIDDLEVILLE

SIDN: 9999999

1

Scale Score Range: 0 - 100

2	Student Name	Student ID Number	Gender	Race/ Ethnicity	Birth Date	Grade Level	Teacher Name	5	3	Scale Score**	Letter Grade+	4	Course Number
	ADAMS, ADAM L.	940940134	M	B	4/20/2007	10	SMITH, S. - 000111			81	B		3221-B1
	BUREN, BILLY V.	1041070334	F	B	11/16/2007	10	SMITH, S. - 000111			67	D		3221-B1
	CLINTON, CHARLENE R.	10E1025734	F	W	6/12/2008	10	SMITH, S. - 000111			53	F		3221-B1
	DOBY, DAVID D.	109101654	M	B	10/10/2006	09	SMITH, S. - 000111			60	D		3221-B1
	ECKHART, EDWARD D.	10B1026994	M	H	11/6/2006	10	SMITH, S. - 000111			68	D		3221 - B1

Race/Ethnicity Codes: H = Hispanic or Latino, I = American Indian or Alaska Native, A = Asian, B = Black or African American, P = Native Hawaiian/Other Pacific Islander, W = White, M = Two or More races

** The Scale Score is not the percent of test questions answered correctly.

+ The Letter Grade is based on the revised South Carolina Uniform Grading Scale (2019). An asterisk (*) next to a letter grade indicates student tested with an emergency form.

B1 = Biology 1, B1E = Biology 1 (4852), CB1 = IGCSE Biology

Summary Reports

GENERAL DESCRIPTION

Summary Reports are generated at the district, school, and class levels for each EOCEP test. The reports are accessible via the DRC INSIGHT Portal Interactive Reports interface. The scores of adult education and home school students are excluded. The district, school, and class summaries are produced for each EOCEP administration (fall, spring, summer). Summary Reports are available for download from the INSIGHT Portal Interactive Reports system by selecting **My Applications > Interactive Reports**.

Available Summary Reports at District and School levels:

- Percentage of Students at Each Letter Grade Graph:
 - The stacked column graphs showcase the percentage of students at each letter grade for the selected report's state, district, school, or class.
 - When District Summary is selected from the reports filters, one visual displays stacked column graphs for state and district results, while another displays stacked column graphs for all schools in the selected district.
 - When School Summary is selected in the reports filter, one visual will display stacked column graphs with state, district, and school results, and a second will display stacked column graphs for each class within the selected school.
- Mean Scale Score Column Graphs:
 - The graphs compare the mean scale score of students for the state, district, school, or class based on the selected report. The district-level summary report will show one column for the state and district and one for each school in the selected district. The school-level summary report will show two visuals, one with one column for the state, district, and school and one with a column for each class selected in the school pre-filter.
- Summary of Subject Table:
 - The summary table will include the number and percent of students in each letter grade, standard deviation, and scale score.

Available Summary Reports at District, School, and Class levels:

- Percentage of Students at Each Letter Grade Graph by Course:
 - The Percentage of Students In Each Letter Grade will display the percent of students at each letter grade for each course for a subject in a vertical bar graph format. The percentage of students will be listed on the Y-axis. Courses will be listed on the X-axis. There will be one bar per course. The "All Courses" column will display in the same visual as the individual courses.

- Scale Score Summary Graph by Course:
 - The Scale Score Summary Graph will show the mean, median, highest, and lowest scale scores for each course in a vertical bar graph. Courses will be listed on the X-axis. Scale Scores will be listed on the Y-axis. The “All Courses” column will display in the same visual as the individual courses.
- Summary Table by Course:
 - The Summary table will include the number and percent of students at each letter grade, scale score, and standard deviation by course. The “All Courses” and the Individual Courses will be displayed in the same table.

Mean Scale Score For State, District and Schools

Scale Score Range: 0-100. * The Scale Score is not the percent of test questions answered correctly. Data are not reported if the number tested is fewer than 10.

A bar chart titled 'Mean Scale Score For State, District and Schools'. The y-axis is labeled 'Mean Scale Scores' and ranges from 0 to 100 in increments of 25. The x-axis lists three categories: 'State', 'District: Middleville, 9999', and 'School: Middleville High 999'. The bars show the following values: State (68.3), District (74.3), and School (67.5). A legend at the bottom indicates that the dark blue bar represents the State, the medium blue bar represents the District, and the light blue bar represents the School. An upward arrow icon is also present next to the legend.

Organization	Mean Scale Score
State	68.3
District: Middleville, 9999	74.3
School: Middleville High 999	67.5

Organization and Number of Students ↑

● State ● District ● School

Percentage of Students at Each Letter Grade by Course

Scale Score Range: 0-100. * The Scale Score is not the percent of test questions answered correctly. Data are not reported if the number tested is fewer than 10.

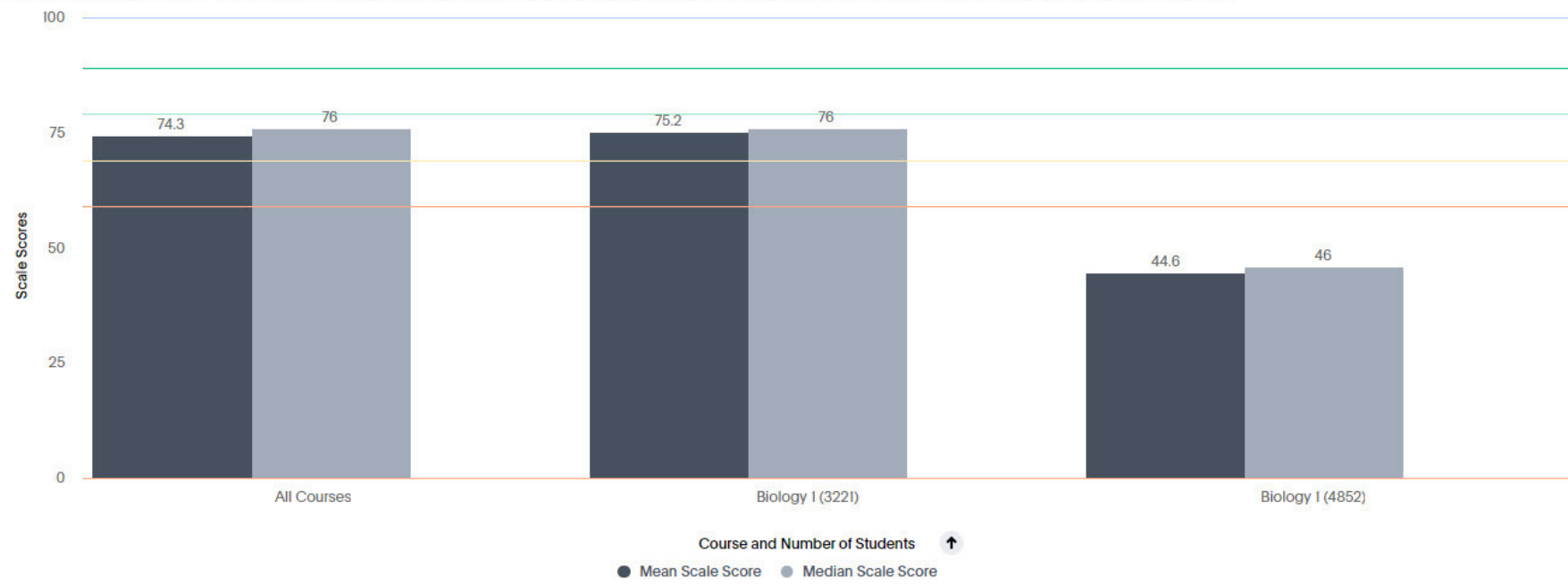


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Scale Score Summary by Course

Scale Score Range: 0-100. * The Scale Score is not the percent of test questions answered correctly. Data are not reported if the number tested is fewer than 10.



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Summary by Course

Scale Score Range: 0-100. * The Scale Score is not the percent of test questions answered correctly. A double asterisk (**) will display when the number of students tested is fewer than 10.

District Name	Course ↑	Students Tested	As - Number	As - Percent	Bs - Number	Bs - Percent	Cs - Number	Cs - Percent	Ds - Number	Ds - Percent	
Middleville	All Courses	2715	784	28.9%	413	15.2%	434	16%	331	12.2%	75%
Middleville	Biology I (3221)	2639	784	29.7%	413	15.6%	434	16.4%	331	12.5%	67%
Middleville	Biology I (4852)	76	0	0%	0	0%	0	0%	0	0%	76%

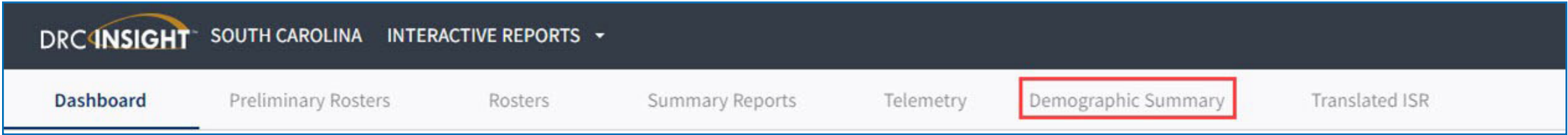
3 rows total

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Demographic Summary Reports

The Demographic Summary reports tab provides a breakdown of students’ demographic information, performance level, mean scale score, and visualization for each demographic category: Ethnicity/Race, Gender, Special Education, and Multi-Lingual Learners. The demographic summaries will be produced at the district and school levels via the Interactive Reporting system. To view the Demographic Summaries, navigate to DRC INSIGHT Portal **Interact with Reports – Demographic Summary**.



The Demographic Summary table will show one row for each demographic category. For example, if reporting by Ethnicity/Race and Gender, there will be one row for each Ethnicity/ Race value and one row for each Gender value.

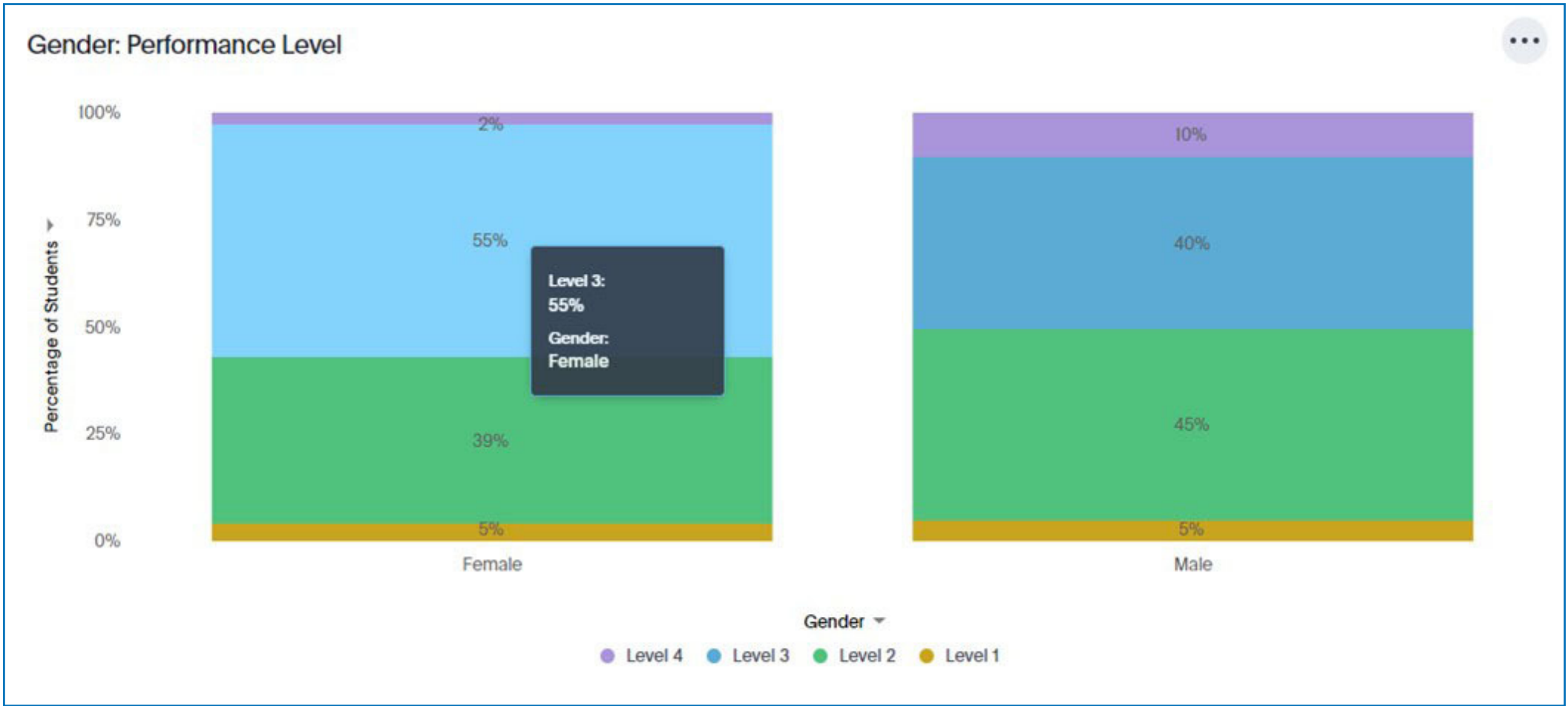
Demographic Summary												
The summaries in this table are provided for instructional purposes ONLY. These are NOT for public distribution; avoid FERPA violations. Due to rounding, achievement level percentages may not total 100%. Student grouping information is based on data supplied by the school systems.												
Grade	Content Area	Demographic Category ↑	Demographic	Total # Tested - All Admins	Mean Scale Score	Standard Deviation	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %		
4	English Language Arts	Ethnic Group	Asian/Pacific Islander	1	517		0%	100%	0%	0%		
4	English Language Arts	Ethnic Group	Multiracial	11	487	38	36%	45%	18%	0%		
4	English Language Arts	Ethnic Group	Black, Non-Hispanic	55	485	41	36%	49%	13%	2%		
4	English Language Arts	Ethnic Group	Hispanic	54	494	45	33%	33%	30%	4%		
4	English Language Arts	Ethnic Group	White, Non-Hispanic	150	510	48	26%	33%	33%	7%		
4	English Language Arts	Ethnic Group	American Indian/Alaskan Native	0								
4	English Language Arts	Ethnic Group	All Students with an Ethnic Group Reported	271	501	46	30%	37%	28%	5%		
4	English Language Arts	Gender	All Students with a Gender Reported	271	501	46	30%	37%	28%	5%		
4	English Language Arts	Gender	Male	127	497	49	31%	37%	27%	5%		
4	English Language Arts	Gender	Female	144	504	44	28%	38%	28%	6%		
4	English Language Arts	Special Education Students	Visual Impairment or Blind (01)	0								
4	English Language Arts	Special Education Students	Mild Intellectual Disabilities (05)	1	426		100%	0%	0%	0%		
4	English Language Arts	Special Education Students	Autism (08)	4	463	56	75%	0%	25%	0%		
4	English Language Arts	Special Education Students	Orthopedic Impairments (09)	0								

Demographic Summary													
Grade	Content Area	Gender ↑	Ethnicity/Race	ELL	Migrant	Economically Disadvantaged	IEP	Total # Tested	Average Scale Score	Level 1	Level 2	Level 3	Level 4
4	English Language Arts	Female	Black or African American	Not English Learner	No	Yes	No	13	497	0%	46%	54%	0%
4	English Language Arts	Female	Black or African American	Not English Learner	No	No	No	1	450	0%	100%	0%	0%
4	English Language Arts	Female	American Indian/Alaska Native	Not English Learner	No	No	No	1	561	0%	0%	100%	0%
4	English Language Arts	Female	White	Not English Learner	No	No	No	11	501	9%	27%	64%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	No	Yes	1	421	100%	0%	0%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	Yes	No	2	520	0%	50%	0%	50%
4	English Language Arts	Female	White	Not English Learner	No	Yes	No	7	506	0%	29%	71%	0%
4	English Language Arts	Female	Hispanic/Latino	Not English Learner	No	Yes	No	1	544	0%	0%	100%	0%
4	English Language Arts	Female	Two or More races	Not English Learner	No	No	No	4	510	0%	25%	75%	0%
4	English Language Arts	Female	Black or African American	Not English Learner	No	Yes	Yes	2	448	0%	100%	0%	0%
4	English Language Arts	Female	White	Not English Learner	No	No	Yes	1	450	0%	100%	0%	0%
4	English Language Arts	Male	White	Not English Learner	No	No	Yes	1	539	0%	0%	100%	0%
4	English Language Arts	Male	Black or African American	Not English Learner	No	Yes	No	11	475	0%	82%	18%	0%
4	English Language Arts	Male	Two or More races	Not English Learner	No	Yes	Yes	1	458	0%	100%	0%	0%

THREE VISUALIZATIONS PER DEMOGRAPHIC CATEGORY

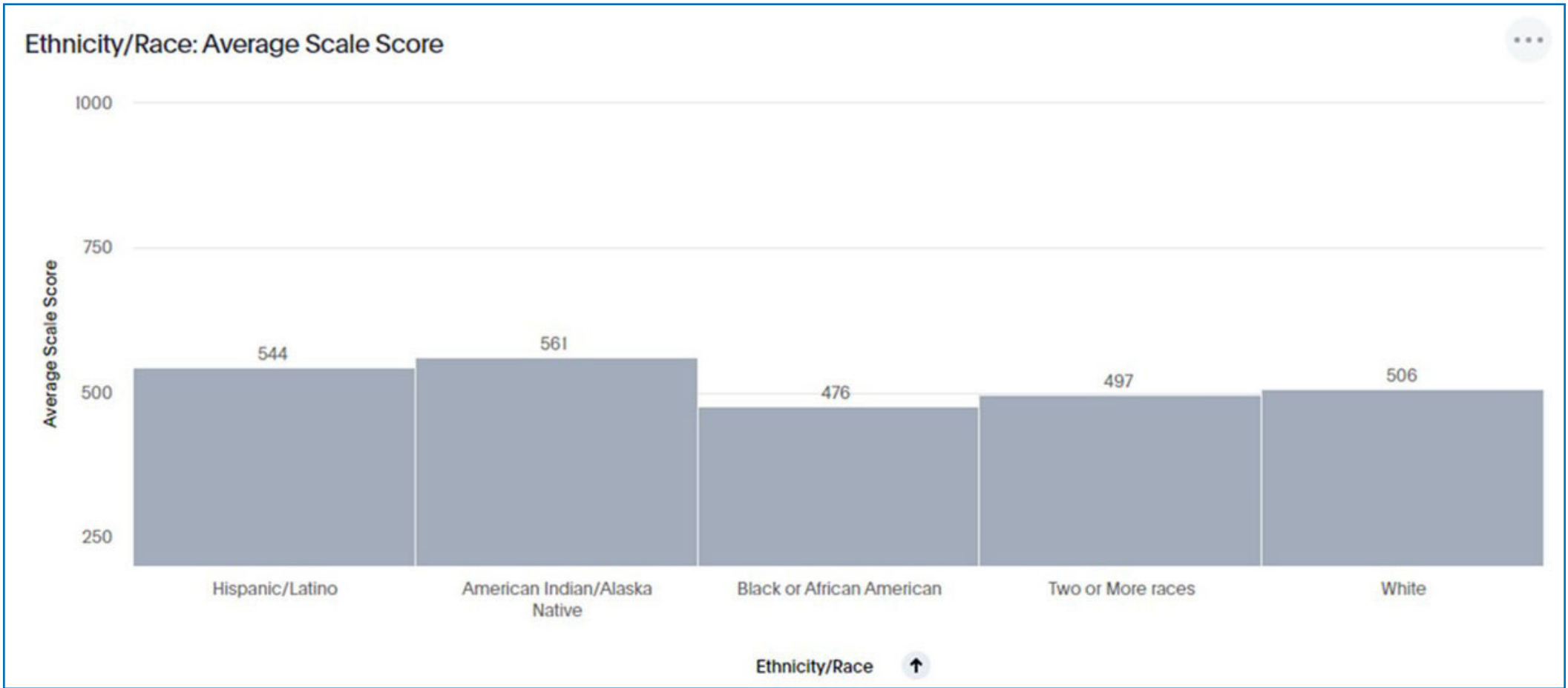
1. Performance Level Comparison – Example by Gender

Stacked column graph showing the percentage of students in each performance level or letter grade for each value within a demographic category.



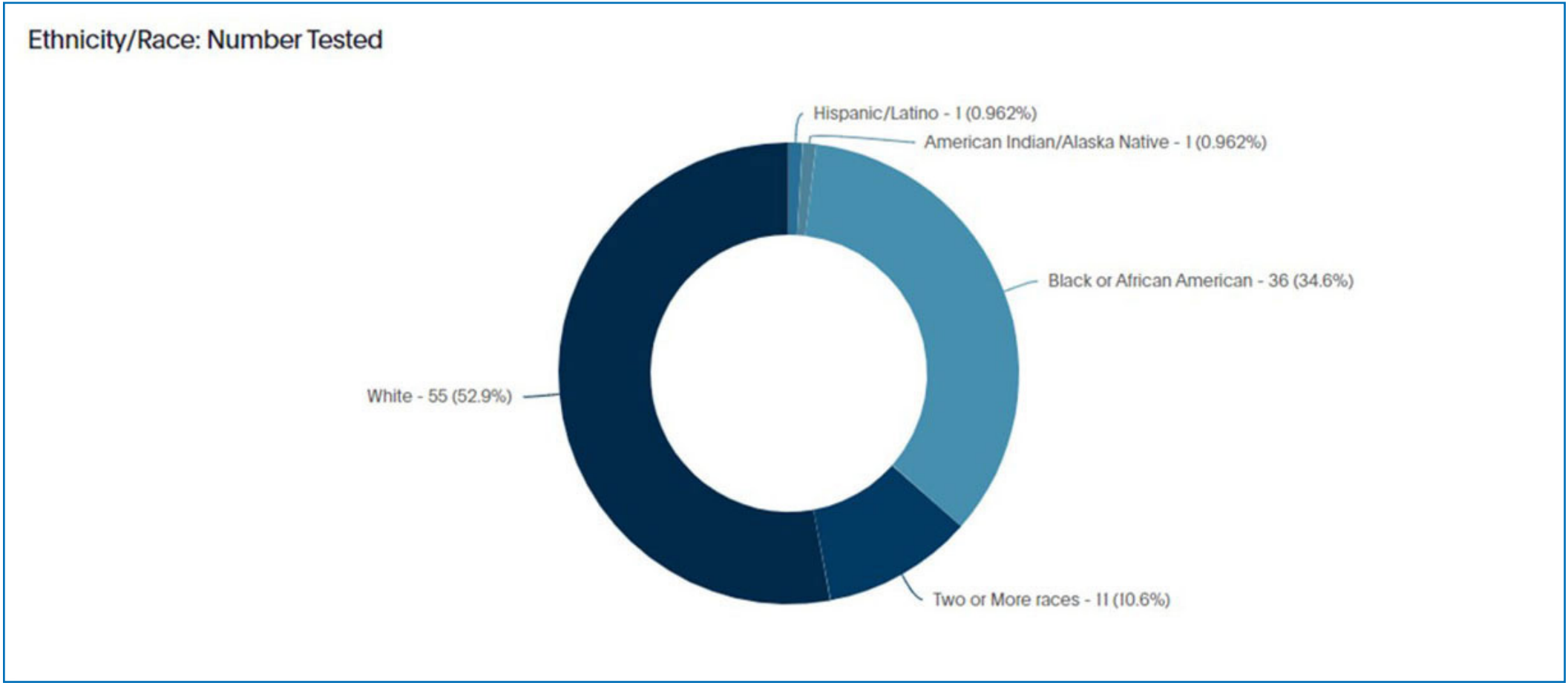
2. Mean/Average Scale Score – Example by Ethnicity/Race

Column graph showing the mean scale score for each value within a demographic category.



3. Number Tested – Example by Ethnicity/Race

A donut graph showing the number and percent of students tested for each value within a demographic category.



On Demand Translated Individual Student Reports (ISRs)

The On-Demand Translated ISRs are available in 10 translated languages (Arabic, Chinese, Gujarati, Portuguese, Russian, Spanish, Tamil, Telugu, Ukrainian, and Vietnamese) within the Interactive Reporting system. The Interactive Reports – Translated ISR tab allows users to download multiple reports based on selected criteria on demand. These are accessible once the electronics ISRs from **Report Delivery – View Reports** have been posted. To view the translated ISRs, navigate to DRC INSIGHT Portal **Interact with Reports – Translated ISR**.

DRC INSIGHT SOUTH CAROLINA INTERACTIVE REPORTS

Dashboard

Preliminary Rosters

Rosters

Summary Reports

Telemetry

Demographic Summary

Translated ISR

Shown below is a sample translated EOCEP ISR in Spanish.

End-of-Course Examination Program
South Carolina
EOCEP

Informe de estudiante individual

SUSAN R. WILSON

Fecha de nacimiento: 99/99/99

Escuela: MIDDLEVILLE HIGH

Distrito: DISTRICT NAME

Identificación del estudiante: 123456789012

Fecha de la evaluación: Season 9999

Grado: 09

Nombre del curso	Nombre del profesor	Número del curso	Puntaje por escala	Calificación por letra	Puntaje TDA*	Rango lexile/cuantil
Algebra 1	TEACHER, T. - 1234	4114-A1	93	A	N/A	1395Q-1495Q
Biology 1	TEACHER, M. - 23456	3221-B1	75	C	N/A	
English 2	TEACHER, I. - 12345	3025-E2	56	D	6 of 16 points	870L-1020L
U.S. History and the Constitution	TEACHER, H. - 001234	3320-USH	45	F	N/A	

Para EOCEP, una calificación por escala es equivalente a la calificación por letra especificada por la Escala de calificación uniforme de Carolina del Sur (2019) revisada, que se puede consultar en el siguiente enlace: <https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/ugp-may-2019-final-pdf/>. El puntaje por escala no es el porcentaje de las preguntas de la evaluación que se hayan contestado correctamente.

*El elemento de análisis en función del texto (Text dependent analysis, TDA) requiere que el estudiante lea y analice un pasaje de texto y que escriba una respuesta extensa que se apoye en evidencia extraída del texto.

Los estándares para cada materia se encuentran en el siguiente enlace: <https://ed.sc.gov/instruction/standards-learning/>. Estos estándares se distribuyeron a los estudiantes el primer día del(los) curso(s).

Niveles de desempeño en Álgebra 1, Biología 1, Inglés 2 e Historia y Constitución de EE. UU. (USHC)

Supera (A): El estudiante supera las expectativas de los estándares del contenido del curso.

Cumple (B, C): El estudiante cumple con las expectativas de los estándares del contenido del curso.

Cumple mínimamente (D): El estudiante cumple mínimamente con las expectativas de los estándares del contenido del curso.

No cumple (F): El estudiante no cumple con las expectativas de los estándares del contenido del curso.

Página 1

161070-000001-32123
Spanish

Desempeño por categoría de informe

Álgebra 1

Categoría de informe	Desempeño del estudiante		
	Bajo	Promedio	Alto
Álgebra			✓
Funciones		✓	
Número y cantidad; interpretación de datos	✓		

Inglés 2*

Categoría de informe	Desempeño del estudiante		
	Bajo	Promedio	Alto
Texto informativo		✓	
Texto literario			✓
Escritura (incluir TDA y Comunicación)	✓		

* La consulta se incluye en el puntaje total de Inglés 2

Biología 1

Biology 1 Reporting Categories are not available for the 2023-2024 school year.

Historia y Constitución de EE. UU.

Categoría de informe	Desempeño del estudiante		
	Bajo	Promedio	Alto
Fundamentos del republicanismo estadounidense		✓	
Expansión y unión	✓		
Capitalismo y reforma			✓
Modernismo e intervencionismo	✓		
Herencia de la Guerra Fría		✓	

Interpretación de los resultados del examen EOCEP: Como recordatorio, un solo puntaje no ofrece una medida completa o precisa de los logros del estudiante. Al interpretar los resultados, se deben considerar otras medidas de logro.

District Defaults for EOCEP Demographic Information

Database Field	Submitted	Appears on Rosters	Appears on Data File
Student Name	Blank in all columns	No Name Available	Left blank
	Blank in individual columns (but not all)	Individual column is left blank	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	* in the column(s)
PowerSchool Number	Blank in any column	Column(s) left blank	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	* in the column(s)
State ID	Blank in any column	Column(s) left blank	Left blank in the column(s)
	Multiple codes in any column	? in the column(s)	* in the column(s)
Birth Date	Blank in any column	Column(s) left blank	Left blank
	Multiple codes in any column	? in the column(s)	* in the column(s)
Gender	Blank	Column left blank	Left blank
	Male	M	M
	Female	F	F
	Multiple codes	?	*
Migrant	Blank	N/A	Left blank
	Yes	N/A	Y
Race/Ethnicity	Blank	Column(s) left blank	Left blank
	Hispanic/Latino	H	H
	RaceI (American Indian or Alaska Native)	I	I
	RaceA (Asian)	A	A
	RaceB (Black or African American)	B	B
	RaceP (Native Hawaiian or Other Pacific Islander)	P	P
	RaceW (White)	W	W
	RaceM (Two or More Races)	M	M
	Multiple Codes	?	**

Database Field	Submitted	Appears on Rosters	Appears on Data File
ML	Blank	N/A	Left Blank
	Entering	N/A	1
	Emerging	N/A	2
	Developing	N/A	3
	Expanding	N/A	4
	Bridging	N/A	5
	Reaching	N/A	6
	Former ML, Never ML, Foreign Exchange	N/A	8
	English Speaker II – Native English Speaker	N/A	9
	First Year Exited	N/A	P1
	Second Year Exited	N/A	P2
	Third Year Exited	N/A	P3
	Fourth Year Exited	N/A	P4
	Initiating on ALT ACCESS	N/A	A1
	Exploring on ALT ACCESS	N/A	A2
	Engaging on ALT ACCESS	N/A	A3
Gifted and Talented	Blank	N/A	N
	Academic	N/A	C
	Artistic	N/A	R
	Both	N/A	B
Special Education (Disabilities)	All IEP categories are blank	N/A	All IEP categories are left blank
	One or more IEP categories are marked	N/A	Each IEP gridded = Y All other not-gridded IEP are left blank
504 Plan	Blank	N/A	N
	No	N/A	N
	Yes	N/A	Y
Alternative School Program (N/A for spring)	Blank	N/A	N
	No	N/A	N
	Yes	N/A	Y

Database Field	Submitted	Appears on Rosters	Appears on Data File
Accommodations (each category reported separately by subject)	Blank for all	Blank	Left Blank
	Accommodations categories	N/A	“Y” for each accommodation category coded; left blank for all categories not gridded Oral Script/TTS Braille Large Print Signed Script/VSL Setting Timing Scheduling Presentation Response Options Supplemental Materials or Devices
Grade	Blank	Blank	Blank
	Double-Grid	? in the column	*
	06	06	06
	07	07	07
	08	08	08
	09	09	09
	10	10	10
	11	11	11
	12	12	12
IEP Special Request Code	Blank	N/A	Blank
	1	N/A	1
	2	N/A	2
	1 and 2	N/A	B
Virtual SC	Blank	N/A	Blank
	Yes	N/A	Y

Text Dependent Analysis Scoring Guidelines

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial and direct reference to the main ideas and relevant details of the text(s) using an effective combination of details, examples, quotes, and/or facts Strong organizational structure and focus on the task with logically grouped ideas, including an effective introduction, development, and conclusion Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient and direct reference to the main ideas and relevant details of the text(s) using an appropriate combination of details, examples, quotes, and/or facts Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Limited and/or vague reference to the main ideas and relevant details of the text(s) using some details, examples, quotes, and/or facts Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion Limited use of transitions to link ideas within categories of textual and supporting information Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Minimal reference to the main ideas and relevant details of the text(s) using few details, examples, quotes, and/or facts Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning



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