Missouri Assessment Program
End-of-Course Assessments



Parent Guide to Interpreting Results

Summative Assessments

June 2025

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This guide has been prepared by Data Recognition Corporation (DRC) to provide an overview for interpreting reports generated from the Missouri Assessment Program (MAP). It is intended to help educators apply MAP data to the needs of individual students and the district as a whole.

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INTRODUCTION

Educational Assessment: A Primary Tool

Assessment, or testing, fulfills a vital role in today's educational environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Educators use assessment results to help improve teaching and learning and to evaluate programs and schools. Policy decisions are often based, in part, on assessment data. Because of its important role, educational assessment is used in every classroom, school, district, and state. It is vital to innovation, higher standards, and educational excellence.

The End-of-Course (EOC) Assessments are based on the Missouri Learning Standards (MLS). When the content associated with a particular course is covered, the associated EOC Assessment can be administered regardless of student grade level. EOC Assessment items are aligned with the Missouri Learning Standards, which are available on the DESE website (http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards). The responsibility and authority for testing students belongs to the school district. The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the EOC Assessments to monitor the progress of Missouri's students in meeting the state standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues. In May 2016, the Missouri State Board of Education approved a schedule for implementing assessments aligned to the newly adopted expectations. Initial operational administration of new English language arts and mathematics assessments took place in the 2017–2018 school year, followed by science in 2018–2019. Due to the 2020 cancellation of state assessments due to COVID-19, the first operational year for social studies was moved to 2020–2021.

The Missouri Assessment Program (MAP) End-of-Course reports provide useful information for determining the performance of students in a particular school and classroom. For example, these reports can help identify students who are below proficiency in a particular test area so that a course of action may be determined that will meet the students' specific needs. Additionally, districts may use locally designed assessments aligned to the MLS to provide more detailed information for each student in specific test areas.

Students who are taking a course in which the Personal Finance competencies are embedded are required to take the Personal Finance assessment. For students who are enrolled in a stand-alone Personal Finance course, the assessment is optional. Districts have the flexibility to set their own passing rate for all other students who take the Personal Finance assessment. Districts have the option to allow students to "test out" in order to receive the ½ unit of credit in Personal Finance. To "test out," a student must attain a score of 90% or higher on the Personal Finance assessment.

Raw Score Rosters are available for Personal Finance within five business days of the district testing. Scale Scores and Performance Levels are not provided for Personal Finance.

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ASSESSMENT TERMS AND TYPES OF SCORES

Familiarity with the testing terms and the types of scores used in the MAP reports and other components will help you interpret test information accurately and efficiently.

Scale Score

Data Recognition Corporation (DRC), the MAP EOC Assessments testing vendor, uses the student's correct responses and points earned (the student's raw score) to derive the EOC scale score for any assessment other than Personal Finance, for which only raw scores are reported. For Algebra I, Algebra II, Geometry, English I, English II, Biology, Physical Science, Government, and American History, EOC scale scores have values starting at 325, with 400 marking the threshold of the proficient performance level. Currently, no maximum scale score has been established in order to monitor the possibility of growth. The EOC scale score determines the student's performance level.

Performance Levels

Student performance is reported in terms of four performance levels that describe a pathway to proficiency; the performance levels are defined by performance level descriptors (PLDs), described below and outlined on the following pages. Each performance level represents a range of scale scores defining standards of performance for each assessed content area; the associated PLDs describe what students can do in terms of the content and skills on the assessment, as described in the Missouri Learning Standards. Panels composed of Missouri educators, school administrators, postsecondary faculty, and community business members convened to determine the performance level cut scores—that is, the scale scores that define the lower limits of each performance level.

Standard Error of Measurement

No test provides a perfect measure of a student's ability. This situation is expected because all tests have a known Standard Error of Measurement (SEM). The SEM reports the amount of variability that can be expected in a student's test score due to the inherent imprecision of the test. In other words, the SEM represents a range of scale scores in which the student's score would likely fall if the student took the same test again. The SEM associated with a student's scale score is reported graphically on the Individual Student Report. SEMs associated with scale scores for all EOC assessments will be reported in the 2025 MAP EOC Technical Report.

Performance Level Descriptors

Performance level descriptors (PLDs) summarize the knowledge, skills, and abilities expected of students in each of the four EOC performance levels—Advanced, Proficient, Basic, and Below Basic. Upon the initial administration of each EOC assessment, formal performance level setting workshops were convened at which Missouri educators used the PLDs, in conjunction with the content standards, to consider the content-based expectations for students in each performance level on each EOC assessment. The descriptors for reporting establish a frame of reference for understanding how to interpret test scores, particularly cut scores. To determine validity of the intended interpretation of the EOC scores, it is essential to understand that descriptors were established in a collaborative and participatory process. For a more detailed description of the PLDs refer to the EOC Resources section of the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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MISSOURI LEARNING STANDARDS

Missouri EOC items are aligned with the Missouri Learning Standards (MLS). The MLS are grouped by content and course.

English I MLS Strands

In English I, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Reading Literary Texts
2. Reading Informational Texts
3. Writing

English II MLS Strands

In English II, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Reading Literary Texts
2. Reading Informational Texts
3. Writing

Algebra I MLS Strands

In Algebra I, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Algebra
2. Functions
3. Number/Quantity and Statistics

Algebra II MLS Strands

In Algebra II, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Algebra
2. Functions
3. Number/Quantity and Statistics

Geometry MLS Strands

In Geometry, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Congruence/Similarity, Coordinate Geometry, & Circles
2. Geometric Measurement & Modeling
3. Statistics & Probability

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Biology MLS Strands

In Biology, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. From Molecules to Organisms: Structure and Process
2. Ecosystems: Interactions, Energy, and Dynamics
3. Heredity: Inheritance and Variation of Traits
4. Biological Evolution: Unity and Diversity
5. Earth and Human Activity

Physical Science MLS Strands

In Physical Science, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Matter and Its Interactions
2. Motion and Stability: Forces and Interactions
3. Energy
4. Earth and the Universe

Government MLS Stands

In Government, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Tools of Social Science Inquiry
2. Historical Foundations
3. Structure of Government
4. Government in Action

American History MLS Strands

In American History, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Tools of Social Science Inquiry
2. Re-Emerging America
3. Emerging Globally
4. The Great Depression and WWII
5. The American Stage
6. Contemporary America

Personal Finance MLS Strands

In Personal Finance, students in Missouri public schools will acquire a solid foundation which includes knowledge and proficiency in

1. Financial Decision Making/Earning Income
2. Buying Goods and Services
3. Savings/Using Credit
4. Protecting and Insuring/Financial Investing

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PERFORMANCE LEVEL DESCRIPTORS

In addition to the Reporting Performance Level Descriptors (PLDs) below, DESE offers expanded Range PLDs on their website. You can find them for each content area on the End-of-Course assessment page: https://dese.mo.gov/quality-schools/assessment/end-course.

Algebra I Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri Algebra I End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: identify parts of an expression to write it in standard form; identify equivalent radicals and rational exponent expressions and add and subtract polynomials; multiply a single-variable monomial and a single-variable polynomial. They use given expressions and equations to solve problems; use conversion rates within a system to solve problems involving multiple quantities. They graph linear equations in two variables; graph exponential equations in two variables where the lead coefficient is 1. They construct linear functions; calculate terms of a given sequence; evaluate a given function for a specified value in the domain; calculate the average rate (slope) of change in a linear situation given two data points. They calculate statistical measures of center and spread for a given data set.

Scale Score: 325–388

Basic

Students performing at the Basic level on the Missouri Algebra I End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: identify key terms in expressions and equations; use mathematical models; factor a simple (a=1) quadratic expression; rewrite expressions with rational exponents or radicals using the properties of exponents. They explain the steps in solving an equation; solve a system of linear equations algebraically; solve a system of linear and quadratic equations graphically; graph the solution of a linear inequality in two variables. They create and graph linear equations and inequalities; graph exponential and quadratic equations in two variables. They understand the domain and range values of a function corresponding to (x, y) values on the Cartesian coordinate plane. They recognize and distinguish between situations that can be modeled with linear or exponential functions; write explicit functions that generate arithmetic and geometric sequences.

Scale Score: 389–399

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Proficient

Students performing at the Proficient level on the Missouri Algebra I End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: add, subtract, and multiply multivariable polynomials; divide polynomials by monomials; rewrite expressions with rational exponents or radicals using the properties of exponents; reason abstractly and contextually when solving multi-step problems involving quantities. They explain the steps in solving an inequality; solve quadratic equations using various methods; select and use appropriate strategies to solve a system of equations; interpret parameters of exponential functions; translate between different but equivalent forms of quadratic functions; compare properties of two functions given different representations. They construct quadratic and exponential functions given multiple representations; compare, interpret, and analyze sets of data using statistical measures or graphs; recognize the presence and effects of outliers.

Scale Score: 400–408

Advanced

Students performing at the Advanced level on the Missouri Algebra I End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: justify understanding of the properties of rational exponents as an extension of the properties of integer exponents; critique the reasoning of others' representation when solving problems involving expressions with rational exponents or radicals; critique the validity of conjectures about a data set in various forms; discuss possible associations and trends in data. They analyze and manipulate the structure of polynomials and exponentials; evaluate the structure of expressions and equations to determine the optimal method of solving or creating equivalent expressions; analyze and interpret constraints in the context of the solutions to model a mathematical or real-world problem that may limit possible solutions. They connect mathematical ideas and real-world situations through modeling of arithmetic on polynomials.

Scale Score: 409 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Algebra II Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri Algebra II End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: understand the definition of a complex number and logarithms based on properties of exponents. They identify the zeros of a polynomial in a completely factored polynomial; identify single transformations performed on various functions; identify which model (linear, quadratic, or exponential) would best represent a given situation graphically. They solve a linear system of equations; solve linear inequalities; solve exponential equations that do not require logarithms and graph functions. They distinguish between normal distributions and other types of distributions; define a margin of error.

Scale Score: 325–387

Basic

Students performing at the Basic level on the Missouri Algebra II End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: create new functions using the operations of addition, subtraction, and multiplication; identify the effects of single transformations in various functions; identify which model would best represent a given situation; identify key characteristics of polynomial functions. They solve problems involving the addition and subtraction of complex numbers; use powers and roots to include rational exponents; translate between radical and exponential forms of expressions. They solve equations & inequalities, including absolute value; solve rational equations; solve systems that include nonlinear equations and inequalities (linear to quadratic); solve quadratic equations in one variable that result in purely imaginary solutions. They determine whether a model fits a data set; recognize how the relative size of a sample affects the margin of error.

Scale Score: 388–399

Proficient

Students performing at the Proficient level on the Missouri Algebra II End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: simplify expressions and solve equations involving rational exponents and/or radicals; evaluate logarithmic expressions; solve logarithmic and exponential equations; solve problems requiring computing with complex numbers; understand the Fundamental Theorem of Algebra. They create new functions using the four arithmetic operations, including composition and inverses of functions considering the effects on the domain and range, and use them to solve applications of quadratic and exponential function modeling problems; solve non-linear equations and inequalities, including absolute value. They make inferences and justify conclusions from sample surveys and experiments; justify the importance of randomization in survey studies; analyze whether a given data set fits a normal distribution using its mean and standard deviation.

Scale Score: 400–410

Advanced

Students performing at the Advanced level on the Missouri Algebra II End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: analyze extraneous solutions applied to the Fundamental Theorem of Algebra, determine logarithmic scale in the context of a situation, and identify decisions and strategies using data, probability concepts, and mathematical relationships of functions to make a connection to real-world situations. They use quantitative reasoning; recognize and use counterexamples to justify conclusions; construct viable arguments to justify the advantages of a particular method over another; evaluate reports by analyzing the statistics, including bias and validity of resources.

Scale Score: 411 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Geometry Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri Geometry End-of-Course Assessment do not yet demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: identify translations in the coordinate plane; perform reflections and rotations; define lines of symmetry; identify basic geometric constructions; determine line distance along a line and distance around a circular arc; analyze transformation relationships in simple geometric figures; define the parts of a right triangle; identify an inscribed angle, radius, and chords of a circle; identify arcs, sectors, tangents, and secants of a circle. They define an angle, a circle, a perpendicular line, a line segment, and a ray based on undefined notions of a point; solve problems involving the area and circumference of a circle; find slope and distance between two points.

Scale Score: 325–386

Basic

Students performing at the Basic level on the Missouri Geometry End-of-Course Assessment demonstrate partial proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: identify key components from the equation of a circle; identify equations of lines as parallel, perpendicular, or neither; determine coordinates of the midpoint of a line segment. They apply properties and theorems of angles, segments, and arcs in circles to solve problems. They solve mathematical and contextual problems that involve the volume of cylinders, pyramids, cones, and spheres; use permutations and combinations to solve problems; construct a two-way frequency table with given data using appropriate categories; calculate relative frequencies from a two-way table.

Scale Score: 387–399

Proficient

Students performing at the Proficient level on the Missouri Geometry End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: describe and apply the properties of segments and angles formed by chords of circles; explain relationships between the tangent and the radius; construct an inscribed and circumscribed circle of a triangle. They derive the equation of a circle with a given center and radius using the Pythagorean Theorem. They solve mathematical and contextual problems that involve the volume of composite figures. They find areas of regular polygons; use modeling with geometric methods and real-world situations such as density to solve problems involving area, volume, and design problems; calculate probabilities for events, including independent, conditional, and joint probabilities.

Scale Score: 400–413

Advanced

Students performing at the Advanced level on the Missouri Geometry End-of-Course Assessment demonstrate advanced proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: apply geometric method to create and solve design mathematical modeling problems given constraints; determine flaws in reasoning used to solve probability problems in context; analyze others' geometric theorems and properties of rigid motions, lines, angles, triangles, and parallelograms when solving problems; determine the validity of geometric arguments and revise invalid geometric arguments. They articulate reasoning to prove that all circles are similar through similarity transformations and their properties; provide an informal argument for a formula related to the volume of a cylinder, pyramid, or cone; critique volume formulas to solve mathematical and contextual problems that involve cylinders.

Scale Score: 414 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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English I Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills at a foundational level in reading processes, in responding to literary and informational texts in a variety of media, in writing, and in listening/speaking. Students performing at the Below Basic level exhibit few strategies to comprehend, interpret, analyze, and synthesize grade-appropriate texts; they demonstrate little understanding of craft and structure and apply few strategies for accessing and/or summarizing information. They demonstrate rudimentary organization, development, and/or command of the conventions of English. They demonstrate emerging listening/speaking skills.

Scale Score: 325–383

Basic

Students performing at the Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate a partial understanding of craft and structure and inconsistently apply strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and command of the conventions of English. They demonstrate emerging listening/speaking skills.

Scale Score: 384–399

Proficient

Students performing at the Proficient level on the Missouri English I End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate an understanding of craft and structure and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 400–414

Advanced

Students performing at the Advanced level on the Missouri English I End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate a thorough understanding of craft and structure and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 415 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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English II Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills at a foundational level in reading processes, in responding to literary and informational texts in a variety of media, in writing, and in listening/speaking. Students performing at the Below Basic level exhibit few strategies to comprehend, interpret, analyze, and synthesize grade-appropriate texts; they demonstrate little understanding of craft and structure and apply few strategies for accessing and/or summarizing information. They demonstrate rudimentary research, organization, development, and/or command of the conventions of English. They demonstrate emerging listening/speaking skills.

Scale Score: 325–383

Basic

Students performing at the Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate a partial understanding of craft and structure and inconsistently apply strategies for accessing and summarizing information. They demonstrate an inconsistent ability to research, organize, and/or develop writing and command of the conventions of English. They demonstrate emerging listening/speaking skills.

Scale Score: 384–399

Proficient

Students performing at the Proficient level on the Missouri English II End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate an understanding of craft and structure and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 400–419

Advanced

Students performing at the Advanced level on the Missouri English II End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate a thorough understanding of craft and structure and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.

Scale Score: 420 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Biology Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri Biology End-of-Course Assessment seldom apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They occasionally identify models, information, and patterns in data to describe relationships between two variables and make predictions about how changes to one variable will affect other variables. They infrequently recognize trends in the data collected during an investigation in order to identify relationships among variables. They can sometimes use patterns in data to identify a solution to a problem. They occasionally use data and basic algebraic thinking to explain how systems and system parts will change over time.

Scale Score: 325–380

Basic

Students performing at the Basic level on the Missouri Biology End-of-Course Assessment apply, with support, science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They use models, information, and patterns in data to support scientific arguments, identify the relationship between two variables, and make predictions about how changes to one variable will affect other variables. They describe the data to collect in an investigation in order to identify proportional relationships among variables. They use patterns in data to identify a solution that meets given criteria and constraints of a problem. They use data, basic algebraic thinking, and scientific principles to support explanations of scientific processes and arguments about how systems and system parts will change over time.

Scale Score: 381–399

Proficient

Students performing at the Proficient level on the Missouri Biology End-of-Course Assessment effectively apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They develop models and use information and patterns in data to support scientific arguments, describe relationships among variables, and predict how the variables will change over time. They plan investigations to determine proportional relationships among variables. They analyze patterns in data to evaluate how well a solution meets the criteria and constraints of a problem. They use data, mathematical and computational thinking, and scientific principles to construct explanations of scientific processes and arguments about how systems and system parts will change over time.

Scale Score: 400–410

Advanced

Students performing at the Advanced level on the Missouri Biology End-of-Course Assessment effectively, consistently, and appropriately apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They use information to evaluate patterns in data and revise models that support scientific claims, explain relationships among variables, and predict, based on scientific principles and reasoning, how the variables will change over time. They revise the design of investigations in order to collect data that can describe quantitative relationships among variables. They analyze patterns in data to determine which solution best meets the criteria and constraints of a problem. They use data, mathematical and computational thinking, and scientific principles to construct explanations of scientific processes and arguments about stability and change within systems.

Scale Score: 411 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Physical Science Performance Level Descriptors

Below Basic

Students performing at the Below Basic level on the Missouri Physical Science End-of-Course Assessment seldom apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They occasionally identify models, information, and patterns in data to describe relationships between two variables and make predictions about how changes to one variable will affect other variables. They infrequently recognize trends in the data collected during an investigation in order to identify relationships among variables. They can sometimes use patterns in data to identify a solution to a problem. They occasionally use data and basic algebraic thinking to explain how systems and system parts will change over time.

Scale Score: 325–381

Basic

Students performing at the Basic level on the Missouri Physical Science End-of-Course Assessment apply, with support, science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They use models, information, and patterns in data to support scientific arguments, identify the relationship between two variables, and make predictions about how changes to one variable will affect other variables. They describe the data to collect in an investigation in order to identify proportional relationships among variables. They use patterns in data to identify a solution that meets given criteria and constraints of a problem. They use data, basic algebraic thinking, and scientific principles to support explanations of scientific processes and arguments about how systems and system parts will change over time.

Scale Score: 382–399

Proficient

Students performing at the Proficient level on the Missouri Physical Science End-of-Course Assessment effectively apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They develop models and use information and patterns in data to support scientific arguments, describe relationships among variables, and predict how the variables will change over time. They plan investigations to determine proportional relationships among variables. They analyze patterns in data to evaluate how well a solution meets the criteria and constraints of a problem. They use data, mathematical and computational thinking, and scientific principles to construct explanations of scientific processes and arguments about how systems and system parts will change over time.

Scale Score: 400–416

Advanced

Students performing at the Advanced level on the Missouri Physical Science End-of-Course Assessment effectively, consistently, and appropriately apply science and engineering practices identified in the Missouri Learning Standards to explain phenomena and design solutions to problems in the natural and the designed world. They use information to evaluate patterns in data and revise models that support scientific claims, explain relationships among variables, and predict based on scientific principles and reasoning how the variables will change over time. They revise the design of investigations in order to collect data that can describe quantitative relationships among variables. They analyze patterns in data to determine which solution best meets the criteria and constraints of a problem. They use data, mathematical and computational thinking, and scientific principles to construct explanations of scientific processes and arguments about stability and change within systems.

Scale Score: 417 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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Government Performance Level Descriptors

Below Basic

Students performing at the Below Basic level seldom apply the tools of social science inquiry identified in the Missouri Learning Standards for American Government. Students performing at the Below Basic level minimally identify government processes and principles, identify the roles and responsibilities of citizens and their effect on government, identify evidence that supports social science arguments, and identify the effects of government policies on individuals and institutions. Students performing at the Below Basic level need substantial academic support to be prepared for the next course and be on track for college and career readiness.

Scale Score: 325–374

Basic

Students performing at the Basic level are able, with support, to apply the tools of social science inquiry identified in the Missouri Learning Standards for American Government. In addition to demonstrating, understanding, and applying skills and knowledge at Below Basic level, students performing at the Basic level are able to explain government processes and principles, explain the roles and responsibilities of citizens and their effects on government, explain evidence that supports a social science argument, and explain the effects of government policies on individuals and institutions. Students performing at the Basic level need additional support to ensure success in the next course and to be on track for college and career readiness.

Scale Score: 375–399

Proficient

Students performing at the Proficient level are able to independently demonstrate appropriate application of the tools of social science inquiry as identified in the Missouri Learning Standards for American Government. In addition to demonstrating, understanding, and applying skills and knowledge at the Basic level, students performing at the Proficient level adequately demonstrate the ability to: analyze government processes and principles, analyze the roles and responsibilities of citizens and their effects on government, use evidence to form and support valid social science arguments, and analyze the effect of government policies on individuals and institutions. Students performing at the Proficient level are prepared for the next course and are on track for college and career readiness.

Scale Score: 400–422

Advanced

Students performing at the Advanced level are able to consistently and independently demonstrate thorough, appropriate, and effective application of the tools of social science inquiry as identified in the Missouri Learning Standards for American Government. In addition to demonstrating, understanding, and applying skills and knowledge at the Proficient level, students performing at the Advanced level consistently demonstrate the ability to: independently evaluate government processes and principles, thoroughly evaluate the roles and responsibilities of citizens and their anticipated effects on government, effectively use evidence to form and support valid social science arguments, and predict and evaluate the effect of government policies on individuals and institutions. Students performing at the Advanced level are well prepared for the next course and meet the standard of college and career ready.

Scale Score: 423 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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American History Performance Level Descriptors

Below Basic

Students performing at the Below Basic level seldom apply the tools of social science inquiry as identified in the Missouri Learning Standards for American History. Students performing at the Below Basic level struggle to incorporate strands of social studies in the context of American history from Reconstruction to the present. Students performing at the Below Basic level minimally demonstrate the ability to: identify continuity and change in history, identify the consequences of major historical, political, economic, social, and demographic trends, identify evidence that supports social science arguments, and identify links between historical understanding and modern events. Students performing at the Below Basic level need substantial academic support to be prepared for the next course and be on track for college and career readiness.

Scale Score: 325–370

Basic

Students performing at the Basic level are able, with support, to apply the tools of social science inquiry as identified in the Missouri Learning Standards for American History. Students performing at the Basic level incorporate some strands of social studies in the context of American history from Reconstruction to the present. In addition to demonstrating, understanding, and applying skills and knowledge at the Below Basic level, students performing at the Basic level consistently demonstrate the ability to: explain continuity and change in history, explain the consequences of major historical, political, economic, social, and demographic trends, explain evidence that supports social science arguments, and connect historical understanding with modern events. Students performing at the Basic level need additional support to ensure success in the next course and to be on track for college and career readiness.

Scale Score: 371–399

Proficient

Students performing at the Proficient level are able to independently demonstrate appropriate application of the tools of social science inquiry as identified in the Missouri Learning Standards for American History. Students performing at the Proficient level incorporate strands of social studies in the context of American history from Reconstruction to the present. In addition to demonstrating, understanding, and applying skills and knowledge at the Basic level, students performing at the Proficient level consistently demonstrate the ability to: analyze continuity and change in history, analyze the consequences of major historical, political, economic, social, and demographic trends, use evidence to form and support valid social science arguments, and apply historical understanding to make connections with modern events. Students performing at the Proficient level are on track for the next course and meet the standard of college and career ready.

Scale Score: 400–421

Advanced

Students performing at the Advanced level are able to consistently and independently demonstrate thorough, appropriate, and effective application of the tools of social science inquiry as identified in the Missouri Learning Standards for American History. Students performing at the Advanced level consistently incorporate all strands of social studies in the context of American history from Reconstruction to the present. In addition to demonstrating, understanding, and applying skills and knowledge at the Proficient level, students performing at the Advanced level consistently demonstrate the ability to: independently evaluate continuity and change in history, predict and evaluate the consequences of major historical, political, economic, social, and demographic trends, effectively use evidence to form and support valid social science arguments, and use complex historical understanding to make connections with modern events. Students performing at the Advanced level are well prepared for the next course and meet the standard of college and career ready.

Scale Score: 422 and higher

For a more detailed description of the PLDs refer to the DESE website (https://dese.mo.gov/quality-schools/assessment/end-course).

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SAMPLE REPORTS

Individual Student Report (ISR)

The Individual Student Report (ISR) provides information about achievement on the End-of-Course Assessment, describing results in terms of four levels of performance in a content area. It is used for measuring and reflecting an individual student's mastery toward postsecondary readiness for a content area. It is used as a point of reference in instructional planning during a parent/teacher conference and for permanent record keeping. Other sources of information should be used along with this report when determining the student's areas of strength or need.

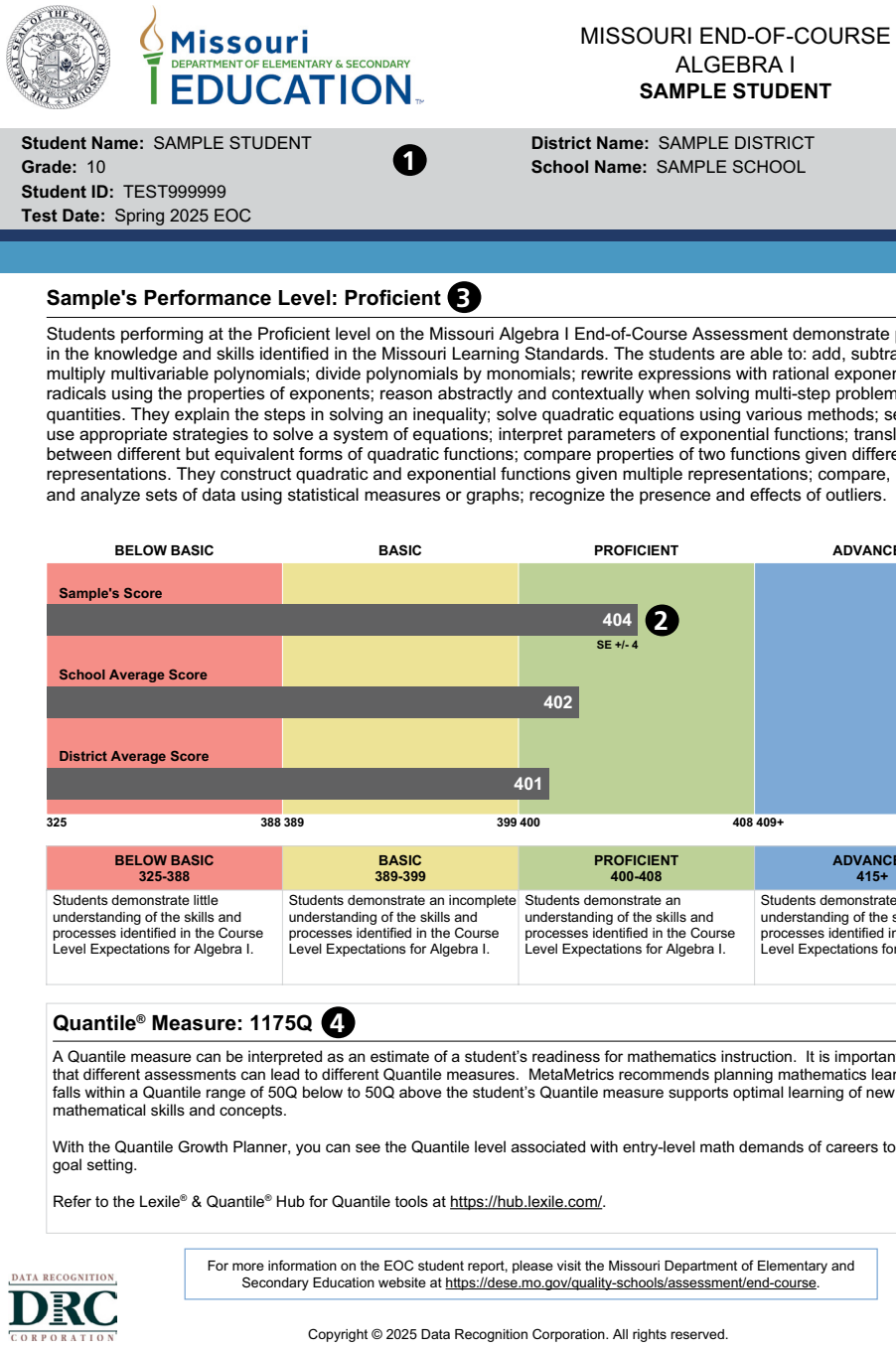
Performance level scores describe what students can do in terms of the Course-Level Expectations for the content and skills assessed by the End-of-Course Assessment. Students in the Proficient or Advanced levels have met the standard. Students in the Below Basic or Basic levels need to work on the skills described for their level in the Performance Level Descriptors, as well as on skills in the next higher level.

The ISRs are available via the Portal Reporting Services menu under the Roster, Batch Download, and View Reports options.

The following pages contain sample Individual Student Reports.

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Sample Individual Student Report



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

MISSOURI END-OF-COURSE
ALGEBRA I
SAMPLE STUDENT

Student Name: SAMPLE STUDENT
Grade: 10
Student ID: TEST999999
Test Date: Spring 2025 EOC

1

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Sample's Performance Level: Proficient 3

Students performing at the Proficient level on the Missouri Algebra I End-of-Course Assessment demonstrate proficiency in the knowledge and skills identified in the Missouri Learning Standards. The students are able to: add, subtract, and multiply multivariable polynomials; divide polynomials by monomials; rewrite expressions with rational exponents or radicals using the properties of exponents; reason abstractly and contextually when solving multi-step problems involving quantities. They explain the steps in solving an inequality; solve quadratic equations using various methods; select and use appropriate strategies to solve a system of equations; interpret parameters of exponential functions; translate between different but equivalent forms of quadratic functions; compare properties of two functions given different representations. They construct quadratic and exponential functions given multiple representations; compare, interpret, and analyze sets of data using statistical measures or graphs; recognize the presence and effects of outliers.

BELOW BASIC | BASIC | PROFICIENT | ADVANCED

Sample's Score 404 2
SE +/- 4

School Average Score 402

District Average Score 401

325 388 389 399 400 408 409+

BELOW BASIC 325-388	BASIC 389-399	PROFICIENT 400-408	ADVANCED 415+
Students demonstrate little understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate an understanding of the skills and processes identified in the Course Level Expectations for Algebra I.	Students demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for Algebra I.

Quantile® Measure: 1175Q 4

A Quantile measure can be interpreted as an estimate of a student's readiness for mathematics instruction. It is important to note that different assessments can lead to different Quantile measures. MetaMetrics recommends planning mathematics learning that falls within a Quantile range of 50Q below to 50Q above the student's Quantile measure supports optimal learning of new mathematical skills and concepts.

With the Quantile Growth Planner, you can see the Quantile level associated with entry-level math demands of careers to inform goal setting.

Refer to the Lexile® & Quantile® Hub for Quantile tools at https://hub.lexile.com/.

DATA RECOGNITION DRC CORPORATION

For more information on the EOC student report, please visit the Missouri Department of Elementary and Secondary Education website at https://dese.mo.gov/quality-schools/assessment/end-course.

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1 **Student Demographic Information.** This area of the report is reserved for the name and demographic data of the student taking the assessment.

2 **Scale Score.** This is the student's scale score.

3 **Performance Level.** This is the student's performance level.

4 **Quantile Measure.** This is the student's Quantile measure.

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Sample Individual Student Report

Missouri Department of Elementary & Secondary Education

MISSOURI END-OF-COURSE
ENGLISH II
SAMPLE STUDENT

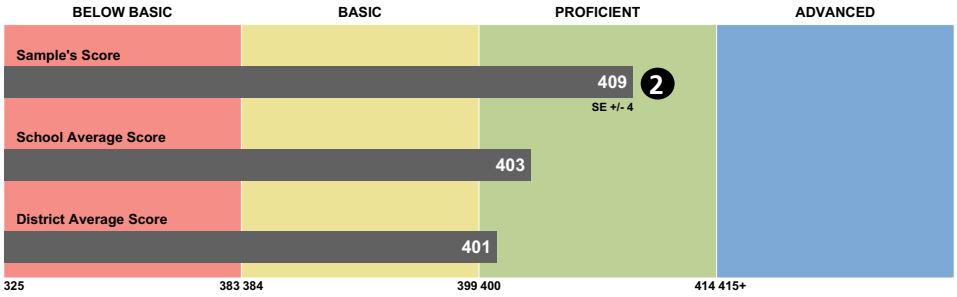
Student Name: SAMPLE STUDENT
Grade: 10
Student ID: TEST999999
Test Date: Spring 2025 EOC

1

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Sample's Performance Level: Proficient 3

Students performing at the Proficient level on the Missouri English II End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, analyze, and synthesize a variety of grade-appropriate texts; they demonstrate an understanding of craft and structure and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to research, organize, and develop writing and exhibit an adequate command of the conventions of English. They employ effective listening/speaking skills.



BELOW BASIC 325-383	BASIC 384-399	PROFICIENT 400-414	ADVANCED 415+
Students demonstrate little understanding of the skills and processes identified in the Course Level Expectations for English II.	Students demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for English II.	Students demonstrate an understanding of the skills and processes identified in the Course Level Expectations for English II.	Students demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for English II.

Lexile® Measure: 1350L 4

A Lexile measure can be interpreted as an estimate of a student's reading ability. It is important to note that different assessments can lead to different Lexile measures. MetaMetrics recommends that choosing books within the student's Lexile reading range of 100L below to 50L above the student's Lexile measure will provide an appropriate challenge for independent reading and growth.

The Lexile® Growth Planner offers a snapshot of a student's progress toward college and career readiness. With the Lexile Growth Planner, you can see the Lexile level associated with entry-level reading demands of careers to inform goal setting.

Refer to the Lexile® & Quantile® Hub for Lexile tools at https://hub.lexile.com/.

For more information on the EOC student report, please visit the Missouri Department of Elementary and Secondary Education website at https://dese.mo.gov/quality-schools/assessment/end-course.

DATA RECOGNITION DRC CORPORATION

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1 **Student Demographic Information.** This area of the report is reserved for the name and demographic data of the student taking the assessment.

2 **Scale Score.** This is the student's scale score.

3 **Performance Level.** This is the student's performance level.

4 **Lexile Measure.** This is the student's Lexile measure.

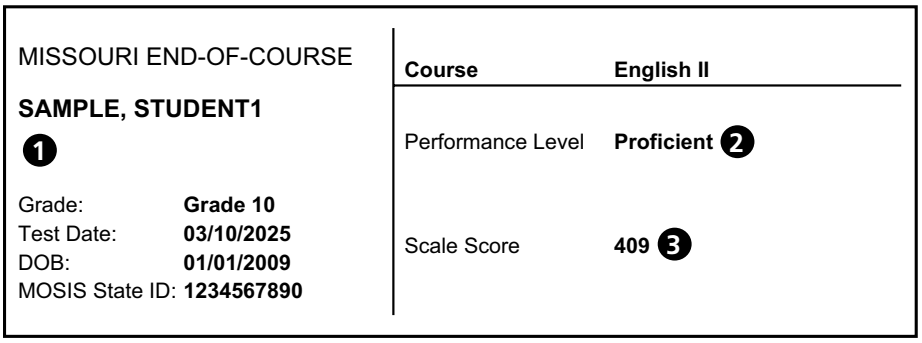
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Student Report Label

The student report label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student who participated in the spring 2025 administration of the End-of-Course Assessment. The label presents a snapshot of the student's results on the End-of-Course Assessment. Separate labels are generated for each course; thus, a student will have multiple labels—one for each of the courses administered.

Student report labels are available under the View Reports tab.

Sample Student Report Label



1 **Student Demographic Information.** The left side of the label lists the name and demographic data of the student taking the assessment.

2 **Performance Level.** This is the student's performance level.

3 **Scale Score.** This is the student's scale score for the content area listed at the top of the label.

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