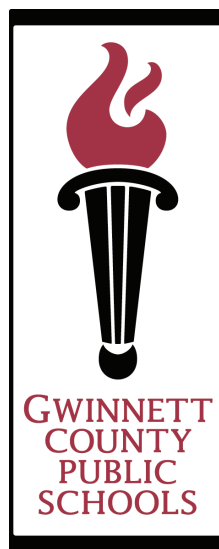


Gwinnett County
High School Gateway Assessment

INTERPRETIVE GUIDE



Science
Social Studies

(The Interpretive Guide is produced for classroom teachers,
counselors, and administrators)

(revised for fall 2014 and subsequent administrations)

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GWINNETT HIGH SCHOOL GATEWAY ASSESSMENT

Purpose of the Assessment

The purpose of the Gateway Assessment is to measure student progress in Gwinnett’s essential curriculum, the Academic Knowledge and Skills (AKS). The Board of Education for the Gwinnett County Public Schools implemented the High School Gateway Assessment as part of the school system’s mission to “pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world class standards.” The High School Gateway reflects what high school students should know and be able to do, provides a model of sound instructional practices, and prepares students for their roles as lifelong learners in the worlds of work and post secondary education.

Levels of Performance

Three levels of performance were established by Gwinnett educators, recommended by the Superintendent, and adopted by the Gwinnett County Board of Education. The cut scores for all performance levels will be in place for the spring 2012 main administration. The scale score range for each content area is as follows:

Science: 400 – 800

Social Studies: 400 – 800

The three performance levels and associated scale score ranges are:

HS Gateway Content Area	Does Not Meet AKS Performance	Meets AKS Performance	Exceeds AKS Performance
Science	400 – 499	500 – 599	600 – 800
Social Studies	400 – 499	500 – 599	600 – 800

Performance Level Descriptions for Science

Exceeds the AKS Standard (passing)

The writer demonstrates a complete understanding of the scientific concepts, processes, and tools required in the essay task. All parts of the assigned task are developed with correct prior knowledge and relevant examples. Scientific documents are used effectively. When required in the task, charts and graphs are used and interpreted correctly. Scientific ideas are grouped and linked appropriately within paragraphs and across parts of the response. The writer demonstrates consistent control of sentence formation, usage, diction, and mechanics. Overall the writer demonstrates a depth of understanding and application of the AKS.

Meets the AKS Standard (passing)

The writer demonstrates a sufficient understanding of the scientific concepts, processes, and tools required in the essay task. Most parts of the assigned task are developed with correct prior knowledge and relevant examples, but some parts may be only partially developed. Provided documents are generally used appropriately. When required in the task, most charts and graphs are used correctly. Scientific ideas are generally grouped together within paragraphs. The writer

demonstrates sufficient control of sentence formation, usage, diction, and mechanics. Overall the writer demonstrates an adequate understanding and application of the AKS.

Does Not Meet the AKS Standard (failing)

The writer does not demonstrate a sufficient understanding of the scientific concepts, processes, and tools required in the essay task. The assigned task is not addressed or attempts to address it are unclear or incorrect. Sufficient correct prior knowledge is not demonstrated. Scientific documents, charts, and graphs are not used or are used inappropriately. Attempts at organization are lacking or ineffective. There are frequent and severe errors in sentence formation, usage, diction, and/or mechanics that interfere with meaning. Overall the writer does not demonstrate a sufficient understanding and/or application of the AKS.

Performance Level Descriptions for Social Studies

Exceeds the AKS Standard (passing)

The writer demonstrates a complete understanding of the social studies concepts, relationships, facts, and events implicit in the essay task. All parts of the assigned task are developed with correct prior knowledge and relevant examples. Provided documents are used effectively. Social studies ideas are grouped and linked appropriately within paragraphs and across parts of the response. The writer demonstrates consistent control of sentence formation, usage, diction, and mechanics. Overall the writer demonstrates a depth of understanding and application of the AKS.

Meets the AKS Standard (passing)

The writer demonstrates a sufficient understanding of the social studies concepts, relationships, facts, and events implicit in the essay task. Most parts of the assigned task are explained with correct prior knowledge and relevant examples, but some parts may be only partially developed. Provided documents are generally used appropriately. Social studies ideas are generally grouped together within paragraphs. The writer demonstrates sufficient control of sentence formation, usage, diction, and mechanics. Overall the writer demonstrates an adequate understanding and application of the AKS.

Does Not Meet the AKS Standard (failing)

The writer does not demonstrate a sufficient understanding of the social studies concepts, relationships, facts, and events implicit in the essay task. The assigned task is not addressed or attempts to address it are unclear or incorrect. Sufficient correct prior knowledge is not demonstrated. Provided documents are not used or are used inappropriately. Attempts at organization are lacking or ineffective. There are frequent and severe errors in sentence formation, usage, diction, and/or mechanics that interfere with meaning. Overall the writer does not demonstrate a sufficient understanding and/or application of the AKS.

SCORING PROCEDURES

Science and Social Studies responses are scored by trained raters who use a standardized scoring system to assign a score of “1” to “5” to each feature or domain. The scale of “1” to “5” represents a continuum of content area writing skills, with the points on the continuum defined by the scoring rubric for each domain.

Scoring Domains, Descriptions, and Components – SCIENCE

Development of Scientific Processes (DEV)	Weight = 3
The degree to which the writer demonstrates a depth of understanding of scientific processes through analysis, synthesis, and application of facts, concepts, and principles relevant to the assigned task.	
Components of development:	
<ul style="list-style-type: none">• Prior Scientific Knowledge• Depth of Development• Connections within and across parts of the assigned task• Application and Explanation of Scientific Reasoning• Response to Task Focus/Relevance	
Expression of Scientific Knowledge (KNO)	Weight = 2
The degree to which the writer uses appropriate scientific vocabulary, relevant prior knowledge, information from the provided documents, and scientific representations/tools.	
Components of knowledge:	
<ul style="list-style-type: none">• Prior Scientific Knowledge• Scientific Vocabulary• Use of Documents, Scientific Representations, and Tools	
Organization of Scientific Concepts (ORG)	Weight = 3
The degree to which the writer’s ideas are arranged in a clear order, and the overall structure of the response is appropriate to the assigned task.	
Components of Organization:	
<ul style="list-style-type: none">• Linking Ideas to Demonstrate Scientific Process<ul style="list-style-type: none">○ sequence of scientific ideas○ step-by-step procedures○ grouping of scientific ideas○ transitioning• Overall Plan/Organizational Strategy• Introduction/Body/Conclusion	
Conventions (CONV)	Weight = 2
The degree to which the writer demonstrates control of sentence formation, usage, diction, and mechanics.	
Components of conventions:	
<ul style="list-style-type: none">• Sentence Formation• Usage/Diction• Mechanics	

Scoring Domains, Descriptions, and Components – SOCIAL STUDIES

Development, Analysis, and Interpretation (DEV)	Weight = 3
<p>The degree to which the writer demonstrates a depth of understanding of Social Studies through the description, analysis, interpretation, and synthesis of facts, concepts, and events related to the assigned task.</p> <p>Components of development:</p> <ul style="list-style-type: none">• Depth of Development<ul style="list-style-type: none">○ Analysis and Interpretation of relationships implicit in the writing task○ Description of social studies facts, concepts and historical events• Response to the Task• Focus/Relevance	
Expression of Social Studies Knowledge (KNO)	Weight = 2
<p>The degree to which the writer uses appropriate social studies vocabulary, relevant prior knowledge, and information from the provided documents.</p> <p>Components of knowledge:</p> <ul style="list-style-type: none">• Prior Knowledge• Use of Documents• Social Studies Vocabulary	
Organization of Social Studies Concepts (ORG)	Weight = 3
<p>The degree to which the writer’s ideas are arranged in a clear order and the overall structure of the response is consistent with the parts of the assigned task.</p> <p>Components of organization:</p> <ul style="list-style-type: none">• Linking Ideas<ul style="list-style-type: none">○ Sequence of Ideas○ Transitioning• Overall Plan/Organizational Strategy• Introduction/Body/Conclusion	
Conventions (CONV)	Weight = 2
<p>The degree to which the writer demonstrates control of sentence formation, usage, diction, and mechanics.</p> <p>Components of conventions:</p> <ul style="list-style-type: none">• Sentence Formation• Usage/Diction• Mechanics	

How is the Total Raw Score Calculated?

The domain scores assigned by two raters are added together and then multiplied by the weight assigned to that domain. The weighted domain scores are then added together to arrive at the total raw score. The following example illustrates how a response that received domain scores of 3,3,3,3 from rater one and 3,3,3,4 from rater two results in a total raw score of 62.

Domain	Domain Scores		Sum of Raters Scores	Domain Weight	Weighted Domain Scores
	Rater 1	Rater 2			
Development	3	3	6	x 3	18
Knowledge	3	3	6	x 2	12
Organization	3	3	6	x 3	18
Conventions	3	4	7	x 2	14
Total Raw Score:					62

The total raw scores range from 20 (1s in all four domains) to 100 (5s in all four domains). Weighting simply means that the sum of the scores assigned by the two raters is multiplied by the weight (or importance) assigned to each domain.

Sample Domain and Raw Scores

The following table provides **sample** domain ratings and raw scores.

	Domain Ratings				Total Raw Score
	DEV (x 3)	KNO (x 2)	ORG (x 3)	CON (x 2)	
Rater 1	1	1	1	1	20
Rater 2	1	1	1	1	
Rater 1	2	2	2	2	40
Rater 2	2	2	2	2	
Rater 1	3	2	2	2	49
Rater 2	3	2	2	3	
Rater 1	3	3	3	3	60
Rater 2	3	3	3	3	
Rater 1	4	3	4	3	72
Rater 2	4	3	4	3	
Rater 1	4	4	4	4	80
Rater 2	4	4	4	4	
Rater 1	5	5	5	5	100
Rater 2	5	5	5	5	

A paper can receive any raw score from 20 to 100. The raw score is then converted to a scale score between 400 and 800. **The conversion from raw score to scale score is different for each writing task in order to account for any differences between test forms. Therefore,**

there is not a single raw to scale score conversion table that would apply to all writing tasks. *Please note: scale scores, not raw scores, are reported.*

Scale Scores

The scale score range for the Gwinnett High School Gateway Assessment is 400 to 800 for both science and social studies. Scale scores are used so that the scores from one form of the Gateway Assessment may be equated to, and mean the same thing as, scores from other forms of the Assessment. By converting raw scores to scale scores, adjustments may be made for any small differences between the various science and social studies test forms.

A scale score of 500 or higher is required to meet the AKS standard for the Gateway Assessment. Students must achieve a scale score of 500 in both Science and Social Studies in order to meet the graduation requirements for Gwinnett County Public Schools.

Note: Beginning in the spring of 2012, the High School Gateway Assessment is reported on a different scale than previous administrations of the assessment. Please do not compare results from the 2012 administration to previous versions of the assessment.

Non-scorable Responses

Occasionally, a student paper can not be rated. In such cases, the reason for not rating the paper is noted on the Student Report. The following types of responses are considered non-scorable.

- **Blank:** The response contained no student writing.
- **Cheating:** The response contained evidence of copying from another examinee, or copying from an online source or reference material.
- **Copied:** The response contained no original student writing. Examples include copying from test packet directions, the documents, and from a translator.
- **Illegible:** Not enough words in the response were recognizable to be used as a basis for determining what other words are.
- **Incomprehensible:** The paper contained few recognizable English words, or, it may have contained recognizable English words arranged in such a way that no meaning was conveyed.
- **Non-English:** The response was written in a foreign language.
- **Non-participation:** The response consisted of an announced refusal to take the test.
- **Off Task:** The response did not fall within the parameters set by the Writing Task. Examples include doodling, song lyrics, and other non-prose responses which are not relevant to the ideas in the Writing Task.
- **Off Topic:** The response did not address the topic of the Writing Task.
- **Too Limited Text to Score:** The response consisted of less than a coherent paragraph (a group of logically related sentences).
- **Too Offensive to Score:** The response included offensive language and/or topic(s).

STUDENT REPORTS

Individual Student Report

Individual student reports contain the student's scale score and performance level for each content area tested (science and/or social studies). A sample report is included on page 9. The report also includes domain scores and a descriptive statement for each domain. See pages 10-17 for a complete list of domain descriptive statements that correspond with each science and social studies domain score.

Two copies of the Individual Student Report are provided: one is a student/parent copy which must be provided to the student's parent(s) or guardian, one copy is for the school. If a student took both the science and social studies portions of the Gateway Assessment, results from both content areas appear on the same report.

Student Label

One label is provided for each student tested. It includes the student name, grade level, school, test date, scale scores for each content area tested (science and/or social studies) and performance level for each content area. A sample label is included on page 18.

Achievement Roster

Electronic achievement rosters are created for each school.

Individual Student Report



GWINNETT COUNTY PUBLIC SCHOOLS

Gwinnett High School Gateway Individual Student Report Spring 2012 / Science and Social Studies

Student STUDENT, JOHN
Birthdate 03 / 1999
GTID 0123456789

School Friendly County HS 0177

Science

EXCEEDS

Doc No. 0235-012345678

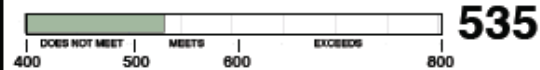


On a scale of 400-800, this student's writing score is 715, which indicates a performance level that EXCEEDS the standard for Gateway Science.

Social Studies

MEETS

Doc No. 0235-962735632

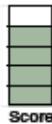


On a scale of 400-800, this student's writing score is 535, which indicates a performance level that MEETS the standard for Gateway Social Studies.

Development

4.0

The response demonstrated consistent control of the components Development of Scientific Processes. All parts of the assigned writing task were developed with specific examples, but one part was not as fully developed as the others. Connections were explicitly stated and well developed in most parts of the response. Reasoning was clear and explained in most parts of the response. Most ideas were relevant.

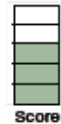


Score

Development

3.0

The response demonstrated sufficient control of the components of Development, Analysis, and Interpretation. Most parts of the assigned writing task were explained with sufficient detail. The response included analysis and interpretation of some important relationships implicit in the writing task, but some conclusions were not explained. Descriptions of social studies facts, concepts, and historical events were sufficiently developed. Most ideas were relevant.



Score

Knowledge

4.5

The response demonstrated full command of the components of Expression of Scientific Knowledge. The response contained extensive relevant and correct prior knowledge. The writer effectively used the provided documents. Extensive scientific vocabulary was used throughout the response.



Score

Knowledge

3.0

The response demonstrated sufficient control of the components of Expression of Social Studies Knowledge. The response contained generally correct prior knowledge. The writer generally used the provided documents appropriately. Adequate social studies vocabulary was used in the response.



Score

Organization

4.0

The response demonstrated consistent control of the components of Organization. Most or all parts of the organizational strategy were appropriate to the assigned task. The response contained appropriate sequencing of ideas. Related scientific ideas were consistently grouped together. The introduction established the topic and purpose, and the conclusion provided closure without repetition. The writer used varied transitions to link parts of the response and link ideas within paragraphs.



Score

Organization

3.5

The response demonstrated consistent control of the components of Organization. Most or all parts of the organizational strategy were appropriate to the assigned task. The response contained appropriate sequencing of ideas. The introduction established the topic and purpose, and the conclusion provided closure without repetition. The writer used varied transitions to link parts of the response and link ideas within paragraphs.



Score

Conventions

4.0

The response demonstrated consistent control of the components of Conventions. Simple, complex, and compound sentences were consistently clear and generally effective. The response contained a variety of sentence lengths and structures. Most elements of usage and mechanics were consistently correct. Errors were generally minor and did not interfere with meaning.



Score

Conventions

3.0

The response demonstrated sufficient control of the components of Conventions. The majority of sentences were formed correctly. The response contained some variation in sentence length and structure. The majority of the response contained correct usage and mechanics. Few errors interfered with meaning.



Score

Description of Performance by Domain

The domain scores that are reported on the individual student report are the average of the two raters' scores for each domain. One of the following domain descriptive statements will also appear on the Individual Student Report for each domain.

High School Gateway: Science

Domain Descriptive Statements – Development of Scientific Processes (DEV)

DEV = 4.5 or 5.0

The response demonstrated a full command of the components of Development of Scientific Processes. All parts of the assigned task were fully elaborated. Connections within and across parts of the task were explicitly stated and fully developed. Reasoning was exceptionally clear throughout the response. All ideas were relevant.

DEV = 3.5 or 4.0

The response demonstrated consistent control of the components Development of Scientific Processes. All parts of the assigned writing task were developed with specific examples, but one part was not as fully developed as the others. Connections were explicitly stated and well developed in most parts of the response. Reasoning was clear and explained in most parts of the response. Most ideas were relevant.

DEV = 2.5 or 3.0

The response demonstrated sufficient control of the components of Development of Scientific Processes. Most parts of the assigned writing task were explained with sufficient detail. Connections were explicitly stated and developed in some parts of the response. Reasoning was clear and explained in some parts of the response. Most ideas were relevant.

DEV = 1.5 or 2.0

The response demonstrated limited control of the components of Development of Scientific Processes. Some part of the assigned task was addressed with minimal development. Overly general connections were attempted. There was limited evidence of reasoning. Some ideas were irrelevant or undeveloped.

DEV = 1.0

The response indicated a lack of control of the components of Development of Scientific Processes. The assigned task was not addressed or attempts to address the assigned task were unclear or incorrect. Connections were lacking, inappropriate, or incorrect. Reasoning was incorrect or undeveloped. Ideas were unclear, irrelevant, and/or repeated.

High School Gateway: Science

Domain Descriptive Statements – Expression of Scientific Knowledge (KNO)

KNO = 4.5 or 5.0

The response demonstrated full command of the components of Expression of Scientific Knowledge. The response contained extensive relevant and correct prior knowledge. The writer effectively used the provided documents. Extensive scientific vocabulary was used throughout the response.

KNO = 3.5 or 4.0

The response demonstrated consistent control of the components of Expression of Scientific Knowledge. The response contained considerable relevant and correct prior knowledge. The writer used the provided documents appropriately. Scientific vocabulary was used consistently in the response.

KNO = 2.5 or 3.0

The response demonstrated sufficient control of the components of Expression of Scientific Knowledge. The response contained generally correct prior knowledge. The writer generally used the provided documents appropriately. Adequate scientific vocabulary was used in the response.

KNO = 1.5 or 2.0

The response demonstrated limited control of the components of Expression of Scientific Knowledge. Prior knowledge was not sufficiently demonstrated. The response included a mixture of appropriate and inappropriate use of the provided documents. Some scientific vocabulary was used correctly.

KNO = 1.0

The response indicated a lack of control of the components of Expression of Scientific Knowledge. Information was incorrect, irrelevant, unclear, or copied from the documents. The provided documents were not used appropriately. There was little attempt to use scientific vocabulary.

High School Gateway: Science

Domain Descriptive Statements – Organization of Scientific Concepts (ORG)

ORG = 4.5 or 5.0

The response demonstrated full command of the components of Organization. All parts of the organizational strategy were appropriate to the assigned task. The response contained logical and appropriate sequencing of ideas within paragraphs and across all parts of the response. Scientific ideas were grouped logically throughout the response. The introduction established the topic and purpose, and the conclusion provided closure without repetition. Both the introduction and the conclusion were appropriate to the assigned task. The writer used effective and varied transitions to link all elements of the response and extend beyond the use of transitional words and phrases.

ORG = 3.5 or 4.0

The response demonstrated consistent control of the components of Organization. Most or all parts of the organizational strategy were appropriate to the assigned task. The response contained appropriate sequencing of ideas. Related scientific ideas were consistently grouped together. The introduction established the topic and purpose, and the conclusion provided closure without repetition. The writer used varied transitions to link parts of the response and link ideas within paragraphs.

ORG = 2.5 or 3.0

The response demonstrated sufficient control of the components of Organization. The organizational strategy was generally appropriate to the assigned task. The response contained a clear sequence of ideas. Related scientific ideas were generally grouped together. The introduction was clear, and the conclusion provided closure. The writer used transitions to link some parts of the response.

ORG = 1.5 or 2.0

The response demonstrated limited control of the components of Organization. There was little evidence of an overall organizational strategy or the strategy was inappropriate to the assigned task. The response contained limited evidence of sequencing and grouping. The response contained an ineffective introduction and/or conclusion. The writer's use of transitions was limited or ineffective.

ORG = 1.0

The response indicated a lack of control of the components of Organization. Attempts at organization were ineffective, haphazard, or disjointed. The majority of ideas were not sequenced in a meaningful order. Unrelated ideas were frequently included within paragraphs. The response lacks an identifiable introduction and/or conclusion. The writer did not use transitions to link ideas.

High School Gateway: Science

Domain Descriptive Statements – Conventions (CON)

CON = 4.5 or 5.0

The response demonstrated full command of the components of Conventions. Simple, complex, and compound sentences were well crafted and effective throughout the response. The response contained an extensive variety of sentence lengths, structures, and beginnings. All elements of usage and mechanics were consistently correct.

CON = 3.5 or 4.0

The response demonstrated consistent control of the components of Conventions. Simple, complex, and compound sentences were consistently clear and generally effective. The response contained a variety of sentence lengths and structures. Most elements of usage and mechanics were consistently correct. Errors were generally minor and did not interfere with meaning.

CON = 2.5 or 3.0

The response demonstrated sufficient control of the components of Conventions. The majority of sentences were formed correctly. The response contained some variation in sentence length and structure. The majority of the response contained correct usage and mechanics. Few errors interfered with meaning.

CON = 1.5 or 2.0

The response demonstrated limited control of the components of Conventions. Simple sentences were formed correctly, but there were fragments and run-ons. The response contained little variation in sentence length and structure. There was a mixture of correct and incorrect instances of usage and mechanics. Some errors interfered with meaning.

CON = 1.0

The response indicated a lack of control of the components of Conventions. The response contained frequent sentence fragments, run-ons, and incorrect sentences. Sentences were not varied. The paper contained frequent and severe errors in both usage and mechanics. Errors interfered with meaning.

High School Gateway: Social Studies

Domain Descriptive Statements – Development, Analysis, & Interpretation (DEV)

DEV = 4.5 or 5.0

The response demonstrated a full command of the components of Development, Analysis, and Interpretation. All parts of the assigned task were explained comprehensively. The response contained a balanced, in-depth analysis and interpretation of important relationships implicit in the writing task. Conclusions were thoroughly supported with accurate factual information. Descriptions of social studies facts, concepts, and historical events were fully developed. All ideas were relevant.

DEV = 3.5 or 4.0

The response demonstrated consistent control of the components of Development, Analysis, and Interpretation. All parts of the assigned writing task were explained, but some parts were more fully developed than others. The response contained an effective analysis and interpretation of important relationships implicit in the writing task. Conclusions were supported with accurate factual information. Descriptions of social studies facts, concepts, and historical events were well developed. Most ideas were relevant.

DEV = 2.5 or 3.0

The response demonstrated sufficient control of the components of Development, Analysis, and Interpretation. Most parts of the assigned writing task were explained with sufficient detail. The response included analysis and interpretation of some important relationships implicit in the writing task, but some conclusions were not explained. Descriptions of social studies facts, concepts, and historical events were sufficiently developed. Most ideas were relevant.

DEV = 1.5 or 2.0

The response demonstrated limited control of the components of Development, Analysis, and Interpretation. The assigned task was addressed, but explanations were incomplete or vague. Relationships were only partially addressed, and conclusions were not explained. Descriptions of social studies concepts and historical events were minimally developed. Some ideas were irrelevant or undeveloped.

DEV = 1.0

The response indicated a lack of control of the components of Development, Analysis, and Interpretation. The assigned task was not addressed or attempts to address the assigned task were unclear or incorrect. Attempts to address relationships were inaccurate or unclear. Ideas were unclear, irrelevant, and/or repeated.

High School Gateway: Social Studies

Domain Descriptive Statements – Expression of Social Studies Knowledge (KNO)

KNO = 4.5 or 5.0

The response demonstrated full command of the components of Expression of Social Studies Knowledge. The response contained extensive relevant and correct prior knowledge. The writer effectively used the provided documents. Extensive social studies vocabulary was used throughout the response.

KNO = 3.5 or 4.0

The response demonstrated consistent control of the components of Expression of Social Studies Knowledge. The response contained considerable relevant and correct prior knowledge. The writer used the provided documents appropriately. Social studies vocabulary was used consistently in the response.

KNO = 2.5 or 3.0

The response demonstrated sufficient control of the components of Expression of Social Studies Knowledge. The response contained generally correct prior knowledge. The writer generally used the provided documents appropriately. Adequate social studies vocabulary was used in the response.

KNO = 1.5 or 2.0

The response demonstrated limited control of the components of Expression of Social Studies Knowledge. Prior knowledge was not sufficiently demonstrated. The paper indicated an over-reliance on information from the provided documents. Some social studies vocabulary was used correctly.

KNO = 1.0

The response indicated a lack of control of the components of Expression of Social Studies Knowledge. Information was incorrect, irrelevant, unclear, or copied from the documents. The provided documents were not used appropriately. There was little attempt to use social studies vocabulary.

High School Gateway: Social Studies

Domain Descriptive Statements – Organization of Social Studies Concepts (ORG)

ORG = 4.5 or 5.0

The response demonstrated full command of the components of Organization. All parts of the organizational strategy were appropriate to the assigned task. The response contained logical and appropriate sequencing of ideas within paragraphs and across all parts of the response. The introduction established the topic and purpose, and the conclusion provided closure without repetition. Both the introduction and the conclusion were appropriate to the assigned task. The writer used effective and varied transitions to link all elements of the response and extend beyond the use of transitional words and phrases.

ORG = 3.5 or 4.0

The response demonstrated consistent control of the components of Organization. Most or all parts of the organizational strategy were appropriate to the assigned task. The response contained appropriate sequencing of ideas. The introduction established the topic and purpose, and the conclusion provided closure without repetition. The writer used varied transitions to link parts of the response and link ideas within paragraphs.

ORG = 2.5 or 3.0

The response demonstrated sufficient control of the components of Organization. The organizational strategy was generally appropriate to the assigned task. The response contained a clear sequence of ideas. The introduction was clear, and the conclusion provided closure. The writer used transitions to link some parts of the response.

ORG = 1.5 or 2.0

The response demonstrated limited control of the components of Organization. There was little evidence of an overall organizational strategy or the strategy was inappropriate to the assigned task. The paper contained limited evidence of sequencing. The response contained an ineffective introduction and/or conclusion. The writer's use of transitions was limited or ineffective.

ORG = 1.0

The response indicated a lack of control of the components of Organization. Attempts at organization were ineffective, haphazard, or disjointed. The majority of ideas were not sequenced in a meaningful order. The response lacks an identifiable introduction and/or conclusion. The writer did not use transitions to link ideas.

High School Gateway: Social Studies

Domain Descriptive Statements – Conventions (CON)

CON = 4.5 or 5.0

The response demonstrated full command of the components of Conventions. Simple, complex, and compound sentences were well crafted and effective throughout the response. The response contained an extensive variety of sentence lengths, structures, and beginnings. All elements of usage and mechanics were consistently correct.

CON = 3.5 or 4.0

The response demonstrated consistent control of the components of Conventions. Simple, complex, and compound sentences were consistently clear and generally effective. The response contained a variety of sentence lengths and structures. Most elements of usage and mechanics were consistently correct. Errors were generally minor and did not interfere with meaning.

CON = 2.5 or 3.0

The response demonstrated sufficient control of the components of Conventions. The majority of sentences were formed correctly. The response contained some variation in sentence length and structure. The majority of the response contained correct usage and mechanics. Few errors interfered with meaning.

CON = 1.5 or 2.0

The response demonstrated limited control of the components of Conventions. Simple sentences were formed correctly, but there were fragments and run-ons. The response contained little variation in sentence length and structure. There was a mixture of correct and incorrect instances of usage and mechanics. Some errors interfered with meaning.

CON = 1.0

The response indicated a lack of control of the components of Conventions. The response contained frequent sentence fragments, run-ons, and incorrect sentences. Sentences were not varied. The paper contained frequent and severe errors in both usage and mechanics. Errors interfered with meaning.

Student Label



GWINNETT
COUNTY
PUBLIC
SCHOOLS

Gwinnett High School Gateway Assessment - Spring 2012

Name: **STUDENT, ALEX S**

Grade: **10**

GTID: **0123456789**

School: **Central High School**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
SCIENCE	715	EXCEEDS
SOCIAL STUDIES	535	MEETS

SUMMARY REPORTS

School Population Summary

The school population summary indicates performance for various groups of students. For each group, the report includes the number of students, mean scale scores, and percentage of students at each performance level: Does Not Meet, Meets, and Exceeds. There will be separate School Population Summary reports for Science and Social Studies. A sample science report appears on page 20. For privacy and reliability reasons, scores are only reported for groups of 10 or more.

School Content Summary

The school content summary provides the following information for first time test takers:

- Mean scale score for school and system
- Percentage of students in each performance level (school and system)
- Number and percentage of non-scorables by category
- Mean Domain Scores for all students and first-time test takers (school and system)

There will be separate School Content Summary reports for Science and Social Studies. A sample science report is included on page 21.

Standards Report (School Comparison Summary)

The school comparison summary includes the percentage of students at each performance level (Does Not Meet, Meets, and Exceeds) and the mean scale score for all of the schools. The report includes both science and social studies results. A sample report is included on page 22.

School Population Summary



Gwinnett High School Gateway

Population Summary Grade 10 First Time Test Takers

Spring 2012 / Science

Science	N Scorable	Mean Scale Score	Percent in Performance Level		
			Does Not Meet %	Meets %	Exceeds %
GROUPS					
TOTAL TESTED	10367	64.6	32.2	51.9	14.3
ALL REGULAR PROGRAM STUDENTS					
English Language Learners	230	50.8	75.4	22.9	1.7
English Language Learners - Monitored	148	57.3	53.0	43.6	3.4
Section 504	0				
ALL SPECIAL EDUCATION					
Visual Impairments	781	51.7	72.6	25.1	2.3
Deaf/Hard of Hearing	4				
Deaf/Blind	6				
Specific Learning Disabilities	3				
Mild Intellectual Disabilities	398	50.7	77.5	21.5	1
Traumatic Brain Injury	9	33.6	100.0	0	0
M/S/P/ Intellectual Disabilities	2				
Autism	0				
Orthopedic Impairments	51	54.9	58.5	34.0	7.5
Speech/Language Impairments	4				
Emotional and Behavioral Disabilities	22	52.8	72.7	22.7	4.5
Other Health Impairments	81	52.1	69.4	25.9	4.7
GENDER	201	52.7	69.8	27.8	2.4
Female	5253	64.7	32.5	51.2	14.6
Male	5106	64.4	31.9	52.7	14.0
ETHNIC GROUP					
Asian/Pacific Islander	1161	69.5	21.4	51.5	23.2
Black, Non-Hispanic	2754	59.8	44.6	48.0	7.1
Hispanic	1878	60.7	43.3	46.8	9.0
Native American/Alaskan Native	54	62.3	42.6	44.4	13.0
White/Non-Hispanic	3495	69.4	18.4	58.3	21.0
Multiracial	442	65.4	29.1	54.6	14.5
Economically Disadvantaged	4561	59.9	45.0	46.6	8.0

• N and mean are based on scorable papers only. Percents are based on all students.
 • For privacy and reliability reasons, scores are reported only for groups of 10 or more.

School Content Summary



Gwinnett High School Gateway School Content Area Summary

Spring 2014 / Science

SCHOOL: **Sample High School (9999)**

TEST DATE: **Spring 2014**

All Grade 10 First Time Test Takers				Domain Rating Summary				
		School	System	All Students with scorable papers		First-Time Test Takers		
Number of Test Takers		392	10136	# Students	Score	# Students	Score	
Mean Scale Score		540	545					
Performance Summary				Development (3)				
		School	System	School	464	2.5	392	2.7
				System	12757	2.5	10136	2.7
				Knowledge (2)				
		School	System	School	464	2.4	392	2.6
				System	12757	2.4	10136	2.6
Nonscorable Papers				Organization (3)				
		School	System	School	464	3.1	392	3.2
				System	12757	3.1	10136	3.2
1 Total Nonscorable and Invalidated Papers				Conventions (2)				
		School	System	School	464	3.1	392	3.2
				System	12757	3.1	10136	3.2
Number	%	Alert	Number	%	Compositions were scored by independent raters on a scale of 1 to 5 for each domain. Domains are weighted in computing a total score. The weight for each domain is shown in () beside the domain label above.			
0	0	Blank	0	0	See the Gwinnett Gateway Interpretive Guide for an explanation of the categories of non-scorable papers. For privacy and reliability reasons, scores are reported only for groups with 10 or more students.			
0	0	Copied	0	0				
0	0	Illegible	0	0				
0	0	Incomprehensible	0	0				
0	0	Non English	0	0				

Standards Report (School Comparison Summary)



Gwinnett High School Gateway

Standards Report Grade 10 First Time Test Takers

Spring 2012

Schools	Science					Social Studies				
	Total Papers	Does Not Meet %	Meets %	Exceeds %	Mean Score	Total Papers	Does Not Meet %	Meets %	Exceeds %	Mean Score
Archer	471	41.2	49.5	9.3	535	468	40.8	47.3	11.9	605
Berkmar	806	18.9	75.1	6.0	565	804	22.5	72.8	4.7	585
Brookwood	648	46.6	45.2	8.2	520	640	42.5	44.8	12.7	560
Central Gwinnett	559	45.4	47.4	7.2	540	555	45.0	44.3	10.7	565
Collins Hill	753	28.8	52.5	19.7	625	750	35.4	49.7	14.9	605
Dacula	446	31.6	51.6	16.8	610	445	35.7	55.3	9.0	610
Give East	66	75.8	24.2	0	480	65	70.5	28.6	0.9	550
Give West	30	50.0	50.0	0	500	30	45.0	55.0	0	600
Grayson	612	24.3	59.2	16.5	590	610	28.5	55.4	16.1	620
Hooper Renwick	559	45.4	47.4	7.2	540	555	45.0	44.3	10.7	565
Lanier	753	28.8	52.5	19.7	625	750	35.4	49.7	14.9	605
Math, Science & Tech	130	0.8	28.5	71.5	655	127	1.5	33.6	64.9	645
Meadowcreek	482	53.3	41.5	5.2	490	480	50.2	44.3	5.5	505
Mill Creek	783	22.7	59.0	19.3	605	778	22.1	65.6	12.3	610
Mountain View	466	27.9	58.4	16.7	615	461	28.8	55.6	15.8	605
Norcross	569	29.3	52.5	18.2	600	568	29.0	55.6	15.4	600
North Gwinnett	587	13.6	58.8	17.6	605	588	15.8	58.6	25.6	630
Parkview	619	28.1	55.7	26.2	625	611	27.9	54.5	17.7	595
Peachtree Ridge	735	28.8	52.7	18.5	610	733	28.0	56.3	15.7	605
Phoenix	587	13.6	58.8	17.6	605	588	15.8	58.6	25.6	630
Shiloh	433	42.7	51.7	5.6	515	430	41.5	55.7	2.8	575
South Gwinnett	555	53.0	42.9	4.1	525	552	50.4	44.6	5.0	555
System Total	9963	35.1	50.4	14.5	570	9907	34.9	51.7	13.4	590

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- For privacy and reliability reasons, scores are reported only for groups of 10 or more.