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*Understanding NGSSS Science and EOC Reports, Spring 2018*
Introduction

This document has been prepared to help you understand the score reports for the science and social studies assessments. It includes explanations of the reports, information about the content assessed in science and social studies, and a glossary of the terms used in the reports. The explanations provided for the sample reports apply to all science and social studies assessments unless otherwise noted.

Students who participated in the FCAT 2.0 Reading Retake should reference Understanding NGSSS Reports FCAT 2.0 Reading Retake Spring 2018, available on the FCAT 2.0 Reading Retake page of the FDOE website. Students who participated in a Florida Standards Assessments (FSA) test should reference Understanding FSA Reports, available on the FSA page of the FDOE website.

Districts will receive paper copies of individual score reports for distribution to schools and students. Additional reports, including school-, district-, and state-level reports can be found in PearsonAccess Next. Only authorized district and school personnel can log in to PearsonAccess Next to access student-level and aggregate score results. Please see the Florida PearsonAccess Next User Guide for assistance in accessing these results.

Note: Terms that are defined in the glossary appear in bold text the first time they are used in a section.

Purpose of the Assessments

All Florida schools teach the Next Generation Sunshine State Standards (NGSSS) in science and social studies. Student performance on NGSSS assessments provided important information to parents/guardians, teachers, policy makers, and the general public regarding how well students are learning the science and social studies standards.

2018 Science and Social Studies Assessments

- Grades 5 and 8 Statewide Science Assessment
- Biology 1 End-of-Course (EOC) Assessment
- Civics EOC Assessment
- U.S. History EOC Assessment

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels or subjects participated in the 2018 science and social studies assessments. Allowable accommodations were provided to ELLs and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format

The Statewide Science Assessment is a paper-based test. All NGSSS EOC assessments are administered via a computer-based testing platform. Paper-based accommodated test forms are provided for eligible students with disabilities, as specified in their IEPs or Section 504 Plans. Accommodated paper-based forms include large print, braille, and one-item-per-page for both paper-based and computer-based tests and regular print for computer-based tests. Computer-based accommodations, such as answer masking and text-to-speech, are available in the computer-based platform.

Question Formats

Multiple-choice questions appear on the grades 5 and 8 Statewide Science Assessments and the NGSSS EOC assessments. Students choose the best answer from four answer choices.
NGSSS Assessment Scores

NGSSS assessment results are reported at the student, school, district, and state level. Table 3 provides a list of the NGSSS science and social studies reports, the form in which the report is delivered, the grade levels for which each report is provided, and the page of this document on which each type of report is described.

Science and Social Studies Assessment Scores

After the baseline administration for each NGSSS assessment, the Florida Department of Education (FDOE) conducted the standard setting process to establish achievement level cut scores. The Florida State Board of Education adopted achievement level cut scores in State Board of Education Rule 6A-1.09422, Florida Administrative Code, for the Statewide Science Assessment and the Biology 1 EOC Assessment on December 12, 2012; the U.S. History EOC Assessment on January 21, 2014; and the Civics EOC Assessment on January 14, 2015. Information regarding standard setting is available on the FDOE Standard Setting page.

Achievement levels, also called performance levels, describe a student’s success with the content assessed. Achievement levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. For all NGSSS assessments, level 3 indicates satisfactory performance. The passing score for each NGSSS assessment is the minimum scale score in Achievement Level 3.

Table 1. Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inadequate: Highly likely to need substantial support for the next grade/course</td>
</tr>
<tr>
<td>2</td>
<td>Below Satisfactory: Likely to need substantial support for the next grade/course</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory: May need additional support for the next grade/course</td>
</tr>
<tr>
<td>4</td>
<td>Proficient: Likely to excel in the next grade/course</td>
</tr>
<tr>
<td>5</td>
<td>Mastery: Highly likely to excel in the next grade/course</td>
</tr>
</tbody>
</table>

Both performance levels and scale scores are reported for NGSSS science and social studies assessments. The scales on which students receive scores differ by grade and subject. The scale score ranges comprise the five different performance levels, which correspond to the performance level descriptions shown above in Table 1. The corresponding scale score ranges for each level are shown on the next page in Table 2.
Table 2. NGSSS Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics EOC Assessment</td>
<td>325–375</td>
<td>376–393</td>
<td>394–412</td>
<td>413–427</td>
<td>428–475</td>
</tr>
</tbody>
</table>

**Equating**

Because there are four test forms for each Spring 2018 NGSSS EOC assessment, student results from all four test forms for an NGSSS EOC assessment must be compared and, if necessary, adjusted to ensure that the difficulty level of the test is the same for each form. This process, called equating, occurs after testing when enough student scores are in the system to ensure that a representative sample of student results is available for use in the comparison.

For the Biology 1, Civics, and U.S. History EOC assessments, there are two main steps in the equating process. First, the four different test forms are concurrently calibrated, which places the state mean at a score of 400 for all test forms combined, and ensures that student scores across the four test forms are comparable. Even if the state mean for each test form differs slightly across forms, this step ensures that the interpretation or meaning of student Biology 1, Civics, and U.S. History EOC assessment scores on the different forms is the same. Second, the test forms concurrently calibrated in the previous step are also placed on the baseline scale so that the performance of the current year’s students on the NGSSS EOC assessment can be compared to the performance of the initial year’s students on the same assessment. This two-step process ensures that test scores are comparable within and across years.

**Codes for No Data Reported**

The following abbreviations may appear on some student-level educator reports.

- **NR** (Not Reported) indicates that no data are reported for one of the following reasons:
  - NR2—Did Not Meet Attemptedness Criteria
  - NR3—Marked Do Not Score
  - NR5—Below-Grade Tester
  - NR6—Duplicate Record
  - NR7—FDOE Hold
  - NR8—Caveon Invalidated

If a student receives an NR code, the parent or student may consult the student’s designated guidance counselor for more information.
A dash (—) on the student-, school-, district-, or state-level reports appears when data are suppressed. To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same achievement level, the data are suppressed, with the exception that the totaled percentage of levels 3–5 is reported on summary educator reports.
### Table 3: NGSSS Reports by Type, Format, and Location

<table>
<thead>
<tr>
<th>NGSSS Assessment Report Type</th>
<th>Format of Delivery</th>
<th>Page of Report Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Science Assessment Individual Score Report</td>
<td>Paper</td>
<td>9</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment Individual Score Report</td>
<td>Paper</td>
<td>9</td>
</tr>
<tr>
<td>Civics EOC Assessment Individual Score Report</td>
<td>Paper</td>
<td>9</td>
</tr>
<tr>
<td>U.S. History EOC Assessment Individual Score Report</td>
<td>Paper</td>
<td>9</td>
</tr>
<tr>
<td><strong>School Reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Science Assessment School Report of Students</td>
<td>Online</td>
<td>12</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment School Report of Students</td>
<td>Online</td>
<td>13</td>
</tr>
<tr>
<td>Civics EOC Assessment School Report of Students</td>
<td>Online</td>
<td>13</td>
</tr>
<tr>
<td>U.S. History EOC Assessment School Report of Students</td>
<td>Online</td>
<td>13</td>
</tr>
<tr>
<td><strong>District Reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Science Assessment District Report of Schools</td>
<td>Online</td>
<td>14</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment District Report of Schools</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Civics EOC Assessment District Report of Schools</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>U.S. History EOC Assessment District Report of Schools</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Statewide Science Assessment District Summary</td>
<td>Online</td>
<td>14</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment District Summary</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Civics EOC Assessment District Summary</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>U.S. History EOC Assessment District Summary</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td><strong>State Reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Science Assessment State Report of Districts</td>
<td>Online</td>
<td>14</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment State Report of Districts</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Civics EOC Assessment State Report of Districts</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>U.S. History EOC Assessment State Report of Districts</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Statewide Science Assessment State Summary</td>
<td>Online</td>
<td>14</td>
</tr>
<tr>
<td>Biology 1 EOC Assessment State Summary</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>Civics EOC Assessment State Summary</td>
<td>Online</td>
<td>15</td>
</tr>
<tr>
<td>U.S. History EOC Assessment State Summary</td>
<td>Online</td>
<td>15</td>
</tr>
</tbody>
</table>
Statewide Science Assessment and NGSSS EOC Assessment
Individual Score Reports

Readers should have their Statewide Science Assessment or NGSSS EOC assessment Individual Score Report when reviewing and interpreting information provided in this section. Below you will find explanations of elements on the score reports.

What’s New
Beginning with the Spring 2018 administration, Individual Score Reports include the following enhancements:

- Performance Descriptions – More detailed descriptions of what students are expected to know and do in each reporting category are provided for each subject and grade level.
- Recommended Resources – A list of information from the PearsonAccess Next and the FDOE Website that parents/guardians and students may find useful to understand more about the NGSSS program, state policies regarding assessments, and other resources to promote better understanding of student expectations and to promote family engagement.

These enhancements are further described in the sample report sections that follow.

The format shown on the following pages is used for the Science and EOC Assessment Individual Score Reports, which are three-page reports. These reports provide the student’s results and important information about the tests. The information is translated into Spanish and Haitian Creole.
The test, student, school, and district are identified on the top of the report.

Purpose of This Report
A description of the NGSSS program and the student report. Each NGSSS score report is customized by grade and subject and, where appropriate, this section may include different elements.

Performance Level and Scale Score
Performance levels are indicated by both number and color for easy interpretation. An icon displays the student’s performance level. Next to the icon, a statement provides further information regarding the performance level and charts the scale score on a graph.

Note: In addition to the performance level indicator, a passing line is provided on the Biology 1 and U.S. History EOC reports to indicate the required score needed to achieve a standard high school diploma with a Scholar designation.
Performance Details: A table lists the Science or EOC reporting categories. The Points Earned column shows the actual number of points earned by the student. The Points Possible column provides the total number of points possible for each of the reporting categories.
Performance Compared: A table lists the percentage of students in each performance level in the student’s school, district, and the state. The performance level in which the student scored is highlighted.

Recommended Resources: Provides information and resources available to students, parents/guardians, and teachers regarding the NGSSS tests and score reports.
Statewide Science Assessment and NGSSS EOC Assessments School Report of Students

The School Report of Students for the Statewide Science Assessment and NGSSS EOC assessments are available in PearsonAccess Next. Reports are produced for Science, Biology 1, Civics, and U.S. History, and will contain results, listed by grade level, for all students tested within the school. In addition, a district-level School Report of Students is available for district users, and contains the School Reports of Students for all schools in the district.

Readers should have their Statewide Science Assessment or NGSSS EOC School Report of Students when reviewing and interpreting information provided in this section.

Statewide Science Assessment School Report of Students

1. **Top of Report:** The subject, title of the report, and administration are printed on the top of the report. School and district information are listed on the top right corner of the report.

2. **Report Results Table:** A table lists each student’s name, Florida Education Identifier (FLEID), scale score, achievement level, and the points earned/points possible by content area are also reported. The scale score

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Understanding NGSSS Science and EOC Reports, Spring 2018

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ranges for each achievement level are indicated in the subheading of the Achievement Level column, and results are presented by grade level in ascending order.

3 Bottom of Report: Important footnotes on how to read the results in the table are included here, along with the page number of the report and the month, day, and year the results were released.

Biology 1, Civics, and U.S. History EOC Assessments School Report of Students

1 Top of Report: The subject, title of the report, and administration are printed on the top of the report. School and district information are listed on the top right corner of the report.

2 Report Results Table: A table lists each student’s name, Florida Education Identifier (FLEID), test form (spring EOC administrations only), scale score, level 3 or above, achievement level, and the points earned/points possible by content area are also reported. The scale score ranges for each achievement level are indicated in the subheading of the Achievement Level column, and results are presented by grade level in ascending order.

3 Bottom of Report: Important footnotes on how to read the results in the table are included here, along with the page number of the report and the month, day, and year the results were released.
Statewide Science Assessment and NGSSS EOC Assessments District and State Reports of Results

Readers should have one of the following Statewide Science Assessment or NGSSS EOC assessments reports when reviewing and interpreting information provided in this section: District Report of Schools, District Summary, State Report of Districts, and/or State Summary.

Statewide Science Assessment District and State Reports of Results

1. **Top of Report:** The subject, title of the report, and administration are displayed on the top of the report. District information, as applicable, is listed on the top right of the report.

2. **Report Results Table:** Identifying information for the district or school is provided in the first column. On the District Summary and State Summary, grade level information is also provided in this column. The number of students tested appears in the second column of all reports. The **mean scale score** is provided in the third column. The percentage of students in each achievement level is provided in the center of the table along with a percentage of the passing levels (Levels 3–5). The mean points earned by content area is provided on the right side of the table.
**Top of Report:** The subject, title of the report, and administration are displayed on the top of the report. District information, as applicable, is listed on the top right of the report.

**Report Results Table:** Identifying information for the district or school is provided in the first column. Grade level information is also provided in this column. The number of students tested appears in the second column of all reports. The mean scale score is provided in the third column, followed by the percentage in level 3 or above. The percentage of students in each achievement level is provided on the right side of the table.

**Bottom of Report:** Important footnotes on how to read the results in the table are included here, along with the page number of the report and the month, day, and year the results were released.
Statewide Science Assessment and NGSSS EOC Reporting Categories

The content of each Statewide Science Assessment and NGSSS EOC assessment is organized by reporting categories. Reporting categories group the assessed student knowledge and skills into broad content areas.

Note: Reporting categories should not be considered the sole indicators for determining the educational needs of students. Furthermore, providing instruction in a specific reporting category may not be justified and may actually be an inefficient use of instructional time.

When interpreting student results provided under their performance details for each reporting category, the following cautions and information should be considered:

- The number of items in a reporting category will vary by grade level. Consequently, users should not compare reporting category scores across grade levels.
- The difficulty of the items measuring each benchmark will vary from one year to the next. Consequently, users should not compare reporting category scores across years.
- The items in each assessment reporting category will potentially vary by test form. Consequently, users should not compare reporting category scores across test forms (EOCs only).

Definitions for each reporting category for each of the Science and EOC assessments are provided below.

Statewide Science Assessment Reporting Categories

Grade 5

- **Nature of Science**
  In this category, students are expected to evaluate investigations and experiments, organize data, identify the control group in an experiment, interpret data and analyze information, and distinguish between observations and opinions.

- **Earth and Space Science**
  In this category, students are expected to distinguish among objects in our solar system, identify categories of rocks and characteristics of minerals, differentiate between physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

- **Physical Science**
  In this category, students are expected to identify basic forms of energy; identify familiar forces; trace the conversion of electric energy into other forms of energy; and distinguish relationships among mass, force, and motion.

- **Life Science**
  In this category, students are expected to identify the function of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.
Grade 8

- **Nature of Science**
  In this category, students are expected to identify test and outcome variables in an experiment, differentiate between experiments and investigations, analyze information to make inferences or predictions, differentiate between replication and repetition, and distinguish between theories and laws.

- **Earth and Space Science**
  In this category, students are expected to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses; identify Earth changes due to weathering, erosion, and plate tectonics; and recognize that the Sun’s energy influences global atmospheric patterns.

- **Physical Science**
  In this category, students are expected to classify substances by physical properties, differentiate between physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

- **Life Science**
  In this category, students are expected to identify functions of the human body systems, classify organisms, identify ways genetic variation contributes to the scientific theory of evolution, determine probabilities for genotypic and phenotypic combinations, and distinguish relationships among organisms in a food web.

**NGSSS EOC Reporting Categories**

**Biology 1**

- **Molecular and Cellular Biology**
  In this category, students are expected to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structure and function of the four major categories of biological macromolecules, and differentiate the processes of photosynthesis and cellular respiration.

- **Classification, Heredity, and Evolution**
  In this category, students are expected to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

- **Organisms, Populations, and Ecosystems**
  In this category, students are expected to relate structure and function of organs and tissues in plants and animals, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

**Civics**

- **Origins and Purposes of Law and Government**
  In this category, students are expected to identify the origin, course, and development of the American legal and political traditions; the inherent conflicts involved in formulating those documents which would establish the nation; and how those concepts of the rule of law, limited government, and checks and balances remained constant through the first centuries of American history.

- **Roles, Rights, and Responsibilities of Citizens**
  In this category, students are expected to understand and define the concepts of citizen and citizenship with their corresponding obligations, rights, and responsibilities; explain the role of the Constitution in safeguarding individual rights and limiting government power; and evaluate the impact of relevant constitutional amendments and the significance and outcomes of landmark Supreme Court decisions.
• **Government Policies and Political Processes**
  In this category, students are expected to identify current political parties and formulate ideas regarding government, examine the impact of interest groups, evaluate political candidates, analyze the role of media in policy issues, identify appropriate government agencies for resolving policy debates, comprehend and differentiate concepts related to U.S. domestic and foreign policy, and describe how the United States has dealt with international conflicts.

• **Organizations and Functions of Government**
  In this category, students are expected to compare the different forms and systems of government, understand the role of the three branches of government, recognize the division of federal and state obligations and powers, articulate the constitutional amendment process, understand the judicial process, and compare the Constitutions of the United States and Florida.

**U.S. History**

• **Late Nineteenth and Early Twentieth Centuries (1860–1910)**
  In this category, students are expected to understand and articulate the impact of issues related to the Civil War, Reconstruction, the closing of the frontier, the industrialization of the nation, and changes in American society at the beginning of the twentieth century.

• **Global Military, Political, and Economic Challenges (1890–1940)**
  In this category, students are expected to understand and articulate the impact of the issues related to the rise of American military power; America’s increased involvement in world affairs; and changing social, political, and economic forces affecting the 1920s and 1930s.

• **The United States and the Defense of the International Peace (1940–2010)**
  In this category, students are expected to understand and articulate the impact of issues related to World War II, the Cold War, the social revolutions of the late twentieth century, and the challenges of the early twenty-first century.
Note: Terms defined in this glossary that have been cross-referenced appear in **bold text** the first time they are referenced in a definition other than their own.

**Achievement Levels** (also called Performance Levels)—Five categories of achievement that represent the success students demonstrate with the content assessed. The achievement levels are helpful in interpreting what a student’s score represents. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. The minimum score in Achievement Level 3 is the passing score for each assessment, as achieving a score in Level 3 is considered satisfactory.

**Benchmark**—A specific statement that describes what students should know and be able to do. The benchmarks are part of the **Next Generation Sunshine State Standards**.

**CBT Tools**—Tools available to students in the **computer-based testing** platform. CBT tools vary slightly depending on the subject area.

**Computer-Based Practice Test**—Students participate in a practice test session at school that demonstrates the tools and item types they will see on the actual assessment. The practice test is delivered through an online tool, which mimics the software the students will use on the day of testing. This practice test is not intended to be a predictor of performance on the assessment. Students may practice on their own by accessing the appropriate practice test at [http://download.pearsonaccessnext.com/fl/fl-practicetest.html?links=true](http://download.pearsonaccessnext.com/fl/fl-practicetest.html?links=true).

**Computer-Based Testing (CBT)**—In 2018, U.S. History, Civics, and Biology were given in a computer-based format with paper-based accommodations offered for eligible students. When testing on the computer, students record their answer choices on the computer, and they may use various **CBT tools**, such as highlighter and answer eliminator, as they respond. Before exiting the test and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.

**Florida Education Identifier (FLEID)**—A code issued by the Florida Department of Education used to uniquely identify a person in Florida's education data system.

**Items**—Test questions that students are required to answer.

**Mean**—An average of the individual scores that describes the performance of a group of students. The mean is computed by finding the sum of all scores and dividing by the number of scores.

**Multiple-Choice**—Test questions that present students with several options from which to choose the correct answer. The **NGSSS** U.S. History, Civics, Biology 1, and Science assessments use multiple-choice items in which four choices are given, only one of which is correct.

**Next Generation Sunshine State Standards (NGSSS)**—The core content of the curricula taught in Florida in science and social studies. For 2017–18, the NGSSS specify the core content knowledge and skills that K–12 public school students are expected to acquire in the **subject areas** of science, social studies, visual and performing arts, physical education, health, and foreign languages. The NGSSS **benchmarks** identify what a student should know and be able to do at each grade level for each subject area.

**PearsonAccess Next ([fl.pearsonaccessnext.com](http://fl.pearsonaccessnext.com))**—PearsonAccess Next is a website used for test preparation, setup, administration, and reporting tasks for all FCAT 2.0/EOC testing. Managing secure information in PearsonAccess Next requires username and password setup.

**Points Earned**—See **Reporting Category Scores**.
Points Possible—The number of points possible is the sum of the maximum scores for test items measuring a given reporting category. The number of points possible in a reporting category may change slightly with each administration.

Reporting Category—Broad content areas into which student knowledge of the assessed NGSSS benchmarks are grouped.

Reporting Category Scores—The sum of the scores for items measuring a given reporting category. Reporting category scores are also referred to as raw scores.

Scale Score—A scale score is used to report student results on the entire test on the NGSSS and also reflects a student’s achievement level.

State Mean—The average scale score for each assessment used for comparison purposes. Individual student scores, school mean scores, or district mean scores can be compared to the state mean.

Subject Area—The content contained in an area of study. The subject areas assessed in the 2018 NGSSS are U.S. History, Civics, Biology 1, and Science.
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