

Note: There are limitations in the use of these reports. To understand their use, please read “How should use of Content Focus Reports be limited?” provided on page 3 of this report.

2011 FCAT Mathematics Grade 10/Retake		
Benchmark	Content Focus	Number of Points Possible
Cluster 1. Number Sense, Concepts, and Operations		
A142	Relative size of numbers	1
A144	Equivalent forms of numbers	2
A341	Determining effects of multiple operations	1
A342	Equivalent expressions	1
A343	Solving real-world problems	2
A343	Solving real-world problems involving fractions/decimals	2
A441	Number estimate	1
Reporting Cluster Point Total		10
Cluster 2. Measurement		
B141	Area	2
B141	Circumference	1
B142	Arc lengths	1
B142	Rate	3
B241	Indirect measurement	2
B242	Rated measures	1
Reporting Cluster Point Total		10
Cluster 3. Geometry and Spatial Sense		
C141	Measurement of angles	2
C141	Properties of circles	1
C241	Congruency	1
C241	Properties of geometric figures	1
C241	Similarity	1
C241	Transformations	1
C241	Translations	1
C242	Identifying planar cross sections	1
C341	Reflections	1
C341	Similar figures	1
C342	Coordinate identifying	1
C342	Distance	1
C342	Slope	1
Reporting Cluster Point Total		14

**2011 FCAT Mathematics
Grade 10/Retake**

Benchmark	Content Focus	Number of Points Possible
Cluster 4. Algebraic Thinking		
D141	Functions	4
D141	Numerical patterns	2
D141	Number sequences	1
D142	Changing cost parameters	1
D142	Changing dimensions	1
D242	Inequalities	1
D242	Solving systems of equations/inequalities	1
D242	Systems of equations/inequalities	3
Reporting Cluster Point Total		14
Cluster 5. Data Analysis and Probability		
E141	Circle graphs	1
E141	Interpretation of data	1
E141	Venn diagrams	3
E142	Mean	2
E241	Combinations	1
E241	Single event probability	1
E341	Evaluating hypotheses	1
Reporting Cluster Point Total		10

What is content focus?

"Content focus" is a term that defines the specific content measured by each 2011 FCAT test item.

The Sunshine State Standards (SSS) benchmarks and content foci assessed on the 2011 FCAT assessment are not predictive of future FCAT content.

How should use of Content Focus Reports be limited?

Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting clusters have too few test items to report reliable or meaningful scores at the student level. While well-intended, providing remedial instruction in a specific reporting cluster may not be justified and may be an inefficient use of instructional time. Content focus data should not be used as sole indicators to determine remedial needs of students.

When interpreting content focus data, the following precautions and information should also be considered:

- The number of items in a reporting cluster may vary from one year to another. Consequently, users should not compare performance data such as mean percent correct.
- The number of items in a reporting cluster will vary by grade level. Consequently, users should not compare content area 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 content area scores across years.
- The analysis is based on state-level data that are not intended to provide specific classroom, school, or district interpretations.
- Scale score values cannot accurately be determined using Content Focus Reports for a number of reasons. For instance, test scores are generated from students' performance on the entirety of the test, which accounts for the difficulty of test items.