

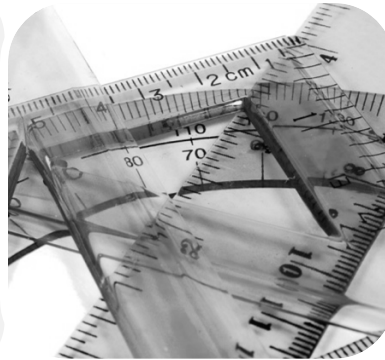
# FCAT 2.0

Florida Comprehensive Assessment Test®



## Understanding FCAT 2.0 Reports

Spring 2014



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# Table of Contents

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<b>Introduction</b> .....	<b>4</b>
Purpose of the FCAT 2.0 .....	4
Subjects/Grades Levels Tested in 2013 .....	4
Testing Format.....	4
Question Formats .....	4
<b>FCAT 2.0 Scores</b> .....	<b>5</b>
<i>FCAT 2.0 Reading, Mathematics, and Science Scores</i> .....	5
Reading and Mathematics Developmental Scale Scores.....	5
Science Scale Scores .....	5
2013 Passing Score Requirements for FCAT 2.0 .....	5
Achievement Levels .....	6
College Readiness .....	7
Content Area Scores .....	7
<i>FCAT 2.0 Writing Scores</i> .....	9
<b>FCAT 2.0 Student, School, District, and State Reports</b> .....	<b>12</b>
Codes for No Data Reported.....	13
FCAT 2.0 Reading and Mathematics Student Report .....	14
FCAT 2.0 Science Student Report .....	15
FCAT 2.0 Writing Student Report .....	16
FCAT 2.0 Reading Retake Student Report .....	17
FCAT 2.0 Reading and Mathematics School Report of Students.....	18
FCAT 2.0 Science School Report of Students .....	19
FCAT 2.0 Writing School Report of Students .....	20
FCAT 2.0 Reading and Mathematics State and District Reports of Results.....	21
FCAT 2.0 Science State and District Reports of Results .....	22
FCAT 2.0 Writing State and District Reports of Results .....	23
<b>FCAT 2.0 Content Areas</b> .....	<b>24</b>
FCAT 2.0 Reading Reporting Categories .....	24
FCAT 2.0 Mathematics Reporting Categories .....	25
FCAT 2.0 Science Reporting Categories .....	27
<b>Glossary</b> .....	<b>28</b>

## Introduction

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This booklet has been prepared to help you understand the reports for the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0). It includes explanations of the reports, a glossary of the terms used in these reports, and information about the **Next Generation Sunshine State Standards (NGSSS)** content assessed on the FCAT 2.0. The explanations provided for the sample reports apply to all grade levels except where otherwise noted. Information regarding FCAT Mathematics Retake reports may be accessed in the 2009 edition of *Understanding FCAT Reports*, which is posted at <http://fcat.fldoe.org/fcatUnderstandReports.asp>.

Note: Terms defined in the glossary are cross-referenced and appear in **bold text** the first time they are referenced in a paragraph.

### Purpose of the FCAT 2.0

The Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the **NGSSS** in reading, mathematics, science, and writing. The transition began in 2011 with FCAT 2.0 Reading and Mathematics, continued in 2012 with the administration of FCAT 2.0 Science, and was complete with the administration of the Spring 2013 FCAT 2.0 Writing assessment.

### Subjects/Grade Levels Tested in 2014

- FCAT 2.0 Reading—Grades 3-10 and Retake
- FCAT 2.0 Mathematics—Grades 3-8
- FCAT 2.0 Science—Grades 5 and 8
- FCAT 2.0 Writing—Grades 4, 8, and 10
- FCAT Mathematics Retake

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels participate in the FCAT 2.0 administration. Administration accommodations are provided to eligible ELL and ESE students.

*Note: In accordance with Section 1008.22(3)(b)1., Florida Statutes, “Middle grades students enrolled in Algebra I or geometry must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding grade-level FCAT.”*

### Testing Format

Florida’s statewide assessment program is transitioning to **computer-based testing**. Select grades and subjects will transition from paper-based tests to computer-based tests each year. In 2014, Grades 6, 7, 8, 9, and 10 FCAT 2.0 Reading, Grades 5 and 6 FCAT 2.0 Mathematics, and the FCAT 2.0 Reading Retake are computer-based tests. All other 2014 FCAT 2.0 assessments are paper-based tests.

Accommodated test forms (i.e., large print, braille, and one-item-per-page), including regular print paper-based versions of computer-based tests, are provided for students with disabilities who require allowable accommodations, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.

### Question Formats

- **Selected-response** questions appear at all grade levels on FCAT 2.0 Reading, Mathematics, and Science. Students choose the best answer from four answer choices.
- **Gridded-response** and **fill-in response** questions appear on FCAT 2.0 Mathematics assessments in grades 4-8. Students enter their answers on response grids or type their answers in answer boxes.
- The essay **prompt** is a performance task on FCAT 2.0 Writing that requires students to apply their writing skills by writing a draft response to an assigned topic. Grade 4 students respond to a prompt that asks them to either explain (**expository writing**) or tell a story (**narrative writing**). Students in grades 8 and 10 respond to a prompt that asks them to either explain (expository writing) or persuade (**persuasive writing**).

## FCAT 2.0 Scores

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FCAT 2.0 results are reported in several formats. Reports are distributed to students, schools, and districts. Table 7 provides a list of FCAT 2.0 reports, the grade levels at which each report is provided, and the page number on which each report is described. Information about **FCAT 2.0 scores** and reports is also available on the FCAT 2.0 website at <http://fcat.fldoe.org/fcat2/>.

### FCAT 2.0 Reading, Mathematics, and Science Scores

#### Reading and Mathematics Developmental Scale Scores

**Developmental Scale Scores (DSS)** allow for comparison of student academic progress over time in a particular subject by linking assessment results at adjacent grades together. During the fall of 2011, a vertical scaling study was conducted for FCAT 2.0 Reading and Mathematics so that performance could be compared across all grade levels as it was for the FCAT. The developmental score scales that were established range from 140 to 302 for FCAT 2.0 Reading and from 140 to 298 for FCAT 2.0 Mathematics. The **scale score** range for each FCAT 2.0 Reading and Mathematics **Achievement Level** is provided in Tables 1 and 2. A parental guide for understanding developmental scale scores is available at <http://fcat.fldoe.org/fcat2/pdf/pidss-final.pdf>.

In Spring 2011, prior to the vertical scaling study, FCAT 2.0 Reading and Mathematics scores were reported as **FCAT Equivalent DSS** in order to maintain consistent expectations for student performance during the transition year. Some 2014 FCAT 2.0 Reading and Mathematics reports contain historical score information. Because a different scale was used to report Spring 2011 FCAT 2.0 Reading and Mathematics scores, the converted 2011 score is being provided on the reports for students who tested in 2011 so that students, parents, and schools are able to see what the score would have been if the FCAT 2.0 **score scale** had been implemented at that time. This allows students, parents, and schools to monitor growth on the developmental score scale over time.

#### Science Scale Scores

The FCAT 2.0 Science score scales range from 140 to 260 for both grades 5 and 8. The **scale score** range for each FCAT 2.0 Science **Achievement Level** is provided in Table 3.

#### 2014 Student Progression and Passing Score Requirements for FCAT 2.0

- Students in grade 3 must achieve an FCAT 2.0 Reading score in **Achievement Level 2** or higher, or show good cause, to be eligible for promotion to grade 4.
- Students who entered grade 9 in the 2010-11 school year and beyond must score in **Achievement Level 3** or above on the Grade 10 FCAT 2.0 Reading for graduation purposes. Students who entered grade 9 in the 2009-10 school year qualify for an alternative passing score of 241 or above on the FCAT 2.0 Reading Retake for graduation purposes (this score is equivalent to an **FCAT Equivalent DSS** of 1926 on the 2011 Grade 10 FCAT 2.0 Reading). This group of students must also score an FCAT Mathematics **DSS** of 1889 (**scale score** of 300) or above or earn a concordant score on the SAT or ACT for graduation purposes.

For information about graduation options pertaining to the FCAT 2.0, consult the *Graduation Requirements for Florida's Statewide Assessments* document posted at <http://fcat.fldoe.org/pdf/fcatpass.pdf>. This document also provides information pertaining to students who entered grade 9 in the 2008-09 school year or prior.

- Pursuant to Senate Bill 1076, which was passed during the 2013 legislative session, the State Board of Education established passing scores for each FCAT 2.0 assessment on January 21, 2014. The passing score on FCAT 2.0 Reading, Mathematics, and Science assessments and each Florida EOC Assessment is the minimum score in Achievement Level 3, and the passing score on FCAT 2.0 Writing is a score point of 3.5. These passing standards are consistent with the current proficiency standards used for Florida's accountability system.

## Achievement Levels

**Achievement Levels** describe the level of success a student has achieved with the content assessed. Achievement Levels range from 1 (lowest) to 5 (highest). To be considered on grade level, students must achieve Level 3 or higher. Level 3 indicates satisfactory performance. The State Board has established the minimum score in Achievement Level 3 as the passing score for all FCAT 2.0 Reading, Mathematics, and Science assessments.

The following **Achievement Level** Policy Definitions apply to FCAT 2.0 Reading, Mathematics, and Science:

- Level 5** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

Tables 1 – 3 list the score scale ranges for FCAT 2.0 Reading, Mathematics, and Science **Achievement Levels**, by grade level.

**Table 1: Achievement Levels for the FCAT 2.0 Reading Developmental Scale Scores (140 to 302)**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277
6	167-206	207-221	222-236	237-251	252-283
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

**Table 2: Achievement Levels for the FCAT 2.0 Mathematics Developmental Scale Scores (140 to 298)**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-213	214-228	229-260
4	155-196	197-209	210-223	224-239	240-271
5	163-204	205-219	220-233	234-246	247-279
6	170-212	213-226	227-239	240-252	253-284
7	179-219	220-233	234-247	248-260	261-292
8	187-228	229-240	241-255	256-267	268-298

**Table 3: Achievement Levels for the  
FCAT 2.0 Science Scale Scores (140 to 260)**

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>5</b>	140-184	185-199	200-214	215-224	225-260
<b>8</b>	140-184	185-202	203-214	215-224	225-260

**College Readiness**

A score of 262 on the Grade 10 FCAT 2.0 Reading assessment demonstrates readiness for college-level coursework in the curriculum area. Students who achieve this score and enroll in a Florida College System institution within two years are exempted from taking the reading and writing subtests of the Florida Postsecondary Education Readiness Test (PERT).

**Content Area Scores**

*The FDOE encourages educators to use FCAT 2.0 results in any way that is statistically appropriate. The comparisons that are described in this section provide possibilities for evaluation of content area scores at the school and district levels.*

**Content area scores** are the actual number of questions answered correctly within each **reporting category**. These scores are also known as raw scores. Reporting categories represent groups of similar student skills, or **benchmarks**, that are assessed within each grade and subject. The **state mean** for each reporting category is also provided to allow for comparisons to average performance statewide.

For educators to gather reliable information from the FCAT 2.0, it is important to identify the comparisons at the content area score level that yield valid interpretations of student performance. The comparisons described in the following paragraphs can be applied in school- and district-level evaluations.

One valid comparison is of performance in a given **reporting category** among schools, districts, and the state. A school’s content area score results can be compared to other schools’, districts’, or the state’s content area score results. District results can be compared to other district results and state results. Since students in any group (school, district, or state) will take the same set of test **items** in a given year, regardless of varying item difficulty at the content-area level, their results are comparable.

In Table 4, students in two schools (Sunshine and Evergreen) and students in a district (Coastal) can be compared to students in the state, based on their performance on FCAT 2.0 Reading, **Reporting Category 1**.

**Table 4: Mean Percentage Correct for Grade 3 FCAT 2.0 Reading, Reporting Category 1  
2014 School Year (mock data)**

<b>Sunshine Elementary (mock data)</b>	<b>Evergreen Elementary (mock data)</b>	<b>Coastal District (mock data)</b>	<b>State of Florida (mock data)</b>
48%	62%	64%	57%

In Table 5, 2013 mock results for all **reporting categories** for Evergreen Elementary are compared to both the district (Coastal) and the state.

**Table 5: Mean Percentage Correct for Grade 3 FCAT 2.0 Reading, 2014 School Year  
Comparison of School to District and School to State (mock data)**

Reporting Category	Evergreen Elementary (mock data)	Coastal District (mock data)	Difference (mock data)	Evergreen Elementary (mock data)	State of Florida (mock data)	Difference (mock data)
Reporting Category 1	62%	64%	-2%	62%	57%	5%
Reporting Category 2	64%	57%	7%	64%	63%	1%
Reporting Category 3	57%	60%	-3%	57%	72%	-15%
Reporting Category 4	70%	72%	-2%	70%	64%	6%

This presentation of data provides another perspective of student performance and program effectiveness. For example, in **Reporting Category 2**, Evergreen Elementary had a higher **mean** percentage correct statistic than the Coastal District (64 percent versus 57 percent, respectively); however, Evergreen Elementary’s results were comparable to the state (64 percent versus 63 percent, respectively). If this variance were to remain consistent over time, there would be good reason to identify and share best practices in Evergreen Elementary with the rest of the district.

Another meaningful finding from Table 5 is illustrated in **Reporting Category 4** results. In this **content area**, Evergreen Elementary had a slightly lower **mean** percentage correct than Coastal District (70 percent versus 72 percent, respectively); however, this same statistic was higher than that of the state (70 percent versus 64 percent, respectively). While Evergreen Elementary’s performance on Reporting Category 4 was lower than that of the district, the performances of both were substantially higher than the state’s performance. Therefore, targeting additional resources to improve performance in Reporting Category 4 should be a lower priority.

Yet another type of valid comparison is the trend of any of the aforementioned comparisons (e.g., school to school, school to district). As an example, educators in a low-performing school may be interested in tracking the gap between their students’ performance on **Reporting Category 1** and students’ performance in their district and the state on Reporting Category 1. Evaluating trend data in order to compare student performance over time can provide valuable insight.

**Table 6: Mean Percentage Correct for Grade 3 FCAT 2.0 Reading, Reporting Category 1  
2011 to 2014 (mock data)**

Year	Sunshine Elementary (mock data)	State of Florida (mock data)	Difference
2011	45%	75%	30%
2012	48%	71%	23%
2013	52%	72%	20%
2014	58%	73%	15%

In Table 6, the trend results from 2011 to 2014 provide important evaluative information to the educators in Sunshine Elementary. While student performance in Sunshine Elementary was consistently lower on **Reporting Category 1** than the performance of all grade 3 students in Florida, the progress that has been made over the four-year period is substantial enough to warrant another look at program initiatives (e.g., the school may have introduced an after-school program that can be linked to an improvement in performance).



## FCAT 2.0 Writing Scores

Results for FCAT 2.0 Writing are reported on a scale of 1.0 (lowest) to 6.0 (highest). Two trained scorers independently score each student response. The score reported is the average of both scorers' scores. The State Board has established a score of 3.5 as the passing score for FCAT 2.0 Writing.

### Transition to FCAT 2.0 Writing

In 2013, the test name became FCAT 2.0 Writing to indicate changes to the assessment. Higher scoring expectations were implemented in 2012, and the amount of time students have to respond to the writing **prompt** was increased in 2013. **For the reasons explained in this section, caution should be used when comparing 2013 and 2014 FCAT 2.0 Writing data to FCAT Writing data from previous years.**

In addition to the elements of *focus, organization, support, and conventions* described in the **rubrics**, scorers pay greater attention to the correct use of standard English conventions and the quality of details, requiring relevant, logical, and plausible support. While the rubrics have always included expectations regarding the basic conventions of standard English, the scoring of this element was applied leniently in the past. Additionally, support quality depends on word choice, specificity, depth, relevance, and thoroughness. Responses earning high scores must include specific and relevant supporting details that clarify the meaning or point of the paragraph or the central theme of the response. Rote memorization or misuse of compositional techniques, rhetorical questions, implausible statistics, or pretentious language is not appropriate for quality writing at any grade level. Responses are scored holistically as draft writing, but use of basic conventions and support quality are now scored more stringently.

Students now have 60 minutes to respond to the writing **prompt** instead of 45 minutes. The 2012 FCAT Writing comment forms showed that Florida educators observed that students needed more time to respond to writing prompts in order to satisfy the higher scoring expectations. In addition, the FCAT 2.0 Writing Content Advisory Committee, composed of Florida educators, recommended increasing the time.

### Holistic Scoring Method

Student responses are scored by trained scorers using a **holistic scoring** method to evaluate a piece of writing. In this type of scoring, trained scorers evaluate the overall quality of the responses. Rather than focusing on any one aspect of writing, scorers consider the integration of the following four writing elements:

- **Focus**—How clearly the paper presents and maintains a main idea, theme, or unifying point.
- **Organization**—The structure or plan of development (beginning, middle, and end) and the relationship of one point to another. Organization refers to the use of transitional devices (terms, phrases, and variations in sentence structure) to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point and the connections between and among sentences.
- **Support**—The quality of details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, credibility, and thoroughness.
- **Conventions**—The punctuation, capitalization, spelling, and sentence structure. These conventions are basic writing skills included in Florida's standards.

The FCAT 2.0 Writing **rubrics** for grades 4, 8, and 10 further interpret the four major areas of consideration and establish the criteria for each possible score point for each grade level.

### Scoring Rubrics

**Rubrics** are the scoring guidelines or criteria used to evaluate FCAT 2.0 Writing essays. The rubrics describe what is typical for each score point on a scale of 1 (lowest) to 6 (highest). The scoring rubrics below are provided in English on the front page of student reports and in Spanish and Haitian Creole on the back of the student reports.

### Description of Grade 4 Writing Scores

- 6.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, but lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate but limited. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. Unrelated information may be included. No organizational pattern is evident. Ideas are usually provided through lists, and word choice is limited or immature. Frequent errors in punctuation, capitalization, spelling, and sentence structure may impede communication.
- U** Unscorable.

### Description of Grade 8 Writing Scores

- 6.0** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is mature and precise. Sentences vary in structure. Conventions are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Support is adequate, but development may be uneven. Sentences sometimes vary in structure, though many are simple. Conventions are generally followed.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentence structure may vary, though many sentences have simple constructions. Knowledge of conventions is usually demonstrated.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.

- 2.0** The writing is related to the topic but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in conventions.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing may only minimally address the topic because there is little or no development of supporting ideas. Unrelated information may be included. An organizational pattern may not be evident. Ideas are provided through lists, and word choice is limited or immature. Frequent errors in sentence structure and conventions impede communication.
- U** Unscorable.

### **Description of Grade 10 Writing Scores**

- 6.0** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. Few, if any, errors occur in conventions.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Conventions are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Support is consistently developed, but it may lack specificity. Word choice is adequate. Sentences vary in structure. Conventions are generally correct.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, though it may contain loosely related information. An organizational pattern is demonstrated. Development of the supporting ideas may be uneven. Word choice is adequate. There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing addresses the topic, but it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Errors may occur in the basic conventions.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing addresses the topic, but it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- U** Unscorable.

## FCAT 2.0 Student, School, District, and State Reports

Table 7: FCAT 2.0 Reports

FCAT 2.0 Report Title		Grades	Page of Report Description
Student Reports	Reading and Mathematics Student Report	3-8	14
	Reading Student Report	9-10	14
	Science Student Report	5 and 8	15
	Writing Student Report	4, 8, and 10	16
	Reading Retake Student Report	10-Adult	17
School Reports	Reading School Report of Students	3-10	18
	Mathematics School Report of Students	3-8	18
	Science School Report of Students	5 and 8	19
	Writing School Report of Students	4, 8, and 10	20
	Reading Retake School Report of Students	10-Adult	20
District Reports	Reading District Report of Schools	3-10	21
	Mathematics District Report of Schools	3-8	21
	Science District Report of Schools	5 and 8	22
	Writing District Report of Schools	4, 8, and 10	23
	Reading Retake District Report of Schools	10-Adult	21
	Reading District Summary	3-10	21
	Mathematics District Summary	3-8	21
	Science District Summary	5 and 8	22
	Writing District Summary	4, 8, and 10	23
	Reading Retake District Summary	10-Adult	21
State Reports	Reading State Report of Districts	3-10	21
	Mathematics State Report of Districts	3-8	21
	Science State Report of Districts	5 and 8	22
	Writing State Report of Districts	4, 8, and 10	23
	Reading Retake State Report of Districts	10-Adult	21
	Reading State Summary	3-10	21
	Mathematics State Summary	3-8	21
	Science State Summary	5 and 8	22
	Writing State Summary	4, 8, and 10	23
	Reading Retake State Summary	10-Adult	21

## Codes for No Data Reported

The following abbreviations may appear on some student and educator reports.

**NT** (Not Tested) indicates that no data are reported for the student because he or she was not tested for that subject.

**NR** (Not Reported) indicates that no data are reported for the student. Reports containing student results will indicate that no data are reported for one of the following reasons:

- **NR2**—Did Not Meet Attemptedness Criteria
- **NR3**—Marked Do Not Score
- **NR5**—Off-Grade Tester
- **NR6**—Duplicate Record
- **NR7**—FDOE Hold
- **NR8**—FDOE Invalidated

If a student receives an NR code, the parent or student should consult the student’s designated guidance counselor.

**NA** (Not Available) indicates that data are not reported for the student because no data were available, or that the data do not apply at that grade level.

**NM** (No Match to Previous Year) indicates that no data were reported from the prior year.

**NF** (Not Found) indicates that no prior data were available for the student for that year, or that student’s record for 2014 was not matched to the student’s record for 2011, 2012, and/or 2013.

**U** (Unscorable) indicates that the student’s FCAT 2.0 Writing response does not meet the criteria for being considered valid and is considered “Unscorable” for one of the following reasons:

- **U-A**—Blank Response
- **U-B**—Off-Topic
- **U-C**—Illegible, Incomprehensible, or Insufficient
- **U-D**—Foreign Language

A dash (—) on the reports indicates that no data are reported because fewer than 10 students were tested or all students would be reported in the same category (e.g., the same **Achievement Level**). To provide meaningful results and to protect the privacy of individual students, data are reported only when the total number of students in a group is at least 10 and when the performance of individuals cannot be determined.

An asterisk (\*) on the *FCAT 2.0 Reading Retake School Report of Students* indicates that the student is eligible for the alternate passing score of 241 or above. Eligible students are those who entered grade 9 in the 2009-10 school year or prior.

## FCAT 2.0 Reading and Mathematics Student Report

Readers should have their *FCAT 2.0 Reading and Mathematics Student Report (grades 3-8)* or their *FCAT 2.0 Reading Student Report (grades 9 and 10)* when reviewing and interpreting information provided in this section. *FCAT 2.0 Reading Retake Student Reports* are explained on page 17.

The *FCAT 2.0 Reading and Mathematics Student Report* is a four-page color folder. The first page includes a letter to parents/guardians. The fourth page provides general information about the FCAT 2.0 program, definitions of key FCAT 2.0 terms, and resources for students. The information on both of these pages is translated into Spanish and Haitian Creole.

Inside the report, pages 2 and 3 provide the student's 2014 FCAT 2.0 results. Page 2 displays the Reading results, and page 3 displays the Mathematics results. Since students in grades 9 and 10 do not take an FCAT 2.0 Mathematics test, reports for these students provide FCAT 2.0 Reading results on page 2 and an explanation of why no Mathematics results are included on page 3 in English, Spanish, and Haitian Creole.

- 1 Top of Report:** The test, student, school, and district are identified on the top of page 1. Student identification information is provided on the top of pages 2-4.
- 2 FCAT 2.0 Scores:** On the left side of pages 2 and 3, a graph displays the student's **FCAT 2.0 Score** and **Achievement Level**. On each report, the graph also shows whether the student performed at a satisfactory level; for each grade, "Satisfactory" indicates that the student passed the test. If the student did not test for a subject, "NT" (Not Tested) will appear in place of the FCAT 2.0 Score and Achievement Level. If the student took the test but the score was not reported, "NR" (Not Reported) will appear in place of the FCAT 2.0 Score and Achievement Level. The graph displays the score ranges for Achievement Levels 1 through 5. Beneath the graph, a statement identifies the student's FCAT 2.0 Score and Achievement Level. This information is translated into Spanish and Haitian Creole. A note below the translations describes the range within which a student's FCAT 2.0 Score would likely fall if the student were to take the test again without additional instruction.
- 3 Content Area Scores:** This section appears on the right side of pages 2 and 3; it lists and defines the FCAT 2.0 Reading and Mathematics **content areas** assessed, also called **reporting categories**. Spanish and Haitian-Creole translations of this information are provided. The titles of the reporting categories are the same across all grade levels for FCAT 2.0 Reading and are different across grade levels for FCAT 2.0 Mathematics. Pages 24-26 of this booklet describe the content areas assessed on FCAT 2.0 Reading and Mathematics.

The "**Points Earned**" column shows the actual number of points earned in each of the **content areas**. The number of points earned reflects the number of questions a student answered correctly. The "**Points Possible**" column provides the total number of points possible for each of the content areas. The "**State Mean**" is provided on the far right for comparison. The state mean shows the **mean** earned by students across the state.

- 4 Bottom of Report:** This area of pages 2 and 3 provides information on the student's score history. The score history for FCAT 2.0 Reading and Mathematics begins in 2011. If a student's score was unable to be matched to a score achieved in 2013, 2012, and/or 2011, "NF" will indicate "Not Found." If a student's score was able to be matched to a score achieved in 2011, his or her score has been placed on the FCAT 2.0 reporting scale, which is based on different scoring standards. Because standard setting for FCAT 2.0 Reading and Mathematics occurred after the Spring 2011 administration, the Spring 2011 results were reported on the FCAT scale as **FCAT Equivalent Scores**; the converted 2011 score is now being provided so that students, parents, and schools are able to see what the score would have been if the FCAT 2.0 **score scale** had been implemented at that time. The chart to the right shows the student's score and **Achievement Level**, as well as the necessary satisfactory score, for each year the student was tested (if the student's scores were available). A dark gray bar indicates that the student scored in Achievement Level 3 or higher for that year; a light gray bar indicates that the student scored below Achievement Level 3 for that year. The **FCAT 2.0 Score** indicates a student's annual progress from grade to grade and ranges from 140 to 302 for FCAT 2.0 Reading and from 140 to 298 for FCAT 2.0 Mathematics. Longitudinal results are not displayed on the bottom of grade 3 and private-school student reports because there are no historical comparisons. Achievement Level definitions appear to the left of the student's history chart.

## FCAT 2.0 Science Student Report

Readers should have their *FCAT 2.0 Science Student Report* when reviewing and interpreting information provided in this section.

The *FCAT 2.0 Science Student Report* is a two-page report. Page 1 provides the student's results and important information about the test. Page 2 provides the student's **content area scores**. The information on both of these pages is translated into Spanish and Haitian Creole.

- 1 Top of Report:** The test, student, school, and district are identified on the top of pages 1 and 2 of the report.
- 2 FCAT 2.0 Scores:** The graph on the right side of page 1 displays the student's **FCAT 2.0 Score** and **Achievement Level**. On each report, the graph also shows whether the student performed at a satisfactory level; for each grade, "Satisfactory" indicates that the student passed the test. The graph displays the score ranges for Achievement Levels 1 through 5. Beneath the graph, a statement indicates the student's FCAT 2.0 Score and Achievement Level. A note below this statement describes the range within which a student's FCAT 2.0 Score would likely fall if the student were to take the test again without additional instruction. Definitions for the FCAT 2.0 Score and Achievement Levels are provided beneath the student's score information.
- 3 Content Area Scores:** This section appears on the top half of page 2; it lists and defines the FCAT 2.0 Science **content areas** assessed, also called **reporting categories**. Spanish and Haitian-Creole translations of this information are provided. The titles of the reporting categories are the same for both grade levels of FCAT 2.0 Science. Page 27 of this booklet describes the content areas assessed on FCAT 2.0 Science.

The "**Points Earned**" column shows the actual number of points earned in each of the **content areas**. The number of points earned reflects the number of questions a student answered correctly. The "**Points Possible**" column provides the total number of points possible for each of the content areas. The "**State Mean**" is provided on the far right for comparison. The state mean shows the **mean** earned by students across the state.

## FCAT 2.0 Writing Student Report

Readers should have their *FCAT 2.0 Writing Student Report* when reviewing and interpreting information provided in this section.

The *FCAT 2.0 Writing Student Report* is a two-page report. Page 1 provides the student's results and important information about the test. Page 2 contains Spanish and Haitian Creole translations of the scoring **rubric** described on page 1.

- 1 Top of Report:** The test, student, school, and district are identified on the top of page 1 of the report.
- 2 Parent/Guardian Letter:** This section on the left side of page 1 of the report explains to the parent/guardian that two trained scorers independently scored the student's response to the writing **prompt**. The score reported is the average of both scorers' scores.
- 3 FCAT 2.0 Scores:** The student's score and information about the essay **prompt** are provided beneath the parent/guardian letter on page 1 of the report. This area indicates the type of writing assignment given to the student: grade 4—**Expository** (e.g., writing to explain) or **Narrative** (e.g., writing to tell a story); and grades 8 and 10—Expository (e.g., writing to explain) or **Persuasive** (e.g., writing to convince). The student's prompt score is printed in this section. The highest possible score is a 6.0. The lowest possible score is a 1.0. A "U" indicates that the student's response was "Unscorable" (see page 13 for "U" codes). A score of 3.5 or higher indicates that the student passed the test. This section also provides the prompt to which the student was asked to respond, and it describes the circumstances under which the response was written.
- 4 Description of Writing Scores:** This section provides the **rubric** used as part of the **holistic scoring** method for the student response (see pages 10-11). Four elements of writing (focus, organization, support, and conventions) are evaluated using the holistic scoring method. The back page of the report provides the Spanish and Haitian Creole translations of this rubric.



## FCAT 2.0 Reading Retake Student Report

Readers should have their *FCAT 2.0 Reading Retake Student Report* when reviewing and interpreting information provided in this section.

The *FCAT 2.0 Reading Retake Student Report* is a two-page report that provides results for students who took the FCAT 2.0 Reading Retake. Page 1 provides the student's results and important information about the test and its passing requirements. Page 2 provides the student's **content area scores**.

- 1 **Top of Report:** The test, student, school, and district are identified on the top of pages 1 and 2.
- 2 **FCAT 2.0 Scores:** The area labeled "Your Student's Score and **Achievement Level**" contains a graph that displays the student's **FCAT 2.0 Score** and Achievement Level and indicates whether the student earned a passing score on the test. The graph also displays the score ranges for Achievement Levels 1 through 5. To the right of the graph, a statement indicates whether the student earned a passing score, followed by a statement identifying the student's FCAT 2.0 Reading Score and Achievement Level. A note below this statement describes the range within which a student's FCAT 2.0 Reading Score would likely fall if the student were to take the test again without additional instruction. Students who receive additional instruction would likely improve their score.

A description of passing requirements is provided above this section of the report. For students who entered grade 9 in the 2010-11 school year and after, the passing score for high school graduation is the minimum **scale score** in **Achievement Level 3**; therefore, the passing score on the Grade 10 FCAT 2.0 Reading report is 245 or above. Students who entered grade 9 in the 2009-10 school year or prior must earn a passing score that is equivalent to or higher than a Grade 10 FCAT Reading Score of 1926 (scale score of 300); therefore, the passing score for these students is 241 or above. Districts identify the passing score requirement for each student.

- 3 **Achievement Levels:** Definitions for **Achievement Levels** 1 through 5 are provided at the bottom of page 1.
- 4 **Content Area Scores:** This section appears at the top of page 2. It first restates the student's passing status and then provides a table containing the student results for each **content area** assessed. The table lists and defines the FCAT 2.0 Reading content areas assessed, also called **reporting categories**. Page 24 of this booklet describes the content areas assessed on FCAT 2.0 Reading.

The "**Points Earned**" column shows the actual number of points earned in each of the **content areas**. The number of points earned reflects the number of questions a student answered correctly. The "**Points Possible**" column provides the total number of points possible for each of the content areas.

## FCAT 2.0 Reading and Mathematics School Report of Students

Readers should have their *FCAT 2.0 Reading School Report of Students*, *FCAT 2.0 Mathematics School Report of Students*, or *FCAT 2.0 Reading Retake School Report of Students* when reviewing and interpreting information provided in this section. Only authorized district and school personnel may access this report, since it contains confidential student information.

- 1 Top of Report:** The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the district and school are also printed in this area.
- 2 Left Side of Report:** This section of the report displays an alphabetical list of students whose tests were submitted for scoring. The name and student ID of each student appear in the first two columns. The FCAT 2.0 **Developmental Scale Score (DSS)**, also called the **FCAT 2.0 Score**, is provided in the third column. For students receiving “NR” in the DSS column, the footnote at the bottom of the report details reasons why the score is not reported (see page 13 for NR codes). If a student has “NT” in the DSS column, this means that the student was not tested. The “Passed” column only appears on the FCAT 2.0 Reading reports for grade 10 and Retake students because these students must pass the test for graduation purposes. For students who entered grade 9 in the 2010-11 school year and after, the passing score for high school graduation is the minimum **scale score in Achievement Level 3**; therefore, the passing score on the Grade 10 FCAT 2.0 Reading report is 245 or above. Students who entered grade 9 in the 2009-10 school year or prior must earn a passing score that is equivalent to or higher than a Grade 10 FCAT Reading Score of 1926 (scale score of 300); therefore, the passing score for these students is 241 or above. The *School Report of Students* indicates whether a student earned a passing score with a “Y” (Yes) or “N” (No). On the *FCAT 2.0 Reading Retake School Report of Students*, an asterisk (\*) next to the “Y” or “N” indicates that the student is eligible for the alternate passing score of 241 or above.
- 3 Achievement Level Section:** This section of the report indicates the student’s **Achievement Level**. The **DSS** range for each Achievement Level is provided in the header.
- 4 Points Earned by Content Area:** The first row of information shown in this section provides the “**Points Possible**” for each **content area**, or **reporting category**. The points possible vary by subject and grade level. If the student received a score, the **points earned** by content area appear on each student’s row. The number of points earned is the number of questions a student answered correctly.
- 5 Results for Students Matched to Previous Year:** This section provides information on the results matched to the previous year for each student. This section includes the previous year’s FCAT 2.0 **Achievement Level** and **DSS** as well as the “**DSS Change**” from 2013 to 2014 for each student with a record that was matched to the previous year. When a student does not have a match to the previous year, no data will appear in this column. This section does not appear on grade 3 reports because there is no prior year’s data to match. Additionally, it does not appear on Retake reports.

The *School Report of Students* does not contain summary information.

## FCAT 2.0 Science School Report of Students

Readers should have their *FCAT 2.0 Science School Report of Students* when reviewing and interpreting information provided in this section. Only authorized district and school personnel may access this report, since it contains confidential student information.

- 1 Top of Report:** The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the district and school are also printed in this area.
- 2 Left Side of Report:** This section of the report displays an alphabetical list of students whose tests were submitted for scoring. The name and student ID of each student appear in the first two columns. The FCAT 2.0 **Scale Score** is provided in the third column. For students receiving “NR” in the FCAT 2.0 Scale Score column, the footnote at the bottom of the report details reasons why the score is not reported (see page 13 for NR codes). If “NT” appears in the FCAT 2.0 Scale Score column, this means that the student was not tested.
- 3 Achievement Level Section:** This section of the report indicates the student’s **Achievement Level**. The FCAT 2.0 **Scale Score** range for each Achievement Level is provided in the header.
- 4 Points Earned by Content Area:** The first row of information shown in this section provides the “**Points Possible**” for each **content area**, or **reporting category**. The points possible vary by grade level. If the student received a score, the **points earned** by content area appear on each student’s row. The number of points earned reflects the number of questions a student answered correctly.

The *School Report of Students* does not contain summary information.

## FCAT 2.0 Writing School Report of Students

Readers should have their *FCAT 2.0 Writing School Report of Students* when reviewing and interpreting information provided in this section. Only authorized district and school personnel may access this report, since it contains confidential student information.

- 1 Top of Report:** The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the district and school are also printed in this area.
- 2 Mode of Writing:** The **prompt** type (**expository, narrative, or persuasive**) and actual prompt administered to students are provided above the data table.
- 3 Both Sides of Report:** This section of the report displays an alphabetical list of students whose tests were submitted for scoring. It is presented in a two-column format with individual student results displayed on both the left and right half of the page. The name and student ID of each student appear in the first two columns of each list. The **FCAT 2.0 Score** is provided in the third column of each list. For students receiving “U” or “NR” in the FCAT 2.0 Score column, the footnote at the bottom of the report details reasons why the score was unscorable or not reported (see page 13 for “U” and “NR” codes).

The *School Report of Students* does not contain summary information.

## FCAT 2.0 Reading and Mathematics State and District Reports of Results

Readers should have one of the following FCAT 2.0 Reading or Mathematics reports when reviewing and interpreting information provided in this section: *District Report of Schools*, *District Summary*, *State Report of Districts*, and/or *State Summary*. These reports are formatted similarly.

- 1 **Top of Reports:** The title of the report is printed here identifying the **subject area** of the report; the *District Report of Schools* and *State Report of Districts* provide the grade level of the data included in the report. The name and number of the district are also printed in this area on district-level reports.
- 2 **Left Side of Reports:** Identifying information for the district or school is provided in the first column. On the *District Summary* and *State Summary*, the grade level for the data is provided in this column as well. The number of students tested appears in the second column of all reports. The **Mean Developmental Scale Score (DSS)** is provided in the third column. The “Percentage Passing” column only appears on the FCAT 2.0 Reading reports of results for grade 10 and Retake students and indicates the percentage of students who earned a passing score. For students entering grade 9 in the 2010-11 school year and after, the passing score for high school graduation is the minimum **scale score in Achievement Level 3**; therefore, the passing score on the Grade 10 FCAT 2.0 Reading report is 245 or above. Students who entered grade 9 in the 2009-10 school year or prior must earn a passing score that is equivalent to or higher than a Grade 10 FCAT Reading Score of 1926 (scale score of 300); therefore, the passing score for these students is 241 or above. The “Percentage Passing” column on the FCAT 2.0 Reading Retake report includes the passing rate of students eligible to use the alternative passing score. On the *FCAT 2.0 Reading State and District Summary Reports*, “NA” appears in the “Percentage Passing” column for grades 3-9 to indicate that passing information for these reports was not applicable at the time the templates were developed. On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3)(d)3., Florida Statutes. Although state law does not require students in grades 4-9 to pass FCAT 2.0 for student progression or graduation purposes, each district has its own student progression plan that may include the use of these passing scores.
- 3 **Percentage in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**, as well as the percentage of students scoring in Achievement Levels 3–5, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting. The **DSS** range for each Achievement Level is provided in the header of the *District Report of Schools* and *State Report of Districts*. Tables providing the DSS ranges for the Achievement Levels for each grade and subject are provided at the bottom of the *District Summary* and *State Summary*.
- 4 **Mean Points Earned by Content Area:** The first row of information shown in this section provides the “**Points Possible**” for each **content area**, or **reporting category**, which varies by subject and grade level. The other information in this section varies depending on the report:
  - The *District Report of Schools* displays **mean points earned** by school.
  - The *State Report of Districts* displays mean points earned by district.
  - The *District Summary* displays district- and state-level mean points earned, grouped by grade level.
  - The *State Summary* displays state-level mean points earned, grouped by grade level.

## FCAT 2.0 Science State and District Reports of Results

Readers should have one of the following FCAT 2.0 Science reports when reviewing and interpreting information provided in this section: *District Report of Schools*, *District Summary*, *State Report of Districts*, and/or *State Summary*. These reports are formatted similarly.

- 1 **Top of Reports:** The title of the report is printed here identifying the **subject area** of the report; the *District Report of Schools* and *State Report of Districts* provide the grade level of the data included in the report. The name and number of the district are also printed in this area on district-level reports.
- 2 **Left Side of Reports:** Identifying information for the district or school is provided in the first column. On the *District Summary* and *State Summary*, the grade level for the data is 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.
- 3 **Percentage in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**, as well as the percentage of students scoring in Achievement Levels 3–5, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting. The FCAT 2.0 **Scale Score** range for each Achievement Level is provided in the header of the *District Report of Schools* and *State Report of Districts*. Tables providing the FCAT 2.0 Scale Score ranges for the Achievement Levels for each grade are provided at the bottom of the *District Summary* and *State Summary*.
- 4 **Mean Points Earned by Content Area:** The first row of information shown in this section provides the “**Points Possible**” for each **content area**, or **reporting category**, which varies by grade level. The other information in this section varies depending on the report:
  - The *District Report of Schools* displays **mean points earned** by school.
  - The *State Report of Districts* displays mean points earned by district.
  - The *District Summary* displays district- and state-level mean points earned, grouped by grade level.
  - The *State Summary* displays state-level mean points earned, grouped by grade level.

## FCAT 2.0 Writing State and District Reports of Results

Readers should have one of the following FCAT 2.0 Writing reports when reviewing and interpreting information provided in this section: *District Report of Schools*, *District Summary*, *State Report of Districts*, and/or *State Summary*. These reports are formatted similarly.

- 1 Top of Reports:** The title of the report is printed here identifying the **subject area** of the report; the *District Report of Schools* and *State Report of Districts* provide the grade level and **mode of writing (narrative, expository, or persuasive)** for the data included in the report. The name and number of the district are also printed in this area on district-level reports.
- 2 Left Side of Reports:** Identifying information for the district or school is provided in the first column. On the *District Summary* and *State Summary*, the grade level for the data is provided in this column as well. The number of students tested appears in the second column. The **mode of writing (narrative, expository, or persuasive)** appears in the third column of the *District Summary* and *State Summary*. The **Mean FCAT 2.0 Score** is provided in the next column.
- 3 Percentage and Number of Students Earning Each Score Point:** This section of the report indicates the percentage and number of students who scored at each score point on the 1.0 through 6.0 **score scale**, including the percentage and number of students scoring half-point scores. Two trained scorers score each response using the FCAT 2.0 Writing holistic **rubric**. Although only whole number scores (1.0 through 6.0) are assigned, scores from two scorers are averaged and half points can occur. For example, when a response receives scores of 3.0 and 4.0, the final score is 3.5. Very few responses (less than one percent) are identified as unscorable on this report.
- 4 Right Side of Reports:** The “Percentage and Number Earning Score Points” section provides the percentage and number of students scoring at 3.5 and above.

## **FCAT 2.0 Content Areas**

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The content of each FCAT 2.0 Reading, Mathematics, and Science assessment is organized by **reporting categories** that are used for test design, scoring, and reporting purposes. Reporting categories group the assessed student knowledge and skills, or **benchmarks**, into broad **content areas**. In reading, students build upon fundamental reading skills as they progress from grade to grade; therefore, the same reporting categories organize the reading skills assessed by FCAT 2.0 Reading for all grade levels. The difficulty of the concepts assessed on FCAT 2.0 Science progresses systematically from grade 5 to grade 8. In mathematics, because students are introduced to new skill sets as they progress from grade to grade, reporting categories vary by grade level. The content assessed by FCAT 2.0 Writing is not organized by reporting categories; see page 9 for information about the four writing elements (focus, organization, support, and conventions) and criteria used to evaluate FCAT 2.0 Writing responses.

### **FCAT 2.0 Reading Reporting Categories**

FCAT 2.0 Reading measures student achievement of the **Next Generation Sunshine State Standards** in reading and literature. For grades 3-10, FCAT 2.0 Reading consists of **selected-response items** that assess students' comprehension of various types of reading selections.

For all grade levels tested, FCAT 2.0 Reading assesses what students know and are able to do in the broad **reporting categories** listed below. The difficulty of the concepts assessed on FCAT 2.0 Reading progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

#### **Grades 3-10**

- **Vocabulary**  
Students use multiple strategies to determine the meaning of grade-appropriate vocabulary words.
- **Reading Application**  
Students use a variety of strategies to comprehend text suitable for the grade level.
- **Literary Analysis: Fiction and Nonfiction**  
Students identify, analyze, and apply knowledge of the elements of a variety of literary texts, both fiction and nonfiction.
- **Informational Text and Research Process**  
Students comprehend and interpret informational text from a variety of sources.



## FCAT 2.0 Mathematics Reporting Categories

FCAT 2.0 Mathematics measures student achievement of the *Next Generation Sunshine State Standards* in mathematics. For grade 3, FCAT 2.0 Mathematics includes only **selected-response items**; for grades 4–8, FCAT 2.0 Mathematics includes both **gridded-response** and selected-response items.

For all grade levels tested, FCAT 2.0 Mathematics assesses what students know and are able to do in the broad **reporting categories** listed below. The difficulty of the concepts assessed on FCAT 2.0 Mathematics progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

### Grade 3

- **Number: Operations, Problems, and Statistics**

Students use number concepts and computation skills to solve real-world problems; create, analyze, and represent patterns and relationships; and construct and analyze data displays and graphs.

- **Geometry and Measurement**

Students describe and analyze properties of two-dimensional shapes, including symmetry and congruence; solve problems related to perimeter; and measure objects and tell time.

- **Number: Fractions**

Students use models to represent fractions and equivalent fractions, including fractions greater than one; and compare and order fractions.

### Grade 4

- **Number: Operations and Problems**

Students use number concepts and computation skills to solve real-world problems; and analyze patterns and relationships using expressions, equations, and visual representations.

- **Geometry and Measurement**

Students determine the area of two-dimensional shapes; classify angles and identify the results of transformations; and use spatial reasoning to solve geometric problems.

- **Number: Base 10 and Fractions**

Students identify and estimate decimals; relate fractions, decimals, and percents; and compare and order fractions and decimals.

### Grade 5

- **Number: Base Ten and Fractions**

Students divide multi-digit whole numbers, including solving real-world problems; and add and subtract decimals, fractions, and mixed numbers.

- **Geometry and Measurement**

Students analyze shapes and solve problems related to area, surface area, and volume; compare units of measure within the same system of measurement; and identify ordered pairs on a coordinate plane.

- **Expressions, Equations, and Statistics**

Students simplify expressions and use properties of equality to solve equations and real-world problems; and analyze graphs appropriate to the context of the situation.

## Grade 6

- **Fractions, Ratios, Proportional Relationships, and Statistics**

Students multiply and divide fractions and decimals, and solve real-world problems involving percents, ratios, and rates; and analyze and determine measures of central tendency and variability.

- **Expressions and Equations**

Students evaluate expressions, equations, and inequalities; and use algebraic notation to describe linear functions and simple relations.

- **Geometry and Measurement**

Students analyze and solve problems involving perimeter, area of two-dimensional composite figures, and the volume of prisms.

## Grade 7

- **Geometry and Measurement**

Students solve problems involving the transformation of figures on a coordinate plane; determine the volume and surface area of three-dimensional figures; and compare and convert units of measure.

- **Ratios and Proportional Relationships**

Students solve problems using ratios and apply proportional relationships to real-world and mathematical situations.

- **Number: Base Ten**

Students solve real-world problems using operations on all rational numbers and use different strategies to solve linear equations.

- **Statistics and Probability**

Students analyze graphs and make generalizations from population samples; and determine and use probability to make predictions.

## Grade 8

- **Expressions, Equations, and Functions**

Students analyze and represent linear functions to solve linear equations and systems of linear equations; and solve and graph inequalities.

- **Geometry and Measurement**

Students analyze two- and three-dimensional figures by using distance and angle; and compare and convert units of measure.

- **Number: Operations, Problems, and Statistics**

Students solve real-world problems using operations on real numbers; and analyze and summarize data sets.

## FCAT 2.0 Science Reporting Categories

FCAT 2.0 Science measures student achievement of the *Next Generation Sunshine State Standards* in science. For grades 5 and 8, the FCAT 2.0 Science assessment includes only **selected-response items**.

For both grade levels tested, FCAT 2.0 Science assesses what students know and are able to do in the broad **reporting categories** listed below. The difficulty of the concepts assessed on FCAT 2.0 Science progresses systematically from grade 5 to grade 8.

### Grade 5

- **Nature of Science**  
Students 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**  
Students 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**  
Students 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**  
Students 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**  
Students 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**  
Students 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**  
Students 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**  
Students 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.

## Glossary

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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**—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. Achieving a score in Level 3 or higher is considered satisfactory. Beginning with the 2013-14 school year, the minimum score in Achievement Level 3 is the passing score for each assessment.

**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**. The FCAT 2.0 CBT tools provided on all computer-based tests are as follows: highlighter, eraser, eliminate-choice, review, and help. FCAT 2.0 Reading also has a notepad, and FCAT 2.0 Mathematics has a straightedge and reference sheet. Students may use these tools at any time during the assessment.

**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 **Electronic Practice Assessment Tool (ePAT)**, 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 ePAT at [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT).

**Computer-Based Testing (CBT)**—Several Florida statewide assessments are now being administered using a computer-based format. In 2014, Grades 6–10 FCAT 2.0 Reading, Grades 5 and 6 FCAT 2.0 Mathematics, and the FCAT 2.0 Reading Retake are given in a computer-based format, with paper-based accommodations offered for eligible students. When testing on the computer, students make their answer choices using the mouse or keyboard, and they may use various **CBT tools**, such as the eliminate-choice tool or the review tool, as they work. Once they have completed the test, they submit their answers electronically. 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.

**Content Area**—See **Reporting Category**.

**Content Area Scores**—The actual number of questions answered correctly within each **reporting category** of FCAT 2.0 Reading, Mathematics, and Science. For example, the content area scores are reported for the following reporting categories for Grade 3 FCAT 2.0 Mathematics: *Number: Operations, Problems, and Statistics; Geometry and Measurement; and Number: Fractions*. Content area scores are also referred to as raw scores.

**Developmental Scale Score (DSS)**—A type of **scale score** used to determine a student’s annual progress from grade to grade. During the fall of 2011, a vertical scaling study was conducted so that performance can be compared across all grade levels as it was for the FCAT. The DSS scale for FCAT 2.0 Reading ranges from 140 to 302 across grades 3-10, and the DSS scale for FCAT 2.0 Mathematics ranges from 140 to 298 across grades 3-8. On the *FCAT 2.0 Reading and Mathematics Parent and Student Reports*, the DSS is called the **FCAT 2.0 Score**.

**DSS Change**—A calculation made by the subtraction of the prior year’s **Developmental Scale Score (DSS)** from the year of interest’s DSS, which yields the amount of change across the two years, e.g., 2014 DSS – 2013 DSS = DSS Change. This number can be large for students who move from a low **Achievement Level 1** score to a low Achievement Level 2 score, or it may be small for a student who maintains a high score in Achievement Level 4. The DSS Change can be understood best when also considering the Achievement Level scores for the two years.

**Electronic Practice Assessment Tool (ePAT)** —See **Computer-Based Practice Test**.

**Equipercentile Linking Method**—For the first year administered, **FCAT 2.0 Scores** were linked to the existing FCAT **score scale** through the equipercentile linking method. By this method, 2011 FCAT 2.0 Reading and Mathematics scores were linked to 2010 FCAT Reading and Mathematics scores and 2012 FCAT 2.0 Science scores were linked to 2011 FCAT Science scores at the same **percentile rank**. During the transition year to FCAT 2.0 for each assessment, this linking method allowed FCAT 2.0 scores to be reported as **FCAT Equivalent Scores (FCAT Equivalent Scale Scores)**, which range from 100–500, and **FCAT Equivalent DSS**, which range from 86–3008 across grades 3–10 and show a student’s annual progress from grade to grade).

**Expository Writing**—Writing that gives information, explains why or how, clarifies a process, or defines a concept. In FCAT 2.0 Writing, students in grades 4, 8, and 10 may be assigned **prompts** that are intended to result in expository writing.

**FCAT 2.0 Score**—The FCAT 2.0 Scores reported for Science are **scale scores**, and the FCAT 2.0 Scores reported for Reading and Mathematics are **Developmental Scale Scores (DSS)** that provide a way for parents to track their student’s annual academic progress from grade to grade. The FCAT 2.0 Scores reported for Writing are scores points reported on a scale of 1.0 to 6.0.

**FCAT Equivalent Developmental Scale Score (DSS)**—A type of **scale score** used in 2011 to determine a student’s annual progress from grade to grade. The FCAT Equivalent DSS scale for the 2011 FCAT 2.0 Reading and Mathematics assessments used the existing FCAT scale ranging from 86–3008 across grades 3–10. These scores were linked to the existing FCAT **score scale** through the **equipercentile linking method**. The scores were reported in this way to maintain consistent student expectations during the transition year. The 2011 FCAT Equivalent DSS have been converted to the FCAT 2.0 **DSS** on the 2013 FCAT 2.0 reports that provide historical scores so that student performance can be shown on the new scale.

**FCAT Equivalent Scale Score**—The 2012 FCAT 2.0 Science and 2011 FCAT 2.0 Reading and Mathematics **scale scores** reported on the existing FCAT scale ranging from 100–500 for each grade level and **subject area**. These scores were linked to the existing FCAT **score scale** through the **equipercentile linking method**. The scores were reported in this way to maintain consistent student expectations during the transition year.

**Fill-In Response**—Test questions that require students to solve a problem for which the answer is numerical. Students will use the keyboard or number pad to type the digits 0-9 or the symbols for a decimal point, fraction bar, or negative sign in the answer boxes. The fill-in response format is used on computer-based tests only. On computer-based tests, students also may grid their answers by clicking on the digits 0-9 or the symbols for a decimal point, fraction bar, or negative sign. In 2013, Grade 5 FCAT 2.0 Mathematics and the FCAT Mathematics Retake included fill-in response questions.

**Gridded-Response**—Test questions that require students to solve a problem for which the answer is numerical. Answers must be written and bubbled into a number grid. The gridded-response question format is used in paper-based FCAT 2.0 Mathematics (grades 4, 7, and 8) assessments and computer-based FCAT 2.0 Mathematics (grades 5 and 6) and FCAT Mathematics Retake assessments.

**Holistic Scoring**—A method of scoring written work that considers the overall quality of the entire work. Rather than focusing on any one aspect of writing, trained scorers consider the integration of the four writing elements (focus, organization, support, and conventions). The FCAT 2.0 Writing **rubrics** for grades 4, 8, and 10 describe the predefined scoring criteria for each score point on a scale of 1.0 (lowest) to 6.0 (highest).

**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.

**Median**—A score that identifies the middle value of a group of data. The median is the point at which a group of numbers (scores) is divided in half (50 percent above and below).

**Mode**—The most frequently occurring score in a set of scores. If a distribution of scores is statistically normal, the **mean**, **median**, and **mode** are the same score.

**Mode of Writing**—The characteristics of written work that describe the purpose of the writing. FCAT 2.0 Writing assesses three modes of writing: **narrative**, **expository**, and **persuasive**.

**Multiple-Choice**—See **Selected-Response**.

**Narrative Writing**—Writing that recounts a personal or fictional experience or tells a story based on a real or imagined event. In FCAT 2.0 Writing, only students in grade 4 may be assigned a **prompt** that is intended to result in narrative writing.

**Next Generation Sunshine State Standards (NGSSS)**—The core content of the curricula taught in Florida. The NGSSS specify the core content knowledge and skills that K-12 public school students are expected to acquire in the **subject areas** of language arts, mathematics, 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.

**Percentile Rank**—The percentile rank is the percentage of scores that fall at or below a given score.

**Persuasive Writing**—Writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action. In FCAT 2.0 Writing, students in grades 8 and 10 may be assigned **prompts** that are intended to result in persuasive writing.

**Points Earned**— See **Content Area Scores**.

**Points Possible**—The number of “Points Possible” shows the total number of test questions for a **content area**, or **reporting category**, on a test. Each question counts as one point. The number of points possible in a content area may change slightly each year.

**Prompt**— For FCAT 2.0 Writing the student is given an assignment that states the writer’s task, including the topic and purpose of the writing. The prompt has two parts: the *writing situation* (presents and clarifies the topic) and the *directions for writing* (guides the student to think about ways to address the topic and achieve the intended purpose for writing).

**Reporting Category**—The assessed student knowledge and skills, or **benchmarks**, are grouped into broad **content areas** called reporting categories. In reading, students build upon fundamental reading skills as they progress from grade to grade; therefore, the same reporting categories organize the reading skills assessed by FCAT 2.0 Reading for all grade levels. The difficulty of the concepts assessed on FCAT 2.0 Science progresses systematically from grade 5 to grade 8. In mathematics, because students are introduced to new skill sets as they progress from grade to grade, reporting categories vary by grade level.

**Rubric**—The scoring guidelines or criteria used to evaluate FCAT 2.0 Writing responses. The rubric describes what is required for each score point on a scale of 1.0 (lowest) to 6.0 (highest).

**Scale Score**—A score used to report results on the entire test. When a student takes FCAT 2.0 Reading, Mathematics, or Science, the student’s **content area scores**, which are also called raw scores, are converted to a scale score through an **equating** process. The equating process ensures that the scale scores represent the same level of difficulty each year.

**Score Scale**—The score range used for reporting scores on the entire test for FCAT 2.0 Reading, Mathematics, and Science. For FCAT 2.0 Reading and Mathematics, it is called a developmental score scale because it shows a student’s annual progress from grade to grade. The FCAT 2.0 Reading developmental score scale across grades 3 through 10 ranges from 140 to 302; the FCAT 2.0 Mathematics developmental score scale across grades 3 through 8 ranges from 140 to 298; and the FCAT 2.0 Science score scale range for both grades 5 and 8 is 140 to 260.

**Selected-Response**—Test questions that present students with several options from which to choose the correct answer. FCAT 2.0 Reading, Mathematics, and Science assessments use selected-response **items** in which four choices are given, only one of which is correct.

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

**Subject Area**—The information or skills contained in an area of study. The subject areas assessed on the 2014 FCAT 2.0 are reading, mathematics, science, and writing.