

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 2 of this report.

2011 FCAT Reading Retake			
Benchmark	2007 Benchmark Alignment	Content Focus	Number of Points Possible
Cluster 1. Words and Phrases in Context			
A142	LA.910.1.6.3	Context clues	2
A142	LA.910.1.6.8	Analyze words	3
A142	LA.910.1.7.3	Conclusions/inferences	6
Reporting Cluster Point Total			11
Cluster 2. Main Idea, Plot, and Purpose			
A242	LA.910.1.7.2	Author's perspective	2
A242	LA.910.1.7.2	Author's purpose	5
A241	LA.910.1.7.3	Main idea	1
A241	LA.910.1.7.3	Relevant details	8
E241	LA.910.2.1.5	Conflict	1
E241	LA.910.2.1.7	Figurative language	1
Reporting Cluster Point Total			18
Cluster 3. Comparison and Cause/Effect			
E221	LA.910.1.7.4	Cause and effect	7
A227	LA.910.1.7.7	Compare	2
A227	LA.910.1.7.7	Contrast	1
Reporting Cluster Point Total			10
Cluster 4. Reference and Research			
A244	LA.910.6.2.2	Analyze and evaluate information	6
A247	LA.910.6.2.2	Determine the validity and reliability of information	6
A248	LA.910.6.2.2	Synthesize information	3
Reporting Cluster Point Total			15

What is content focus?

"Content focus" is a term that defines the specific content measured by each 2011 Florida Comprehensive Assessment Test® (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.

Why do these reports include content foci for “2008 Benchmark Alignment”?

This table cross-references the content foci from the 2011 FCAT with the Next Generation Sunshine State Standards (NGSSS) for Reading adopted in January 2007.

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 (also called cognitive complexity) of test items.