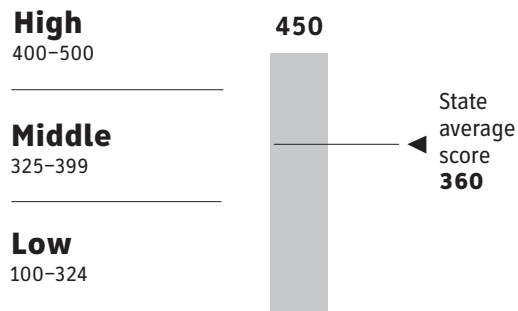




Dear Parent/Guardian:

This report provides specific information about your student's performance on the FCAT Writing+ test. To learn more about your student's writing performance in school, talk to his or her teacher.

Your Student's 2006 FCAT Writing+ Score



Your student's Writing+ Score is **450**.

The FCAT Writing+ Score shows your student's achievement on the day he or she was tested. If your student were to take this same test again, it is likely that his or her 2006 FCAT Writing+ Score would be between 430 and 470.

The chart below gives more specific information about your student's performance in the reporting categories included in the FCAT Writing+ multiple-choice test. Information about the skills covered in these categories is also included.

Reporting Category	Points Earned	Points Possible	Compared to other students in Florida		
			Low	Middle	High
Focus: measures a student's knowledge of planning and drafting writing for a specific purpose and the maintenance of the central idea, theme, or unifying point.	8	12		◆	
Organization: measures a student's knowledge of using a plan or structure for writing and employing transitional devices to show relationships between and among ideas.	6	8			◆
Support: measures a student's knowledge of the use of details in writing to explain, clarify, or define through word choice, specificity, depth, relevance, and thoroughness.	7	10		◆	
Conventions: measures a student's knowledge of the conventions of standard English for punctuation, capitalization, spelling, usage, and sentence structure.	9	13			◆

Writing to Explain

Your Student's Essay Score	
5.0	out of 6.0 points

Your student's response to the prompt was read independently by two people trained to score this test. Each scorer gave your student's writing a score based on the overall quality of their response. Your student's essay score is the average of the two readers' scores.



See the back of this report for more about how your student's essay was graded.



FCAT STUDENT

ID **XXXXX1234X**
School **9999-SUNSHINE HIGH SCHOOL**
District **99-SUNSHINE**

Your Student's Essay Score

Your student earned 5.0 out of 6.0 points.

Writing To Explain

Your student's response was based on the following topic: Choose a personal quality you think is important and explain why this personal quality is important.

About Essay Scores

Your student was given 45 minutes to read the assigned topic, plan what to write, and respond. Your student's score is an indicator of his or her ability to draft a response under these conditions. To learn more about your student's writing skills, talk to his or her teacher.

Description of Grade 4 Writing Essay Scores

Student responses are scored by trained readers using the holistic method to evaluate a piece of writing for its overall quality. In this type of scoring, readers make a judgment about the entire response and do not focus on any one aspect of the writing.

Essay scores are based on the criteria below.

- 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** The writing is unrelated to the assigned topic or cannot be read.