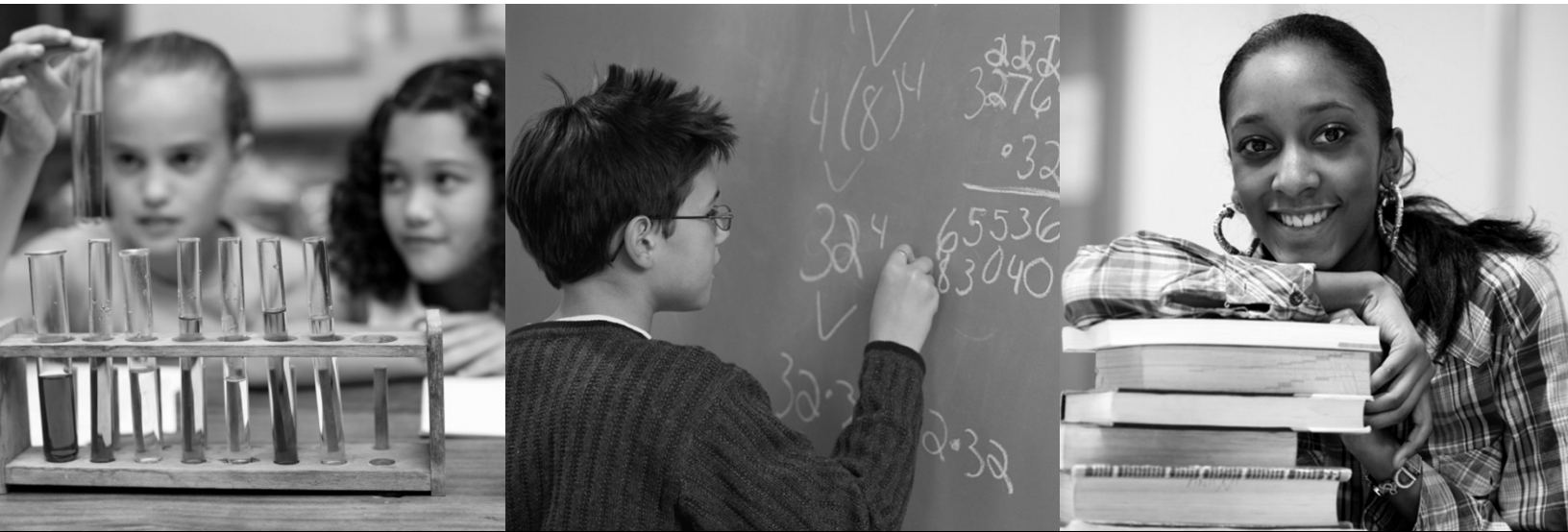


# FCAT 2.0

Florida Comprehensive Assessment Test®



## Understanding FCAT 2.0 Reports

Spring 2012

Florida Department of Education



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## 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 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 Writing and FCAT Reading and Mathematics Retake reports may be accessed in *Understanding FCAT Reports*, which was last published in 2009 and may be accessed 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) is transitioning from the FCAT to the FCAT 2.0 to align with new student academic content standards. The FCAT 2.0 measures student achievement of the **NGSSS** in reading, mathematics, and science, in place of the *Sunshine State Standards*. As FCAT 2.0 assessments are phased in, they will replace existing FCAT assessments. The transition to FCAT 2.0 began last year with the Reading and Mathematics assessments, continues this year with the administration of FCAT 2.0 Science, and will be complete when FCAT 2.0 Writing is administered in 2013.

### Subjects Tested in 2012

- FCAT 2.0 Reading (grades 3-10)
- FCAT 2.0 Mathematics (grades 3-8)
- FCAT 2.0 Science (grades 5 and 8)

### 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 2012, Grades 6 and 10 FCAT 2.0 Reading and the FCAT 2.0 Reading Retake are computer-based tests. All other 2012 FCAT 2.0 assessments are paper-based tests. To view the schedule for implementing computer-based tests, see the document *Transition to Next-Generation Computer-Based Tests in Florida* at <http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf>. Additional information regarding computer-based testing is provided on page 22.

Accommodated versions (e.g., large print, braille, and one-item-per-page), including 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

- **Multiple-choice 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 questions** appear on FCAT 2.0 Mathematics assessments in grades 4-8. Students enter their answer on a response grid.

### Who is Tested?

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.

## FCAT 2.0 Reports

FCAT 2.0 results are reported in several formats. Reports are distributed to students, schools, and districts. The table on page 9 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. Although this booklet does not contain samples of all reports, the examples provided are similar in content and layout to other reports. 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 and Mathematics

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 new score scale, which is also referred to as a developmental score scale, ranges from 140 to 302 for FCAT 2.0 Reading and from 140 to 298 for FCAT 2.0 Mathematics.

In spring 2011, prior to the vertical scaling study, FCAT 2.0 Reading and Mathematics scores were reported as **FCAT Equivalent Scores** in order to maintain consistent expectations for student performance during the transition year. Some 2012 FCAT 2.0 Reading and Mathematics reports contain historical score information. If a student's score was able to be matched to a score achieved in 2011, the student's score has been placed on the new FCAT 2.0 reporting scale, which is based on new scoring standards. 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 so that students, parents, and schools are able to see what the score would have been if the new score scale had been approved and implemented at that time.

## FCAT 2.0 Science

Student results for the Spring 2012 FCAT 2.0 Science assessments are reported on the existing FCAT scale as **FCAT Equivalent Scores** because the new scale and **Achievement Levels** will not be available this year. FCAT Equivalent Scores enable consistent student expectations to be maintained during this transition year. The new FCAT 2.0 Science score scale and Achievement Levels will be available beginning in 2013.

Student performance on the 2012 FCAT 2.0 Science is linked to the existing FCAT score scale through the **equipercentile linking method**. By this method, 2012 FCAT 2.0 Science scores were linked to 2011 FCAT Science scores at the same **percentile rank**. This linking method allows the 2012 FCAT 2.0 Science scores to be reported as **FCAT Equivalent Scale Scores**, which range from 100-500. Additional information about how FCAT 2.0 scores are determined through the equipercentile linking method is provided in the document *2012 Equipercentile Linking: FCAT 2.0 Science*, which is posted at <http://www.fldoe.org/pdf/2012EquipercentileLinking.pdf>.

## 2012 Passing Score Requirements for FCAT 2.0

- Students in grade 3 must achieve an FCAT 2.0 Reading scale score in **Achievement Level 2** or higher, or show good cause, to be eligible for promotion.
- 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 must earn a 241 or higher on the FCAT 2.0 Reading Retake for graduation purposes (this score is equivalent to an **FCAT Equivalent Developmental Scale Score** of 1926 on the 2011 Grade 10 FCAT 2.0 Reading). This group of students must also score an FCAT Mathematics **Developmental Scale Score** of 1889 (Scale Score of 300) or above for graduation purposes. After grade 10, there are additional opportunities to earn passing scores by retaking the test(s) if students are not successful on the first attempt.

For students who entered grade 9 in the 2008-09 school year or prior, consult the *Graduation Requirements for Florida's Statewide Assessments* document posted at <http://fcat.fldoe.org/pdf/fcatpass.pdf>.

## Achievement Levels

**Achievement Levels** describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. To be considered on grade level, students must achieve Level 3 or higher. Level 3 indicates satisfactory performance.

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

- 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 and 2 list the **Achievement Levels** for FCAT 2.0 Reading and Mathematics **Developmental Scale Scores (DSS)**, 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

The existing FCAT Science **Achievement Levels** are being used to describe the success a student has achieved with the content assessed on FCAT 2.0 Science until new Achievement Levels are approved. The new FCAT 2.0 Science Achievement Levels will be available beginning in 2013.

The following **Achievement Level** Policy Definitions apply to **FCAT Science Equivalent Scores**:

- Level 5** indicates success with the content on the FCAT by answering most questions correctly.
- Level 4** indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging questions.
- Level 3** indicates partial success with the content on the FCAT.
- Level 2** indicates limited success with the content on the FCAT.
- Level 1** indicates little success with the content on the FCAT.

Table 3 lists the **Achievement Levels** for **FCAT Science Equivalent Scores**, by grade level.

**Table 3: Achievement Levels for the FCAT Science Equivalent Scores (100 to 500)**

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	100-272	273-322	323-376	377-416	417-500
8	100-269	270-324	325-386	387-431	432-500

### College Readiness

A score of 262 on Grade 10 FCAT 2.0 Reading 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 Florida Postsecondary Education Readiness Test (PERT).

### FCAT 2.0 Content Area Scores

**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 also is provided to allow for comparisons to average performance statewide.

So that educators may 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 on a given **content area score** between schools, districts, and the state. For example, 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  
2012 School Year (mock data)**

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

In Table 5 below, 2012 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, 2012 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 results were comparable to the state (64 percent versus 63 percent, respectively). If this variance remains 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). It would be easy to miss the fact that, 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. It is therefore likely that targeting additional resources to improve performance in Reporting Category 4 would be a lower priority.

Another type of valid comparison is the trend of any of the aforementioned comparisons (e.g., school to school, school to district); however, trend data for the FCAT 2.0 will not be available until three test administrations have occurred.

**The Florida Department of Education encourages educators to use FCAT 2.0 results in any way that is statistically appropriate. The comparisons that have been described in this section provide possibilities for evaluation at the school and district levels.**



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

**Table 6: FCAT 2.0 Reports**

<b>FCAT 2.0 Report Title</b>		<b>Grades</b>	<b>Page of Report Description</b>
<b>Student Reports</b>	Reading and Mathematics Parent and Student Report	3-8	11
	Reading Parent and Student Report	9-10	11
	Science Student Report	5 and 8	12
	Reading Retake Student Report	10-Adult	13
<b>School Reports</b>	Reading School Report of Students	3-10	14
	Mathematics School Report of Students	3-8	14
	Science School Report of Students	5 and 8	15
	Reading Retake School Report of Students	10-Adult	14
<b>District Reports</b>	Reading District Report of Schools	3-10	16
	Mathematics District Report of Schools	3-8	16
	Science District Report of Schools	5 and 8	17
	Reading Retake District Report of Schools	10-Adult	16
	Reading District Summary	3-10	16
	Mathematics District Summary	3-8	16
	Science District Summary	5 and 8	17
	Reading Retake District Summary	10-Adult	16
<b>State Reports</b>	Reading State Report of Districts	3-10	16
	Mathematics State Report of Districts	3-8	16
	Science State Report of Districts	5 and 8	17
	Reading Retake State Report of Districts	10-Adult	16
	Reading State Summary	3-10	16
	Mathematics State Summary	3-8	16
	Science State Summary	5 and 8	17
	Reading Retake State Summary	10-Adult	16

## 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 because he or she answered too few questions for that subject or the test was invalidated. 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 2012 was not matched to the student's record for 2011.

A dash (—) on the reports indicates that no data are reported because fewer than 10 students were tested. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed.

## FCAT 2.0 Reading and Mathematics Parent and Student Report

Readers should have their *FCAT 2.0 Reading and Mathematics Parent and Student Report* when reviewing and interpreting information provided in this section. *FCAT 2.0 Reading Retake Student Reports* are explained on page 13.

The *FCAT 2.0 Reading and Mathematics Parent and Student Report* is a four-page color folder. The first page includes a letter to parents and 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 2012 FCAT 2.0 results. Page 2 displays the Reading results, and page 3 displays the Mathematics results. Since students in grades 9 and 10 no longer take a comprehensive mathematics assessment, reports for these students provide FCAT 2.0 Reading results on page 2 and an explanation regarding 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. The test and student are identified 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 the grade 10 report, the graph also shows whether the student passed or did not pass 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 indicates whether the student earned a passing score (for grade 10 only), followed by a statement identifying 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. Students who receive additional instruction would likely improve their scores.
- 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 18-20 of this booklet describe the content 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 "**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 able to be matched to a score achieved in 2011, his or her score has been placed on the new FCAT 2.0 reporting scale, which is based on new 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 new score scale had been approved 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 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. 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 Equivalent Scores:** The graph on the right side of page 1 displays the student's **FCAT Equivalent Score** and **Achievement Level**. The graph also displays the score ranges for Achievement Levels 1 through 5. Beneath the graph, a statement indicates the student's FCAT Equivalent Score and Achievement Level. A note below this statement describes the range within which a student's FCAT Equivalent 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. Definitions for the FCAT Equivalent 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 21 of this booklet describes the content assessed on FCAT 2.0 Science.

The "**Points Earned**" column shows the actual number of points earned in each of the **content areas**. 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 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.

- ❶ **Top of Report:** The test, student, school, and district are identified on the top of pages 1 and 2.
- ❷ **FCAT 2.0 Scores:** The area labeled “Your 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.
- ❸ **Achievement Levels:** Definitions for **Achievement Levels** 1 through 5 are provided at the bottom of page 1.
- ❹ **Content Area Scores:** This section appears at the top of page 2; it lists and defines the FCAT 2.0 Reading **content areas** assessed, also called **reporting categories**. Pages 18-20 of this booklet describe the content 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 “**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:** The name and student ID for all students whose tests were submitted for scoring 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 10 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. For students entering grade 9 in the 2010-11 school year and thereafter, the passing score for high school graduation is the minimum scale score in Achievement Level 3; therefore, the designated 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 must earn a passing score that is concordant to or higher than a Grade 10 FCAT Reading Equivalent Scale Score of 1926; therefore, the designated passing score on the 2012 FCAT 2.0 Reading Retake report is 241 or above. The *School Report of Students* indicates whether a student earned a passing score with a “Y” (Yes) or “N” (No).
- 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**, which 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 *School Report of Students* does not contain summary information.
- 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 does not appear on grade 3 reports because there is no prior year’s data to match. This section includes the previous year’s FCAT 2.0 **Achievement Level** and **DSS** as well as the “**DSS Change**” from 2011 to 2012 for each student with a record that matched to the previous year. If a student tested in 2011, his or her score has been placed on the new FCAT 2.0 reporting scale, which is based on new standards. Because a different scale was used to report Spring 2011 FCAT 2.0 Reading and Mathematics scores, the converted 2011 score is being provided so that the student’s performance and DSS Change can be shown on the new scale. When a student does not have a match to the previous year, an “NM” (No Match to Previous Year) will appear in this column.

## 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:** The name and student ID for all students whose tests were submitted for scoring appear in the first two columns. The **FCAT Equivalent Scale Score** is provided in the third column. For students receiving “NR” in the **FCAT Equivalent Scale Score** column, the footnote at the bottom of the report details reasons why the score is not reported (see page 10 for NR codes). If a student has “NT” in the FCAT Equivalent 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 Equivalent 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**, which vary by grade level. If the student received a score, the **points earned** by content area appear on each student’s row. 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 *State Summary*. These reports are formatted similarly.

- 1 **Top of Reports:** 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 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. 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 “Percent 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 thereafter, the passing score for high school graduation is the minimum scale score in Achievement Level 3; therefore, the designated 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 must earn a passing score that is concordant to or higher than a Grade 10 FCAT Reading Equivalent Scale Score of 1926; therefore, the designated passing score on the 2012 FCAT 2.0 Reading Retake report is 241 or above. On the *FCAT 2.0 Reading State and District Summary Reports*, “NA” appears in the “Percent Passing” column for grades 3-9 to indicate not applicable.
- 3 **Percent in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**. 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 student grade level.
  - The *State Summary* displays state-level mean points earned, grouped by student 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 *State Summary*. These reports are formatted similarly.

- ❶ **Top of Reports:** 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 are also printed in this area on district-level reports.
- ❷ **Left Side of Reports:** Identifying information for the district or school is provided in the first column. The number of students tested appears in the second column of all reports. The **Mean FCAT Equivalent Scale Score** is provided in the third column.
- ❸ **Percent in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**. The **FCAT Equivalent 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 Equivalent Scale Score ranges for the Achievement Levels for each grade are provided at the bottom of the *District Summary* and *State Summary*.
- ❹ **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 student grade level.
  - The *State Summary* displays state-level mean points earned, grouped by student grade level.

## ***FCAT 2.0 Content***

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The content of each statewide 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**. The FCAT 2.0 Reading and Science reporting categories are the same for each grade level, and the FCAT 2.0 Mathematics reporting categories differ by grade level. 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 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.

### **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 **multiple-choice 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 **multiple-choice items**. For grades 4 through 8, FCAT 2.0 Mathematics includes both **gridded-response** and multiple-choice 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 **multiple-choice 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.

## ***Computer-Based Testing***

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In 2012, the Grades 6 and 10 FCAT 2.0 Reading and the FCAT 2.0 Reading Retake are administered on the computer as part of Florida's commitment to moving to **computer-based testing** for statewide assessments. Not only is computer-based testing a more cost-efficient and environmentally friendly method for test delivery, but it will ultimately provide the ability to test students later in the school year because less time is required for the scoring and reporting processes. To view the schedule for transitioning to computer-based testing, see the document *Transition to Next-Generation Computer-Based Tests in Florida* at <http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf>.

### **Practice Tests**

Prior to taking a computer-based test, students are required to participate in a practice test session at their school in order to become familiar with the testing tools and platform. **Computer-based practice tests**, called **Electronic Practice Assessment Tools (ePATs)**, are also provided online at [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT).

### **E-Tools**

The tools and resources available to students will vary slightly depending on the **subject area** assessed. All students taking a computer-based FCAT 2.0 Reading assessment will have access to the following **e-tools** in the computer-based platform:

- **Review:** Students use this e-tool to mark questions to be reviewed at a later time. Before exiting the assessment and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.
- **Eliminate Choice:** Students use this tool to mark through answer choices that they wish to eliminate.
- **Highlighter:** Students use this tool to highlight sections of the question or passage.
- **Eraser:** Students use the eraser to remove marks made by the highlighter or the eliminate-choice tool.
- **Help:** Students may click the Help icon to learn more about the e-tools. The Help text appears in a separate window.
- **Notepad:** Students may use the notepad to make notes on a particular item or passage for later reference. Notes stay with the item or passage.



## 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. To be considered on grade level, students must achieve Level 3 or higher. 2012 FCAT 2.0 Reading and Mathematics scores are reported on the newly established FCAT 2.0 Reading and Mathematics score scales. 2012 FCAT 2.0 Science scores are reported using the existing FCAT Science Achievement Level scoring table (see page 7). Achievement Levels for the FCAT 2.0 Science scale will be available beginning in 2013 and will be established with the input of classroom teachers, curriculum specialists, education administrators, and other interested citizens.

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

**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 also practice on their own by accessing the appropriate ePAT at [www.FLAssessments.com/ePAT](http://www.FLAssessments.com/ePAT).

**Computer-Based Testing**—Several Florida statewide assessments are now being administered using a computer-based format. In 2012, Grades 6 and 10 FCAT 2.0 Reading 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 **e-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 assessment 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 two years’ **Developmental Scale Scores (DSS)**, which yields the amount of change across the two years, e.g., 2012 DSS – 2011 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. It also can 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.

**Equipercentile Linking Method**—For the first year, FCAT 2.0 scores are linked to the existing FCAT score scale through the equipercentile linking method. By this method, 2012 FCAT 2.0 Science scores have been linked to 2011 FCAT Science scores and 2011 FCAT 2.0 Reading and Mathematics scores were linked to 2010 FCAT Reading and Mathematics scores at the same **percentile rank**. This linking method allows 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).

**E-Tools**—Tools available to students in the **computer-based testing** platform. E-tools vary slightly depending on the **subject area**. The 2012 FCAT 2.0 Reading e-tools include a highlighter, eraser, eliminate-choice tool, review tool, and notepad tool. Students may use these tools at any time during the assessment.

**FCAT 2.0 Score**—See **Developmental Scale Score (DSS)**.

**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 and ranges from 86–3008 across grades 3–10. These scores were linked to the existing FCAT score scale through the **equipercentile linking method**. The 2011 FCAT Equivalent DSS have been converted to the FCAT 2.0 **DSS** on the 2012 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 which ranges from 100–500 for each grade level and **subject area**. These scores are linked to the existing FCAT score scale through the **equipercentile linking method**. This score is referred to as the **FCAT Equivalent Score** on the *FCAT 2.0 Science Parent and Student* reports.

**FCAT Equivalent Score**—Student results for the Spring 2012 FCAT 2.0 Science assessment are reported on the existing FCAT scale as FCAT Equivalent Scores. These scores are also called **FCAT Equivalent Scale Scores**, and the scale ranges from 100 to 500 for both grades 5 and 8. The scores are being reported in this way to maintain consistent student expectations during the transition year. FCAT Equivalent Scores will be used in the same way FCAT scores have been used in prior years, using the existing FCAT Science **Achievement Level** scoring table (see page 7). Scores on the new FCAT 2.0 Science scale will be available beginning in 2013.

**Gridded-Response (GR)**—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 FCAT 2.0 Mathematics (grades 4–8).

**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.

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

**Next Generation Sunshine State Standards (NGSSS)**—The core content of the curricula taught in Florida. 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.

**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.

**Reporting Category**—The assessed student knowledge and skills, or **benchmarks**, are grouped into broad **content areas** called reporting categories. The FCAT 2.0 Reading and Science reporting categories are the same for each grade level, and the FCAT 2.0 Mathematics reporting categories differ by grade level. 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 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.

**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 2012 FCAT 2.0 are reading, mathematics, and science. In 2013, the FCAT 2.0 will assess writing as well.