

**Note: There are limitations in the use of these reports. To understand their use, please read “What cautions should be considered when using Content Focus Reports?” on page 3 of this report.**

<b>2017 Florida Statewide Science Assessment Next Generation Sunshine State Standards (NGSSS) Grade 5</b>		
<b>NGSSS Benchmark</b>	<b>Content Focus</b>	<b>Number of Points Possible</b>
<b>Reporting Category 1. Nature of Science</b>		
SC.5.N.1.1	Collecting and organizing data; Defending conclusions; Evaluating a procedure; Importance of a control group	5
SC.5.N.2.1	Distinguishing between observations and opinions; Explanations based on evidence; Importance of observations	3
SC.5.N.2.2	Importance of repeated trials; Importance of replication	2
<b>Reporting Category Point Total</b>		<b>10</b>
<b>Reporting Category 2. Earth and Space Sciences</b>		
SC.4.E.5.4	Appearance of stars; Appearance of the Moon; Earth’s revolution; Earth’s rotation	4
SC.4.E.6.2	Mineral properties—hardness	1
SC.4.E.6.3	Natural resources—oil; Renewable v. nonrenewable resources	2
SC.4.E.6.4	Weathering—plants	1
SC.5.E.5.1	Components of a galaxy	1
SC.5.E.5.3	Distinguishing between inner and outer planets; Distinguishing between the Sun and planets; Earth’s position	3
SC.5.E.7.1	Role of the ocean; Water cycle—states of matter	2
SC.5.E.7.3	Climate zone—tropical; Weather—precipitation	2
<b>Reporting Category Point Total</b>		<b>16</b>
<b>Reporting Category 3. Physical Science</b>		
SC.5.P.8.1	Comparing objects—physical properties; Comparing objects—temperature	2
SC.5.P.8.3	Separating mixtures—magnetism; Separating mixtures—shape	2
SC.5.P.9.1	Changes to water—condensation	1
SC.5.P.10.1	How sound is produced; Mechanical energy	2
SC.5.P.10.2	Energy causing a change	1
SC.5.P.10.4	Converting electric energy to heat; Electrically charged objects—repulsion; Insulators—thermal	3
SC.5.P.13.1	Forces—gravity; Forces—magnetic; Forces—pushes or pulls	3
SC.5.P.13.2	Force, mass, and motion relationships; Motion—change in position	2
<b>Reporting Category Point Total</b>		<b>16</b>
<b>Reporting Category 4. Life Science</b>		
SC.3.L.14.1	Plants responding to light; Seed dispersal; Seed production	3
SC.4.L.16.4	Life cycle—nonflowering plants	1
SC.4.L.17.3	Producers	1
SC.5.L.14.1	Organ functions—intestines	1
SC.5.L.14.2	Comparing animal structures; Plant classification—flowering plants	2
SC.5.L.17.1	Behavioral adaptations; Characteristics—environmentally influenced; Impact on the environment—plants; Life cycle changes—animals; Physical adaptations—plants; Seasonal changes—animals	6
<b>Reporting Category Point Total</b>		<b>14</b>

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<b>2017 Florida Statewide Science Assessment Next Generation Sunshine State Standards (NGSSS) Grade 8</b>		
<b>NGSSS Benchmark</b>	<b>Content Focus</b>	<b>Number of Points Possible</b>
<b>Reporting Category 1. Nature of Science</b>		
SC.6.N.2.2	Empirical evidence	1
SC.7.N.1.2	Replication	1
SC.7.N.1.5	Models; Using technology	2
SC.7.N.3.1	Distinguishing between theories and laws	1
SC.8.N.1.1	Collecting and organizing data; Defending conclusions; Importance of a control group; Outcome variables; Using data to support a claim	6
<b>Reporting Category Point Total</b>		<b>11</b>
<b>Reporting Category 2. Earth and Space Sciences</b>		
SC.6.E.7.4	Climate; Geosphere	2
SC.6.E.7.5	Heat transfer—radiation	1
SC.7.E.6.2	Chemical weathering; Rock cycle	2
SC.7.E.6.4	Law of superposition	1
SC.7.E.6.5	Earthquakes; Mountain building	2
SC.8.E.5.3	Relative distance	1
SC.8.E.5.5	Properties of the Sun	1
SC.8.E.5.7	Planetary motion; Properties of planets; Solar system models	3
SC.8.E.5.9	Eclipses; Moon phases	2
<b>Reporting Category Point Total</b>		<b>15</b>
<b>Reporting Category 3. Physical Science</b>		
SC.6.P.13.1	Friction; Gravitational force	2
SC.6.P.13.3	Analyzing position-time graphs; Unbalanced forces	2
SC.7.P.10.1	Electromagnetic spectrum	1
SC.7.P.10.3	Sound waves	1
SC.7.P.11.2	Convert potential energy to kinetic energy; Energy transformations	2
SC.7.P.11.4	Heat and phase changes; Heat flow	2
SC.8.P.8.4	Magnetic properties	1
SC.8.P.8.5	Atomic theory; Compounds; pH	3
SC.8.P.9.2	Distinguishing between physical and chemical changes	1
<b>Reporting Category Point Total</b>		<b>15</b>
<b>Reporting Category 4. Life Science</b>		
SC.6.L.14.1	Structural organization	1
SC.6.L.14.2	Cellular processes—elimination of waste	1
SC.6.L.14.4	Cell wall	1
SC.6.L.14.5	Nervous system; Reproductive system	2
SC.6.L.15.1	Classification of organisms	1
SC.7.L.15.2	Theory of evolution—fossil evidence; Theory of evolution—genetic variation	2
SC.7.L.16.1	Chromosomes; Genotypes	2
SC.7.L.17.2	Comparing relationships; Food webs; Limiting factor—shelter, nesting sites, and/or space	3
SC.8.L.18.4	Carbon cycle; Photosynthesis—products	2
<b>Reporting Category Point Total</b>		<b>15</b>

***What is content focus?***

"Content focus" is a term that defines the specific content measured by each 2017 Florida Statewide Science Assessment test item.

**The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the 2017 Florida Statewide Science Assessment are not predictive of future Florida Statewide Science Assessment content.**

***What cautions should be considered when using Content Focus Reports?***

Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting categories 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 category 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 cautions and information should also be considered:

- The number of items in a reporting category 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 category 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.