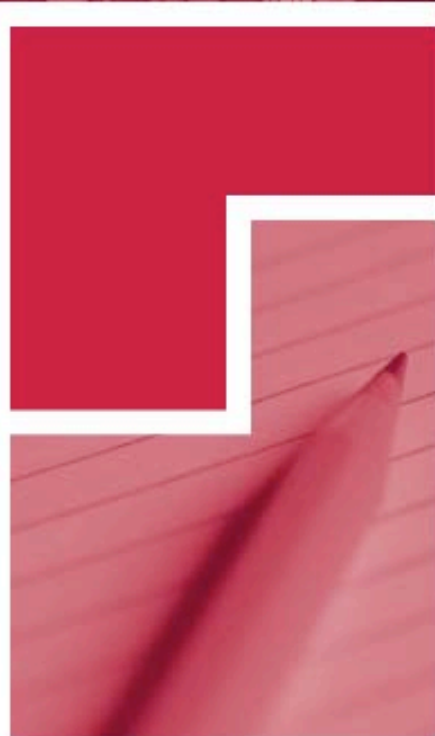


2009

# FCAT

Florida Comprehensive Assessment Test®



# Understanding FCAT Reports 2009

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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® (FCAT). It includes samples of the reports, explanations of the reports, a glossary of the terms used in these reports, and the Sunshine State Standards (SSS) content assessed on the FCAT. Data in the reports are fictional but show the type of information reported. Although most of the sample reports in this booklet are for Grade 10 or 11, the explanations provided apply to all grade levels except where otherwise noted.

## Purpose of the FCAT

The purpose of the FCAT is to assess student achievement of the SSS benchmarks in reading, mathematics, science, and writing.

## Grade Levels Tested

- FCAT SSS Reading and Mathematics tests are administered to students in Grades 3–10.
- FCAT Writing tests are administered to students in Grades 4, 8, and 10.
- FCAT SSS Science tests are administered to students in Grades 5, 8, and 11.

## Question Formats

- **Multiple-choice questions** are worth 1 point each and appear on tests at all grade levels of the FCAT Reading, Mathematics, and Science tests. Students choose the best answer from four answer choices.
- **Gridded-response questions** are worth 1 point each and appear on the FCAT Mathematics test in Grades 5–10 and the FCAT Science test in Grades 8 and 11. These questions require students to print a numeric answer and fill in the corresponding bubbles in the response grid.
- **Performance tasks** are part of the FCAT for students in Grades 4, 5, 8, 10, and 11. Answers to performance tasks are scored using holistic scoring rubrics, which are available on the Florida Department of Education’s FCAT website at <http://fcat.fldoe.org/rubrcpag.asp>.

FCAT Reading, Mathematics, and Science performance tasks require students to answer questions in their own words, show their solutions to questions, or complete a graph. There are two types of performance tasks: **short-response tasks** which take about 5 minutes to answer and receive 0, 1, or 2 points and **extended-response tasks** which take 10–15 minutes to complete and receive 0, 1, 2, 3, or 4 points. A minimum of two trained scorers independently score each answer. The final score is the result of these multiple evaluations.

FCAT Writing **prompt performance tasks** require 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 either to explain (expository writing) or to tell a story (narrative writing); Grade 8 and 10 students respond to a prompt that asks them to either explain (expository writing) or to persuade (persuasive writing). The highest score a student can receive is a 6. Two trained scorers independently score each student response. The score reported is the average of both scorers’ scores.

## 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 administration. Administration accommodations are provided to eligible ELL and ESE students.

## FCAT Reports

FCAT results are reported in several formats. Reports are distributed to students, schools, and districts. The table on page 5 provides a list of FCAT reports, the grade levels at which they apply, 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 scores and reports is also available on the FCAT website at <http://fcat.fldoe.org>.

## Appropriate Use of FCAT Content Subscores

Given educators' desire to glean reliable information from any test that is administered to their students (including the FCAT), it is important to identify the comparisons at the content subscore level that yield valid interpretations of student performance. The comparisons that are described in the following paragraphs can be applied in school- and district-level evaluations. The state data in the tables are real; however, the school and district data are not. For illustration purposes, mock data are provided for the fictitious schools and district in the tables.

One valid comparison is performance on a given subscore between schools, districts, and the state. For example, a school's subscore-level results can be compared to other schools', districts', or the state's subscore-level results. District results can be compared to other district results and state results. The reasoning for this is simple: students in any group (school, district, or state) will take the same set of test items in a given year. This means that, regardless of varying item difficulty at the subscore level, students are assessed using the same items; subsequently, their results are comparable.

In Table 1 below, students in two schools (Sunshine and Evergreen) and students in the district (Coastal) can be compared to students in the state, based on their performance on FCAT Reading Cluster 1.

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

Another type of valid comparison is the trend of any of the aforementioned comparisons (e.g., school to school, school to district). For example, educators in a low-performing school may be interested in tracking the gap between their students' performance on Cluster 1, students' performance in their district, and students' performance in the state. Evaluating trend data for such a comparison is valid and potentially very enlightening.

<b>Year</b>	<b>Sunshine Elementary (mock data)</b>	<b>State of Florida (real data)</b>	<b>Difference</b>
2001	37%	70%	-33%
2002	33%	62%	-29%
2003	44%	64%	-20%
2004	52%	68%	-16%
2005	48%	57%	-9%

In Table 2, the trend results from 2001 to 2005 provide important evaluative information to the educators in Sunshine Elementary. While student performance in Sunshine Elementary was consistently lower on Cluster 1 than the performance of all Grade 3 students in Florida, the progress that has been made over the five-year period is substantial enough to warrant another look at program initiatives (e.g., the school may have introduced an after-school tutoring program that can be linked to an improvement in performance).

**Table 3: Mean Percent Correct for Grade 3 FCAT Reading, 2005 School Year  
Comparison of School to District and School to State (mock data)**

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

In Table 3, 2005 mock results for Evergreen Elementary are compared to both the district (Coastal) and the state. This presentation of data provides yet another perspective of student performance and program effectiveness. For example, in Cluster 2, Evergreen Elementary had a higher mean percent correct statistic than the Coastal District (64% versus 57%, respectively); however, Evergreen Elementary results were comparable to the state (64% versus 63%, respectively). If this variance was consistent over the five years, 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 3 is illustrated in Cluster 4 results. In this cluster, Evergreen Elementary had a slightly lower mean percent correct than Coastal District (70% versus 72%, respectively); however, this same statistic was higher than that of the state (70% versus 64%, respectively). It would be easy to miss the fact that, while Evergreen Elementary's performance on Cluster 4 was lower than that of the district, the performances of both were substantially higher than the state. Subsequently, it is possible that targeting additional resources to improve performance in Cluster 4 would be a lower priority.

**The Florida Department of Education encourages educators to use FCAT 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 Reports Chart

	FCAT Report Title	Grades	Page of Report Description
<b>Student Reports</b>	SSS Grade 10 Pass/Fail Student Label	10–Adult	9*
	SSS Reading & Mathematics Retake Student and Parent Report	10–Adult	10*
	SSS Reading & Mathematics Student and Parent Report	3–10	11*
	Science Student and Parent Report	5, 8, and 11	12*
	Writing Student and Parent Report	4, 8, and 10	13*
<b>School Reports</b>	Reading SSS School Report of Students	3–Adult	15
	<b>Mathematics SSS School Report of Students</b>	<b>3–Adult</b>	<b>15*</b>
	Science School Report of Students	5, 8, and 11	15
	Writing School Report of Students	4, 8, and 10	17
	<b>Reading &amp; Mathematics SSS School Demographic Report</b>	<b>3–10</b>	<b>18*</b>
	Science School Demographic Report	5, 8, and 11	18
	Writing School Demographic Report	4, 8, and 10	19
<b>District Reports</b>	<b>Reading SSS District Report of Schools</b>	<b>3–Adult</b>	<b>16*</b>
	Mathematics SSS District Report of Schools	3–Adult	16
	Science District Report of Schools	5, 8, and 11	16
	Reading SSS District Summary	3–Adult	16
	Mathematics SSS District Summary	3–Adult	16
	Science District Summary	5, 8, and 11	16
	<b>Writing District Report of Schools</b>	<b>4, 8, and 10</b>	<b>17*</b>
	Writing District Summary	4, 8, and 10	17
	Reading & Mathematics SSS District Demographic Report	3–10	18
	Science District Demographic Report	5, 8, and 11	18
	<b>Writing District Demographic Report</b>	<b>4, 8, and 10</b>	<b>19*</b>
<b>State Reports</b>	Reading SSS State Report of Districts	3–Adult	16
	Mathematics SSS State Report of Districts	3–Adult	16
	Science State Report of Districts	5, 8, and 11	16
	Reading SSS State Summary	3–Adult	16
	Mathematics SSS State Summary	3–Adult	16
	Science State Summary	5, 8, and 11	16
	Writing State Report of Districts	4, 8, and 10	17
	Writing State Summary	4, 8, and 10	17
	Reading & Mathematics SSS State Demographic Report	3–10	18
	Science State Demographic Report	5, 8, and 11	18
	Writing State Demographic Report	4, 8, and 10	19

\*Reports printed in bold are displayed in this booklet.



## Achievement Levels

Achievement levels describe the success a student has achieved on the Florida Sunshine State Standards tested on the FCAT. 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 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.

The following tables list the achievement levels for FCAT SSS Reading, Mathematics, and Science, by grade level, along with the scale score ranges associated with each achievement level.

FCAT Reading and Mathematics Achievement Levels for the FCAT Score (Developmental Scale Score)										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
86-1045	1046-1197	1198-1488	1489-1865	1866-2514	<b>3</b>	375-1078	1079-1268	1269-1508	1509-1749	1750-2225
295-1314	1315-1455	1456-1689	1690-1964	1965-2638	<b>4</b>	581-1276	1277-1443	1444-1657	1658-1862	1863-2330
474-1341	1342-1509	1510-1761	1762-2058	2059-2713	<b>5</b>	569-1451	1452-1631	1632-1768	1769-1956	1957-2456
539-1449	1450-1621	1622-1859	1860-2125	2126-2758	<b>6</b>	770-1553	1554-1691	1692-1859	1860-2018	2019-2492
671-1541	1542-1714	1715-1944	1945-2180	2181-2767	<b>7</b>	958-1660	1661-1785	1786-1938	1939-2079	2080-2572
886-1695	1696-1881	1882-2072	2073-2281	2282-2790	<b>8</b>	1025-1732	1733-1850	1851-1997	1998-2091	2092-2605
772-1771	1772-1971	1972-2145	2146-2297	2298-2943	<b>9</b>	1238-1781	1782-1900	1901-2022	2023-2141	2142-2596
844-1851	1852-2067	2068-2218	2219-2310	2311-3008	<b>10</b>	1068-1831	1832-1946	1947-2049	2050-2192	2193-2709

FCAT Reading and Mathematics Achievement Levels										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
100-258	259-283	284-331	332-393	394-500	<b>3</b>	100-252	253-293	294-345	346-397	398-500
100-274	275-298	299-338	339-385	386-500	<b>4</b>	100-259	260-297	298-346	347-393	394-500
100-255	256-285	286-330	331-383	384-500	<b>5</b>	100-287	288-325	326-354	355-394	395-500
100-264	265-295	296-338	339-386	387-500	<b>6</b>	100-282	283-314	315-353	354-390	391-500
100-266	267-299	300-343	344-388	389-500	<b>7</b>	100-274	275-305	306-343	344-378	379-500
100-270	271-309	310-349	350-393	394-500	<b>8</b>	100-279	280-309	310-346	347-370	371-500
100-284	285-321	322-353	354-381	382-500	<b>9</b>	100-260	261-295	296-331	332-366	367-500
100-286	287-326	327-354	355-371	372-500	<b>10</b>	100-286	287-314	315-339	340-374	375-500



FCAT Science Achievement Levels					
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
11	100-278	279-323	324-379	380-424	425-500

## Graduation Requirement

Students who expect to graduate from high school in the 2008–2009 school year and beyond must earn passing scores on the Reading and Mathematics portions of the Grade 10 FCAT. After Grade 10, there will be additional opportunities to earn passing scores by taking the Reading and Mathematics Retake tests if students are not successful on the first attempt.

The passing scores for the Grade 10 FCAT Reading and Mathematics and Retake tests are determined by the State Board of Education and are as follows:

**FCAT Reading Test and Reading Retake Test** **1926 (Scale Score of 300) or above**

**FCAT Mathematics Test and Mathematics Retake Test** **1889 (Scale Score of 300) or above**

Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (scale score of 287) or higher on the Reading test and 1868 (scale score of 295) or higher on the Mathematics test.

## 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.

**NR2, NR3, NR6, NR8** (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. SSS reports use this notation (NR2—Did not meet attemptedness criteria; NR3—Marked Do Not Score; NR6—Duplicate Record; NR8—FDOE Hold).

**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** (Not Matched) 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 2009 was not matched to the student's record for 2002, 2003, 2004, 2005, 2006, 2007, and/or 2008.

**U** (Unscorable) indicates that the student's score does not meet the criteria for being considered valid and is considered "Unscorable." (A—Blank Document; B—Off-topic; C—Illegible, Incomprehensible, Insufficient; D—Foreign Language)

A double asterisk (\*\*) on the reports indicates that no students in this grade met the criteria for reporting.

A triple asterisk (\*\*\*) on the writing reports indicates that percentages are rounded to the nearest percent and that the percentage is less than 0.5%.

A dash (-) on the reports indicates that no data are reported because fewer than ten students were tested, or any percentage equals 100.



## SSS Grade 10 Pass/Fail Student Label

FCAT SSS READING/SSS MATHEMATICS • SPRING 2009			
Name: <b>APPLEBEE, CARMINE J</b>			
Date of Birth: <b>06/15/92</b>		Grade: <b>10</b>	
ID: <b>9543215678</b>			
District: <b>99-SUNSHINE DISTRICT</b>			
School: <b>9999-SUNSHINE HIGH SCHOOL</b>			
SUBJECT		SS	DSS
Reading	<b>Passed</b>	<b>430</b>	<b>2630</b>
Mathematics	<b>Passed</b>	<b>381</b>	<b>2221</b>

The *Grade 10 Pass/Fail Student Label* is provided for all Grades 10–13 and Adult students taking the Grade 10 Reading and/or Mathematics tests and the Grade 10 Retake tests. The label displays the student’s scale score (SS) and developmental scale score (DSS) in each subject tested and whether the student passed or failed the test.

# SSS Reading and Mathematics Retake Student and Parent Report



Spring 2009  
Florida Comprehensive Assessment Test®  
Sunshine State Standards Reading and Mathematics Retake  
Student and Parent Report  
**Grade 11**

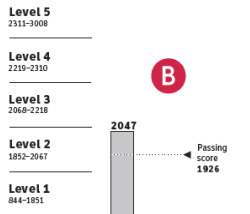
This report shows your results from the retake of the Grade 10 Florida Comprehensive Assessment Test(s). Passing both the Grade 10 Reading and Mathematics tests is a requirement for a standard Florida high school diploma. The FCAT measures your performance on selected benchmarks in Reading and Mathematics as defined by the Sunshine State Standards. Scores on this test are one indication of your achievement on the challenging content that Florida students are expected to know.

**NATHANIEL HUNTINGTON**

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

## Your Scores and Performance Levels

### Reading

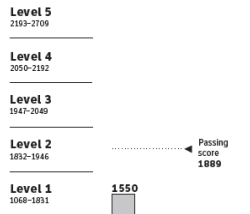


**You have passed the FCAT Reading Retake test.**  
Your FCAT Score is **2047**, which is in achievement **Level 2** for Reading.

The FCAT Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your Spring 2009 FCAT Reading Score would be between 1947 and 2147.

Litho code: 123456789

### Mathematics



**You have not passed the FCAT Mathematics Retake test.**  
Your FCAT Score is **1550**, which is in achievement **Level 1** for Mathematics.

The FCAT Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your Spring 2009 FCAT Mathematics Score would be between 1450 and 1650.

Litho code: 123456789



Spring 2009  
Florida Comprehensive Assessment Test®  
Sunshine State Standards Reading and Mathematics Retake  
Student and Parent Report  
**Grade 11** Page 2

**NATHANIEL HUNTINGTON**  
ID XXXXX1234X  
School 9999-SUNSHINE HIGH SCHOOL  
District 99-SUNSHINE DISTRICT

## Your Reading Content Scores

**You have passed the Reading section of the FCAT.**

Content Areas	Points you earned	Points possible
Words / Phrases	8	9
Main Idea / Purpose	14	22
Comparisons	8	13
Reference / Research	6	10

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

**Words and Phrases in Context:** Selects and uses strategies to understand words and text; makes and confirms inferences from a reading text; interprets data presentations (e.g., maps, diagrams, graphs, and statistical illustrations).

**Main Idea, Plot, and Purpose:** Determines stated or implied main idea; identifies relevant details; identifies methods of development; determines author's purpose and point of view; identifies devices of persuasion and methods of appeal; identifies and analyzes complex elements of plot (e.g., setting, tone, major events, and conflicts and resolutions).

**Comparisons and Cause / Effect:** Recognizes the use of comparison and contrast; recognizes cause-and-effect relationships.

**Reference / Research:** Locates, gathers, analyzes, and evaluates information for a variety of purposes; selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized; analyzes the validity and reliability of primary source information and uses the information appropriately; synthesizes information from multiple sources to draw conclusions.

## Your Mathematics Content Scores

**You have not passed the Mathematics section of the FCAT.**

Content Areas	Points you earned	Points possible
Number Sense	3	10
Measurement	2	10
Geometry	5	14
Algebraic Thinking	4	14
Data Analysis and Probability	3	10

The chart to the left gives more specific information about your performance on the content areas tested by the FCAT. For each content area, students should be able to do the following:

**Number Sense, Concepts, and Operations:** Identifies operations (+, -, ×, ÷) and the effects of operations; estimates; knows how numbers are represented and used.

**Measurement:** Recognizes measurements and units of measurement; compares, contrasts, and converts measurements.

**Geometry and Spatial Sense:** Describes, draws, identifies, and analyzes two- and three-dimensional shapes; visualizes and illustrates changes in shapes; uses coordinate geometry.

**Algebraic Thinking:** Describes, analyzes, and generalizes patterns, relations, and functions; writes and uses expressions, equations, inequalities, graphs, and formulas.

**Data Analysis and Probability:** Analyzes, organizes, and interprets data; identifies patterns and makes predictions, inferences, and valid conclusions; uses probability and statistics.

## If you need to retake the FCAT

Talk to your guidance counselor. Many school districts have specialized programs to help students in earning passing scores on the FCAT, including before and after school programs, summer school, tutoring, intensive reading or mathematics classes, and computer-assisted instruction. Sign up for an intensive reading or mathematics class to sharpen your skills with extra instruction to strengthen your weak areas. These classes count as electives to help you meet your minimum credit requirement for graduation.

Visit [FCAT Explorer](http://www.fcatexplorer.com) at [www.fcatexplorer.com](http://www.fcatexplorer.com). This site offers FCAT-like practice in reading and mathematics to help you prepare for retaking the FCAT. Log in using your sign-in name and password or call 1.888.750.FCAT.

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**Stay in the Loop** Make sure you receive a copy of the *Stay in the Loop* flyer distributed by your school to all students who have not passed the FCAT. *Stay in the Loop* contains tips, ideas, and recommendations for retaking the FCAT and earning your high school degree. You can also access the flyer online at [http://fcat.fdoe.org/mediapacket/2006/pdf/06\\_stayintheloop.pdf](http://fcat.fdoe.org/mediapacket/2006/pdf/06_stayintheloop.pdf)

**Facts.org** Provided free to students by the Florida Department of Education, [www.facts.org](http://www.facts.org) is Florida's official online student advising system. You can start thinking about careers, evaluate your progress through high school, learn about higher education opportunities in Florida, and more.

The *Sunshine State Standards Reading and Mathematics Retake Student and Parent Report* provides results for Grades 10–13 and Adult students who took the Reading and/or Mathematics Sunshine State Standards Retake tests.


- A** The student, school, and district are identified in the upper right corner of page 1 of the report.
- B** The area labeled **Your Scores and Performance Levels** provides the student's FCAT Score (developmental scale score) and achievement level and indicates whether or not the student earned a passing score for Reading (on the left) and Mathematics (on the right). If the student did not test for a subject, "NT" (Not Tested) will appear in place of the FCAT 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 Score and achievement level. The graph depicts the student's score and the passing score. Underneath the graph, a statement indicates whether the student earned a passing score, followed by a statement that indicates the student's FCAT Score and achievement level. The footnote below these statements describes the range within which a student's FCAT 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. A unique identifying number for each subject is provided at the bottom of the page.
- C** On the left side of page 2 of the report, the Content Scores for Reading (on the top) and Mathematics (on the bottom) are broken down into content subcategories. The "Points possible" column within the table provides the total number of points possible per subcategory. The "Points you earned" column in the table labeled **Your Reading** (or **Mathematics**) **Content Scores** provides the actual number of points earned in each of the content subcategories (clusters or strands). The **Reading** (or **Mathematics**) **Content Areas** are described to the right of the table. The subcategories are listed, along with a description of the content assessed within that subcategory. Pages 20–22 of this booklet describe the content assessed on the Reading and Mathematics portions of the FCAT.

# SSS Reading and Mathematics Student and Parent Report

The *Sunshine State Standards Reading and Mathematics Student and Parent Report* is a four-page color folder. The first page includes a letter to parents, guardians, or students. The fourth page provides general information about the FCAT program, definitions of key FCAT 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 2009 FCAT results. Page 2 displays the Reading results, and page 3 displays the Mathematics results. The description of the information provided on the sample Reading report on this page applies to the Mathematics report as well.

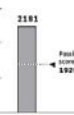
- A** The student, school, and district are identified in this area.
  - B** This table displays the student's FCAT Score and achievement level. On the Grade 10 report, it also shows whether the student passed or did not pass the test. The table also displays the score ranges for achievement levels 1 through 5. Underneath the graph, a statement indicates whether the student earned a passing score (for Grade 10 only), followed by a statement that indicates the student's FCAT Score and achievement level. This information is translated into Spanish and Haitian Creole. The footnote below this table describes the range within which a student's FCAT 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.
  - C** This section lists the Reading (or Mathematics) content subcategories, along with a description of the content assessed within that subcategory. Spanish and Haitian Creole translations of this information are also provided. The titles of the content subcategories are the same across all grade levels; however, the actual content varies by grade level based on the benchmarks at each grade. Pages 20–22 of this booklet describe the content assessed on the FCAT Reading and Mathematics.
- The “Points Possible” column provides the total number of points possible for each of the content subcategories (clusters or strands), and the “Points Earned” shows the actual number of points earned in each of the content subcategories. The “State Mean” is provided on the far right for comparison. The state mean shows the mean earned by students across the state.
- D** This area provides information on the student's score history in Reading (or Mathematics). The chart to the right shows the student's FCAT Score and achievement level, as well as the necessary on-grade-level 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 Level 3 or higher for that year; a light gray bar indicates that the student scored below Level 3 for that year. Achievement level descriptions are given to the left of the student's history chart.
- The FCAT Score (developmental scale score) is used to determine a student's annual progress from grade to grade and ranges from 86 to 3008. FCAT Scores are equated to the base year so scores from year to year can be compared. For example, for Grade 10 Reading and Mathematics, the base year is 1998. Equating means that even though a grade-level test may contain different questions each year, students who perform at the same skill level in different years will earn the same FCAT Score. A unique identifying number for each subject is provided at the bottom of the page.



Spring 2009  
Florida Comprehensive Assessment Test®  
Sunshine State Standards Reading and Mathematics  
Student and Parent Report  
Grade 10 Page 2

CARMINE J. APPELBEE  
ID: 0943216678  
School: 9999-SUNSHINE HIGH SCHOOL  
District: 99-SUNSHINE DISTRICT

**Your 2009 FCAT Reading Score**

Level 5 2111-3008	 <p>Passing score 1926</p>
Level 4 1635-2110	
Level 3 1058-1634	
Level 2 582-1057	
Level 1 86-581	

You have passed the FCAT Reading test.  
Your FCAT Score is 2181, which is in achievement Level 3 for Reading.  
Has aprobado el examen FCAT de Lectura.  
Su pase sus exámen Lecta FCAT la.

The FCAT Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2009 FCAT Reading Score would be between 2093 and 2261.

Content Areas	Points Possible	Points Earned	State Mean
<b>Words / Phrases:</b> Uses skills to determine word meaning, including word parts and relationships between words.	6	6	4
<b>Main Idea / Purpose:</b> Determines a stated or implied essential message, details author's purpose or plot.	17	14	13
<b>Comparisons:</b> Knows similar and different, cause and effect, and compare and contrast.	16	8	7
<b>Reference / Research:</b> Uses information from a variety of sources to reach conclusions.	12	9	10

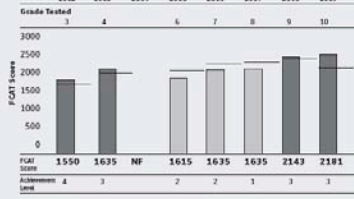
**Achievement Levels**  
Five categories describe the success students have with the content tested on the FCAT 505 Reading. In order to be considered on grade level, students must achieve Level 3 or higher.

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.  
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.

The score ranges for Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available from school guidance counselors or refer to Understanding FCAT Reports found on [www.flde.org](http://www.flde.org).

**Your Reading Scores Over Time**

Year Tested	2002	2003	2004	2005	2006	2007	2008	2009
Grade Tested	3	4		6	7	8	9	10



Key: ■ Your score was on grade level for this year  
□ Your score was not on grade level for this year  
NF Not found

Lido code: 123456789

STUDENT REPORTS



# Science Student and Parent Report



Spring 2009  
Florida Comprehensive Assessment Test\*  
Science Sunshine State Standards  
Student and Parent Report  
Grade 11

The Florida Department of Education believes that every student has the ability to learn and succeed. The purpose of the FCAT is to ensure that Florida's public schools are providing you with the best education possible and preparing you for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the state has developed a test to measure your achievement of the important science skills in the Sunshine State Standards (SSS). In addition, the content scores help you to identify academic skills that may need improvement.

*El Departamento de Educación de Florida cree que cada estudiante tiene la capacidad para aprender y tener éxito. El propósito del FCAT es asegurar que las escuelas públicas de Florida te proporcionen la mejor educación posible y te preparen para tener éxito en el futuro.*

*Se ha comprobado que un alto nivel de conocimiento científico es de importancia crítica para el éxito en el mercado laboral competitivo del siglo 21. Trabajando en colaboración con los educadores de Florida, el estado ha desarrollado un examen, Sunshine State Standards (SSS), para medir el progreso de tus habilidades científicas. Además, al observar las calificaciones puedes identificar áreas de capacitación en las que necesitas mejorar.*

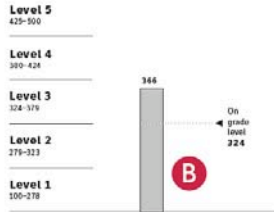
*Depatman Edikasyon Eta Florid kwè chak elev gen kapasite pou yo aprann epi pou yo reyisi avèk siksè. Bi FCAT se pou asire lekòl publik eta Florid yo founi elev ou pi bon fonasyon pou epi prepare elev ou pou li fè siksè alavè.*

*Yo te idantifye yon nivo wo konpetans syantifik ki gen nivo ki enpòtan pou siksè nan mache travay kompetitif 21<sup>èm</sup> syèk la. Nan travay ansanm ak pwofèsè nan Florid yo, leta te devlope yon egzamen pou mezire reyisi ou nan kompetans syans enpòtan nan Sunshine State Standards (SSS). Anplis, sa ki nan nòt yo ap ede ou idantifye konpetans akademik ki ka bezwen amelyore.*

SUSANE E. DAVIS **A**

ID 4685791922  
School 9999-SUNSHINE HIGH SCHOOL  
District 99-SUNSHINE DISTRICT

### Your 2009 FCAT Science Score



Your FCAT Science Score is 366, which is in achievement Level 3 for Science.

The FCAT Science Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2009 FCAT Science Score would be between 340 and 384.

**Achievement Levels**  
Five categories describe the success students have with the content tested on the FCAT 300 Science. In order to be considered on grade level, students must achieve Level 3 or higher.

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.

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.

The score ranges for Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available from school guidance counselors or refer to Understanding FCAT Reports found on [www.fldoe.org](http://www.fldoe.org).

Litho code: 123456789

09-99-00



Spring 2009  
Florida Comprehensive Assessment Test\*  
Science Sunshine State Standards  
Student and Parent Report  
Grade 11 Page 2

SUSANE DAVIS  
ID 4685791922  
School 9999-SUNSHINE HIGH SCHOOL  
District 99-SUNSHINE DISTRICT

The chart below gives more specific information about your performance on the content areas tested by FCAT Science. Information about the skills covered by these content areas is also provided.

**C**

Content Areas	Points Possible	Points Earned	State Mean
<b>Physical and Chemical Science:</b> Explains the properties and interactions of matter; analyzes the flow of energy through a system, and predicts the effects of forces on an object.	13	5	10
<b>Earth and Space Science:</b> Explains Earth's changes over time including geologic patterns, the rock cycle, and weather systems; also describes the interaction of the Sun, planets, and satellites in our solar system and the universe.	12	8	7
<b>Life and Environmental Science:</b> Identifies and explains characteristics of plants and animals and the environment, including life processes, conservation of resources, and the interdependence of organisms and systems.	14	9	11
<b>Scientific Thinking:</b> Applies scientific processes to problem solving, predicts events based on patterns within systems and explains the impact of technology on society.	12	7	9

*Fisika y Kimika: Explica las propiedades e interacciones de la materia, analiza el flujo de energía a través de un sistema y produce los efectos de las fuerzas sobre un objeto.*

*Ciencia de la Tierra y el espacio: Explica los cambios en la Tierra a lo largo del tiempo, con la inclusión de patrones geológicos, el ciclo de las rocas y sistemas climáticos; también describe la interacción del Sol, los planetas y satélites en nuestro sistema solar y el universo.*

*Ciencias biológicas y del medio ambiente: Identifica y explica las características de plantas, animales y el medio ambiente, incluyendo los procesos biológicos, la preservación de los recursos y la interdependencia de organismos y sistemas.*

*Razonamiento científico: Aplica procesos científicos a la resolución de problemas, predice eventos sobre la base de patrones dentro de los sistemas, y explica el impacto de la tecnología en la sociedad.*

*Syans Fizik ak Chimik: Eksplicke pwopriyete ak entè-aksyon matyè, analize sikilasyon enèji arayè yo nan sistèm, epi predi efè fòs sou yon obje.*

*Syans Lavi ak Espas: Eksplicke chanjman lavi nan pyeplè san avèk tou modèl syantifik, ak wèch, ak sistèm memòri; li dekri nou ent-aksyon solèy la, planèt yo ak satelit ki nan sistèm solè nou ak lavi.*

*Syans Lavi ak Anviwònman: Idantifye epi ekplike karakteristik plant ak bèt ak anviwònman, avèk tou pwosesis lavi, konvèrsyon resous ak entèdependans organism ak sistèm yo, bezannman Syantifik. Apilke pwosesi syantifik nan rezolisyon pwoblèm, predi evènman ki baz sou modèl ki nan sistèm yo epi ekplike enpak teknoloji a genyen sou sòpèt a.*

### Did you know?

— In the competitive job market of the future, more and more jobs will require science skills.

— Science skills are vital for success in many exciting careers.

— For more information about the FCAT Science test, visit <http://www.fldoe.org/>

Copyright © 2009 State of Florida Department of Education

The *Science Student and Parent Report* is a one-page, two-sided document. The information on both of these pages is translated into Spanish and Haitian Creole.

- A** The student, school, and district are identified in this area.
- B** This table displays the student's FCAT Science scale score and achievement level. The table also displays the score ranges for achievement levels 1 through 5 and the minimum score necessary for the student to be On Grade Level (Level 3). The footnote below this table describes the range within which a student's FCAT 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.
- C** The Science Content is described in this section. The titles of the content subcategories are the same across Grades 5, 8, and 11; however, the actual content varies by grade level based on the benchmarks at each grade. Each of the four content subcategories is listed, along with a description of the content assessed within that subcategory. Spanish and Haitian Creole translations of this information are also provided. The content assessed on the Science test is described on pages 23–24 of this booklet.

The “Points Possible” column provides the total number of points possible for each of the four content subcategories (clusters), while the “Points Earned” shows the number of points earned by the student for each subcategory. The state mean is provided on the far right for comparison. The state mean shows the mean earned by students across the state. A unique identifying number for this subject is provided at the bottom of the page.



# Writing Student and Parent Report



Spring 2009  
Florida Comprehensive Assessment Test®  
Writing Sunshine State Standards  
Student and Parent Report  
**Grade 10**



**CARMINE J. APPLEBEE**

ID **9543215678**  
School **9999-SUNSHINE HIGH SCHOOL**  
District **99-SUNSHINE DISTRICT**



Dear Student:

This report provides specific information about your performance on the FCAT Writing test. Your response to the prompt was read independently by two people trained to score this test. Each scorer gave your writing a score based on the overall quality of your response. Your prompt score is the average of the two readers' scores.

## Your Writing Prompt Score



### Writing to Explain

Prompt Score	
<b>5.0</b>	out of 6.0 points

### Writing Prompt Details

Your response was based on the following topic: Write to explain why you or someone else saves something.

### About Prompt Scores

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

## Description of Grade 10 Writing Prompt Scores\*

Student responses are scored by trained scorers using the holistic method to evaluate a piece of writing. In this type of scoring, trained scorers consider the overall quality of the response rather than focusing on any one aspect of the writing.



Prompt scores are based on the criteria below.

- 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** The writing is unrelated to the assigned topic or cannot be read.
  - A = Blank Essay – Not Tested
  - B = Off-topic
  - C = Illegible, Incomprehensible or Insufficient
  - D = Foreign Language

\* Translations of these descriptions are available in Spanish and Haitian Creole on the back page of this report.

\* *Puede obtener versiones traducidas de estas descripciones en español y criollo haitiano al reverso de este informe.*

\* *W ap jwenn tradiksyon deskripsyon sa yo nan lang Panyòl ak Kreyòl ayisyen sou do rapò sa a.*

- A** The student, school, and district are identified in this area.
- B** This section of the report is addressed to either the Grade 8 or 10 student or to the parents or guardians of Grade 4 students. Two trained scorers independently score each response. The score reported is the average of both scorers' scores.
- C** This area indicates the type of writing assignment given to the student: Grade 4—Writing to Explain (Expository) or Writing to Tell a Story (Narrative); and Grades 8 and 10—Writing to Explain (Expository) or Writing to Convince (Persuasive). The student's prompt score is printed in this section. The highest possible score is a 6. This section also provides the topic to which the student was asked to respond, and it describes the circumstances under which the response was written.
- D** This section provides the rubric (example on page 14) used as part of the holistic scoring method for the student response. 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. The SSS content assessed by FCAT Writing is described on pages 25 and 26 of this booklet.

For more information about FCAT Writing prompts, see previous years' *Florida Writes!* publications on the FCAT website at <http://fcat.fldoe.org/fcatflwrites.asp>.

# FCAT Writing Holistic Rubrics

<h3>Description of Grade 4 Writing Scores</h3>	<h3>Description of Grade 8 Writing Scores</h3>	<h3>Description of Grade 10 Writing Scores</h3>
<p><b>6.0:</b> 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.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> 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.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> 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.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> 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.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> 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.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>	<p><b>6.0:</b> 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.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> 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.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> 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.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> 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.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> 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.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>	<p><b>6.0:</b> 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.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> 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.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> 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.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> 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.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> 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.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>

# SCHOOL, DISTRICT, AND STATE REPORTS

## SSS School Reports of Results Reading, Mathematics, and Science

FCAT Florida Comprehensive Assessment Test®		Spring 2009 Florida Comprehensive Assessment Test® School Report of Students <b>Mathematics SSS: Grade 10</b>		School <b>SUNSHINE HIGH SCHOOL</b> School ID <b>9999</b> District <b>SUNSHINE DISTRICT</b> District ID <b>99</b>											
Student Name	Student ID	Developmental Scale Score (0–3000)	Scale Score (100–500)	Passed (1889 or above)	Achievement Level	Points Earned by Content Area						Results for Students Matched to Previous Year			
						Level 1 1068–1831	Level 2 1832–1946	Level 3 1947–2049	Level 4 2050–2192	Level 5 2193–2709	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
						Points Possible	11	10	14	14	11	16			
ABDOU, JERE E	6598100111	2278	395	Y		5	9	5	12	7	9	9	5	2263	15
ABNEY, PRISCILLA R	6598110101	2139	361	Y		4	7	5	11	7	9	7	4	2089	50

**End of Report**

- Content area results are not intended for comparison across administrations.
- NR – Not Reported for one of these reasons: NR2 – Did not meet attemptedness criteria; NR3 – Marked Do Not Score; NR6 – Duplicate Record; NR8 – FDOE Hold
- NT: Not Tested
- NM: No Match to previous year

The report format shown above is used for the FCAT Sunshine State Standards Reading, Mathematics, and Science *School Report of Students*. The sample report is the *Grade 10 Mathematics SSS School Report of Students*. Similar formats are used for each subject and grade level.

- A** 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.
- B** Section B contains column headings that describe the scores included on this report. The name and student ID for all students whose tests were submitted for scoring appear in the first two columns. The Reading and Mathematics *School Report of Students* have columns describing the developmental scale score (DSS) and scale score. The Science reports have only scale scores. The “Passing” columns only appear on the Reading and Mathematics reports for Grades 10–Adult. The *School Report of Students* indicates with a “Y” (Yes) or “N” (No) whether or not a student earned a passing score. The report also indicates the student’s achievement level. The remaining columns in Section B report the points earned in each of the content subcategories. For students receiving “NR,” the footnote at the bottom of the report details reasons why the score is not reported (i.e., NR2—Did not meet attemptedness criteria; NR3—Marked Do Not Score; NR6—Duplicate Record; NR8—FDOE Hold).
- C** Section C provides information on the results matched to the previous year for each student. This section does not appear on Science reports or Grade 3 Reading and Mathematics reports because there is no prior year’s data match. This section includes the previous year’s achievement level and DSS as well as the “DSS Change” for each student with a record that matched to the previous year. When a student does not have a match to the previous year, an “NM” (Not Matched) will appear in this column.
- D** The first row of information shown in Section D is the “Points Possible,” which varies by subject and grade level. The other information found in Section D is a listing of scores for all students whose tests were submitted for scoring. The *School Report of Students* does not contain summary information.





# Reports of Results—Writing

FCAT Florida Comprehensive Assessment Test <sup>®</sup>		Spring 2009 Florida Comprehensive Assessment Test <sup>®</sup> District Report of Schools Writing SSS: Grade 10		District <b>SUNSHINE DISTRICT</b> District ID <b>99</b>													
<b>B</b>		<b>C</b>		<b>Percent and Number of Students Earning Each Score Point on the Prompt</b>													
Number of Students <sup>*</sup>	Points Possible	Mean Score by Prompt <sup>*</sup>	Unscorable	1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0 5.5 6.0 ≥ 3.5 ≥ 4.0													
				1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥ 3.5	≥ 4.0	
<b>D</b> SUNSHINE HIGH SCHOOL 9999	122	Combined	<b>E</b> 3.9	0%	1%	0%	3%	6%	8%	14%	20%	15%	15%	11%	7%	82%	68%
	60	Expository	4.0	0%	0%	0%	2%	8%	8%	13%	20%	15%	12%	13%	8%	82%	68%
	62	Persuasive	3.8	0%	2%	0%	5%	3%	8%	15%	21%	15%	18%	10%	5%	82%	68%

**End of Report**

\* 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 would not be disclosed. This presentation of data is shown with a dash (-).  
 † Percentages are rounded to the nearest whole number.  
 ‡ Percentage is <0.5%.

The report format shown above is used for the Writing reports listed below. These reports are provided for all three grades tested (Grades 4, 8, and 10).

- *District Report of Schools* (shown)
- *State Report of Districts*
- *District Summary*
- *State Summary*

- A** The title of the report found in Section A identifies the content of the report and the grade level of the data included in the report. The name and number of the district (or of the district and school) are also printed in this area.
- B** Section B contains column headings that describe the scores included on the report. The number of students appears in the first column of all reports except the *School Report of Students*. This is followed by the “Mean Score by Prompt” and the percent and number unscorable.
- C** Section C contains the “Percent and Number of Students Earning Each Score Point on the Prompt” and column headings that show the score point distribution based on the final prompt score for each student. Two trained scorers score each paper using the FCAT Writing holistic rubric. Although only whole number scores (1 through 6) are assigned, scores from two scorers are averaged and half points can occur. For example, when a paper receives scores of 3 and 4, the final score is 3.5. Very few papers (less than one percent) are identified as unscorable on this report. Section C is not on the *School Report of Students*.
- D** Section D contains the labels identifying the list of schools (or districts or grades) included in the report.
- E** Section E contains the types of prompts used at the applicable grade level, a combined row for all students, and the percentage and number of students in each category for each prompt type. Note that the “Combined” row includes all students who responded to either prompt. This section includes the percentage and number of students receiving a score of 3.5 or above and 4.0 or above.

## District and State Summary

In all reports except the District Report of Schools, the district and state summary data are printed at the bottom of the last page of the report.

## Writing School Report of Students (Not Shown)

The *Writing School Report of Students* report is not shown in this booklet. This report is an alphabetical list of students who participated in the test. It is presented in a two-column format. The students given one prompt are listed in one of the columns, and the students given the other prompt are listed in the other column. Each student’s prompt score is listed. The *School Report of Students* does not contain summary data.

# SSS Demographic Reports Reading, Mathematics, and Science


<b>FCAT</b> <small>Florida Comprehensive Assessment Test</small>	Spring 2009 Florida Comprehensive Assessment Test® School Demographic Report	<b>A</b>	School <b>SUNSHINE HIGH SCHOOL</b> School ID <b>9999</b> District <b>SUNSHINE DISTRICT</b> District ID <b>99</b>
<b>Reading SSS: Grade 10</b>		<b>B</b>	<b>Mathematics SSS: Grade 10</b>
<b>Mathematics SSS: Grade 10</b>		<b>C</b>	
	<b>Points Possible</b>		
<b>D</b>			
<b>E</b>			

The report format shown on this page is used for the FCAT Sunshine State Standards Reading, Mathematics, and Science school, district, and state reports of demographic results. A sample of the *Grade 10 Reading and Mathematics School Demographic Report* is shown above. A similar format is used for the Reading and Mathematics reports at Grades 3–9 and the Science reports at Grades 5, 8, and 11.

- A
 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 (or of the district and school) are also printed in this area.
- B & C
 Sections B (**Reading**) and C (**Mathematics**) contain column headings that describe the scores included on the report. The “Number of Students” appears in the first column. The “Mean Developmental Scale Score” is provided in the second column. The “Mean Scale Score” is provided in the third column. There is no “Mean Developmental Scale Score” on the Science reports. The “Percent Passing” is in the fourth column and indicates the percentage of students who earned a passing score in that subject. This column appears only on the Reading and Mathematics reports for Grade 10. The percent of students who scored in each of the five achievement levels and the “Mean Points Earned” in each content subcategory are also provided.
- D
 The first row of information shown in Section D is the “Points Possible” in each content area. The number of points possible may vary by grade level. The other categories listed in Section D are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on information gathered from the FTE survey. Data on the demographic reports are disaggregated for racial/ethnic categories, gender, and other special categories, including standard curriculum, English Language Learner (ELL), migrant, Section 504, free or reduced lunch, not free or reduced lunch, exceptional student education classifications (ESE), total ESE other than gifted, not ESE plus gifted, and students not matched to the enrollment file.
- E
 Section E contains school, district, and/or state summary data.



# Demographic Reports Writing

 Spring 2009 Florida Comprehensive Assessment Test® District Demographic Report <b>Writing SSS: Grade 10</b>		District <b>SUNSHINE DISTRICT</b> District ID <b>99</b>																
<b>B</b> These data represent combined results from both prompts.*		Number of Students	Mean Prompt Score	Percent Unscorable	Percent of Students Earning Each Score Point on the Prompt													
					1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥3.5	≥4.0	
			Points Possible 6.0															
		White	280	3.4	***	3	3	13	10	21	21	23	***	3	3	***	50	29
		Black	14	3.4	***	3	3	13	10	21	21	23	***	3	3	***	50	29
		Hispanic	25	3.4	***	3	4	13	10	21	21	22	***	3	3	***	49	28
		Asian/Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		American Indian/Alaskan	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Mutiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Unreported Race/Ethnicity	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		Female	154	3.4	***	3	3	13	10	21	21	23	***	3	3	***	50	29
		Male	149	3.4	***	3	4	13	10	21	21	22	***	3	3	***	49	28
		Unreported Gender	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
		<b>Summary</b>																
		District	303	3.4	***	3	3	13	11	21	21	22	***	3	3	***	49	28
		State	200,477	4.0	***	1	2	6	6	15	20	28	9	5	5	3	70	50

\* 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 would not be disclosed. This presentation of data is shown with a dash (-).  
 • Percentages are rounded to the nearest whole number.  
 \*\*\* Percentage is <0.5%.

The report format shown on this page is used for school, district, and state reports of the FCAT Writing demographic results. The report shown is the *Grade 10 District Demographic Report*. A similar format is used for Grades 4 and 8 where data represent combined results from both prompts.

- A** The title of the report found in Section A identifies the content of the report and the grade level of the data included in the report. The name and number of the school and/or district are also printed in Section A.
- B** Section B contains column headings that describe the scores included in the report. The number of students appears in the first column of all reports. The remaining columns in Section B report the “Mean Prompt Score,” the “Percent Unscorable,” and the “Percent and Number of Students Earning Each Score Point on the Prompt.” Two trained scorers score each paper using the FCAT Writing holistic rubric. The score reported is the average of scores from two scorers and half points can occur. For example, when a paper receives scores of 3 and 4, the final score is 3.5. Very few papers (less than one percent) are identified as unscorable on this report. These data represent combined results from both prompts.
- C** The categories listed in Section C are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on information gathered from the FTE survey. Data on the demographic reports are disaggregated for racial/ethnic categories, gender, and other special categories, including standard curriculum, English Language Learner (ELL), migrant, Section 504, free or reduced lunch, not free or reduced lunch, exceptional student education classifications (ESE), total ESE other than gifted, not ESE plus gifted, and students not matched to the enrollment file.
- D** Section D contains summary data for the school, district, and/or state.

## Reading Content Assessed

The Sunshine State Standards identify the reading comprehension processes and skills that students are expected to be able to apply, and the FCAT Reading test includes a wide variety of written material to assess students' reading comprehension. The FCAT Reading test includes informational and literary reading passages. Informational passages are written to provide readers with factual information. Examples of the types of informational passages used on the FCAT are magazine and newspaper articles, editorials, and biographies. Literary passages are written primarily for readers' enjoyment. Examples of the types of literary passages used on the FCAT are short stories, poems, folk tales, and selections from novels. FCAT Reading includes the following reading comprehension skills and processes:

### Grades 3–5

#### Words and Phrases in Context

- uses strategies to increase vocabulary through word structure clues (prefixes, suffixes, roots), word relationships (antonyms, synonyms), and words with multiple meanings
- uses context clues to determine word meanings

#### Main Idea, Plot, and Purpose

- determines the stated or implied main idea or essential message in a text
- identifies relevant details and facts
- recognizes and arranges events in chronological order
- identifies author's purpose in a text
- recognizes when a text is intended to persuade
- understands plot development and conflict resolution in a story

#### Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships
- identifies similarities and differences among characters, settings, and events in various texts

#### Reference and Research

- reads, organizes, and interprets written information for various purposes, such as making a report, conducting an interview, taking a test, or performing a task
- uses maps, charts, photos, or other multiple representations of information for research projects

### Grades 6–8

#### Words and Phrases in Context

- uses various strategies, including contextual and word structure clues, to analyze words and text
- draws conclusions from a reading text
- recognizes organizational patterns

#### Main Idea, Plot, and Purpose

- determines the stated or implied main idea or essential message in a text
- identifies relevant details and facts
- recognizes how an organizational pattern supports the main idea
- identifies and uses the author's purpose and point of view to construct meaning from text
- recognizes persuasive text
- recognizes and understands how literary elements support text (e.g., character and plot development, point of view, tone, setting, conflicts and resolutions)

## Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships

## Reference and Research

- locates, organizes, and interprets written information for a variety of purposes
- uses a variety of reference materials to gather information for research projects (e.g., indexes, magazines, newspapers, journals, card and computer catalogs)
- checks validity and accuracy of research information (e.g., strong versus weak arguments, fact versus opinion, how authors' personal values influence conclusions)
- synthesizes and separates collected information into useful components

## Grades 9–10

### Words and Phrases in Context

- selects and uses strategies to understand words and text
- makes and confirms inferences from a reading text
- interprets data presentations (e.g., maps, diagrams, graphs, statistical illustrations)

### Main Idea, Plot, and Purpose

- determines stated or implied main idea
- identifies relevant details
- identifies methods of development
- determines author's purpose and point of view
- identifies devices of persuasion and methods of appeal
- identifies and analyzes complex elements of plot (e.g., setting, tone, major events, conflicts and resolutions)

## Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships

## Reference and Research

- locates, gathers, analyzes, and evaluates information for a variety of purposes
- selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized
- analyzes the validity and reliability of primary source information and uses the information appropriately
- synthesizes information from multiple sources to draw conclusions

# Mathematics Content Assessed

The FCAT Mathematics test assesses the achievement of the Sunshine State Standards in mathematics. FCAT Mathematics tests for Grades 3 and 4 include only multiple-choice items. FCAT Mathematics tests for Grades 5–10 combine gridded-response items with multiple-choice items. Additionally, Grades 5, 8, and 10 mathematics tests include several performance tasks, scored on 2-point and 4-point rubrics. Approximately the same number of questions is used for each of the five strands in Grades 3 through 8. At Grades 9 and 10, the *Geometry and Spatial Sense* strand and the *Algebraic Thinking* strand have slightly more questions than the other three strands.

The FCAT Mathematics test for all grade levels assesses what students know and are able to do in the broad content strands listed below. The concept difficulty assessed on the FCAT progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

## Number Sense, Concepts, and Operations

- identifies operations (+, −, ×, ÷) and the effects of operations
- determines estimates
- knows how numbers are represented and used

## Measurement

- recognizes measurements and units of measurement
- compares, contrasts, and converts measurements

## Geometry and Spatial Sense

- describes, draws, identifies, and analyzes two- and three-dimensional shapes
- visualizes and illustrates changes in shapes
- uses coordinate geometry

## Algebraic Thinking

- describes, analyzes, and generalizes patterns, relations, and functions
- writes and uses expressions, equations, inequalities, graphs, and formulas

## Data Analysis and Probability

- analyzes, organizes, and interprets data
- identifies patterns and makes predictions, inferences, and valid conclusions
- uses probability and statistics

# Science Content Assessed

The FCAT Science test assesses the achievement of the Sunshine State Standards in science. The FCAT Science test for Grade 5 includes multiple-choice items, and tests for Grades 8 and 11 combine multiple-choice items with gridded-response items. Additionally, each grade's test also includes performance tasks, scored on 2-point and 4-point rubrics. At each grade level, the FCAT Science test includes approximately the same number of questions from each of the four clusters.

## Grade 5

### Physical and Chemical Sciences

- understands that matter can be described, classified, and compared
- traces the flow of energy in a system
- identifies the differences between renewable and non-renewable energy sources
- describes, predicts, and measures the types of motion and effects of forces
- identifies the types of force that act upon an object

### Earth and Space Sciences

- understands that changes in climate, geological activity, and life-forms can be traced and compared
- recognizes that Earth's systems change over time
- identifies the cause of the phases of the Moon and seasons
- recognizes the role of Earth in the vast universe

### Life and Environmental Sciences

- understands that living things are different but share similar structures
- recognizes that many characteristics of an organism are inherited
- explains the relationship and interconnectedness of all living things to their environment
- understands that plants use carbon dioxide, minerals, and sunlight to produce food (photosynthesis)

### Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society

## Grade 8

### Physical and Chemical Sciences

- recognizes the differences between solids, liquids, and gases
- contrasts physical and chemical changes
- identifies atomic structures
- recognizes properties of waves
- describes how energy flows through a system
- describes, measures, and predicts the types of motion and effects of force

### Earth and Space Sciences

- recognizes that forces within and on Earth result in geologic structures, weather, erosion, and ocean currents
- explains the relationship between the Sun, Moon, and Earth
- understands that activities of humans affect ecosystems
- compares and contrasts characteristics of planets, stars, and satellites

### Life and Environmental Sciences

- identifies the structure and function of cells
- compares and contrasts structures and functions of living things
- understands the importance of genetic diversity
- recognizes how living things interact with their environment

## Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society

## Grade 11

### Physical and Chemical Sciences

- describes and explains the structure of an atom and its interactions with other atoms
- recognizes and explains chemical reactions
- describes how energy flows through a system
- describes, measures, and predicts the types of motion and effects of force

### Earth and Space Sciences

- recognizes that forces within and on Earth result in geologic structures, weather, erosion, and ocean currents
- identifies and explains the interconnectedness of Earth's systems
- understands that activities of humans affect ecosystems
- compares and contrasts characteristics of planets, stars, and satellites

### Life and Environmental Sciences

- contrasts and compares the structure and function of major body systems
- recognizes that structures, physiology, and behaviors of living things are adapted to their environment
- identifies and explains the role of DNA
- explains the relationship and interdependence of all living things and their environment

## Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society



# Writing Content Assessed

The FCAT Writing tests measure the writing elements of **focus, organization, support, and conventions**, which are integral to the Sunshine State Standards. Students demonstrate their writing skills by producing, within 45 minutes, a written draft response to an assigned prompt. Grade 4 students respond to a prompt which asks them to tell a story (narrative writing) or to explain (expository writing). Students in Grades 8 and 10 respond to a prompt which asks them to persuade (persuasive writing) or to explain (expository writing).

## Grade 4

### Writing Process

The student prepares for writing by using prewriting strategies to generate ideas and formulate a plan.\* The student writes a draft appropriate to the topic, audience, and purpose, and revises the draft for clarity and effectiveness by

- focusing on the topic and achieving the intended purpose for writing;
- providing a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- including ample development of supporting ideas;
- demonstrating a sense of completeness or wholeness;
- demonstrating a command of language including precision in word choice;
- indicating a general knowledge of the correct use of subject/verb agreement and verb and noun forms;
- including, with few exceptions, sentences that are complete except when fragments are used purposefully;
- using a variety of sentence structures; and
- demonstrating knowledge of the basic conventions of punctuation, capitalization, and spelling.

The student edits and corrects the draft for standard language conventions.† The student writes a final product for the intended audience.‡

## Grade 8

### Writing Process

The student prepares for writing by using prewriting strategies to generate ideas and formulate a plan.\* The student writes a draft appropriate to the topic, audience, and purpose, and revises the draft for clarity and effectiveness by

- focusing on the topic, achieving the intended purpose for writing, and reflecting insight into the writing situation;
- conveying a sense of completeness, wholeness, and adherence to the main idea;
- providing an organizational pattern with a logical progression of ideas;
- including support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrating a commitment to and an involvement with the subject;
- presenting ideas with clarity;
- employing creative writing strategies appropriate to the purpose of the paper;
- demonstrating a command of language (word choice) with freshness of expression;
- including sentences that are complete except when fragments are used purposefully;
- using a variety of sentence structures; and
- containing few, if any, convention errors in mechanics, usage, and punctuation.

The student edits and corrects the draft for standard language conventions.† The student writes a final product for the intended audience.‡

\*For FCAT Writing, the planning sheet provided on the assessment is not scored.

†Resources, such as a dictionary or thesaurus, are not permitted; thus, editing and correcting are not a part of the holistic scoring method used to score the FCAT Writing performance tasks.

‡Producing a final product is not part of the holistic scoring method used to score the FCAT Writing performance tasks.

## Grade 10

### Writing Process

The student prepares for writing by using prewriting strategies to generate ideas and formulate a plan.\* The student writes a draft appropriate to the topic, audience, and purpose, and revises the draft for clarity and effectiveness by

- focusing on the topic, achieving the intended purpose for writing, and reflecting insight into the writing situation;
- providing an organizational pattern with a logical progression of ideas;
- including effective use of transitional devices that contribute to a sense of completeness;
- including support that is substantial, specific, relevant, and concrete;
- demonstrating a commitment to and an involvement with the subject;
- employing creative writing strategies appropriate to the purpose of the paper;
- demonstrating a mature command of language with freshness of expression;
- using a variety of sentence structures; and
- containing few, if any, convention errors in mechanics, usage, punctuation, and spelling.

The student edits and corrects the draft for standard language conventions.† The student writes a final product for the intended audience.‡

\*For FCAT Writing, the planning sheet provided on the assessment is not scored.

†Resources, such as a dictionary or thesaurus, are not permitted; thus, editing and correcting are not a part of the holistic scoring method used to score the FCAT Writing performance tasks.

‡Producing a final product is not part of the holistic scoring method used to score the FCAT Writing performance tasks.

# GLOSSARY

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**Note:** Terms defined in this glossary that have been cross-referenced appear in *color*.

**Achievement Levels**—Five categories of achievement that represent the success students demonstrate with the **Sunshine State Standards (SSS)** content assessed on the FCAT. The achievement levels for FCAT Reading, FCAT Mathematics, and FCAT Science were established using the input of classroom teachers, curriculum specialists, education administrators, and other interested citizens. These professionals helped the Department of Education identify the score ranges for each achievement level. The achievement levels are helpful in interpreting what a student's **scale score** represents.

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

**Cluster**—A grouping of related **benchmarks** from the **SSS**. Clusters are used to summarize and report achievement for FCAT **SSS** Reading and FCAT Science.

**Content Area**—The information or skills contained in an area of study. The content areas (or subject areas) assessed on the FCAT are reading, writing, mathematics, and science.

**Content Subscores**—The number of **raw score** points earned by a student in each sub-content area of FCAT **SSS** Reading, Mathematics, and Science. Content subscores are reported for **clusters** in FCAT Reading and FCAT Science, and for **strands** in FCAT Mathematics. For example, in Mathematics, subscores are reported for number sense, measurement, geometry, algebra, and data analysis and probability. Content Subscores are also called **reporting categories, subscores, and subcategories**.

**Demographic Reports**—Summary reports that represent the scores of various subgroups of the students tested. The information collected about students at the time they take the FCAT includes: name, student identification number, race/ethnicity, gender, and other demographic information. This demographic information and other information is verified from existing Florida Department of Education and school district databases before the reports are produced.

**Developmental Scale Score (DSS)**—A type of **scale score** used to determine a student's annual progress from grade to grade. The FCAT Developmental Scale for Reading and Mathematics ranges from 86 to 3008 across Grades 3–10. On the *SSS Reading and Mathematics Student and Parent Report*, the developmental scale score is called the **FCAT Score**.

**DSS Change**—A calculation made by the subtraction of two years' **developmental scale scores**, which yields the amount of change across the two years, e.g., 2009 DSS – 2008 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.

**English Language Learners (ELLs)**—Students classified as English Language Learners and enrolled in an English for Speakers of Other Languages (ESOL) Program. These students are permitted testing accommodations when taking the FCAT. All ELLs are required to take the FCAT. Students in an approved ESOL program for less than 12 months may be exempt from taking the FCAT by majority decision of the ELL Committee; these students must be administered an approved alternate assessment.

**Exceptional Student Education (ESE)**—Special educational services that are provided to eligible students, e.g., visually impaired, hearing impaired. These services are required by federal law and are provided to Florida students according to the State Board of Education Rule 6A-6.0331, FAC. Students demonstrate the conditions required for the services, and services are provided as described in an Individual Education Plan (IEP). The IEP also specifies the testing accommodations a student needs for classroom instruction and assessments.

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

**FCAT Score**—The FCAT Score for Science is a **scale score** which ranges from 100 to 500. The FCAT Scores for **SSS** Reading and **SSS** Mathematics are reported using the **developmental scale score (DSS)**. The DSS ranges from 86 to 3008 across Grades 3–10 and provides a way for parents to track their student's annual academic progress from grade to grade.

**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 Mathematics (Grades 5–10) and FCAT Science (Grades 8 and 11).

**Holistic Scoring**—A method of scoring written work that considers the overall quality of the entire work. Rather than grading the response by enumerating its mechanical, grammatical, or linguistic weaknesses, scorers for FCAT Writing consider the integration of the four writing elements: focus, organization, support, and conventions, resulting in greater attention to the writer’s message and staying closer to what is essential in realistic communication.

**Learning Gains**—As part of the school grading system, annual learning gains can be shown three ways.

- (1) Improving an **achievement level**, e.g., from Achievement Level 1 to Achievement Level 2.
- (2) Maintaining an Achievement Level 3, 4, or 5. Maintaining high scores with harder content each year shows an increase in learning.
- (3) Showing adequate **DSS Change** if students stay in Achievement Levels 1 or 2.

**Limited English Proficient (LEP)**—See **English Language Learners (ELL)**.

**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 students.

**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% 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 reveal the purpose of the writing. FCAT Writing assesses three modes of writing: **narrative, expository,** and **persuasive.**

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

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

**Performance Tasks**—Test questions that require students to write their answers instead of choosing one from several choices or gridding their response. Two types of performance tasks, short- and extended-response, are used in FCAT Reading, FCAT Mathematics, and FCAT Science. Short-response (SR) questions ask for short answers like describing a character in a story, writing a mathematical equation, or explaining a scientific concept. Extended-response (ER) questions require longer answers, such as comparing two passages, constructing a graph, or describing the steps in an experiment. In FCAT Writing, a **prompt** performance task requires students to apply their writing skills by writing a draft response to an assigned topic.

**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 Writing, students in Grades 8 and 10 may be assigned **prompts** that are intended to result in persuasive writing.

**Points Possible**—The number of “Points Possible” shows the total number of machine-scorable test questions and **performance task** points on a test. The number of “Points Earned” shows how many of these points the student earned. These types of scores are reported only for the **content subscores**, and the number of points possible in a subscore may change slightly each year.

**Prompt**—The topic a student is given on which to write in FCAT 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 the topic and suggests an approach that may help the student begin writing).

**Raw Score**—A score that reports the number of points a student earned on each test question. Students earn one raw score point for each correctly answered **multiple-choice** item and **gridded-response** item, and up to four raw score points on **performance tasks**. Raw scores are reported by **content subscores**.

**Reporting Category**—See **Content Subscores**.

**Rubric**—The scoring guidelines or criteria used to evaluate all FCAT **performance tasks**. The rubric describes what is required for each possible score point.

**Scale Score**—The score used to report test results on the entire test. FCAT **SSS** scale scores range from 100 to 500 for each grade level and **content area**. A computer program is used to analyze student responses and to compute the scale score. The Reading and Mathematics scale score is not provided on the Student and Parent Report.

**Section 504**—A special classification of students as defined in Section 504 of the Rehabilitation Act of 1973. Testing accommodations are permitted for students who meet the 504 criteria.

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

**Strands**—The broad divisions of content in the **SSS**. For example, in the Language Arts **SSS**, there are seven strands (Reading, Writing, Listening, Viewing, Speaking, Language, and Literature).

**Subcategories**—See **Content Subscores**.

**Subscores**—See **Content Subscores**.

**Sunshine State Standards (SSS)**—Florida’s curriculum framework that includes curriculum **content areas**, **strands**, standards, and **benchmarks**. The Sunshine State Standards provide guidelines for the educational curriculum in Florida.













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