

**Comparison of Achievement on Field Test vs. Anchor Forms
FCAT Reading and Mathematics Grades 3-10, 2010**

This tables presents whether there was a significant mean difference between those students taking tests with embedded field-test items compared to those taking tests with embedded anchor (equating/linking) items. While most of the differences were found to be statistically significant ($p < .05$) due to the large sample sizes included in the analyses, all of the differences in student achievement (mean difference) were found to have very small effect sizes, making the differences not practically important.

Grade	Reading		Mathematics	
	Statistical P*	Effect Size**	Statistical P*	Effect Size**
3	.5933	+0.001	.0975	-0.014
4	.1423	+0.000	.0105	+0.036
5	.0001	+0.044	.0272	-0.013
6	.0073	-0.005	.0001	-0.022
7	.0108	-0.026	.0001	-0.044
8	.0001	-0.040	.0001	-0.036
9	.0001	+0.069	.0001	+0.072
10	.0309	-0.001	.5999	-0.003

*SAS Proc GLM p-value, testing developmental scores for students administered field-test forms versus anchor forms, controlling for curriculum (standard versus not standard curriculum)

**Mean difference: “field-test-form students” minus mean for “anchor-form students”