



Spring 2006
 Florida Comprehensive Assessment Test®
 State Summary
Writing+

	Number of Students *	Mean Writing+ Score (100-500)	Mean Points Earned by Multiple-Choice Reporting Category				Mean Essay Score by Prompt	Unscorable	Percent and Number of Students Earning Each Score Point on the Essay															
			Focus	Organization	Support	Conventions			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	10	10	8	16																	
Grade 4	189,589	296		7	7	6	10	Combined	3.9	NA	1%	1%	4%	5%	13%	13%	31%	16%	12%	3%	1%	76%	63%	
	91,518							Expository	4.0	***	1%	1%	2%	2%	9%	12%	34%	19%	15%	3%	1%	84%	72%	
	99,840							Narrative	3.7	***	1%	1%	7%	7%	16%	13%	28%	14%	10%	2%	1%	68%	54%	
											434	1,344	1,132	6,533	7,434	15,556	13,226	27,651	13,717	9,641	2,442	730	67,407	54,181
Grade 8	198,247	295	Points Possible	13	6	10	15	Combined	4.0	NA	1%	1%	2%	3%	11%	15%	36%	16%	10%	3%	2%	83%	68%	
	99,886			9	5	6	9	Expository	4.0	***	1%	***	2%	3%	11%	15%	36%	16%	11%	4%	2%	83%	68%	
	99,527							Persuasive	3.9	***	1%	1%	2%	3%	11%	15%	36%	16%	10%	3%	1%	82%	68%	
											468	912	586	1,926	2,588	11,174	14,522	36,275	16,413	9,965	3,302	1,396	81,873	67,351
Grade 10	187,939	295	Points Possible	11	8	9	16	Combined	3.9	NA	2%	2%	3%	5%	11%	15%	29%	16%	9%	5%	3%	78%	62%	
	94,993			8	6	6	9	Expository	3.9	1%	2%	1%	2%	4%	10%	15%	32%	16%	10%	5%	2%	80%	65%	
	94,681							Persuasive	3.8	1%	3%	2%	4%	6%	12%	16%	26%	15%	8%	5%	3%	74%	58%	
											656	2,381	1,889	3,393	5,335	11,104	15,328	24,550	13,751	8,045	5,131	3,118	69,923	54,595

* 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 (-).

* Combined rows only include students with a Writing+ Score, indicating a multiple-choice score and an essay score have been reported.
 • Percentages are rounded to the nearest whole number.

*** Percentage is <0.5%

** No students in this grade met the criteria for reporting.

• Reporting category results are not intended for comparison across administrations.



FCAT Writing Average Scores¹ Grades 4, 8, and 10 1993-2006*

Grade 4

Category/Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Writing to Explain	1.7	2.1	2.1	2.2	2.5	3.0	2.9	3.2	3.5	3.3	3.5	3.6	3.7	4.0
Writing to Tell a Story	2.3	2.3	2.7	2.8	2.8	3.1	3.2	3.2	3.4	3.5	3.8	3.7	3.7	3.7
Grade 4 Combined	2.0	2.2	2.4	2.5	2.6	3.0	3.1	3.2	3.4	3.4	3.6	3.7	3.7	3.9

Grade 8

Category/Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Writing to Explain	3.2	2.7	3.1	3.7	3.4	3.4	3.5	3.8	3.8	3.8	3.9	3.9	3.9	4.0
Writing to Convince	2.8	2.8	3.0	3.3	3.3	3.2	3.4	3.5	3.5	3.8	3.8	3.7	3.7	3.9
Grade 8 Combined	3.0	2.7	3.1	3.5	3.4	3.3	3.4	3.7	3.7	3.8	3.9	3.8	3.8	4.0

Grade 10

Category/Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Writing to Explain	NA	2.9	3.3	3.2	3.7	3.6	3.6	3.9	4.0	4.0	3.8	3.8	3.7	3.9
Writing to Convince	NA	2.9	3.2	3.4	3.5	3.5	3.5	3.8	3.7	3.7	3.7	3.9	4.0	3.8
Grade 10 Combined	NA	2.9	3.3	3.3	3.6	3.6	3.6	3.9	3.8	3.8	3.8	3.8	3.8	3.9

- Beginning in 2000, averages are for all curriculum groups combined. Previous averages are for standard curriculum students only.

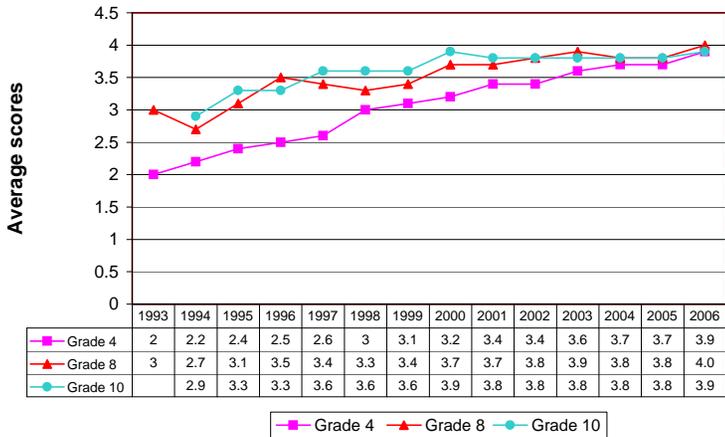
¹ FCAT Writing+, formerly FCAT Writing, is also known as the Florida Writing Assessment Program and Florida Writes!



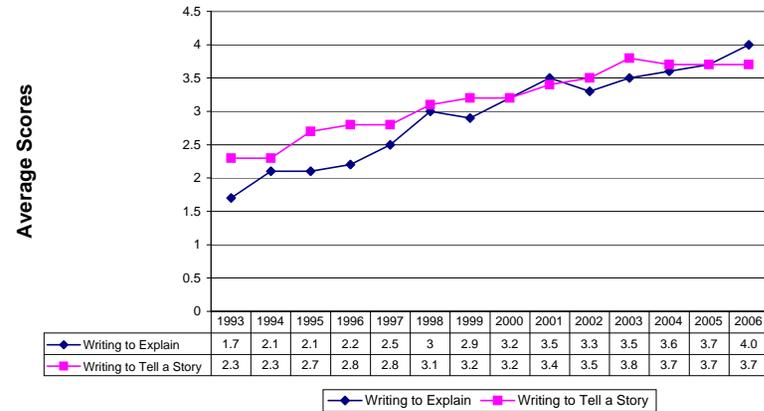
FCAT Writing Average Essay Scores 1993-2006

Grade level scores have become similar over time.

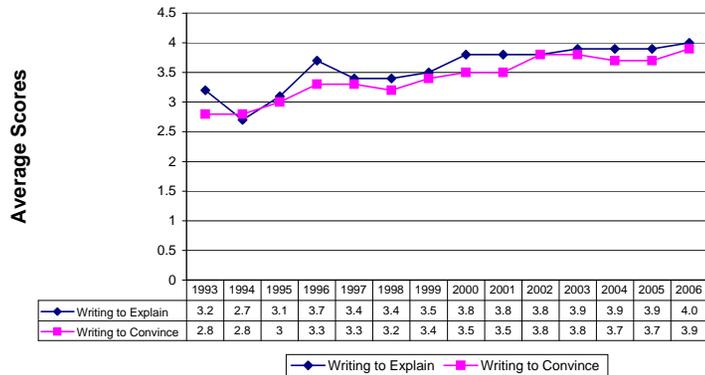
FCAT Writing Average Essay Scores by Grade



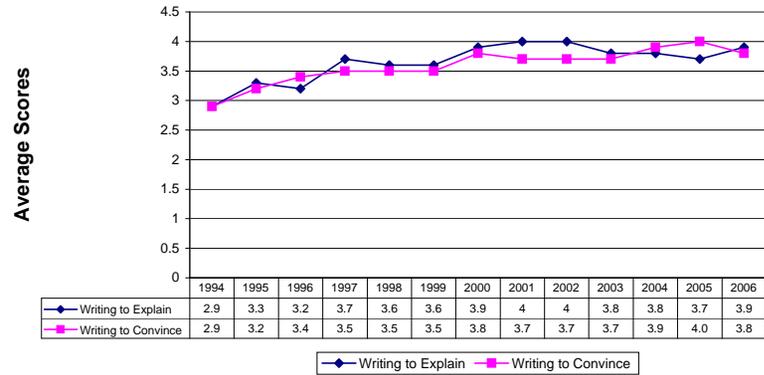
Grade 4 FCAT Writing Average Essay Scores by Prompt Type



Grade 8 FCAT Writing Average Essay Scores by Prompt Type



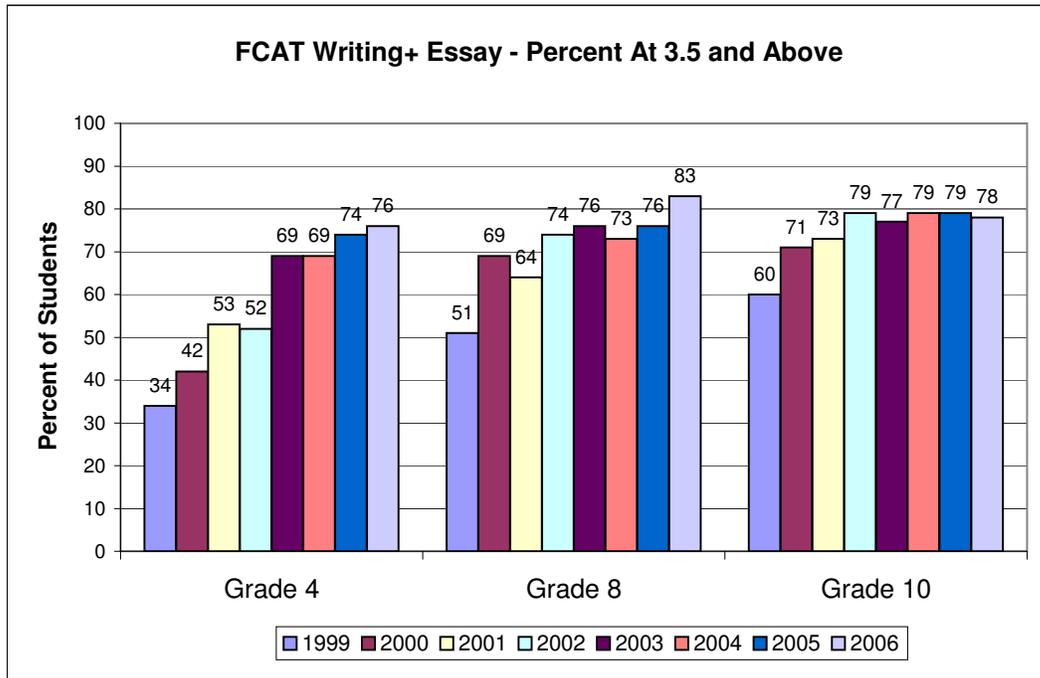
Grade 10 FCAT Writing Average Essay Scores by Prompt Type



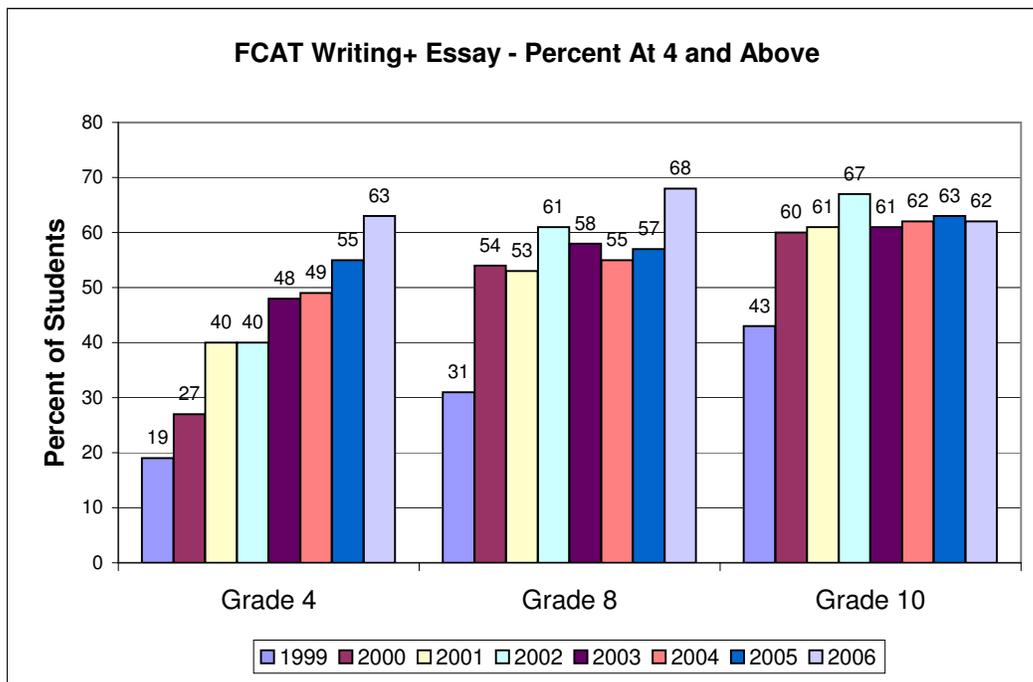
FCAT Writing 1999 - 2006 Percent Scoring At and Above 3.5 and 4



In 2006, the percent of students scoring 3.5 and above increased in 4th and 8th grades and declined slightly in grade 10.



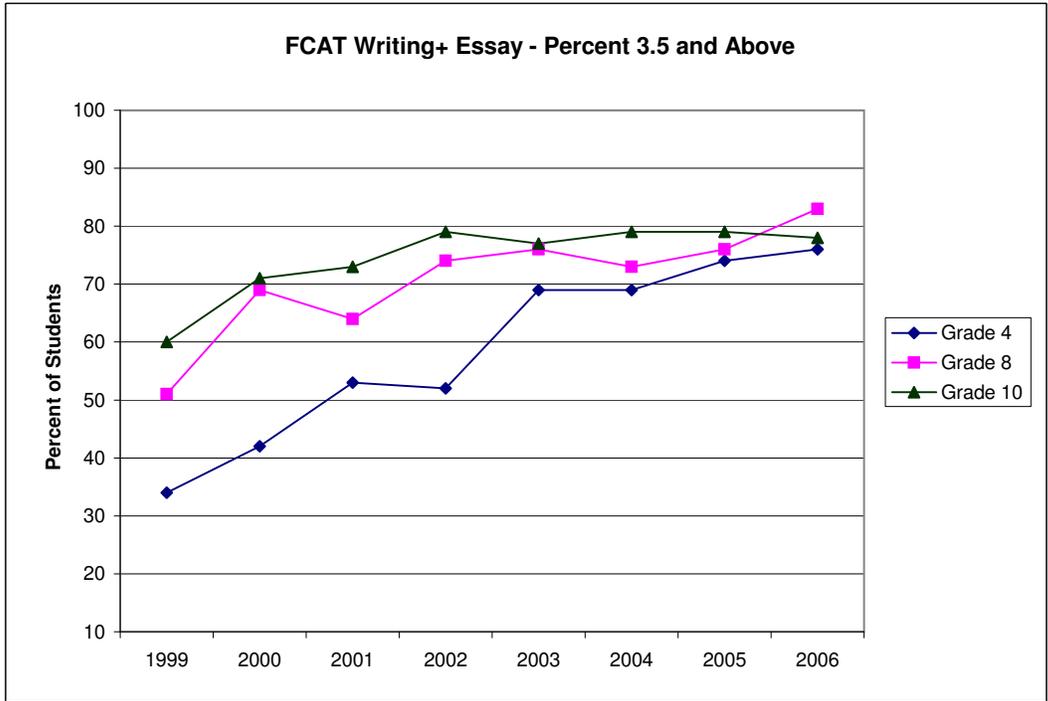
In 2006, the percent of students scoring 4.0 and above increased in 4th and 8th grades and declined slightly in grade 10.



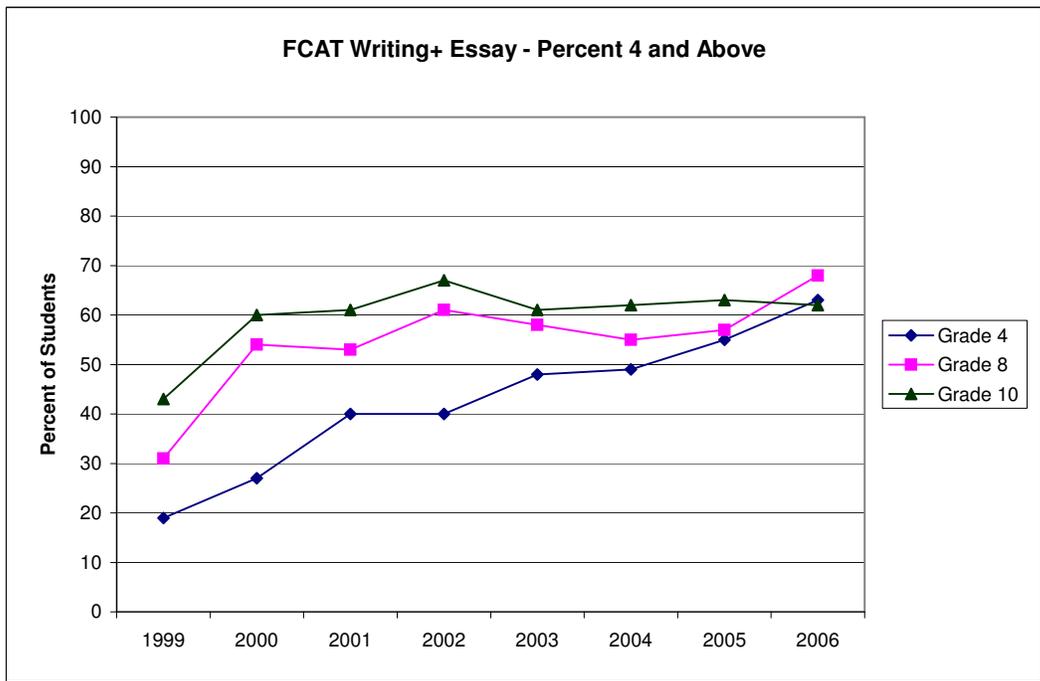
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Description of the 2006 FCAT Writing+ Prompts

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GRADE 4

Writing to Explain (Expository)

Students were asked to choose something fun to do outside and explain what makes that activity fun.

Writing to Tell a Story (Narrative)

Students were asked to write a story about a time an animal does something smart.

GRADE 8

Writing to Explain (Expository)

Students were asked to choose something from nature they like and explain why they like it.

Writing to Persuade (Persuasive)

Students were asked to persuade the principal whether students should work in groups to do all their school work.

GRADE 10

Writing to Explain (Expository)

Students were asked to explain what changes they would make to a classroom to make it more comfortable.

Writing to Persuade (Persuasive)

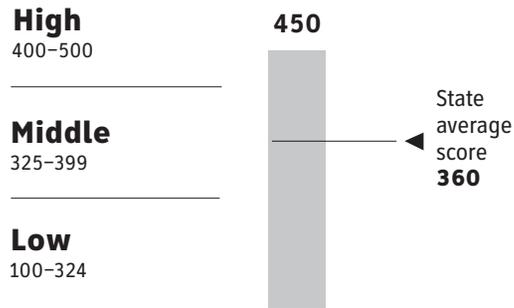
Students were asked to persuade a state legislator whether the voting age should be lowered from 18 to 16.



Dear Parent/Guardian:

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

Your Student's 2006 FCAT Writing+ Score



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

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

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

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

Writing to Explain

Your Student's Essay Score	
5.0	out of 6.0 points

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



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



FCAT STUDENT

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

Your Student's Essay Score

Your student earned 5.0 out of 6.0 points.

Writing To Explain

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

About Essay Scores

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

Description of Grade 4 Writing Essay Scores

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

Essay scores are based on the criteria below.

- 6.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, but lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate but limited. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. Unrelated information may be included. No organizational pattern is evident. Ideas are usually provided through lists, and word choice is limited or immature. Frequent errors in punctuation, capitalization, spelling, and sentence structure may impede communication.
- U** The writing is unrelated to the assigned topic or cannot be read.