



Florida Standards Assessments

2018–2019

Volume 6 Score Interpretation Guide



ACKNOWLEDGMENTS

This technical report was produced on behalf of the Florida Department of Education. Requests for additional information concerning this technical report, or the associated appendices, should be directed to Dr. Salih Binici at the Florida Department of Education (Salih.Binici@fldoe.org).

Major contributors to this technical report include the following staff from American Institutes for Research (AIR): Dr. Harold Doran, Dr. Dipendra Subedi, Dr. MinJeong Shin, Dr. Shuqin Tao, Dr. Yu Meng, Patrick Kozak, Gloria Buame, and Katherine Kane. The major contributors from the Florida Department of Education are as follows: Dr. Salih Binici, Dr. Qian Liu, Vince Verges, Susie Lee, Jenny Black, Racquel Harrell, Sally Rhodes, Travis Barton, Jiajing Huang, and Yachen Luo.

TABLE OF CONTENTS

1 FLORIDA SCORE REPORTS 1

 1.1 Overview of Florida’s Score Reports 1

 1.2 Overall Scores and Reporting Categories 2

 1.3 Available Reports of the FSA Reporting System 3

 1.3.1 Participation Reports—TIDE 4

 1.3.2 FSA Reporting System Home Page 5

 1.3.3 PDF/Excel Reports 6

 1.3.4 Data Files 14

 1.4 Individual Score Reports 15

 1.4.1 Individual Score Report USBs 16

2 CALCULATION OF STUDENT SCORES 22

 2.1 Points Possible 22

 2.2 Theta Score Estimation 22

 2.3 Scale Scores 22

 2.4 Alternate Passing Score 22

 2.5 Standard Errors 23

3 INTERPRETATION OF REPORTED SCORES 24

 3.1 Business Rules 24

 3.1.1 Inclusion in Aggregation 24

 3.1.2 Aggregation 24

 3.1.3 Student Mobility Rules 25

 3.1.4 Minimum Group Size 25

 3.2 Interpretations 25

 3.2.1 Scale Scores 25

 3.2.2 Alternate Passing Scores 25

 3.2.3 Reporting Categories 25

4 CAVEON ANALYSIS 27

LIST OF APPENDICES

- A. FSA Reporting System User Guide
- B. TIDE User Guide
- C. Understanding FSA Reports
- D. Sample Individual Score Report

LIST OF TABLES

Table 1: Reporting Categories for ELA..... 2
Table 2: Reporting Categories for Mathematics..... 3
Table 3: Reporting Categories for EOC..... 3
Table 4: Florida Online Score Reports Summary..... 4
Table 5: Communication Dates 14
Table 6: FSA Eligibility Requirements and Passing Scores..... 23
Table 7: School Type 24

LIST OF FIGURES

Figure 1: Participation Report..... 5
Figure 2: FSA-R Home Page Screen Capture..... 6
Figure 3: A Sample State Summary Report for ELA 8
Figure 4: A Sample District Summary Report for ELA 9
Figure 5: A Sample State Report of Districts for ELA 10
Figure 6: A Sample District Report of Schools for ELA..... 11
Figure 7: A Sample School Report of Students for ELA..... 13
Figure 8: Password for Downloadable Data Zip File 15
Figure 9: A Sample FSA ELA Individual Score Report..... 18

1 FLORIDA SCORE REPORTS

The Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1 and Geometry) were first administered to Florida students in spring 2015. By statute, all Florida public school students are required to participate in the statewide assessments. In spring 2019, the following FSA tests were administered to the Florida students: Grades 3–10 ELA Reading, Grades 4–10 ELA Writing, Grades 3–8 FSA Mathematics and FSA EOC (Algebra 1 and Geometry). In addition, the Grade 10 ELA Retake and Algebra 1 Retake were offered to the students who needed to retake the test for graduation purposes in spring 2019. The Grade 10 ELA Retake was also offered in fall 2018. To receive a valid ELA score, the students were required to complete both writing and reading components in Grades 4–10/Retake.

In spring 2019, Grades 3–6 Reading and Mathematics assessments were fixed operational forms on paper. Grades 7–8 Mathematics assessments, EOC assessments in Algebra 1 and Geometry, and Grades 7–10 Reading assessments were fixed operational forms online. Grades 4–6 Writing assessments were administered in paper whereas Grades 7–10 Writing assessments were administered online. In addition, paper-based accommodated test forms were provided for students who have the accommodation listed on their Individual Educational Plan (IEP) or Section 504 Plan.

The purpose of this volume, the Score Interpretation Guide, is to document the features of the FSA Reporting System (FSA-R), which was designed to assist stakeholders in reviewing and downloading the test results and in understanding and appropriately using the results of the state assessments. Additionally, this volume describes the score types reported for the spring 2019 assessments, the features of the score report, and the appropriate uses and inferences that can be drawn from those score types.

1.1 OVERVIEW OF FLORIDA’S SCORE REPORTS

FSA Reading, Writing, Mathematics, and EOC assessments were administered in spring 2019. Reading and Writing responses were combined to create an overall English Language Arts (ELA) scale score. Test scores from each spring 2019 assessment were provided to districts and schools through the FSA-R after FDOE verified the student and score information included in the data files and score reports. The FSA-R provided information on student performance and aggregated summaries at several levels—state, district, and school. Additionally, printed Individual Score Reports were delivered to districts, packaged by school, for distribution to parents. Districts also received a USB drive with an electronic version of the Individual Score Reports for their students, which they were able to save locally and print as needed.

The FSA-R (accessible at <https://FSAREports.airast.org>) is a web-based application that provided access to the FSA results at various, appropriate levels. Test result availability for any given user was based on his or her user role. There were two basic levels of user roles: the district level and the school level. Each user was granted drill-down access to reports in the system based on his or her assigned user role. This meant that schools could access data for the students only in their school, while districts could access data for all of the schools and students in their district.

The following users had access to the system:

- State users: Access to all data at the state-, district-, school-, and student-levels.
- District Assessment Coordinator (DAC) users: Access to all data for their district and the schools and students in their district.
- School Administrator (SA) users: Access to all data for their school and the students in their school.

Access to the reports was password protected.

1.2 OVERALL SCORES AND REPORTING CATEGORIES

Each student received a single scale score for each subject tested, if there was a valid score to report. A student’s score was based only on the operational items on the assessment. In the State Student Results (SSR) and District Student Results (DSR) data files, the total raw score, theta score, points earned by reporting category, scale score, and performance level are calculated if the test record was assigned a Score Status Flag of 1 or 9, meaning the score was reported. The computation of the various student scores is outlined below in Section 2 and discussed further in Volume 1, Annual Technical Report.

Student reports and the School Report of Students also provided the number of points earned for each reporting category and the possible number of points in each category. The points earned and points possible for each reporting category were established using the same items used to calculate overall scores. The points possible could vary depending on the test forms (e.g., online vs. paper accommodated). Table 1, Table 2, and Table 3 display the reporting categories by grade and subject.

Table 1: Reporting Categories for ELA

Grade	Reporting Category
3	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Language and Editing Task
4–10	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Language and Editing Task • Text-based Writing

Table 2: Reporting Categories for Mathematics

Grade	Reporting Category
3	<ul style="list-style-type: none"> Operations, Algebraic Thinking, and Numbers in Base Ten Numbers and Operations—Fractions Measurement, Data, and Geometry
4	<ul style="list-style-type: none"> Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations—Fractions Measurement, Data, and Geometry
5	<ul style="list-style-type: none"> Operations, Algebraic Thinking, and Fractions Numbers and Operations in Base Ten Measurement, Data, and Geometry
6	<ul style="list-style-type: none"> Ratio and Proportional Relationships Expressions and Equations Geometry Statistics and Probability The Number System
7	<ol style="list-style-type: none"> Ratio and Proportional Relationships Expressions and Equations Geometry Statistics and Probability The Number System
8	<ul style="list-style-type: none"> Expressions and Equations Functions Geometry Statistics & Probability and The Number System

Table 3: Reporting Categories for EOC

Course	Reporting Category
Algebra 1	<ul style="list-style-type: none"> Algebra and Modeling Functions and Modeling Statistics and the Number System
Geometry	<ul style="list-style-type: none"> Congruence, Similarity, Right Triangles and Trigonometry Circles, Geometric Measurement, and Geometric Properties with Equations Modeling with Geometry

1.3 AVAILABLE REPORTS OF THE FSA REPORTING SYSTEM

The FSA-R was hierarchically structured. The interactive home page had drop-down menus with a list of aggregated units (e.g., districts, schools within a district) from which the user could choose. An authorized user was able to view reports at his or her own aggregated unit and any lower level of aggregation. For example, a school user could view only the reports and data at the school and student level of his or her school. DAC users could view the reports and data for their districts and also the student-level results for all of their schools. The FSA-R provided access to results in two main formats. The first format was PDF or Excel reports, which provided score data for each of the FSA assessments. Users could compare score data of individual students with the school, district, or overall state average scores. The second format was downloadable pipe-delimited text data files; this format allowed users to download zipped data files containing individual student

and aggregate data for their district and the state. Only state- and district-users have access to these data files.

Participation reports were also available on the Test Information Distribution Engine (TIDE) website (<https://fl.tide.airast.org>). These reports indicated the students who had completed or needed to complete computer-based testing, and allowed users to view participation summary statistics (counts and percentages) of students who had tested.

The *FSA Reporting System User Guide* is included in Appendix A, and the *TIDE User Guide* is included in Appendix B. Appendix C, *Understanding FSA Reports*, includes explanations of the reports, information about the content assessed in Mathematics, ELA, and EOC relating to the Florida Standards, and a glossary of terms used in the FSA reports.

Table 4 summarizes the types of score reports that were available in the FSA-R and the levels at which the reports could be viewed. A description of each report is also provided below. Data files were also accessible for districts to download.

- District Student Results (DSR) file (district access only)
- District Aggregation Results (DAR) file (district access only)
- State Aggregation Results (SAR) file (district access only)

Table 4: Florida Online Score Reports Summary

Type of Report Page	Level	Description
State Summary (SS)	State, District, School	Summary of overall performance for a subject for all students in the state
District Summary (DS)	State, District, School	Summary of overall performance for a subject for all students in the district
State Report of Districts (SRD)	State, District, School	List of districts with overall performance for the state
District Report of Schools (DRS)	State, District, School	List of schools with overall performance for a district
School Report of Students (SRS) for district	State, District	Lists of all students who belonged to a district, ordered by school, with their associated subject scores
School Report of Students (SRS)	State, District, School	Lists of all students who belonged to a school with their associated subject scores

1.3.1 Participation Reports—TIDE

Once a user logged in, he or she was directed to the home page, which allowed users to access the Participation Reports.

The Participation Report, shown in Figure 1, allowed teachers, principals, and district staff to see which students had not yet completed their tests. The Participation Report for spring 2019 was similar to that for spring 2018 shown below. Users could select from a series of options to customize the group of students whose participation status was to be reviewed for a particular

grade and subject, such as those who had started but had not completed their test or those who had not yet begun their test. Users could export the list into an Excel file and download the file.

Figure 1: Participation Report

1.3.2 FSA Reporting System Home Page

State, district, and school users could access student performance reports for the FSA through the FSA-R home page. Figure 2 displays the options a user could select from to access their assessment data. The drill-down options were:

- **Year:** Test administration year
- **Administration:** Spring, summer, fall, or winter
- **Subject:** ELA or Mathematics; or Algebra 1 or Geometry
- **Type:** PDF/Excel reports or data files

Depending on the report options selected, users are presented with options to select:

- **Report:** The user selects the report he or she wishes to download (e.g., State Summary, State Report of Districts, or School Report of Students).
- **District:** State-level users select which district they wish to view.
- **School:** State and district users select which school they wish to view.

Figure 2: FSA-R Home Page Screen Capture

1. Please make your selections below:

Year: ▼

Administration: ▼

Subject: ▼

Type: ▼

2. Please choose the report you want to download:

Report: ▼

District: ▼

School: ▼

Grade: ▼

1.3.3 PDF/Excel Reports

When the user selected PDF/Excel reports, as shown in Figure 2, he or she had the option to download a PDF report or an Excel spreadsheet. The contents of these reports were the same with the exception that some of the Excel reports include additional information.

The summary reports including State Summary, District Summary, State Report of Districts, and District Report of Schools were created for the initial score release. The School Report of Students were created for both the initial and late score releases.


State Summary reports provided grade-level aggregated data for the state and displayed overall student performance for the selected test. All data were based on the total number of students who had taken and completed the test, submitted it for scoring, and had a reported score (i.e., a score flag status of 1). One PDF file per subject was posted to the FSA-R for school and district access. For example, a district may receive up to six State Summary reports for the spring 2019 administrations: Grades 3–10 ELA, Grade 10 ELA Retake, Grades 3–8 Mathematics, Algebra 1, Algebra 1 Retake, and Geometry. Excel spreadsheets containing the same information in a modified format accompanied the PDF files. PDFs and Excel spreadsheets were produced for the initial reporting only and created based on the approved SAR file.

As shown in Figure 3, the State Summary report PDF file displayed the following data:

- **Number of Students:** Total count of students who took the test and had a score reported in the selected grade, subject, and administration.
- **Mean Scale Score:** Mean scale score of students tested in the selected grade, subject, and administration.
- **Percentage Passing:** Only applicable for assessments with a graduation requirement, such as Grade 10 ELA, Grade 10 ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry.
- **Percentage in Each Performance Level:** Percentage of students in each level (levels 1, 2, 3, 4, and 5, and levels 3–5 combined)

For EOC assessments, counts were broken down by grade for first-time testers, but not for retakers, for all summary reports.

Figure 3: A Sample State Summary Report for ELA

										
ELA State Summary Spring 2019										
	Number of Students	Mean Scale Score	Percentage Passing	Percentage in Each Performance Level						
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	
Grade 03										
State	5,247	297	NA	26	26	27	15	7	48	
Grade 04										
State	5,021	310	NA	25	24	27	17	7	51	
Grade 05										
State	5,003	321	NA	22	26	26	18	9	53	
Grade 06										
State	5,012	326	NA	22	26	21	19	11	52	
Grade 07										
State	7,523	332	NA	26	24	22	17	12	51	
Grade 08										
State	7,519	338	NA	21	25	26	16	11	53	
Grade 09										
State	7,520	341	NA	26	24	20	18	11	49	
Grade 10										
State	7,523	348	49	22	29	22	19	8	49	

FSA ELA Performance Levels by Scale Score Ranges


	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
Grade 03	240-284	285-299	300-314	315-329	330-360	Grade 07	267-317	318-332	333-345	346-359	360-397
Grade 04	251-296	297-310	311-324	325-339	340-372	Grade 08	274-321	322-336	337-351	352-365	366-403
Grade 05	257-303	304-320	321-335	336-351	352-385	Grade 09	276-327	328-342	343-354	355-369	370-407
Grade 06	259-308	309-325	326-338	339-355	356-391	Grade 10	284-333	334-349	350-361	362-377	378-412

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same Performance Level, the data are suppressed, with the exception that the **Percentage Passing/Levels 3-5** are reported. A dash (–) appears when data are suppressed.
- NA – Not Applicable

- Performance Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- When totaled, percentages may not add to 100 due to rounding.

The District Summary Report was similar to the State Summary, except that it displayed summary data for all of the students in the selected district who had completed the selected test and had a valid score reported. A sample report is shown in Figure 4.

Figure 4: A Sample District Summary Report for ELA


									
ELA District Summary Spring 2019				District DEMO DIST 77 District ID 77					
	Number of Students	Mean Scale Score	Percentage Passing	Percentage in Each Performance Level					
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5
Grade 03									
District	187	269	NA	79	0	0	0	21	21
State	5,247	297	NA	26	26	27	15	7	48
Grade 04									
District	21	272	NA	95	0	0	0	5	5
State	5,021	310	NA	25	24	27	17	7	51
Grade 05									
District	3	--	NA	--	--	--	--	--	--
State	5,003	321	NA	22	26	26	18	9	53
Grade 06									
District	12	--	NA	--	--	--	--	--	0
State	5,012	326	NA	22	26	21	19	11	52
Grade 07									
District	22	274	NA	95	0	0	0	5	5
State	7,523	332	NA	26	24	22	17	12	51
Grade 08									
District	19	283	NA	95	0	0	0	5	5
State	7,519	338	NA	21	25	26	16	11	53
Grade 09									
District	20	285	NA	95	0	0	0	5	5
State	7,520	341	NA	26	24	20	18	11	49
Grade 10									
District	23	292	4	96	0	0	0	4	4
State	7,523	348	49	22	29	22	19	8	49

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same Performance Level, the data are suppressed, with the exception that the Percentage Passing/Levels 3-5 are reported. A dash (-) appears when data are suppressed.
 • NA – Not Applicable

• Performance Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
 • When totaled, percentages may not add to 100 due to rounding.

The State Report of Districts, shown in Figure 5, provided both district and state aggregated data and contained summary performance for each district in the state, by grade. State totals were also provided for all fields on the report. Similar to the State Summary, the State Report of Districts was generated by subject and contained the same data elements as the State Summary but was ordered by district number.

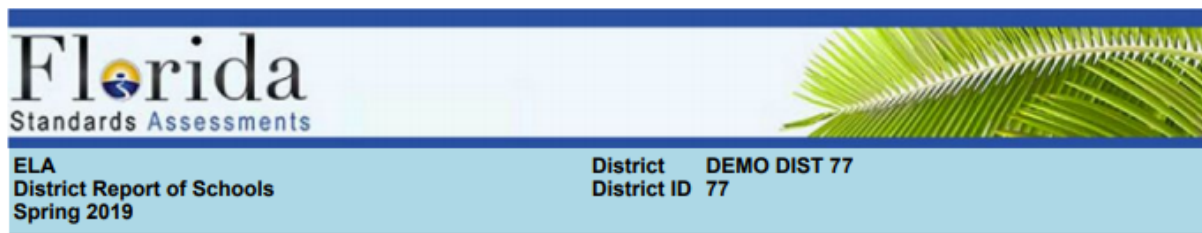
Figure 5: A Sample State Report of Districts for ELA



	Number of Students	Mean Scale Score (240-360)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (240-284)	Level 2 (285-299)	Level 3 (300-314)	Level 4 (315-329)	Level 5 (330-360)	Levels 3-5
Grade 03									
77 -- DEMO DIST 77	187	269	NA	79	0	0	0	21	21
96 -- DEMO DIST 96	60	-	NA	--	--	--	--	--	0
99 -- DEMO DISTRIC	5,000	299	NA	23	27	28	15	6	50
STATE TOTAL	5,247	297	NA	26	26	27	15	7	48

The District Report of Schools, shown in Figure 6, provided aggregated data and contained summary performance for each school in a district, by grade. In these reports, the schools in the given district were sorted based on the school number. The same data elements that appeared on the State Summary Reports were provided in these files. District totals were provided at the bottom of the report.

Figure 6: A Sample District Report of Schools for ELA



	Number of Students	Mean Scale Score (240-360)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (240-284)	Level 2 (285-299)	Level 3 (300-314)	Level 4 (315-329)	Level 5 (330-360)	Levels 3-5
Grade 03									
9003 -- DEMO SCHOOL 9003	46	--	NA	--	--	--	--	--	0
9004 -- DEMO SCHOOL 9004	141	273	NA	72	0	0	0	28	28
DISTRICT TOTAL	187	269	NA	79	0	0	0	21	21

A School Report of Students (SRS) was available for individual schools and could be accessed by each school or by district administrators in one report that combined data for all schools in their district. Districts had access to both the SRS for the district and the SRS at the school level. Schools only had access to the SRS that contained test results for the students reported in their school. The School Report of Students were rosters created from the approved State Student Results (SSR) files and provided on the FSA-R to districts and schools.

The SRS were created by subject for each school and included score flag status and scores (when score flag status was equal to 1 or 9) for all students in any given school. Students were not listed on the School Report of Students if their score flag status was 4 (the PreID label did not match to TIDE for students testing on paper) or 0 (not tested). For the students assigned an NR (not reported) score status, footnotes on the bottom of each page of the Mathematics and EOC reports explained the NR codes. For the ELA School Reports of Students, if no valid ELA score was reported for a student, the score flag statuses for ELA, Reading, and Writing were all presented on the Excel version of the report so that the district and school users could determine why no score was reported for that student.


For both initial and late reporting, one PDF report and one Excel spreadsheet for each tested subject per school was posted in the FSA-R. Additionally, one PDF file and one Excel spreadsheet that combined all schools in a district was posted to the FSA-R for district access only. Reports created for late reporting did not include students from the initial reporting, and the file names for these PDF reports and Excel spreadsheets denoted that these documents only contained students for late

reporting. These reports sorted student records first by ascending grade, followed by student last name, then first name, and finally, FLEID. The district-level reports followed the same sort order after first sorting by school.

The fields displayed on the School Report of Students PDF file were as follows:

- **Grade**
- **District and school names and numbers**
- **Student Name** (in alphabetical order by last name then first name)
- **Student FLEID**
- **Scale Score**
- **Passed:** NA is shown, with the exception of Grade 10 ELA, ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry which are displayed as “Y” or “N”
- **Performance Level:** Numeric value of 1–5
- **Points Earned/Points Possible by Content Area:** Shown for each content area by subject and grade

Figure 7: A Sample School Report of Students for ELA

		School: DEMO SCHOOL 9004 School ID: 9004 District: DEMO DIST 77 District ID: 77					
Student Name	FLEID	Scale Score (240-360)	Performance Level	Points Earned/Points Possible by Content Area			
			Level 1 (240-284) Level 2 (285-299) Level 3 (300-314) Level 4 (315-329) Level 5 (330-360)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing
SPRINGMOCK0918, ELAMATH3	FL201900000918	240	1	2/15	0/17	3/12	0/6
SPRINGMOCK0919, ELAMATH3	FL201900000919	NR					
SPRINGMOCK0920, ELAMATH3	FL201900000920	NR					
SPRINGMOCK0921, ELAMATH3	FL201900000921	NR					
SPRINGMOCK0922, ELAMATH3	FL201900000922	NR					
SPRINGMOCK0923, ELAMATH3	FL201900000923	NR					
SPRINGMOCK0924, ELAMATH3	FL201900000924	NR					
SPRINGMOCK0925, ELAMATH3	FL201900000925	NR					
SPRINGMOCK0926, ELAMATH3	FL201900000926	NR					
SPRINGMOCK0927, ELAMATH3	FL201900000927	360	5	15/15	17/17	12/12	6/6
SPRINGMOCK0928, ELAMATH3	FL201900000928	240	1	0/15	0/17	0/12	0/6
SPRINGMOCK0929, ELAMATH3	FL201900000929	NR					
SPRINGMOCK0930, ELAMATH3	FL201900000930	NR					
SPRINGMOCK0931, ELAMATH3	FL201900000931	240	1	0/15	0/17	0/12	0/6
SPRINGMOCK0932, ELAMATH3	FL201900000932	NR					

• Points earned by content area should not be compared across administrations.
 • NR – Not Reported

To make districts and schools aware of these releases, FDOE distributed information on how to access the FSA-R for each administration via e-mail to School District Superintendents and District Assessment Coordinators. Communication dates are listed in Table 5.

Table 5: Communication Dates

Administration	Communication Date
Fall 2018 EOC	November 6, 2018
Fall 2018 ELA Retake	December 5, 2018
Winter 2018 EOC	January 23, 2019
Spring 2019 Algebra 1 Retake	April 18, 2019
Spring 2019 ELA Retake	April 18, 2019
Spring 2019 Grade 3 ELA	May 24, 2019
Spring 2019 Gr 4–10 ELA, Gr 3–8 Mathematics, EOC (Algebra 1, Geometry)	June 28, 2019
Summer 2019 EOC	August 29, 2019

1.3.4 Data Files

The FSA-R allowed district users to download a compressed file containing data for their district in pipe-delimited text format. These data files were approved by FDOE before release and were used to populate the PDF and Excel reports.

Downloadable data files were packaged into a single downloadable compressed file for each subject for access by DAC users. In spring 2019, similar to the summary reports, there were up to six data files for each district. Each compressed file contained three folders (DAR, DSR, and SAR). DAR and DSR folders each contained a single pipe-delimited .txt file. The SAR folder contained one SAR file for each grade for the Grades 3–10 ELA and Grades 3–8 Mathematics assessment, and a single SAR file for each EOC subject (Algebra 1 and Geometry) and each Retake (ELA Retake and Algebra 1 Retake).

As an extra layer of security, a password was provided in the FSA-R system, as shown in Figure 8, and was required to open the encrypted zip files once they were downloaded. The password was unique to each district’s data file and was only needed to unzip and extract the contents of the compressed file.

Figure 8: Password for Downloadable Data Zip File

1. Please make your selections below:

Year: 2015-2016 ▼

Password For Zip File

Ik@42\$\$@53Ew

OK

2. Please ma

District: 77 - DEMO DIST 77 ▼

Download Reveal Password

1.4 INDIVIDUAL SCORE REPORTS

Student Reports were delivered as printed materials to the districts, which then delivered those reports to schools. The primary purpose of the Individual Score Report (ISR) was to provide a document that enabled parents to understand their child’s performance in the subject in which he or she tested. The ISR also presented information that indicated how a student’s performance compared to that of other students who took the same test.

For all subjects, the 2019 spring FSA ISR had a four-page color design format, though the final page is intentionally left blank for certain subjects. An example of the ISR is displayed in Figure 9 (see also Appendix D). The first section provided identifying information about the student and was followed by an introduction with general information about the FSA program. The subsequent sections provided the student’s 2019 FSA results, including overall scale score, performance level details, reporting category scores, a table to compare the student’s performance against the aggregate percentages by school, district, and state, student’s performance on each domain of the writing component test for the Grades 4–10 ELA and ELA Retake, and a recommended resources section at the end of the report. ELA Grades 4–10 and Mathematics Grades 4–8 reports also included a chart to show the students’ performance in previous years on the same assessment. The majority of the information on the report was translated into Spanish and Haitian Creole.

- **Top of Report:** The test, student, student FLEID, school, and district were identified
- **Purpose of the Report:** This section provided a description of the FSA and purpose of the score report.
- **FSA Scores:** A student’s scale score and corresponding performance level were displayed graphically and explained in an accompanying statement in this section. This information was also translated into Spanish and Haitian Creole.

Beginning with the spring 2019 administration, grade 3 and 4 ELA ISRs include the texts for **Reading Scholarship**. Students in grades 3 and 4 that score a level 1 or level 2 on the FSA ELA assessment may be eligible for a scholarship that is intended to prepare students for the next grade. The scholarship can be used for instructional material, tutoring, and summer or afterschool educational programs. If a student receives a level 1 or level 2, information about the scholarship will appear next to the **performance level** on the ISR.

- **Previous Performance Trend Chart** (Only for applicable subjects and grades): This section displayed the students’ performance over time, in the form of a barrel chart.
- **Reporting Category Scores:** This table displayed the reporting categories assessed. The Points Earned column showed the actual number of points earned in each of the reporting categories. The number of points earned is the sum of the scores of the items measuring a given reporting category. The Points Possible column provided the total number of points possible for each of the reporting categories. This information was translated into Spanish and Haitian Creole.
- **Student Performance Compared:** This section provided a comparison between the student’s performance level and that of the student’s school, district, and the state as a whole.
- **Student Writing Performance (Only for Grades 4-10 ELA and ELA Retake reports):** This section provided the number of points possible and points earned by the student in each dimension of the writing component of the ELA assessment, along with an explanation of what the results mean. This information was also translated into Spanish and Haitian Creole.
- **Recommended Resources:** This section provided online resources and links relevant to parents and students.

To better enable educators, parents and guardians, and students to understand FSA results and interpret them in a meaningful way, the Department of Education published *Understanding FSA Reports* (see Appendix C), which provided detailed information regarding the report types and results information contained therein. *Understanding FSA Reports* is updated before the release of results each spring.

1.4.1 Individual Score Report USBs

AIR also produced USB flash drives containing score report PDFs for Florida districts. USBs were generated and shipped to each district for every administration in which they tested. Late reporting score reports were sent in a separate USB for each administration.

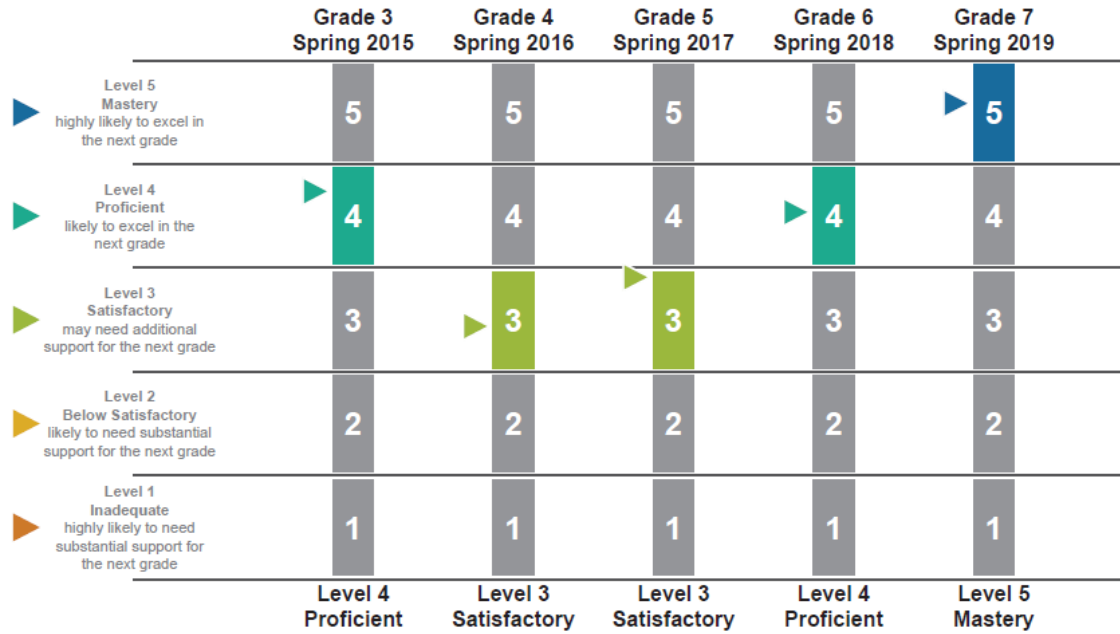
Each district received a single USB. Each district USB flash drive contained a single zip file for the district that was password protected. The zip file contained a district folder. Within the district folder, there were school folders and a .CSV manifest file. Within each school folder, there were PDFs of Individual Score Reports. The manifest file contained a list of all the PDFs that were included in the zip file. This machine readable manifest was intended to enable districts to load them into their learning management system or other systems.

Passwords to unzip the USB files were made accessible through the TIDE Inbox feature for District level users with DAC access from spring 2017 onwards. All DAC level users in a district had access to the USB password for that district only, with the exception of community colleges (district 80) where all TIDE users in each college had access to the password file for their college only. In addition, AIR continued to upload the district passwords to the Move-it server as well. These files were used by FDOE for the sample review of real data USBs and also as a backup for the passwords.

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

SAMANTHA'S PREVIOUS PERFORMANCE ON THE ELA ASSESSMENT

This chart displays Samantha's performance on the ELA assessments over time. It reports the performance levels for the most recently completed tests in ELA (if available).



SAMANTHA'S PERFORMANCE COMPARED

This table shows the percentage of students in each performance level in your student's school, district, and the state.

	School	District	State
Level 5	20%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

SAMANTHA'S PERFORMANCE DETAILS

This FSA ELA assessment measures what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the FSA ELA progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

This table describes the knowledge and skills assessed in each reporting category on the assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	12	16
	En esta categoría, se espera que los estudiantes lean de manera atenta para entender la información, citen pruebas textuales para respaldar sus inferencias/conclusiones, analicen el desarrollo y la interacción de ideas, temas, personas y eventos centrales o ideas de respaldo y resuman los conceptos clave.		
	Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dediksyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evènman, oswa ide sipò; epi rezime konsèp prensipal yo.		
Craft and Structure	In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/tone and how text structures impact the text, and determine the effects of point of view or purpose.	14	20
	En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo.		
	Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figiratif mo/fraz, analize kijan chwa mo afekte sans/ton ak fason estrikti tèks la kapab enflyanse tèks la, epi detèmine efè pwendvi pèsonèl ak objektif.		
Integration of Knowledge and Ideas	In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.	10	8
	En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios, evalúen los argumentos empleados para respaldar las afirmaciones, la validez, la relevancia y la suficiencia de las pruebas y analicen el tratamiento que se hace de ideas principales o temas similares.		
	Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòma; evalye agiman pou deklarasyon, valideite, pètinans, ak ase prèv; epi analize tretman tèm oswa sijè ki sanble.		
Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	11	8
	En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés.		
	Nan kategori sa a, elèv yo sipoze kapab montre yo ka metrize nòm gramè, fason pou itilize, ekriti an majiskil ak miniskil, ponktyasyon, ak òtograf lang angle estanda.		
Text-Based Writing	In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.	9	10
	En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia.		
	Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide epòtan; Ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.		

* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See *Understanding FSA Reports* for more information.

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

SAMANTHA'S WRITING PERFORMANCE

This table shows the number of points possible and number of points earned by your student in each domain of the writing component of the ELA assessment. For more information, please see the rubrics and scoring samplers on the FSA Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 4 out of 4 possible points. The response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated controlling idea/claim and effective organizational structure creating coherence and completeness.	Your student earned 4 out of 4 possible points. The response provides thorough and convincing support with cited evidence for the controlling idea/writer's claim that includes the effective use of sources, facts, and details.	Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling.
Su estudiante obtuvo 4 de los 4 puntos posibles. La respuesta está totalmente fundamentada y centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación expresada claramente y una estructura organizacional efectiva, lo cual crea coherencia e integridad.	Su estudiante obtuvo 4 de los 4 puntos posibles. La respuesta incluye argumentos exhaustivos y convincentes con pruebas citadas para respaldar la idea de control/afirmación del autor e incluye el uso efectivo de fuentes, hechos y detalles.	Su estudiante obtuvo 2 de los 2 puntos posibles. La respuesta demuestra un dominio adecuado de las convenciones básicas. La respuesta puede incluir errores menores en el uso, pero no presenta patrones de errores. Incluye el uso adecuado de la puntuación, el uso de mayúsculas, la formación de oraciones y la ortografía.
Pitit ou ta te fè 4 pwen sou 4 pwen posib. Li te kore repons li yo nèt epi li te toujou konsantrè sou objektif, piblik, ak travay li gen pou fè a. Li te bay yon ide/deklarasyon kontwòl klè epi estrikti a te byen òganize ki te fè li te koyeran ak konplè.	Pitit ou ta te fè 4 pwen sou 4 pwen posib. Repons li a te bay sipò ak prèv site ki te byen detaye ak konvenkan pou ide kontwòl/deklarasyon ekriyen an ki te itilize sous, enfòmasyon, ak detay yo byen.	Pitit ou ta te fè 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kèk ti erè nan itilizasyon, men li pa gen anpil fòt. Li itilize ase ponktyasyon, lèt majiskil ak miniskil lè li sipoze, fòmasyon fraz, ak òtograf.

RECOMMENDED RESOURCES

FSA Portal

The FSA Portal is the gateway for FSA information and resources (www.fsassessments.org), including FSA practice tests for both computer-based and paper-based tests, and the Students & Families page.

The following resources can be found on the Students & Families page:

- **Understanding FSA Reports** – this document provides additional information about this report and the scoring process.
- **FSA Fact Sheets** – these documents contain test administration and policy information for the assessments.

FDOE Website

You are encouraged to browse the department's website (www.fldoe.org) for many useful parent resources, including the following:

- **Just Read, Florida!**
 - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
 - **Just Read, Families!** – this web page contains resources for families to promote literacy and reading engagement.
- **Middle Grades Promotion Requirements** – this web page provides the courses required for middle grades promotion.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

CPALMS

FSA assessments are written to the Florida Standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to the Florida Standards. You may visit this site to review the standards for each grade level and subject or course to help support your student and understand the expectations for learning at each stage of your student's education.

99-9999-00005

2 CALCULATION OF STUDENT SCORES

This section provides an overview of the calculation of student scores. More detailed information can be found in Volume 1.

2.1 POINTS POSSIBLE

Students received a raw score for each reporting category, with scores being derived using only the operational items in each reporting category. The number of points earned is the sum of the scores of the items measuring a given reporting category. Raw scores were reported at the individual level and shown in the Points Earned column of the Individual Score Reports.

2.2 THETA SCORE ESTIMATION

Student ability estimates, or theta scores, are generated using *pattern scoring*, a method that scores students differently depending on which items they answer correctly. Some test items provide more statistical information than other items, and when students answer those items correctly, this improves their ability estimate. Because the FSA tests are calibrated and scored based on the 3-parameter logistic model (3PL) and Generalized Partial Credit Models (GPCM) of Item Response Theory models, with the 2PL treated as a special case of the 3PL, two students with the same overall raw score but with correct answers to different questions may have slightly different ability estimates. Section 8.1.1 of Volume 1 outlines the formulas and rules applied during calculation.

Theta scores were not reported, but were used in the calculation of other scores.

2.3 SCALE SCORES

Scale scores are a linear transformation of a student's theta score onto a consistent scale. Scale scores are calculated as follows:

$$SS_i = a * \hat{\theta}_i + b$$

where $\hat{\theta}_i$ is an individual student's ability estimate obtained from maximum likelihood estimation in AIR's scoring engine, and a and b are grade- and subject-specific slope and intercept values. Scale scores are rounded to the nearest whole number for reporting. Section 8.1.2 of Volume 1 provides additional details about the calculation of scale scores as well as the grade and subject slopes and intercepts.

Scale scores were reported at the individual level in the FSA-R. Mean scale scores were also reported at the aggregate level.

2.4 ALTERNATE PASSING SCORE

The alternate passing score (APS) is the FCAT 2.0 equivalent score reported as an FSA scaled score. When EOC and Grade 10 ELA cut scores were reported in 2015, there was no approved FSA reporting scale, and so cut scores were reported as an FCAT 2.0 equivalent. The FSA scale transformation constants are now known and so the passing scores can be reported on the FSA scale. Since the cuts recommended from the summer 2015 standard setting process have been

approved, it is important to note that these APS cuts will be used only with students who are retaking the test. Section 8.1.4 of Volume 1 provides additional details about the calculation of alternate passing scores.

Students who were eligible for the alternate passing score were flagged on the student report PDF file with an asterisk. The APS for the given subject was shown in the footnote of the PDF report for reference.

Eligibility for using the Grade 10 FSA ELA APS is based on student cohort. Students who entered grade 9 in 2013–14 (or prior), regardless of his or her first attempt taking the assessment, are eligible to use the APS for graduation purposes. The students who took the Grade 10 FSA ELA assessment in spring 2015 as above-grade level testers (e.g., grade 9 students receiving grade 10 instruction) are also eligible to use the APS, even though they are NOT in the 2013–14 cohort.

Eligibility for using the APS for the FSA Algebra 1 and FSA Geometry tests is based on when students first participated in the assessment. Students who took one of these assessments prior to the adoption of the new passing scores (spring, summer, fall, or winter 2015) are eligible to use the APS for Algebra 1 for graduation/CAP purposes, or the APS for Geometry for scholar designation/CAP purposes. Students who participated in the FSA Algebra 1 or FSA Geometry assessment for the first time in spring 2016 and beyond must obtain the new passing scores for graduation/CAP and scholar designation/CAP purposes, respectively.

Table 6 summarizes eligibility requirements and passing/alternate passing scores for these assessments.

Table 6: FSA Eligibility Requirements and Passing Scores

Assessment	Eligibility	Passing Score (FSA Scale)
Grade 10 ELA, Grade 10 ELA Retake	Entered Grade 9 in 2014–15 or after	350
Algebra 1, Algebra 1 Retake	First participated in spring 2016 or beyond	497
Geometry	First participated in spring 2016 or beyond	499
Grade 10 ELA, Grade 10 ELA Retake	Entered Grade 9 in 2013–14 or prior	349
Algebra 1, Algebra 1 Retake	First participated prior to spring 2016	489
Geometry	First participated prior to spring 2016	492

2.5 STANDARD ERRORS

A standard error is a statistic that measures the uncertainty associated with a student’s score. No test is perfectly reliable; therefore, a single test score does not perfectly capture any student’s performance. The standard error of a test score can be used to judge the degree to which a student would perform differently if he or she were to repeat the test administration. For example, if a student has a scale score of 350 with a standard error of 10, then—applying properties of the normal distribution—68% of the time, one can expect that student to score between 340 and 360 on repeated testing administrations.

3 INTERPRETATION OF REPORTED SCORES

The following business rules are applied for student scores in the FSA-R.

3.1 BUSINESS RULES

3.1.1 Inclusion in Aggregation

All aggregate report data were based on the total number of students who took the test and had a reported score. Only students with a score flag status of 1 were included in this data; all other score flags were excluded from aggregation. Thus, students who completed but did not submit their tests for scoring or whose scores were suppressed were not included in the aggregated reports. Students whose scores were suppressed appeared on the School Report of Students with an NR (not reported) status.

3.1.2 Aggregation

Test data were collected at the individual student level during the testing period. Aggregations to a higher unit, such as a school or district, were calculated directly from the student level. More specifically, state, district, and school aggregates were calculated by aggregating all the students in the state, in the district, and in the school, respectively. For example, the mean scale score was based on the scale scores of the students in their given district, rather than on the average scale scores of each school in the district.

Records are excluded from aggregation based on the Score Status Flag and School Type. Only records for students that have a Score Status Flag of 1 are included in the regular reporting aggregated data. The aggregated data do not include data for the schools that are assigned with school type of 10, 11, 17, or 99. Table 7 below shows the school type information.

Table 7: School Type

Special School Name	School Type
McKay Scholarship School	11
Florida Tax Scholarship School	11
Department of Juvenile Justice (DJJ) School	10
Private-to-Public School	10
Brick and Mortar private school	17
Home Ed School	99
Ahfachkee School	14

To provide meaningful results and to protect the privacy of individual students, the aggregation results are suppressed if any of the following criteria are met:

- If the number of students with reported scores is less than 10
- If all students earn the same performance level
- If all students pass or all students fail for Grade 10 ELA, ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry

When the aggregated score information was suppressed, the number of students were displayed on the aggregation report but the “—” showed on other score fields.

3.1.3 Student Mobility Rules

Scores were reported based on the enrolled school and district in TIDE as of May 28, 2019, for the spring 2019 administration, if available. Otherwise, the last known school and district of the student was used.

3.1.4 Minimum Group Size

For all grades and subjects, no data were reported if fewer than 10 students were tested. Additionally, for Grade 10 ELA, Algebra 1, and Geometry, no data were reported if all students passed or if all students failed.

3.2 INTERPRETATIONS

This section provides guidance for appropriate interpretations and uses of test results.

3.2.1 Scale Scores

As described above, scale scores were reported for all FSA ELA, Mathematics, and EOC tests.

Scale scores can be averaged to form overall summaries of student performance within a group.

3.2.2 Alternate Passing Scores

Eligible retake students in Grade 10 ELA, Algebra 1, and Geometry received an alternate passing score. The Individual Score Reports and School Report of Students contained a passing status (“Y” for yes and “N” for no). Student reports included a statement indicating whether the student met the graduation requirement.

3.2.3 Reporting Categories

FDOE encourages educators to use assessment results in a statistically appropriate way. The comparisons described here provide possibilities for evaluation of reporting category scores at the school and district levels.

Reporting category scores, also known as raw scores, are the totals of the scores on the items measuring each specific category. Reporting categories represent groups of student skills, or benchmarks, which are assessed in each grade and subject.

Raw scores, however, cannot be compared between the different reporting categories. For example, suppose a student has a raw score of 8 in one category and a raw score of 3 in another. This alone cannot be used to indicate that the student is relatively weak in the second reporting category vis-à-vis the first. The difficulty of the items must be considered, and raw scores do not factor in this information regarding item difficulty.

4 CAVEON ANALYSIS

After the testing window was closed, Caveon Test Security reviewed the data for testing irregularities, including student and school scores for anomalous data.

Possible examples of testing irregularities include a student copying another student's answers or a Test Administrator changing students' answers. Anomalous scores would have included (1) students with similar response patterns in the same testing group or (2) an unusual increase in school performance. The data forensic analyses detect potential security breaches using several statistics to detect the following:

- Pairs or groups of extremely similar or even identical answers
- Aberrant response patterns, such as answering difficult items correctly and not providing correct answers for easy questions
- Response time stamps, in the case of computer-based tests, to check whether a pair or a group of students worked in a synchronous manner
- Unusual gain scores

Through the results of these statistical analyses, it is possible to detect the source of suspect activity and its effect on test results. If an irregularity is found in the data, flagged student records are put on hold and noted on issue logs for FDOE review. FDOE reviews the data and can either request to release or maintain the hold on the record.