

7.0 REPORTING FCAT RESULTS

Each spring, reports containing FCAT results are sent to four major audiences: students and their parents, school administrators, district administrators, and state-level administrators and policy makers. The DOE also makes results available to the general public on the FCAT web site. Educators seeking a thorough understanding of FCAT reports should review the publication *Understanding FCAT Reports*.¹⁴ This document is issued each May and can also be found on the DOE web site (<http://fcat.fldoe.org/>).

Depending on the FCAT subject, reports include the following scores:

- **FCAT Score** (reading and mathematics)—This is the developmental scale score (ranging from 0 to about 3000 points). For science, it is the 100–500 scale score. For writing, it is currently the rubric-based score (ranging from unscorable to 6) assigned by the scorers. In 2006, FCAT Writing+ scores will be on the 100–500 scale. (The methods for awarding all of these scores are described in Chapter 6.0, Scoring the Test.)
- **Achievement Level** (reading and mathematics)—This is the Achievement Level (from 1 to 5) into which the student’s FCAT Score falls. Achievement Levels will be reported for science beginning in 2006, and for writing beginning in 2007. (Achievement Levels are also described in more detail in the previous chapter.)
- **Content scores** (reading, mathematics, science, and for writing beginning in 2006)—For the content clusters (subcategories) in each subject, content scores are reported as the actual number of points earned out of the number of points possible.
- **Scores from previous year(s)** (reading and mathematics)—FCAT Scores from previous year(s) are presented alongside the current year’s score as an FCAT Score history.



¹⁴ The DOE also provides student-, school-, district-, and state-level NRT reading and mathematics reports. While these reports are not addressed in this *Handbook*, information and samples of the reports are available in *Understanding FCAT Reports*.

- **Performance task scores** (reading, mathematics, and science)—Performance task scores include points earned on a selected (released) task, the total points possible for all tasks, and other information about the selected (released) task.

In addition to scores, reports contain the following information:

- A range of scores within which the student’s “true score” is likely to fall if the student were to take the same test again, and again, and again. This is derived from the student’s scale score and the estimated SEM at that score level. This range describes the scale score using the following statement (or one similar): “This score shows your achievement the day you were tested. If you were to take this test again, it is likely that your FCAT Score would be between ___ and ___.”
- A written message about the student’s performance. Grade 10 students also receive a message that indicates whether they have met the passing scores in reading and mathematics for high school graduation.

7.1 Promotion and Graduation Requirements

Reporting results directly to students and parents is critical in helping them understand if students have met state requirements for promotion or graduation. While statewide promotion and graduation requirements are explained here, districts and individual schools may also have separate promotion or graduation requirements that must be met. Anyone not familiar with local requirements should check with district or school administrators for more information.

FCAT scores are reported in five Achievement Levels. If a student’s Achievement Level improves from one year to the next, that student has clearly made progress. A student also makes progress by scoring in the same Achievement Level for two years in a row. This is because the content assessed at the higher grade is more difficult. Students who score at Levels 3, 4, or 5 are performing at or above expectations and meet the requirements of the *Sunshine State Standards*. Students who score in Level 1 and Level 2 are performing below expectations and need additional instruction in the content assessed at his or her grade. The schools and districts have guidelines for making decisions about promoting students who score at the lowest level (Level 1). For more information about FCAT Achievement Levels, go to the DOE web site:

<http://www.firn.edu/doe/sas/fcat/fcatachv.htm>.

Florida statutes specifically mention retention for students in Grade 3 who have not demonstrated sufficient reading skills, that is, those students who have scored in Level 1. These students must be provided additional instruction before being promoted to Grade 4. Each school board has some latitude in how it implements this requirement; however, school personnel must develop an individual academic improvement plan for each student who scores in Level 1. The district Pupil Progression Plan (available at local schools and school district offices) specifically outlines the grade-level promotional requirements.

Passing scores on the Grade 10 FCAT Reading and Mathematics are required for high school graduation. In 2001, the State Board of Education adopted administrative rule 6A-1.09422 that specified passing scores on the Reading and Mathematics *Sunshine State Standards* portion of the Grade 10 FCAT. The Board acted on recommendations from the Commissioner of Education that were based on input from the education community as well as from groups of interested citizens. As a result, students who expect to graduate from high school must earn passing scores on the FCAT Reading and FCAT Mathematics at Grade 10.

As determined by the State Board of Education, the current¹⁵ Grade 10 passing scores are as follows:

- FCAT SSS Reading Test 1926 (scale score of 300) or above
- FCAT SSS Mathematics Test 1889 (scale score of 300) or above

Performance on the FCAT is not the sole criteria in determining eligibility for graduation. Florida Statute 1003.43 is very specific in that no student can receive a standard high school diploma from a Florida public school unless that student has met all academic requirements. Students must take required courses, earn the requisite number of credits, maintain a grade point average of 2.0, and pass Grade 10 FCAT Reading and FCAT Mathematics before graduating.

If students do not earn passing scores on the FCAT the first time they take the test, they have additional opportunities. The Grade 10 FCAT is administered in fall, spring, and summer to 11th and 12th graders who have not yet passed the tests. Most students in Grades 10 through 12 have six opportunities to pass the FCAT. For more information on passing scores, see the DOE web site: <http://www.firn.edu/doe/sas/fcat/fcatpass.htm>.

7.2 Reports for Students and Parents

The number and type of reports for students and their parents vary depending on the grade level and the subjects tested. The major reports include:

- *Sunshine State Standards Reading and Mathematics Student and Parent Report*—Provides results for reading and mathematics, a letter to parents and guardians, and general information about the FCAT program. Reading and mathematics results are provided separately within the same report. Tables and charts display student achievement level results, content scores, and an FCAT Score history. Information is presented in English, Spanish, and Haitian Creole.
- *Sunshine State Standards Science Student and Parent Report*—Provides results for science by content score and FCAT Score. Information is presented in English, Spanish, and Haitian Creole.

¹⁵ There are alternate passing scores for students in certain categories: seniors (Grade 12 or Grade 13) who took the Grade 10 FCAT in March 2003; students who took the Grade 10 FCAT for the first time in 2001; students who took the Grade 10 FCAT for the first time prior to 2001; and students who were in the ninth grade in school year 1999–2000.

- *Writing Student Report*—Includes the rubric-based total score and descriptions of the scoring rubric, scoring process, and the topic the student was given.
- *Reading Sunshine State Standards Performance Task Student Report*—Includes the combined score points for all performance tasks, one selected short-response task, a scanned image of the student’s actual response to the task, and the total points earned for that response.
- *Mathematics Sunshine State Standards Performance Task Student Report*—Identical in format to the performance task report for reading.
- *Science Sunshine State Standards Performance Task Student Report*—Identical in format to the performance task report for reading.
- *Sunshine State Standards Reading and Mathematics Retake Tests Student Report*—Provides results for students who took the FCAT Reading and/or the FCAT Mathematics retake test(s).
- *Norm-Referenced Test Student Report*—Provides results for FCAT Reading NRT and FCAT Mathematics NRT on the same report.

TABLE 15: REPORTS SENT TO STUDENTS AND PARENTS BY GRADE

Grade	Reading and Mathematics Report	Science Report	Writing+ Report	Performance Task Reports		
				Reading	Mathematics	Science
3	✓					
4	✓		✓	✓		
5	✓	✓			✓	✓
6	✓					
7	✓					
8	✓	✓	✓	✓	✓	✓
9	✓					
10	✓		✓	✓	✓	
11		✓				✓
Retakes	✓					

Refer to *Understanding FCAT Reports* for samples of reports, including the *Sunshine State Standards Reading and Mathematics Student and Parent Report*.

7.3 Reports for School, District, and State Administrators

Reports for school, district, and state administrators include some of the same types of results as the reports for students and parents, but they also include summary data for all students in a school, district, state, grade level, or demographic group. School principals receive school-level reports for their own school, and district-level reports for their district. District superintendents and district assessment offices receive school-level reports for all schools in their district, district-level reports for their own district, and state-level reports. The DOE receives copies of the summary reports for all schools and all districts in the state, in addition to state-level reports.

The following reports are generated separately for FCAT Reading, FCAT Mathematics, and FCAT Science:

- *School Reports of Students*—student-level data for all students in a school
- *District Reports of Schools*—school-level data for each school in the district
- *District Reports of Scores*—district-level data for all grades tested
- *State Reports of Districts*—district-level data for all districts in the state
- *State Reports of Scores*—state-level data for all grades tested

For FCAT Writing, reports for school-, district-, and state-level administrators include mean scores and the percentages of students receiving different score points on the rubric scale. Data are presented separately for each type of writing (i.e., expository, persuasive, or narrative) and for all types of writing combined. FCAT Writing reports include:

- *Writing School Listing of Achievement*—student-level data consisting of an alphabetical list of students tested and the scores they received
- *FCAT Writing School Results*—school-level data for a single school
- *FCAT Writing District Results*—district-level data for a single district
- *FCAT Writing State Results*—state-level data
- *District Report of School Means and Score Point Distributions*—school-level data for all schools in a district
- *State Report of District Means and Score Point Distributions*—district-level data for all districts in the state

Demographic Reports

Reports with demographic data are the same as the school-, district-, and state-level reports for all four subjects tested. (FCAT Reading and FCAT Mathematics are presented on the same report.) In these reports, data are disaggregated for racial and ethnic categories, gender, and other special categories, including standard curriculum, limited English proficient (LEP), 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.

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Teach the Test

For the complete text of this article, see Appendix C.