

Understanding NGSSS Reports

Grades 5 & 8 Science and End-of-Course Assessments

Spring 2016



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Introduction

This booklet has been prepared to help you understand the reports for the Statewide Science Assessment and the ***Next Generation Sunshine State Standards (NGSSS)*** End-of-Course (EOC) assessments. It includes explanations of the reports, a glossary of the terms used in these reports, and information about the NGSSS content assessed on these tests. The explanations provided for the sample reports apply to both grade 5 and grade 8 Statewide Science Assessments and NGSSS EOC assessments except where otherwise noted.

Note: Terms defined in the glossary are cross-referenced and appear in **bold text** the first time they are referenced in a paragraph.

Statewide Science Assessment Introduction

Purpose of the Statewide Science Assessment

The Statewide Science Assessment measures student achievement of the **NGSSS** in science.

Subjects/Grade Levels Tested in 2016

- Statewide Science Assessment—Grades 5 and 8

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels participate in the Statewide Science Assessment administration. Administration accommodations are provided to eligible ELL and ESE students.

Note: In accordance with Section 1008.22(3)(a), Florida Statutes (F.S.), “The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels.”

Testing Format

The Statewide Science Assessment is a paper-based test.

Accommodated test forms (i.e., large print, braille, and one-item-per-page) are provided for students with disabilities who require allowable accommodations, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.

Question Formats

Multiple-choice questions appear on the grades 5 and 8 Statewide Science Assessments. Students choose the best answer from four answer choices.

Statewide Science Assessment Scores

Statewide Science Assessment results are reported in several formats. Reports are distributed to students, schools, and districts. Table 2 provides a list of Statewide Science Assessment reports, the grade levels at which each report is provided, and the page number on which each report is described. Information about Statewide Science Assessment scores and reports is also available on the Statewide Science Assessment website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/science.stml>.

Statewide Science Assessment Scores

The Statewide Science Assessment **score scales** range from 140 to 260 for both grades 5 and 8. The **scale score** range for each Statewide Science Assessment **Achievement Level** is provided in Table 1.

Student Progression and Passing Score Requirements for the Statewide Science Assessment

Pursuant to Senate Bill 1076, which was passed during the 2013 legislative session, the State Board of Education established passing scores for each Statewide Science Assessment on January 21, 2014. The passing score on the Statewide Science Assessment is the minimum score in **Achievement Level 3**. These passing standards are consistent with the current proficiency standards used for Florida's accountability system.

Achievement Levels

Achievement Levels describe the level of success a student has achieved with the content assessed. Achievement Levels range from 1 (lowest) to 5 (highest). To be considered on grade level, students must achieve Level 3 or higher. Level 3 indicates satisfactory performance. The State Board has established the minimum score in Achievement Level 3 as the passing score for all Statewide Science assessments.

The following **Achievement Level** Policy Definitions apply to the Statewide Science Assessment:

- Level 5** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

Table 1 lists the **score scale** ranges for Statewide Science Assessment **Achievement Levels**.

Table 1: Achievement Levels for the Statewide Science Assessment Scale Scores (140 to 260)

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

Content area scores are the actual number of questions answered correctly within each **reporting category**. These scores are also known as raw scores. Reporting categories represent groups of similar student skills, or

benchmarks, which are assessed within each grade and subject. The **state mean** for each reporting category is also provided to allow for comparisons to average performance statewide.

Statewide Science Assessment Student, School, District, and State Reports

Table 2: Statewide Science Reports

Report Title	Grades	Page of Report Description
Student Reports		
Science Student Report	5 and 8	7-8
School Reports		
Science School Report of Students	5 and 8	9-10
District Reports		
Science District Report of Schools	5 and 8	11-12
Science District Summary	5 and 8	11-12
State Reports		
Science State Report of Districts	5 and 8	11-12
Science State Summary	5 and 8	11-12

Codes for 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. Reports containing student results will indicate that no data are reported for one of the following reasons:

- **NR2**—Did Not Meet Attemptedness Criteria
- **NR3**—Marked Do Not Score
- **NR5**—Off-Grade Tester
- **NR6**—Duplicate Record
- **NR7**—FDOE Hold
- **NR8**—FDOE Invalidated

If a student receives an NR code, the parent or student should consult the student’s designated guidance counselor.

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.

A dash (—) on the reports indicates that no data are reported because fewer than 10 students were tested or all students would be reported in the same category (e.g., the same **Achievement Level**). To provide meaningful

results and to protect the privacy of individual students, data are reported only when the total number of students in a group is at least 10 and when the performance of individuals cannot be determined.

Statewide Science Assessment Student Report

NEXT GENERATION SUNSHINE STATE STANDARDS STATEWIDE SCIENCE ASSESSMENT – GRADE 5

DOE, JOHN
SID: XXXXXXXXX
SPRING 2016

SCHOOL: SCHOOLNAME MAX NUMBER OF CHARACTERS (9999)
SCHOOL DISTRICT: DISTRICT NAME MAX CHARACTERS (99)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student 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 developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

Objektif Ewalasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meye edikasyon posib nan domèn syans e ke yo ap prepare elèv ou a kòm sadiwa pou l sa gen siksè nan lavi.

Yo idantifye yon nivo elve nan konesans syantifik kòm kritik pou siksè nan mache travay konpetitif 21yèm syèk la. Nan travay ansanm avèk edikatè Florida yo, Eta a devlope egzamen sa a pou evalue ranman elèv ou a nan konpetans nan lavyans pou Estanda Nouvo Jenerasyon Sunshine State la (Next Generation Sunshine State Standards: NGSSS). Anplisdesa, nòt pou chak matyè ede ou pou idantifye konpetans akademik ki ka bezwen amelyorasyon.

2 YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

PERFORMANCE LEVEL

LEVEL

1

Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.

5	260		Mastery highly likely to excel in the next grade
4	225		Proficient likely to excel in the next grade
3	215		Satisfactory may need additional support for the next grade
2	200		Below Satisfactory likely to need substantial support for the next grade
1	163	▶	Inadequate highly likely to need substantial support for the next grade
	140		

3 YOUR STUDENT'S PERFORMANCE DETAILS

Number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	99	99	99
Earth and Space Science	99	99	99
Physical Science	99	99	99
Life Science	99	99	99

YOUR STUDENT'S PERFORMANCE COMPARED

Percentage of students in each Performance Level in your school, district, and 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%

XXXXXXXX

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The format shown above is used for the Statewide Science Assessment Student Report, which is a one-page report. This report provides the student's results and important information about the test. The information is translated into Spanish and Haitian Creole.

- 1 Top of Report:** The test, student, school, and district are identified on the top of pages 1 and 2 of the report. The "Purpose of This Report" explains important information for parents regarding the test and their student's score.

- ② **Performance Level & Scale Score:** An icon displays the student’s performance level. Next to the icon, a statement provides further information regarding the performance level and charts the scale score on a graph.
- ③ **Content Area Scores and Performance Compared:** This section contains two graphs; one describing the student’s **reporting category scores** and one with the school’s performance compared with the district and state. The left chart lists the assessed Statewide Science Assessment content areas, also called **reporting categories**. The “**Points Earned**” column shows the actual number of points earned in each of the content areas. The number of points earned reflects the number of questions a student answered correctly. The “**Points Possible**” column provides the total number of points possible for each of the content areas. The “**State Mean**” is provided on the far right for comparison. The state mean shows the **mean** earned by students across the state. The chart on the right describes the percentages of students in each performance level for the school, district, and state. The student’s performance level is highlighted in the chart.

Performance Level Indicators

Performance levels are indicated by both number and color for easy interpretation. The figure below displays each of the levels from 1 (Inadequate) to 5 (Mastery).



- ③ **Achievement Level Section:** This section of the report indicates the student's **Achievement Level**. The **scale score** range for each Achievement Level is provided in the header.
- ④ **Points Earned by Content Area:** The first row of information shown in this section provides the "**Points Possible**" for each content area, or **reporting category**. The points possible vary by subject and grade level. If the student received a score, the **points earned** by content area appear on that student's row. The number of points earned is the number of questions a student answered correctly.

The *School Report of Students* does not contain summary information.

Statewide Science Assessment State and District Reports of Results

Florida Statewide Science Assessment District Report of Schools Spring 2016 Grade 5			District DISTRICT NAME MAX District ID CHARACTERS 99									
1												
2	Number of Students	Mean Scale Score (140-280)	3					4				
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Levels 3-5	Mean Points Earned by Content Area			
								Points Possible	Nature of Science	Earth and Space Science	Physical Science	Life Science
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	9	—	—	—	—	—	—	—	—	—	—	—
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99
9999 – SCHOOLNAME MAX NUMBER OF CHARACTER	99,999	999	999	999	999	999	999	999	99	99	99	99

- 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 or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above 'satisfactory' is necessary for accountability reporting.
- Points earned by content area should not be compared across administrations.

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The format shown above is used for the following Statewide Science Assessment reports: *District Report of Schools*, *District Summary*, *State Report of Districts*, and/or *State Summary*.

- 1 **Top of Reports:** The title of the report is printed here identifying the **subject area** of the report; the *District Report of Schools* and *State Report of Districts* provide the grade level of the data included in the report. The name and number of the district are also printed in this area on district-level reports.
- 2 **Left Side of Reports:** Identifying information for the district or school is provided in the first column. On the *District Summary* and *State Summary*, the grade level for the data is provided in this column. The number of students tested appears in the second column of all reports. The **Mean Scale Score** is provided in the third column.
- 3 **Percentage in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**, as well as the percentage of students scoring in Achievement Levels 3 through 5, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting. The Statewide Science Assessment **Scale Score** range for each Achievement Level is provided in the header of the *District Report of Schools* and *State Report of Districts*. Tables providing the Statewide Science

Assessment Scale Score ranges for the Achievement Levels for each grade are provided at the bottom of the *District Summary* and *State Summary*.

4 Mean Points Earned by Content Area: The first row of information shown in this section provides the “**Points Possible**” for each **reporting category**, which varies by grade level. The other information in this section varies depending on the report:

- The *District Report of Schools* displays **mean points earned** by school.
- The *State Report of Districts* displays mean points earned by district.
- The *District Summary* displays district- and state-level mean points earned, grouped by grade level.
- The *State Summary* displays state-level mean points earned, grouped by grade level.

Statewide Science Assessment Reporting Categories

The content of the Statewide Science Assessment is organized by **reporting categories** that are used for test design, scoring, and reporting purposes. Reporting categories group the assessed student knowledge and skills, or **benchmarks**, into broad content areas. The difficulty of the concepts assessed on the Statewide Science Assessment progresses systematically from grade 5 to grade 8.

Statewide Science Assessment Reporting Categories

The Statewide Science Assessment measures student achievement of the **Next Generation Sunshine State Standards** in science. For grades 5 and 8, the Statewide Science Assessment includes only **multiple-choice items**.

For both grade levels tested, the Statewide Science Assessment tests what students know and are able to do in the broad **reporting categories** listed below. The difficulty of the concepts assessed on the Statewide Science Assessment progresses systematically from grade 5 to grade 8.

Grade 5

- **Nature of Science**
Students evaluate investigations and experiments; organize data; identify the control group in an experiment; interpret data and analyze information; and distinguish between observations and opinions.
- **Earth and Space Science**
Students distinguish among objects in our solar system; identify categories of rocks and characteristics of minerals; differentiate between physical weathering and erosion; identify characteristics associated with different climate zones; and identify factors that affect weather.
- **Physical Science**
Students identify basic forms of energy; identify familiar forces; trace the conversion of electric energy into other forms of energy; and distinguish relationships among mass, force, and motion.
- **Life Science**
Students identify the function of human body organs; compare life cycles of Florida plants and animals; identify adaptations in animals and plants that allow them to survive; and trace energy through a food chain.

Grade 8

- **Nature of Science**
Students identify test and outcome variables in an experiment; differentiate between experiments and investigations; analyze information to make inferences or predictions; differentiate between replication and repetition; and distinguish between theories and laws.
- **Earth and Space Science**
Students relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses; identify Earth changes due to weathering, erosion, and plate tectonics; and recognize that the Sun's energy influences global atmospheric patterns.
- **Physical Science**
Students classify substances by physical properties; differentiate between physical and chemical change; distinguish between kinetic and potential energy; and differentiate contact forces and forces acting at a distance.
- **Life Science**
Students identify functions of the human body systems; classify organisms; identify ways genetic variation contributes to the scientific theory of evolution; determine probabilities for genotypic and phenotypic combinations; and distinguish relationships among organisms in a food web.

NGSSS EOC Introduction

Students who participated in the **NGSSS** Algebra 1 Retake EOC should reference *Understanding NGSSS Retake Reports, Spring 2016*, available on the FDOE website. New EOC assessments aligned to the Florida Standards in Algebra 1, Geometry, and Algebra 2 were administered for the first time in spring 2015. Students who participated in the Florida Standards Assessments (FSA) EOCs should reference *Understanding FSA Reports*, also available on the FDOE website.

Note: Terms defined in the glossary are cross-referenced and appear in **bold text** the first time they are referenced in a paragraph.

Purpose of the NGSSS EOC Assessments

In accordance with Section 1008.22, F.S., the Florida Department of Education (FDOE) has implemented EOC assessments for certain courses administered at the middle and high school levels. The **NGSSS** EOC assessments are designed to measure student achievement of the NGSSS for specific courses, as outlined in their course descriptions (content knowledge and skills, as specified in the NGSSS **benchmarks**, taught in a course). These assessments are part of Florida's Next Generation Strategic Plan for increasing student achievement and improving college and career readiness. The Biology 1 EOC Assessment was administered for the first time in spring 2012, the U.S. History EOC Assessment was administered for the first time in spring 2013, and the Civics EOC Assessment was administered for the first time in spring 2014.

Students will take **NGSSS** EOC assessments close to completion of the courses listed on pages 14-15. During the first year of implementation, each NGSSS EOC assessment is administered only during the spring semester. After the initial spring administration, each NGSSS EOC assessment is administered in the summer, fall, and winter, as well as spring, to accommodate courses that conclude at the end of each semester, students who need to retake the tests, and incoming transfer students.

Reporting NGSSS EOC Assessment Scores

NGSSS EOC Assessments will be reported using **scale scores** and **Achievement Levels**. Achievement Levels are established after a baseline test administration has occurred. A baseline test administration is the first statewide test administration of an assessment. This means that when an NGSSS EOC assessment is administered for the first time, the reporting of student assessment results will be limited to scale scores, **state means**, and other normative data.

Once **Achievement Levels** are established for an **NGSSS** EOC assessment, the passing score is the minimum **scale score** in Achievement Level 3.

Students Tested in 2015-16

The Biology 1, Civics, and U.S. History EOC assessments were administered to students close to the end of the semester in which the course was completed (e.g., a student in block scheduling who completed a course at the end of semester one took the assessment in the winter). Course descriptions for the courses listed below are posted at <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>.

Biology 1 EOC Assessment

The Biology 1 EOC Assessment was administered to students enrolled in and completing any of the following courses:

- Biology 1 – 2000310
- Biology 1 Honors – 2000320
- Pre-AICE Biology – 2000322

- Biology Technology – 2000430
- Biology 1 PreIB – 2000800
- IB Middle Years Program Biology Honors – 2000850
- Integrated Science 3 – 2002440
- Integrated Science 3 Honors – 2002450

Civics EOC Assessment

The Civics EOC Assessment was administered to students enrolled in and completing one of the following courses:

- M/J Civics – 2106010
- M/J Civics – 2106015
- M/J Civics & Career Planning – 2106016
- M/J Civics, Advanced – 2106020
- M/J Civics, Advanced – 2106025
- M/J Civics, Advanced & Career Planning – 2106026
- M/J Civics and Digital Technologies – 2106029
- M/J U.S. History & Civics—2100045
- M/J IB Middle Years Program Civics Advanced—2106027
- M/J IB Middle Years Program Civics Advanced & Career Planning—2106028

U.S. History EOC Assessment

The U.S. History EOC Assessment was administered to students enrolled in and completing one of the following courses:

- United States History – 2100310
- United States History Honors – 2100320
- Visions and Countervisions: Europe, U.S. and the World from 1848 – 2100390
- Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480

All NGSSS EOC Assessments

For all **NGSSS** EOC assessments, participating students include ELL and ESE students enrolled in the courses. Accommodations are available for eligible ELL and ESE students. In addition to the students enrolled in and completing the courses listed in each section above, the following students may have participated in an NGSSS EOC assessment administration:

- Students retaking an assessment to earn a passing score for graduation purposes (i.e., Scholar diploma designation)
- Students who had not yet taken an assessment to be averaged as 30 percent of their final course grade
- Students enrolled in a grade forgiveness program retaking the assessment to improve their course grade
- Students in a credit acceleration program (CAP) taking the assessment to earn course credit
- Private school students planning to transfer to the public school system

2015-16 Test Administration Schedule

The full schedule for all statewide assessments for the 2015-16 school year is posted at [this link](#). The schedule provides guidance to districts regarding the order subjects must be tested in for a test administration, if applicable.

The fall 2015 **NGSSS** EOC assessment testing window was October 12-30, 2015, and the winter 2015 EOC assessment testing window was November 30-December 11, 2015. For the spring 2016 NGSSS EOC Assessments, the testing window was April 18-May 13, 2016. The summer 2016 NGSSS EOC administration will occur from July 11-22, 2016.

NGSSS EOC Assessments Test Design

Test Sessions

All **NGSSS** EOC assessments are administered in one 160-minute session with a 10-minute break after the first 80 minutes (individual breaks are allowed as needed). Although the assessments are scheduled for a 160-minute session, any student not finished by the end of the 160 minutes may continue working; however, testing must be completed within the same school day.

Testing Format

All **NGSSS** EOC assessments are administered via a **computer-based testing** platform. Paper-based versions (regular print, large print, braille, one-item-per-page) are provided for students with disabilities who require allowable accommodations, as specified in their IEPs or Section 504 plans. Large print, zoom, color contrast, and screen reader are computer-based accommodations available for students whose IEPs or Section 504 plans indicate these accommodations.

For the Biology 1 EOC Assessment, students may request the use of a hand-held four-function calculator if, after participating in a practice test, they prefer not to use the online calculator provided. Biology 1 students are provided four-page work folders to use as scratch paper. For the U.S. History and Civics EOC Assessments, districts may decide whether to permit students to use a one-page **computer-based testing** worksheet as scratch paper for note-taking.

Question Formats

Multiple-choice items appear on all **NGSSS** EOC Assessments. Students choose the best answer from four answer choices.

2016 NGSSS EOC Assessment Forms

During test construction, the four test forms for each **NGSSS** EOC assessment were developed by content and psychometric experts using operational and field-test statistics so that they would be comparable in difficulty. The four forms created for each **NGSSS** EOC assessment were then reviewed by committees of Florida science and social studies educators who were trained in Dr. Norman Webb's alignment criteria prior to the review. Committee members conducted a comprehensive review of the test forms and found them to be fair assessments aligned with the course descriptions for each **NGSSS** EOC assessment. The committees did not recommend any changes to the test forms.

Each form of the Biology 1 EOC Assessment includes 60-66 selected-response questions. Each form of the U.S. History EOC Assessment includes 50-60 selected-response questions. Each form of the Civics EOC Assessment includes 52-56 selected-response questions. Approximately six to 10 of these questions, which are also referred to as test **items**, are field-test questions and are NOT used to calculate student scores.

There were four test forms of the Biology 1, Civics, and U.S. History EOC assessments in spring 2016. These forms are coded as Forms A, B, C, and D. For each **NGSSS** EOC assessment, each form contained questions common to all four forms, as well as questions unique to each form and field-test questions. Table 3 provides the percentage of questions in each **reporting category** for each **NGSSS** EOC assessment.

Table 3: Reporting Category Percentages for NGSSS EOC Assessments

Assessment	Category	Percentage
Biology 1	Molecular and Cellular Biology	35
	Classification, Heredity, and Evolution	25
	Organisms, Populations, and Ecosystems	40
Civics	Origins and Purposes of Law and Government	25
	Roles, Rights, and Responsibilities of Citizens	25
	Government Policies and Political Processes	25
	Organization and Function of Government	25
U.S. History	Late Nineteenth and Early Twentieth Century, 1860–1910	33
	Global Military, Political, and Economic Challenges, 1890–1940	34
	The United States and the Defense of the International Peace, 1940–2010	33

The test forms match the test design in the Test Design Summary posted on the FDOE website.

NGSSS EOC Assessment Scores

NGSSS EOC Assessments are reported using **scale scores** and **Achievement Levels**, also known as Performance Levels. Achievement Levels are established after a baseline test administration has occurred. A baseline test administration is the first statewide test administration of an assessment. This means that each time a new EOC assessment is administered statewide for the first time, the reporting of student assessment results is limited to scale scores, **state means**, and other normative data. In 2016, no new assessments aligned to the NGSSS were introduced.

Achievement Levels

Achievement Levels describe a student's success with the content assessed. Achievement Levels range from 1 to 5; Level 1 is the lowest, and Level 5 is the highest. Level 3 indicates satisfactory performance. The passing score for each **NGSSS** EOC assessment with established Achievement Levels is the minimum **scale score** in Achievement Level 3.

Achievement Levels were established by the State Board of Education for the Biology 1 EOC Assessment on December 12, 2012. Achievement Levels were established by the State Board of Education for the U.S. History EOC Assessment on January 21, 2014, and Achievement Levels for the Civics EOC Assessment were established on January 14, 2015.

The following **Achievement Level** policy definitions, which describe student success with the **NGSSS** standards, apply to all NGSSS EOC Assessments:

- Level 5** Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
- Level 4** Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 3** Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 2** Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
- Level 1** Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.

Table 4 provides the **scale score** range for each **Achievement Level** for the Biology 1, Civics, and U.S. History EOC assessments.

Table 4: Achievement Levels for the NGSSS EOC Assessment Scale Scores (325 to 475)

Course	Level 1	Level 2	Level 3 (Passing)	Level 4	Level 5
Biology 1	325–368	369–394	395–420	421–430	431–475
Civics	325–375	376–393	394–412	413–427	428–475
U.S. History	325–377	378–396	397–416	417–431	432–475

Equating

Since there are four test forms for each spring 2016 **NGSSS** EOC assessment, student results from all four test forms for an **NGSSS** EOC assessment must be compared and, if necessary, adjusted to ensure that the difficulty level of the test is the same for each form. This process, called equating, takes place after testing when enough student scores are in the system to ensure that a representative sample of student results is available for use in the comparison.

For the Biology 1, Civics, and U.S. History EOC assessments, there are two main steps in the equating process. First, the four different test forms are concurrently calibrated, which places the **state mean** at a score of 400 for all test forms combined, and ensures that student scores across the four test forms are comparable. Even if the state mean for each test form differs slightly across forms, this step ensures that the interpretation or meaning of student Biology 1, Civics, and U.S. History EOC assessment scores on the different forms is the same. Second, the test forms concurrently calibrated in the previous step are also placed on the baseline scale so that the performance of the current year's students on the **NGSSS** EOC assessment can be compared to the performance of the initial year's students on the same assessment. This two-step process ensures that test scores are comparable within and across years.

Reporting Category Scores

Reporting Category scores represent the actual number of questions answered correctly within each **reporting category**. These scores are also known as raw scores. Reporting categories represent groups of similar student skills, or **benchmarks**, which are assessed within each **subject area**. The **state mean** for each reporting category is provided on Individual Student Reports, and aggregated files are provided to districts to allow for comparisons to average performance statewide. There are three reporting categories for the Biology 1 and U.S. History EOC assessments and four reporting categories for the Civics EOC Assessment. The content assessed by each **NGSSS** EOC assessment is described on pages 28-29.

NGSSS EOC Assessment Student, School, District, and State Reports

Table 5: NGSSS EOC Assessment Reports

NGSSS EOC Assessment Report Title		Page of Report Description
Student Reports	Biology 1 EOC Assessment Student Report	22-23
	Civics EOC Assessment Student Report	22-23
	U.S. History EOC Assessment Student Report	22-23
School Reports	Biology 1 EOC Assessment School Report of Students	24-25
	Civics EOC Assessment School Report of Students	24-25
	U.S. History EOC Assessment School Report of Students	24-25
District Reports	Biology 1 EOC Assessment District Report of Schools	26-27
	Civics EOC Assessment District Report of Schools	26-27
	U.S. History EOC Assessment District Report of Schools	26-27
	Biology 1 EOC Assessment District Summary	26-27
	Civics EOC Assessment District Summary	26-27
	U.S. History EOC Assessment District Summary	26-27
State Reports	Biology 1 EOC Assessment State Report of Districts	26-27
	Civics EOC Assessment State Report of Districts	26-27
	U.S. History EOC Assessment State Report of Districts	26-27
	Biology 1 EOC Assessment State Summary	26-27
	Civics EOC Assessment State Summary	26-27
	U.S. History EOC Assessment State Summary	26-27

Codes for No Data Reported

The following codes may appear on some student and educator reports.

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. Reports containing student results will indicate that no data are reported for one of the following reasons:

- **NR2**—Did Not Meet Attemptedness Criteria
- **NR3**—Marked Do Not Score
- **NR6**—Duplicate Record
- **NR7**—FDOE Hold
- **NR8**—FDOE Invalidated

If a student receives an NR code, the parent or student should consult the student’s designated guidance counselor.

A dash (—) on the reports indicates that no data are reported because fewer than 10 students were tested or all students would be reported in the same category (e.g., the same **Achievement Level** or the same Third). 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 is not disclosed.

Biology 1, Civics, and U.S. History EOC Assessments Student Reports

NEXT GENERATION SUNSHINE STATE STANDARDS BIOLOGY 1 END-OF-COURSE ASSESSMENT

DOE, JOHN
SID: XXXXXXXXX9 GRADE: 10
SPRING 2016

SCHOOL: SCHOOLNAME MAX NUMBER OF CHARACTERS (9999)
SCHOOL DISTRICT: DISTRICT NAME MAX CHARACTERS (99)

1

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

For resources to help your student better understand the NGSSS assessments, please visit www.fdoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fdoe.org.

Objektif rapò sa a se pou bay enfòmasyon sou pèfòmans èlèv ou a nan Eyalasyon nan Fen Kou a (EOC) nan Byoloji nivo 1. Yo devlope eyalasyon sa a pou evalue nivo reyisit yo èlèv avèk sijè nan Estanda Nouvo Jenerasyon Sunshine State (Next Generation Sunshine State Standards: NGSSS) nan Byoloji nivo 1. Si ou gen kesyon konsènan rapò sa a, tanpri kontakte pwofèsè èlèv ou a oswa direktè lekòl la. Youn nan kondisyon pou gen yon diplòm estanda lekòl segondè avèk mansyon lorya « Scholar », se pou reyisi Eyalasyon EOC nan Byoloji nivo 1 an.

Pou jwenn resous ki pou ede èlèv ou konprann pl byen eyalasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fdoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

PERFORMANCE LEVEL

LEVEL

3

Students who score in Level 3 demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en Nivel 3 demuestran un nivel de dominio satisfactorio del contenido para este curso.

Èlèv ki fè nòt nan Nivo 3 demontre yon nivo metriz ki satisfèzan pou sijè a pou kou sa a.

2

5	475	Mastery highly likely to excel in the next course
4	431	Proficient likely to excel in the next course
3	421	Satisfactory may need additional support for the next course
2	395	Below Satisfactory likely to need substantial support for the next course
1	369	Inadequate highly likely to need substantial support for the next course
	325	

408

YOUR STUDENT'S PERFORMANCE DETAILS

Number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	99	99	99
Classification, Heredity, and Evolution	99	99	99
Organisms, Populations, and Ecosystems	99	99	99

3

YOUR STUDENT'S PERFORMANCE COMPARED

Percentage of students in each Performance Level in your school, district, and 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%

XXXXXXXXXX

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EDUCATION
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mmddy Z0000001-999999-0000000

The report format shown above is used for the **Biology 1 EOC Assessment Student Report**, **Civics EOC Assessment Student Report**, and **U.S. History EOC Assessment Student Report**.

The **Biology 1 EOC Assessment Student Reports**, **Civics EOC Assessment Student Reports**, and **U.S. History EOC Assessment Student Reports** are one-page reports. The reports provide an explanation of the score requirements and displays the student's **scale score**. It also provides the student's content area scores. This information is also provided in Spanish and Haitian Creole.

- 1 Top of Report & Purpose of Report:** The test, grade level, student, school, and district are identified on the top of pages 1 and 2 of the report. An introductory note explaining the score requirements appears under the "Purpose of the Report."
- 2 Scale Score and Performance Level:** An icon displays the student's performance level. Next to the icon, a statement provides further information regarding the performance level and charts the scale score on a graph.

3 Reporting Category Scores and Performance Compared: This section contains two graphs: one describing the students **reporting category scores** and one with the schools performance compared with the district and state. The left chart lists the **reporting categories** assessed. The **“Points Earned”** column shows the actual number of points earned in each of the **reporting categories**. The number of points earned reflects the number of questions a student answered correctly. The **“Points Possible”** column provides the total number of points possible for each of the content areas. The **“State Mean”** is provided on the far right for comparison. The state mean shows the **mean** earned by students across the state. The chart on the right describes the percentages of students in each performance level for the school, district, and state. The student’s performance level is highlighted in the chart.

Biology 1, Civics, and U.S. History EOC Assessments School Report of Students

		Biology 1 NGSSS EOC Assessment School Report of Students Spring 2016			School SCHOOLNAME MAX NUMBER OF CHARACTERS School ID 9999 District DISTRICT NAME MAX CHARACTERS District ID 99													
		1																
					4													
		3																
2																		
Student Name	Student ID	Test Form	Scale Score (325-475)	Level 3 or Above	Achievement Level		Points Earned / Points Possible by Content Area											
					Level 1 (325-368)	Level 2 (369-394)	Level 3 (395-420)	Level 4 (421-430)	Level 5 (431-475)	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems						
Grade 8																		
STUDENT 1	999999999X	A	999	N	1					99 / 99	99 / 99	99 / 99						
STUDENT 2	9999999999	A	NR2															
STUDENT 3	9999999999	B	999	Y		3				99 / 99	99 / 99	99 / 99						
STUDENT 4	9999999999	C	NR6															
STUDENT 5	9999999999	A	999	Y				5		99 / 99	99 / 99	99 / 99						
STUDENT 6	9999999999	A	NR7															
STUDENT 7	9999999999	B	999	Y		4				99 / 99	99 / 99	99 / 99						
STUDENT 8	9999999999	B	NR3															
STUDENT 9	9999999999	C	999	N	2					99 / 99	99 / 99	99 / 99						
STUDENT 10	9999999999	A	999	N	1					99 / 99	99 / 99	99 / 99						
STUDENT 11	9999999999	C	NR2															
STUDENT 12	9999999999	D	999	Y				5		99 / 99	99 / 99	99 / 99						
STUDENT 13	9999999999	D	NR8															
LASTNAME MAX NUMBER, FIRSTNAME MAX	9999999999	D	999	N	1					99 / 99	99 / 99	99 / 99						
																		
<ul style="list-style-type: none"> • Points earned by content area should not be compared across administrations or test forms. • Not Reported (NR) codes: <table style="width: 100%; margin-left: 20px;"> <tr> <td>NR2 = Did Not Meet Attemptedness Criteria</td> <td>NR6 = Duplicate Record</td> <td>NR8 = Caveon Invalidated</td> </tr> <tr> <td>NR3 = Marked Do Not Score</td> <td>NR7 = FDOE Hold</td> <td></td> </tr> </table> 													NR2 = Did Not Meet Attemptedness Criteria	NR6 = Duplicate Record	NR8 = Caveon Invalidated	NR3 = Marked Do Not Score	NR7 = FDOE Hold	
NR2 = Did Not Meet Attemptedness Criteria	NR6 = Duplicate Record	NR8 = Caveon Invalidated																
NR3 = Marked Do Not Score	NR7 = FDOE Hold																	
Copyright © 2016 State of Florida, Department of State										Page 1 of 2 mmddy Z000005-99999-000000								

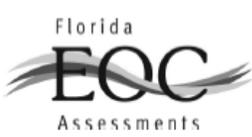
The report format shown above is used for the *Biology 1 EOC Assessment School Report of Students*, *Civics EOC Assessment School Report of Students*, and *U.S. History EOC Assessment School Report of Students*. Only authorized district and school personnel may access this report since it contains confidential student information.

- 1 Top of Report:** The title of the report is printed here. It identifies the **subject area** and test administration for the data included in the report. The name and number of the district and school are also printed in this area.
- 2 Left Side of Report:** The name and student ID for all students whose tests were submitted for scoring appear in the first two columns. Students are grouped by grade level, which is indicated in the first column. The test form is provided in the third column, and each student's **scale score** is provided in the fourth column. For a

student with an “NR” code in the fourth column, the footnote at the bottom of the report details reasons why the score is not reported (see page 21 for NR codes). The “Passed (Level 3 or Above)” column indicates whether a student earned a passing score with a “Y” (Yes) or “N” (No). The passing score for each **NGSSS** EOC assessment is the minimum score in **Achievement Level 3**. To achieve a standard high school diploma with a Scholar designation, students must pass the Biology 1 and U.S. History EOC assessments.

- ③ **Achievement Levels:** This section of the report indicates the student’s **Achievement Level**. The score range for each Achievement Level is provided in the header.
- ③ **Achievement Levels:** This section of the report indicates the student’s **Achievement Level**. The score range for each Achievement Level is provided in the header.
- ④ **Points Earned/Points Possible by Content Area:** The content areas are listed in the header of this section. The “**Points Earned**” out of the “**Points Possible**” for each content area, or **reporting category**, are provided for each student. The number of points earned reflects the number of questions a student answered correctly. The *School Report of Students* does not contain summary information. A footnote for this section reads, “Points earned by content area should not be compared across administrations or test forms.”

Biology 1, Civics, and U.S. History EOC Assessments State and District Reports of Results

	Biology 1 NGSSS EOC Assessment District Report of Schools Spring 2016	District DISTRICT NAME MAX CHARACTERS District ID 99				
2	1	3				
Number of Students Mean Scale Score (325-475) Percentage Level 3 or Above	Percentage in Each Achievement Level					
1111 – ZSCHOOLNAME MAX NUMBER OF CHARACTER						
School Totals for First-Time Testers						
Grade 3	9	—	—	—	—	—
Grade 4	10	999	999	999	999	999
Grade 5	9,999	999	999	999	999	999
Grade 6	9,999	999	999	999	999	999
Grade 12	9,999	999	999	999	999	999
Grade 13	9,999	999	999	999	999	999
Grade AD	9,999	999	999	999	999	999
All Grades	9,999	999	999	999	999	999
School Total for Retakers						
All Grades	9,999	999	999	999	999	999
School Total						
All Grades	9,999	999	999	999	999	999
• 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 or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.			• Percentages may not add to 100 due to rounding.			
Copyright © 2016 State of Florida, Department of State			Page 1 of 2 mmddy Z0000005-999999-000000			

The report format shown above is used for the following Biology 1, Civics, or U.S. History EOC assessment reports: *District Report of Schools, District Summary, State Report of Districts, and/or State Summary*. These reports are formatted similarly.

- 1 Top of Reports:** The title of the report is printed here. It identifies the **subject area** and test administration for the data included in the report. The name and number of the district are also printed in this area on district-level reports.
- 2 Left Side of Reports:** As appropriate, identifying information for the district or school is provided in the first column. The first column indicates whether the data are for first-time testers (separated by grade level), retakers (all grades combined), or all students (first-time testers and retakers for all grades combined). The number of students tested appears in the second column of all reports. The **mean scale score** is provided in the third column. The “Percentage Level 3 or Above” column indicates the percentage of students who

earned a passing score. The passing score for each **NGSSS** EOC assessment is the minimum score in **Achievement Level 3**.

- ③ **Percentage in Each Achievement Level:** This section of the report indicates the percentage of students who scored within each **Achievement Level**. The **scale score** range for each Achievement Level is provided in the header.

NGSSS EOC Reporting Categories

The content of the **NGSSS** EOC assessments is organized by **reporting categories** that are used for test design, scoring, and reporting purposes. Reporting categories group the assessed student knowledge and skills, or **benchmarks**, into broad content areas. Definitions for each reporting category are provided below for each of the 2016 NGSSS EOC assessments.

Biology 1 EOC Assessment Reporting Categories

The Biology 1 EOC Assessment measures student achievement of the **NGSSS** in science, as outlined in the Biology 1 course description. The 2015-16 Biology 1 course description may be accessed at <http://www.cpalms.org/Public/PreviewCourse/Preview/13083?isShowCurrent=false&backend=true>.

The test consists of **multiple-choice items** that measure what students know and are able to do in the broad **reporting categories** listed below.

- **Molecular and Cellular Biology**

Students compare prokaryotic and eukaryotic cells; differentiate between mitosis and meiosis; relate the structure and function of the four major categories of biological macromolecules; and differentiate the processes of photosynthesis and cellular respiration.

- **Classification, Heredity, and Evolution**

Students identify evidence that supports the scientific theory of evolution; classify organisms into domains or kingdoms; identify scientific explanations of the origin of life; determine conditions required for natural selection; and analyze patterns of inheritance.

- **Organisms, Populations, and Ecosystems**

Students relate structure and function of organs and tissues in plants and animals; evaluate factors contributing to changes in population size; determine consequences of the loss of biodiversity; and evaluate the impact of biotechnology.

Civics EOC Assessment Reporting Categories

The Civics EOC Assessment measures student achievement of the **NGSSS** in social studies, as outlined in the M/J Civics course description. The 2015-16 M/J Civics course description may be accessed at <http://www.cpalms.org/Public/PreviewCourse/Preview/13313?isShowCurrent=false>. The test consists of **multiple-choice items** that measure what students know and are able to do in the broad **reporting categories** listed below.

- **Origins and Purposes of Law and Government**

Students identify the origin, course, and development of the American legal and political traditions; the inherent conflicts involved in formulating those documents which would establish the nation; and how those concepts of the rule of law, limited government, and checks and balances remained constant through the first centuries of American history.

- **Roles, Rights, and Responsibilities of Citizens**

Students understand and define the concepts of *citizen* and *citizenship* with their corresponding obligations, rights, and responsibilities; explain the role of the Constitution in safeguarding individual rights and limiting government power; and evaluate the impact of relevant constitutional amendments and the significance and outcomes of landmark Supreme Court decisions.

- **Government Policies and Political Processes**

Students identify current political parties and formulate ideas regarding government; examine the impact of interest groups; evaluate political candidates; analyze the role of media in policy issues; identify appropriate government agencies for resolving policy debates; comprehend and differentiate concepts related to U.S. domestic and foreign policy; and describe how the United States has dealt with international conflicts.

- **Organization and Function of Government**

Students compare the different forms and systems of government; understand the role of the three branches of government; recognize the division of federal and state obligations and powers; articulate the constitutional amendment process; understand the judicial process; and compare the Constitutions of the United States and Florida.

U.S. History EOC Assessment Reporting Categories

The U.S. History EOC Assessment measures student achievement of the **NGSSS** in social studies, as outlined in the United States History course description. The 2015-16 United States History course description may be accessed at <http://www.cpalms.org/Public/PreviewCourse/Preview/13379?isShowCurrent=false&backend=true>. The test consists of **multiple-choice items** that measure what students know and are able to do in the broad **reporting categories** listed below.

- **Late Nineteenth and Early Twentieth Centuries (1860-1910)**

Students understand and articulate the impact of issues related to the Civil War, Reconstruction, the closing of the frontier, the industrialization of the nation, and changes in American society at the beginning of the twentieth century.

- **Global Military, Political, and Economic Challenges (1890-1940)**

Students understand and articulate the impact of the issues related to the rise of American military power; America's increased involvement in world affairs; and changing social, political, and economic forces affecting the 1920s and 1930s.

- **The United States and the Defense of the International Peace (1940-2010)**

Students understand and articulate the impact of issues related to World War II, the Cold War, the social revolutions of the late twentieth century, and the challenges of the early twenty-first century.

Glossary

Note: Terms defined in this glossary that have been cross-referenced appear in **bold text** the first time they are referenced in a definition other than their own.

Achievement Levels— Five categories of achievement that represent the success students demonstrate with the content assessed. The Achievement Levels are helpful in interpreting what a student’s score represents. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Achieving a score in Level 3 or higher is considered satisfactory. Beginning with the 2013-14 school year, the minimum score in Achievement Level 3 is the passing score for each assessment.

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

CBT Tools— Tools available to students in the **computer-based testing** platform. CBT tools vary slightly depending on the **subject area**.

Computer-Based Practice Test—Students participate in a practice test session at school that demonstrates the tools and **item** types they will see on the actual assessment. The practice test is delivered through an online tool, which mimics the software the students will use on the day of testing. This practice test is not intended to be a predictor of performance on the assessment. Students may practice on their own by accessing the appropriate practice test at www.FLAssessments.com/ePAT.

Computer-Based Testing (CBT) — Most Florida statewide assessments are administered using a computer-based format. In 2016 Reading Retake, Algebra 1 Retake, U.S. History, Civics, and Biology were given in a computer-based format, with paper-based accommodations offered for eligible students. When testing on the computer, students make their answer choices on the computer, and they may use various **CBT tools**, as they respond. Once they have completed the test, they submit their answers electronically. Before exiting the test and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.

Items—Test questions that students are required to answer.

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 scores.

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 percent 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.

Multiple-Choice—Test questions that present students with several options from which to choose the correct answer. The **NGSSS** Reading (retake only), Algebra 1 (retake only), U.S. History, Civics, Biology 1, and Science assessments use multiple-choice **items** in which four choices are given, only one of which is correct.

Next Generation Sunshine State Standards (NGSSS)—The core content of the curricula taught in Florida in science and social studies. For 2015-16, the NGSSS specify the core content knowledge and skills that K-12 public school students are expected to acquire in the **subject areas** of science, social studies, visual and performing arts, physical education, health, and foreign languages. The NGSSS **benchmarks** identify what a student should know and be able to do at each grade level for each subject area.

Percentile Rank—The percentile rank is the percentage of scores that fall at or below a given score.

Points Earned— See **Reporting Category Scores**.

Points Possible—The number of “Points Possible” is the sum of the maximum scores for test items measuring a given **reporting category**. The number of points possible in a reporting category may change slightly with each administration.

Reporting Category—Broad content areas into which student knowledge of the assessed **NGSSS benchmarks** are grouped.

Reporting Category Scores—The sum of the scores for items measuring a given **reporting category**. Reporting category scores are also referred to as raw scores.

Scale Score—A scale score is used to report student results on the entire test on the **NGSSS** scale. Also, a scale score reflects a student’s achievement level.

Score Scale—The score range used for reporting scores on the entire test for the **NGSSS** Reading (retake only), Algebra 1 (retake only), U.S. History, Civics, Biology 1, and Science assessments.

State Mean— The average **scale score** for each assessment used for comparison purposes. Individual student scores, school **mean** scores, or district mean scores can be compared to the state mean.

Subject Area—The content contained in an area of study. The subject areas assessed in the 2016 **NGSSS** are Reading (retake only), Algebra 1 (retake only), U.S. History, Civics, Biology 1, and Science.

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