



# Understanding Florida Statewide Assessment Reports

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2022

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# Understanding Florida Statewide Assessment Reports

## Introduction

This document has been prepared to help you understand the score reports for the Florida Statewide Assessments. It includes explanations of the reports, information about the content assessed, and a glossary of the terms used in the reports. The explanations provided for the sample reports apply to all grade levels unless otherwise noted.

For the Spring 2022 administration, all reports for the Florida Statewide Assessments are available in **PearsonAccess Next Reporting**. This includes reports for the Florida Standards Assessments (FSA) in English Language Arts (ELA) and Mathematics and the Next Generation Sunshine State Standards (NGSSS) Assessments in Science and Social Studies.

Districts will receive paper copies of Individual Score Reports for distribution to parents/students. All reports, including student-, school-, district-, and state-level reports, can be found in PearsonAccess Next Reporting. Only authorized district and school personnel can log in to the reporting system because the reports contain confidential student information. Please see the [PearsonAccess Next Reporting System User Guide](#) on the [Florida Statewide Assessments portal](#) for more information.

Note: Terms that are defined in the **glossary** appear in bold text the first time they are used in a section.

## Purpose of the Assessments

All Florida schools teach the Florida Standards in ELA and Mathematics and the Next Generation Sunshine State Standards (NGSSS) in Science and Social Studies. Student performance provides important information to parents/guardians, teachers, policy makers, and the general public regarding how well students are learning.

## Subjects/Grade Levels Tested in 2022

- Grades 3–10 ELA
  - ELA Reading in grades 3–10; ELA Writing in grades 4–10
- Grades 3–8 Mathematics
- Grades 5 and 8 Science
- Algebra 1
- Biology 1
- Civics
- Geometry
- U.S. History
- Retakes: Grade 10 ELA and Algebra 1

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in Florida Statewide Assessment administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

## Testing Format

Grades 3–6 ELA and Mathematics, and the grades 5 and 8 Statewide Science Assessment are **paper-based tests (PBT)** and grades 7–10 ELA and Mathematics, and end-of-course (EOC) assessments are **computer-based tests (CBT)**. In addition, paper-based accommodated test forms are provided for students who have a paper-based accommodation listed on their IEP or Section 504 Plan. Accommodated paper-based forms include large print, braille, and one-item-per-page for both paper-based and computer-based tests and regular print for computer-based tests. Computer-based accommodations, such as answer masking, text-to-speech, and, for ELA only, closed captioning and American Sign Language (ASL) videos, are available in the computer-based platform for audio passages. ELA Writing and ELA Reading passage booklets are also available for eligible students. Detailed descriptions of the question formats and item types are available in the item specifications posted to the [Florida Statewide Assessment Portal](#).

## Florida Statewide Assessment Scores

Florida Statewide Assessment results are reported at the student, school, district, and state levels. [Table 3](#) provides a list of reports, the format in which the report is delivered, the grade levels for which each report is provided, and the page of this document on which each type of report is described.

## Scale Scores and Performance Levels

After the Spring 2015 baseline FSA administration, the Florida Department of Education (FDOE) conducted the **standard setting** process to establish the cut scores for the **performance levels**, also called **achievement levels**, for ELA and Mathematics. The Florida State Board of Education adopted **achievement level cut scores** in January 2016 in State Board of Education Rule 6A-1.09422, Florida Administrative Code (FAC). Information regarding standard setting is available on the FDOE [Standard Setting page](#). Both **Scale Scores** and performance levels are reported for ELA and Mathematics assessments. The scales on which students receive scores differ by grade and subject.

After the baseline administration for each NGSSS assessment, FDOE conducted the standard setting process to establish achievement level cut scores. The Florida State Board of Education adopted achievement level cut scores in State Board of Education Rule 6A-1.09422, FAC, for the Statewide Science Assessment and the Biology 1 EOC Assessment on December 12, 2012; the U.S. History EOC Assessment on January 21, 2014; and the Civics EOC Assessment on January 14, 2015. Information regarding standard setting is available on the FDOE Standard Setting page.

Performance levels describe a student's success with the content assessed. Performance levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. For all assessments, Level 3 indicates satisfactory performance. The passing score for each assessment is the minimum scale score in Performance Level 3.

For more detailed information about how the assessments are scored, please see the [Statewide Assessments Guide](#).

**Table 1. Performance Levels**



<b>Inadequate:</b>	<b>Below Satisfactory:</b>	<b>Satisfactory:</b>	<b>Proficient:</b>	<b>Mastery:</b>
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

**Table 2. Florida Statewide Assessments Scale Scores for Each Performance Level**

<b>Assessment</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
Grade 6 ELA	259-308	309-325	326-338	339-355	356-391
Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
Grade 10 ELA	284-333	334-349	350-361	362-377	378-412
Grade 3 Mathematics	240-284	285-296	297-310	311-326	327-360
Grade 4 Mathematics	251-298	299-309	310-324	325-339	340-376
Grade 5 Mathematics	256-305	306-319	320-333	334-349	350-388
Grade 6 Mathematics	260-309	310-324	325-338	339-355	356-390
Grade 7 Mathematics	269-315	316-329	330-345	346-359	360-391
Grade 8 Mathematics	273-321	322-336	337-352	353-364	365-393
Grade 5 Science	140-184	185-199	200-214	215-224	225-260
Grade 8 Science	140-184	185-202	203-214	215-224	225-260

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
Biology 1 EOC	325–368	369–394	395–420	421–430	431-475
Civics EOC	325–375	376–393	394–412	413–427	428–475
Geometry EOC	425-485	486-498	499-520	521-532	533-575
U.S. History EOC	325–377	378–396	397–416	417–431	432–475

### Passing Scores and Alternate Passing Scores

For all grade levels and subjects, the minimum **scale score** in **performance level 3** is identified as the **passing score**. Earning passing scores on the Grade 10 ELA and Algebra 1 EOC assessments is required for graduation with a standard high school diploma. A passing score on the Biology 1, Geometry, and U.S. History EOC assessments is required for students to qualify for a Standard Diploma with a Scholar Designation.

Students who took the Grade 10 ELA or Algebra 1 EOC assessment in the Spring 2015 FSA **baseline administration** are eligible to use an **alternate passing score** for these assessments. The alternate passing scores are linked to the passing scores on the previous statewide assessments (the FCAT 2.0 Grade 10 Reading assessment and the NGSSS Algebra 1 assessment). In addition, students may earn a comparative or concordant score to meet an assessment graduation requirement. Passing scores, alternate passing scores, concordant, and comparative score options and policies are explained in [Graduation Requirements for Florida’s Statewide Assessments](#).

### Reporting Category Performance Details

Each **reporting category** represents groups of similar skills, or **benchmarks**, that are assessed within each grade and subject. Reporting category performance is conveyed by displaying the **points earned** and the **points possible** for each category.

### Codes for No Data Reported

The following abbreviations may appear on some student-level reports to indicate that no data are reported. The codes below describe the reasons that a field may be left blank on educator reports.

- **NR** (Not Reported) indicates that no data are reported for one of the following reasons:
  - NR2—Did Not Meet Attemptedness Criteria
  - NR3—Marked Do Not Score
  - NR5—Below-Grade Tester
  - NR6—Duplicated Record
  - NR7—FDOE Hold
  - NR8—Caveon Invalidated

A dash (–) on the school-, district-, or state-level reports appears when data are suppressed. To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is fewer than ten. If all students would be reported in the same **performance level**, the data are suppressed, with the exception that

the percentage passing and/or the totaled percentage of Performance Levels 3–5 are reported on summary educator reports.

In addition to NR codes, the following **writing condition codes** for grades 4–10 ELA and ELA Retake will be available in the ELA District Student Results files, the Excel version of the School Report of Students, and the Individual Score Reports. These codes indicate why a student’s writing response cannot be scored.

- A—Blank\*
- B—Insufficient
- C—Off-Topic\*\*
- D—Foreign Language
- F—Illegible/Incomprehensible
- G—Copied Text

\*Individual Score Reports for ELA tests are not provided for students whose ELA Writing received the condition code A (Blank).

\*\* Responses with condition code C (off-topic) may receive up to two score points for Conventions of Standard English.

## Student, School, District, and State Reports

Table 3: Reports, Format of Delivery, and Grades

	Report Type	Format of Delivery	Grade/Subject	Page of Report Description
Student Reports	ELA Individual Score Report	Paper/Online	3–10/Retake	<a href="#">7</a>
	Mathematics Individual Score Report	Paper/Online	3–8	<a href="#">7</a>
	Science Individual Score Report	Paper/Online	5, 8	<a href="#">11</a>
	EOC Individual Score Report	Paper/Online	All EOC Subjects	<a href="#">11</a>
School Reports	ELA School Report of Students	Online	3–10/Retake	<a href="#">14</a>
	Mathematics School Report of Students	Online	3–8	<a href="#">14</a>
	Science School Report of Students	Online	5, 8	<a href="#">14</a>
	EOC School Report of Students	Online	All EOC Subjects	<a href="#">14</a>

	Report Type	Format of Delivery	Grade/Subject	Page of Report Description
District Reports	ELA District Report of Schools	Online	3–10	<a href="#">16</a>
	ELA Retake District Report of Schools	Online	ELA Retake	<a href="#">16</a>
	Mathematics District Report of Schools	Online	3–8	<a href="#">16</a>
	Science District Report of Schools	Online	5, 8	<a href="#">16</a>
	EOC District Report of Schools	Online	All EOC Subjects	<a href="#">16</a>
	ELA District Summary	Online	3–10	<a href="#">17</a>
	ELA Retake District Summary	Online	ELA Retake	<a href="#">17</a>
	Mathematics District Summary	Online	3–8	<a href="#">17</a>
	Science District Summary	Online	5, 8	<a href="#">17</a>
	EOC District Summary	Online	All EOC Subjects	<a href="#">17</a>
State Reports	ELA State Report of Districts	Online	3–10	<a href="#">18</a>
	ELA Retake State Report of Districts	Online	ELA Retake	<a href="#">18</a>
	Mathematics State Report of Districts	Online	3–8	<a href="#">18</a>
	Science State Report of Districts	Online	3–8	<a href="#">18</a>
	EOC State Report of Districts	Online	All EOC Subjects	<a href="#">18</a>
	ELA State Summary	Online	3–10	<a href="#">19</a>
	ELA Retake State Summary	Online	ELA Retake	<a href="#">19</a>
	Mathematics State Summary	Online	3–8	<a href="#">19</a>
	Science State Summary	Online	5, 8	<a href="#">19</a>
	EOC State Summary	Online	All EOC Subjects	<a href="#">19</a>

### What's New

For the Spring 2021 administration, all reporting was made available in the **PearsonAccess Next Reporting** system. This includes Individual Score Reports. Historical reports from the FSA-R have been moved to PearsonAccess Next Reporting and the FSA-R was disabled in June 2021.

In addition, pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), Spring 2020 K-12 statewide assessment test administrations were canceled. Therefore, no previous performance is available for Spring 2020 on Individual Score Reports, as indicated in a footnote on this section of the reports.

## Individual Score Reports

Below you will find explanations of elements on the Individual Score Reports.

Note: Not all elements are present on each score report.

### ELA, ELA Retake, and Mathematics Individual Score Reports

The ELA, ELA Retake, and Mathematics Individual Score Reports are four-page color documents. The report provides general information about the testing program and the student's assessment results, including the student's **scale score**, **performance level**, **previous performance** (if available), and **reporting category scores**. The report also indicates how the student's performance compares to that of other students who took the same test in the same school, district, and the state, and provides a list of helpful resources. Most information on this report is presented in English, Spanish, and Haitian Creole.

#### Page 1 of Score Report



**FSA**  
ELA & Mathematics  
Assessments

**GRADE 10 ENGLISH LANGUAGE ARTS  
SCORE REPORT**



**Florida**  
Statewide Assessments

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**DOE, JOSEPH**  
FLEID: FL999999999999  
SPRING <CCYY>

SCHOOL: SCHOOLNAME (9999)  
SCHOOL DISTRICT: DISTRICTNAME (99)

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**PURPOSE OF THIS REPORT**

The Florida Statewide Assessment Program is meant to help Florida students succeed, and the ELA, mathematics, science, and social studies assessments serve Florida students by measuring education gains and progress. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

This report reflects your student's performance on the Spring <CCYY> ELA assessment. It also allows you to compare your student's score to the performance of other students across the state. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

El Programa de Evaluación Estatal de Florida tiene el propósito de ayudar a los estudiantes a tener éxito, y las pruebas de Artes del Lenguaje en Inglés (ELA), matemáticas, ciencias y estudios sociales permiten a los estudiantes de Florida medir sus logros y progresos en educación. Las pruebas respaldan la instrucción y el aprendizaje del estudiante y los resultados de estas ayudan a que los líderes e interesados en la educación de Florida determinen si los objetivos del sistema educativo se están cumpliendo.

Este informe refleja el rendimiento del estudiante en la prueba de Artes del Lenguaje en Inglés (ELA) de la primavera de <CCYY>. También permite comparar el puntaje del estudiante con el rendimiento de otros estudiantes a nivel estatal. Además, al mirar los puntos ganados en cada categoría del informe, usted puede identificar las áreas de habilidades que deben mejorarse.

Pwogram Evalyasyon Toupatou nan Eta Florida a (Florida Statewide Assessment Program) gen kòm objektif pou ede elèv Florida yo reyisi, epi tou evalyasyon ELA, Matematik, Syans ak Syans Sosyal yo asiste elèv Florida yo nan evalye benefis ak pwogrè edikatif yo. Evalyasyon yo sipòte ansèyman ak aprantisaj elèv, epi rezilta egzamen yo ede dirijan edikatif nan Florida yo ak pati konsèns yo detèmine si y ap atenn objektif yo etabli pou sistèm edikasyon an.

Rapò sa a montre pèfòmans elèv ou nan evalyasyon Prentan <CCYY> pou ELA. Li pèmèt tou ke ou konpare rezilta elèv ou a parapò ak pèfòmans lòt elèv nan tout eta a. Metsouli, li ou gade pwen li fè nan chak kategori rapò yo, ou kapab identifye domèn konpetans ki ka bezwen amelyorasyon.

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**JOSEPH'S PERFORMANCE ON THE GRADE 10 ELA ASSESSMENT**

**PERFORMANCE LEVEL**

4

Your student has met the Grade 10 English Language Arts assessment graduation requirement by scoring at or above the passing score of 350.

El alumno cumplió con el requisito de graduación de la evaluación de Artes del Lenguaje en Inglés de 10º grado, ya que obtuvo un puntaje igual o superior al necesario para aprobar de 350.

Pitit ou te satisfè kondisyon gradyasyon pou evalyasyon Lang ak Literati Anglè Klas 10yèm ane a paske li te reyalize pwen ki egal ak oswa plis pase 350 pwen, ki se pwen li sipòze fè pou l pase a.

5	412	Mastery
		highly likely to excel in the next grade
4	378	Proficient
		likely to excel in the next grade
3	362	Satisfactory
		may need additional support for the next grade
2	334	Below Satisfactory
		likely to need substantial support for the next grade
1	284	Inadequate
		highly likely to need substantial support for the next grade

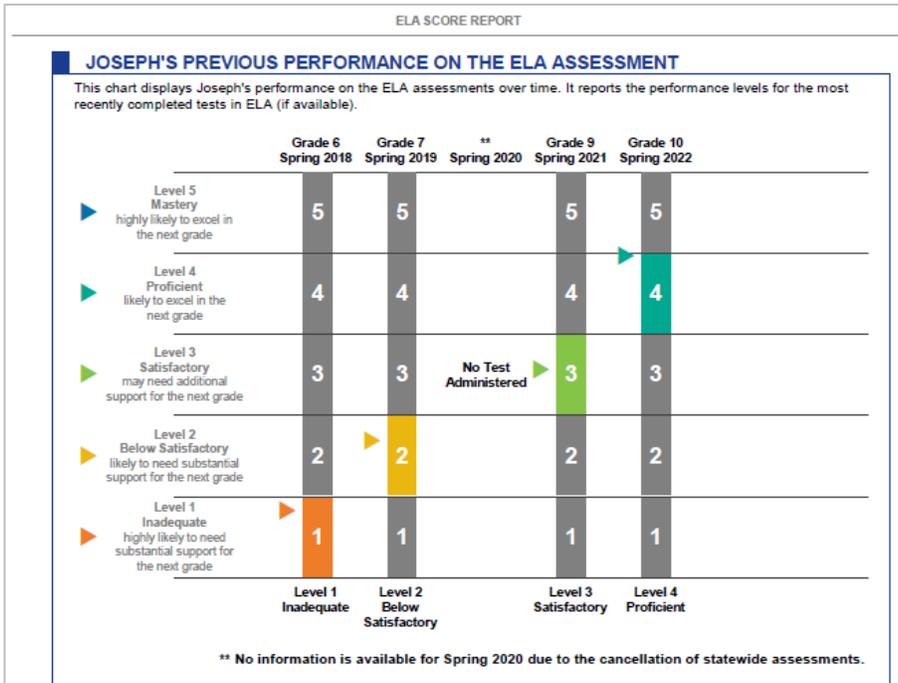
377

For more detailed information about your student's performance level, please see the [Florida Statewide Assessments Achievement Level Descriptions](#) document.

102221 29998000-999999-00000000

- 1 Top of Report:** The test, student, Florida Education Identifier (FLEID), administration, school, and district are identified at the top of the report.
- 2 Purpose of This Report:** A description of the program and the score report. Each score report is customized by grade and subject.
- 3 Performance Level & Scale Score:** Performance levels are indicated by both number and color for easy interpretation. 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.
- 4** For the Grade 10/Retake ELA assessment, achieving a **passing score** is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement appears indicating whether the student met the graduation requirement. For the grades 3 and 4 ELA assessments, if the student receives a level 1 or level 2, in addition to the performance level indicator provided on the report this section will include information about [Reading Scholarship Accounts](#).

5



5

**Previous Performance Chart:** For students who participated in a grade 4–10 ELA assessment and/or a grade 4–8 Mathematics assessment, this chart displays student performance levels over time. It includes the student's most recent, as well as previous, performance on the ELA or Mathematics assessments dating back to Spring 2017 (if available). The arrows indicate generally where the student's score fell within the performance level.

Note: Even if a student participated in prior years, if the student's record could not be matched to previous results, that information will not be displayed in this section.

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### JOSEPH'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%
Level 4	—	20%	20%
Level 3	—	20%	20%
Level 2	—	20%	20%
Level 1	—	20%	20%

*To protect personal student information and provide meaningful results for the public, no data are reported if the number of students is less than ten or all reported students fall into the same performance level. A dash (—) appears when data are suppressed or not available.*

6

**Performance Compared:** A table lists the percentage of students in each performance level in the student's school, district, and the state. The performance level in which the student scored is highlighted.

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**JOSEPH'S PERFORMANCE DETAILS**

The 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 ELA assessment 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
<b>Key Ideas and Details</b>	<p>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.</p> <p>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.</p> <p>Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dedikasyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evènman, oswa ide sipò; epi rezime konsèp prensipal yo.</p>	99	99
<b>Craft and Structure</b>	<p>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.</p> <p>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.</p> <p>Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figuratif mo/fraz, analize kijan ohwa mo afekte sans/ton ak fason estrikti tèks la kapab enfiyanse tèks la, epi detèmine efè pwenndvi pèsonèl ak objektif.</p>	99	99
<b>Integration of Knowledge and Ideas</b>	<p>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.</p> <p>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.</p> <p>Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòma; evalye agiman pou deklarasyon, validite, pètinans, ak ase prèv; epi analize tretman tèm oswa sijè ki sanble.</p>	99	99
<b>Language and Editing</b>	<p>In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>Nan kategori sa a, elèv yo sipoze kapab demontre yo ka metrize nòm gramè, fason pou itilize, ekriti an majiskil ak miniskil, ponktyasyon, ak òtograf lang angle estanda.</p>	99	99
<b>Text-Based Writing</b>	<p>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.</p> <p>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.</p> <p>Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan; Ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.</p>	99	99

\* 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 the *Statewide Assessment Program Information Guide* for more information.

7

**Performance Details:** A table lists the **reporting categories** assessed. The **Points Earned** column shows the actual number of points earned by the student. The **Points Possible** column provides the total number of points possible for each of the reporting categories.

8

**JOSEPH'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 Florida Statewide Assessments Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 1 out of 4 possible points. The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task. It may have little or no discernible controlling idea/claim or organizational structure.	Your student earned 1 out of 4 possible points. The response provides minimal support/evidence for the controlling idea/writer's claim, including little, if any, use of sources, facts, and details.	Your student earned 0 out of 2 possible points. The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.
Su estudiante obtuvo 1 de los 4 puntos posibles. La respuesta está relacionada con el tema, pero puede tener poca o nula conciencia del objetivo, la audiencia y la tarea. Puede tener una estructura organizacional o idea de control/afirmación insuficiente o no discernible.	Su estudiante obtuvo 1 de los 4 puntos posibles. La respuesta incluye argumentos/pruebas mínimos para respaldar la idea de control/afirmación del autor e incluye poco o ningún uso de fuentes, hechos y detalles.	Su estudiante obtuvo 0 de los 2 puntos posibles. La respuesta demuestra una falta de dominio de las convenciones e incluye errores frecuentes y graves que suelen confundir el significado.
Pitit ou ta te fè 1 pwen sou 4 pwen posib. Repons li a te gen rapò ak sijè a men li pa te montre li te konprann objektif, piblik, ak travay li gen pou fè a byen. Yo gen dwa pa te wè gen okenn ide/deklarasyon kontwòl oswa estrikti ki òganize.	Pitit ou ta te fè 1 pwen sou 4 pwen posib. Repons li a te bay sipò/prèv ki pa te ase pou ide kontwòl/deklarasyon ekriyen an ki pa te itilize sous, enfòmasyon, ak detay yo si li te itilize.	Pitit ou ta te fè 0 pwen sou 2 pwen posib. Repons la montre li manke metriz nòm yo, epi te gen anpil fòt ki fè li souvan difisil pou konprann.

8

**Writing Performance:** For grades 4–10/Retake ELA reports, this chart indicates the number of points earned by the student and the number of points possible for each domain of the ELA Writing assessment.

9

**RECOMMENDED RESOURCES**

**Florida Statewide Assessments Portal**  
 The Florida Statewide Assessments Portal is the gateway for Florida assessment information and resources ([www.fsassessments.org](http://www.fsassessments.org)), including 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 Florida Reports** – this document provides additional information about this report and the scoring process.
- **Grade-Level Assessment Fact Sheet** – this document contains test administration and policy information for the assessment.
- **Statewide Assessment Program Information Guide** – this guide describes the processes involved in developing, administering, and scoring Florida assessments.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

**FDOE Website**  
 You are encouraged to browse the department's website ([www.fdoe.org](http://www.fdoe.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.

**CPALMS**  
 Florida statewide assessments are written to Florida's educational standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to these 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.

**Achievement Level Descriptions**  
 For more detailed information about a student's performance level, please see the [Florida Statewide Assessments Achievement Level Descriptions](#) document.

9

**Recommended Resources:** This section provides information and resources for students and parents/guardians.

## EOC and Science Individual Score Reports

The EOC and Science Individual Score Reports are three-page color documents. The report provides general information about the assessment program and the student's test results, including the student's **scale score**, **performance level**, and **reporting category scores**. The report also indicates how the student's performance compares to that of other students who took the same test in the same school, district, and the state. Most of the information on this report is presented in English, Spanish, and Haitian Creole.

### Page 1 of Score Reports



**FSA**  
ELA & Mathematics  
Assessments

**ALGEBRA 1 END-OF-COURSE  
SCORE REPORT**



**Florida**  
Statewide Assessments

---

**1** **DOE, JOSEPH**  
FLEID: FL9999999999999  
<ADMIN> <CCYY>

**SCHOOL: SCHOOLNAME (9998)**  
**SCHOOL DISTRICT: DISTRICTNAME (99)**  
**ENROLLED GRADE: 10**

---

**2** **PURPOSE OF THIS REPORT**  
The Florida Statewide Assessment Program is meant to help Florida students succeed, and the ELA, mathematics, science, and social studies assessments serve Florida students by measuring education gains and progress. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

This report reflects your student's performance on the <Admin> <CCYY> Algebra 1 EOC assessment. It also allows you to compare your student's score to the performance of other students across the state. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

El Programa de Evaluación Estatal de Florida tiene el propósito de ayudar a los estudiantes a tener éxito, y las pruebas de Artes del Lenguaje en Inglés (ELA), matemáticas, ciencias y estudios sociales permiten a los estudiantes de Florida medir sus logros y progresos en educación. Las pruebas respaldan la instrucción y el aprendizaje del estudiante y los resultados de estas ayudan a que los líderes e interesados en la educación de Florida determinen si los objetivos del sistema educativo se están cumpliendo.

Este informe refleja el rendimiento del estudiante en la prueba de fin de curso (EOC, por sus siglas en inglés) Álgebra 1 <ES Admin> de <CCYY>. También permite comparar el puntaje del estudiante con el rendimiento de otros estudiantes a nivel estatal. Además, al mirar los puntos ganados en cada categoría del informe, usted puede identificar las áreas de habilidades que deben mejorarse.

Pwogram Ewalayasyon Toupatou nan Eta Florida a (Florida Statewide Assessment Program) gen kòm objektif pou ede elèv Florida yo reyisi, epitou ewalyasyon ELA, Matematik, Syans ak Syans Sosyal yo asiste elèv Florida yo nan ewalve benefis ak pwogrè edikatif yo. Ewalayasyon yo sipòte anseyman ak aprantisaj edikatif nan Florida yo ak pati konsène yo detèmine si y ap atenn objektif yo etabli pou sistèm edikasyon an.

Rapò sa a montre pèfòmans elèv ou nan ewalyasyon EOC <HC Admin> <CCYY> nan Aljèb Nivo 1. Li pèmèt tou ke ou konpare rezilta elèv ou a parapò ak pèfòmans lòt elèv nan tout eta a. Metsouli, li ou gade pwen li fè nan chak kategori rapò yo, ou kapab idantifye domèn konpetans ki ka bezwen amelyorasyon.

---

**3** **JOSEPH'S PERFORMANCE ON THE ALGEBRA 1 EOC ASSESSMENT**

**PERFORMANCE LEVEL**

4

Your student has met the Algebra 1 EOC assessment graduation requirement by scoring at or above the alternate passing score of 489.

**4**

El alumno cumplió con el requisito de graduación de la evaluación de EOC de Álgebra 1, ya que obtuvo un puntaje igual o superior al alterno necesario para aprobar de 489.

Pitit ou te satisfè kondisyon gradyasyon pou ewalyasyon EOC Aljèb 1 a paske li te reyalize pwen ki egal ak oswa plis pase pwen altènatif pou pase a, ki se 489.

5	—	575	—	5	—	Mastery highly likely to excel in the next course
4	—	532	—	4	—	Proficient likely to excel in the next course
3	—	518	—	3	—	Satisfactory may need additional support for the next course
2	—	497	—	2	—	Below Satisfactory likely to need substantial support for the next course
1	—	487	—	1	—	Inadequate highly likely to need substantial support for the next course
	—	425	—		—	

530

▶

For more detailed information about your student's performance level, please see the [Florida Statewide Assessments Achievement Level Descriptions](#) document.

102021 Z9998000-999998-0000000

- 1 Top of Report:** The test, student, FLEID, administration, school, and district are identified at the top of the report.
- 2 Purpose of This Report:** A description of the statewide assessment program and the student report. Each score report is customized by subject.
- 3 Performance Level & Scale Score:** Performance levels are indicated by both number and color for easy interpretation. 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.
- 4 Graduation Requirement:** For the Algebra 1/Retake EOC assessment, achieving a **passing score** is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement appears indicating whether the student met the graduation requirement.

5

THE FLORIDA STANDARDS ASSESSMENTS ALGEBRA 1 SCORE REPORT

**JOSEPH'S PERFORMANCE DETAILS**

The Algebra 1 EOC assessment measures what students know and are able to do in the broad reporting categories listed below. 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
Algebra and Modeling	In this category, students are expected to perform operations on polynomials; understand the relationship between zeros and factors of polynomials; use mathematical structure of expressions; create, solve, and reason with equations and inequalities; and choose and use appropriate mathematics to model situations.	99	99
	En esta categoría, se espera que los estudiantes realicen operaciones con polinomios, entiendan la relación entre ceros y factores de polinomios, usen la estructura matemática de las expresiones, creen, resuelvan y razonen ecuaciones y desigualdades, y escojan y usen las expresiones matemáticas adecuadas para modelar situaciones.		
	Nan kategori sa a, elèv yo sipoze kapab fè operasyon sou polinomyal; konprann relasyon ant zewo ak faktè polinomyal yo; itilize estrikti ekspresyon matematik; kreye, rezoud, ak fè rezonman avèk ekwasyon ak inegalite; epi chwazi epi itilize matematik apwopriye pou kreye modèl sitiyasyon.		
Functions and Modeling	In this category, students are expected to understand the concept of a function; interpret functions and key features in a context; analyze and graph functions; build a function that models a relationship; construct linear, quadratic, and exponential functions; and solve problems using functions.	99	99
	En esta categoría, se espera que los estudiantes entiendan el concepto de función, interpreten las funciones y las características clave dentro de un contexto, analicen y grafiquen funciones, creen una función que modele una relación, construyan funciones lineales, cuadráticas y exponenciales, y resuelvan problemas usando funciones.		
	Nan kategori sa a, elèv yo sipoze kapab konprann konsèp yon fonksyon; entèprete fonksyon ak prensipal karakteristik nan yon kontèks; analize epi trase fonksyon; ekri yon fonksyon ki montre modèl yon relasyon; konstwi fonksyon lineyè, kadratik, ak ekponansyèl; epi rezoud pwoblèm ak fonksyon.		
Statistics and the Number System	In this category, students are expected to extend the properties of exponents to rational exponents; use properties of rational and irrational numbers; summarize, represent, and interpret data for one- and two-variable data; and interpret linear models.	99	99
	En esta categoría, se espera que los estudiantes extiendan las propiedades de los exponentes a los exponentes racionales, usen las propiedades de los números racionales e irracionales, resuman, representen e interpreten información para datos de una y dos variables, e interpreten modelos lineales.		
	Nan kategori sa a, elèv yo sipoze kapab agrandi pwopriyete ekspozan sou ekspozan rasyonèl; itilize pwopriyete nonm rasyonèl ak irasyonèl, rezime, reprezante, ak entèprete done pou done youn ak de varyab; epi entèprete modèl lineyè.		

\* 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 the *Statewide Assessment Program Information Guide* for more information.

DOE, JOSEPH

2

5

**Performance Details:** A table lists the reporting categories assessed. The **Points Earned** column shows the actual number of points earned by the student. The **Points Possible** column provides the total number of points possible for each of the reporting categories.

6

**JOSEPH'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%

6

**Performance Compared:** A table lists the percentage of students in each performance level in the student's school, district, and the state. The performance level in which the student scored is highlighted.

7

**RECOMMENDED RESOURCES**

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**Achievement Level Descriptions**

For more detailed information about a student's performance level, please see the [Florida Statewide Assessments Achievement Level Descriptions](#) document.

7

**Recommended Resources:** This section provides information and resources for students and parents/guardians.

## School Report of Students

The School Report of Students for all assessments are available in the **PearsonAccess Next Reporting** system. Reports are produced for each assessment, and will contain results, listed by grade level, for all students tested within the school. In addition, a district-level School Report of Students is available for district users and contains the School Report of Students for all schools in the district.

### ELA, ELA Retake, Mathematics, Science, and EOC Assessments School Report of Students

Algebra 1 School Report of Students <Admin> <CCYY>		School	SCHOOLNAME				
		School ID	9999				
		District	DISTRICTNAME				
		District ID	99				
Student Name	FLEID	Scale Score (425-575)	Passed	Performance Level	Points Earned/Points Possible by Content Area		
				Level 1 (425-486) Level 2 (487-496) Level 3 (497-517) Level 4 (518-531) Level 5 (532-575)	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
<b>GRADE 8</b>							
LASTNAME001ABCD, FIRSTNAME	FL999999999999	999	N	2	99/99	99/99	99/99
LASTNAME002, FIRSTNAME	FL999999999999	NR3					
LASTNAME003MAXNUM, FIRSTNAME	FL999999999999	999	Y	3	99/99	99/99	99/99
LASTNAME004, FIRSTNAME	FL999999999999	999	N	1	99/99	99/99	99/99
LASTNAME005, FIRSTNAME	FL999999999999	NR2					
<b>GRADE 9</b>							
LASTNAME006, FIRSTNAME	FL999999999999	999	Y	4	99/99	99/99	99/99
LASTNAME007MAXNUM, FIRSTNAME	FL999999999999	999	Y	3	99/99	99/99	99/99
LASTNAME008, FIRSTNAME	FL999999999999	NR8					
<b>GRADE 10</b>							
LASTNAME009, FIRSTNAME	FL999999999999	999	Y	3	99/99	99/99	99/99
LASTNAME010, FIRSTNAME	FL999999999999	999	Y	4	99/99	99/99	99/99
<b>GRADE 11</b>							
LASTNAME011, FIRSTNAME	FL999999999999	999	Y*	2	99/99	99/99	99/99
LASTNAME012, FIRSTNAME	FL999999999999	NR6					
LASTNAME013, FIRSTNAME	FL999999999999	999	Y	3	99/99	99/99	99/99
<b>GRADE 12</b>							
LASTNAME014, FIRSTNAME	FL999999999999	999	Y	5	99/99	99/99	99/99
LASTNAME015, FIRSTNAME	FL999999999999	NR7					
<b>GRADE 30</b>							
LASTNAME016, FIRSTNAME	FL999999999999	999	N	1	99/99	99/99	99/99

\* Points earned by content area should not be compared across administrations.  
 • Not Reported (NR) codes:  
 NR2 - Did Not Meet Attemptedness Criteria    NR6 - Duplicate Record    NR8 - Caveon Invalidated  
 NR3 - Marked Do Not Score    NR7 - FDOE Hold  
 • Grade 30 - A Non-High School Graduate.

\*\*This student is eligible for the alternate passing score of 489 or above.

Page 1 of 2  
 <Admin> <CCYY>  
 Copyright © <CCYY> State of Florida, Department of State  
 052921 Z9999000-999999-00000000

**1 Top of Report:** The subject, title of the report, administration, school, and district information are listed at the top of the report.

**2 Report Results Table:** A table lists each student's name, **FLEID**, **scale score**, **performance level**, and the **points earned/points possible** by content area. The scale score ranges for each performance level are indicated in the subheading of the Performance Level column, and results are presented by grade level in ascending order.

If a student received an NR code, it will appear in the Scale Score column.

Note: A passing indicator is listed for Grade 10 ELA and Retake reports as well as for the EOC assessments and will display NA for all other grades and subjects.

Note: The Core Test Form column, which indicates the unique form administered to the student, appears on reports for spring administrations only.

**3 Bottom of Report:** Footnotes on how to read certain results in the table are included at the bottom of the report, along with the page number of the report and the administration and year for which the results were released.

## District and State Reports of Results

This section provides information on the District Report of Schools, District Summary, State Report of Districts, and State Summary. These reports (shown on the following pages) are formatted similarly and include the following features:

- ➊ **Top of Report:** The subject, title of the report, and administration are displayed at the top of the report. District information is listed at the top of district-level reports.
- ➋ **Report Results Table:** Identifying information for the district or school is provided in the first column. On the District Summary and State Summary, grade level information is also provided in this column. The number of students tested, **mean scale score**, and, on certain reports, the **percentage passing** appears after the identifying information. The percentage of students in each **performance level** is provided on the right side of the table along with a percentage of the passing levels (Levels 3–5).
- ➌ **Bottom of Report:** Footnotes on how to read certain results in the table are included here, along with the page number of the report and the administration and year for which the results were released. The District Summary and State Summary reports for ELA and Mathematics also include a table of the **scale score** ranges for each performance level by grade.

District Report of Schools



1

Algebra 1	District	DISTRICTNAME
District Report of Schools	District ID	99
<Admin> <CCYY>		

2

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
<b>0003 – SCHOOL THREE</b>									
<b>School Totals for First-Time Testers</b>									
Grade 7	0								
Grade 9	9,999	999	999	99	99	99	99	99	999
All Grades	9,999	999	999	99	99	99	99	99	999
<b>School Total for Retakers</b>									
All Grades	99	—	999	—	—	—	—	—	999
<b>School Total</b>									
All Grades	99,999	999	999	99	99	99	99	99	999
<b>3300 – SCHOOL THREE THOUSAND THREE HUNDRED</b>									
<b>School Totals for First-Time Testers</b>									
Grade 9	99	—	999	—	—	—	—	—	999
Grade 10	9,999	999	999	99	99	99	99	99	999
Grade 30	0								
All Grades	9,999	999	999	99	99	99	99	99	999
<b>School Total for Retakers</b>									
All Grades	9	—	—	—	—	—	—	—	—
<b>School Total</b>									
All Grades	99,999	999	999	99	99	99	99	99	999
<b>9999 – SCHOOLNAME</b>									
<b>School Totals for First-Time Testers</b>									
Grade 8	9	—	—	—	—	—	—	—	—
Grade 9	9,999	999	999	99	99	99	99	99	999
Grade 10	9,999	999	999	99	99	99	99	99	999
Grade 11	9,999	999	999	99	99	99	99	99	999
Grade 12	999	999	999	99	99	99	99	99	999
Grade 30	99	—	999	—	—	—	—	—	999
All Grades	9,999	999	999	99	99	99	99	99	999

3

- 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.
- Percentage Passing may not equal the percentage of Levels 3-5 due to the alternate passing score eligibility.
- 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.
- Grade 30 – A Non-High School Graduate.

# District Summary Report



**FSA**  
ELA & Mathematics  
Assessments

**Florida**  
Statewide Assessments

1

<b>Algebra 1</b>	District	DISTRICTNAME
<b>District Summary</b>	District ID	99
<Admin> <CCYY>		

2

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
<b>District</b>									
<b>District Totals for First-Time Testers</b>									
Grade 7	0	—	—	—	—	—	—	—	—
Grade 8	9	—	—	—	—	—	—	—	—
Grade 9	99,999	999	999	99	99	99	99	99	999
Grade 10	99,999	999	999	99	99	99	99	99	999
Grade 11	9,999	999	999	99	99	99	99	99	999
Grade 12	999	999	999	99	99	99	99	99	999
Grade 30	99	—	999	—	—	—	—	—	999
All Grades	99,999	999	999	99	99	99	99	99	999
<b>District Total for Retakers</b>									
All Grades	9,999	999	999	99	99	99	99	99	999
<b>District Total</b>									
All Grades	999,999	999	999	99	99	99	99	99	999
<b>State</b>									
<b>State Totals for First-Time Testers</b>									
Grade 3	9	—	—	—	—	—	—	—	—
Grade 4	9	—	—	—	—	—	—	—	—
Grade 5	9	—	—	—	—	—	—	—	—
Grade 6	99	999	999	99	99	99	99	99	999
Grade 7	999	999	999	99	99	99	99	99	999
Grade 8	9,999	999	999	99	99	99	99	99	999
Grade 9	99,999	999	999	99	99	99	99	99	999
Grade 10	999,999	999	999	99	99	99	99	99	999
Grade 11	999,999	999	999	99	99	99	99	99	999
Grade 12	999,999	999	999	99	99	99	99	99	999
Grade 30	999,999	999	999	99	99	99	99	99	999
All Grades	999,999	999	999	99	99	99	99	99	999

3

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- Grade 30 - A Non-High School Graduate.

State Report of Districts



**FSA**  
ELA & Mathematics  
Assessments

**Florida**  
Statewide Assessments

1

Algebra 1  
State Report of Districts  
<Admin> <CCYY>

2

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
<b>70 – DISTRICT 70</b>									
<b>District Totals for First-Time Testers</b>									
Grade 4	9	—	—	—	—	—	—	—	—
Grade 5	9	—	—	—	—	—	—	—	—
Grade 9	99,999	999	999	99	99	99	99	99	999
Grade 10	999	—	999	—	—	—	—	—	999
Grade 11	9,999	999	999	99	99	99	99	99	999
All Grades	99,999	999	999	99	99	99	99	99	999
<b>District Total for Retakers</b>									
All Grades	9,999	999	999	99	99	99	99	99	999
<b>District Total</b>									
All Grades	999,999	999	999	99	99	99	99	99	999
<b>77 – DISTRICT 77</b>									
<b>District Totals for First-Time Testers</b>									
Grade 3	9	—	—	—	—	—	—	—	—
Grade 6	99	999	999	99	99	99	99	99	999
Grade 8	9,999	999	999	99	99	99	99	99	999
Grade 10	9,999	999	999	99	99	99	99	99	999
All Grades	99,999	999	999	99	99	99	99	99	999
<b>District Total for Retakers</b>									
All Grades	9	—	—	—	—	—	—	—	—
<b>District Total</b>									
All Grades	999,999	999	999	99	99	99	99	99	999
<b>99 – DISTRICTNAME</b>									
<b>District Totals for First-Time Testers</b>									
Grade 7	0	—	—	—	—	—	—	—	—
Grade 8	9	—	—	—	—	—	—	—	—
Grade 9	99,999	999	999	99	99	99	99	99	999

3

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- When totaled, percentages may not add to 100 due to rounding.
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State Summary Report



**FSA**  
ELA & Mathematics  
Assessments

**Florida**  
Statewide Assessments

1

Algebra 1  
State Summary  
<Admin> <CCYY>

2

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
<b>State</b>									
<b>State Totals for First-Time Testers</b>									
Grade 3	9	—	—	—	—	—	—	—	—
Grade 4	9	—	—	—	—	—	—	—	—
Grade 5	9	—	—	—	—	—	—	—	—
Grade 6	99	999	999	99	99	99	99	99	999
Grade 7	999	999	999	99	99	99	99	99	999
Grade 8	9,999	999	999	99	99	99	99	99	999
Grade 9	99,999	999	999	99	99	99	99	99	999
Grade 10	999,999	999	999	99	99	99	99	99	999
Grade 11	999,999	999	999	99	99	99	99	99	999
Grade 12	999,999	999	999	99	99	99	99	99	999
Grade 30	999,999	999	999	99	99	99	99	99	999
All Grades	999,999	999	999	99	99	99	99	99	999
<b>State Total for Retakers</b>									
All Grades	99,999	999	999	99	99	99	99	99	999
<b>State Total</b>									
All Grades	999,999	999	999	99	99	99	99	99	999

3

- 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.
- Percentage Passing may not equal the percentage of Levels 3-5 due to the alternate passing score eligibility.
- 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.
- Grade 30 = A Non-High School Graduate.

## Reporting Categories

The content of each assessment is organized by **Reporting Category**. Reporting categories group the assessed student knowledge and skills into broad content areas.

As the text-based writing reporting category is also broken out into three **writing domain scores**, the cautions and information below should be taken into consideration when interpreting these sub-scores provided in the writing performance section.

Reporting categories should not be considered the sole indicators for determining the educational needs of students. Furthermore, providing instruction in a specific reporting category may not be justified and may actually be an inefficient use of instructional time.

When interpreting student results provided under the performance details for each reporting category, the following cautions and information should be considered:

- The number of **items** in a reporting category will vary by grade level (ELA and Mathematics assessments or Statewide Science Assessment) and test form (EOC assessments). Consequently, users should not compare **reporting category scores** across grade levels or test forms.
- The difficulty of the items measuring each **benchmark** will vary from one year to the next. Consequently, users should not compare reporting category scores across years.

Definitions for each reporting category for each of the assessments are provided below. The writing domains for the ELA Writing component are defined with the text-based writing reporting category. For more information about how the ELA Writing component is scored, please see the [Writing Scoring Samplers and Rubrics](#) posted on the [Florida Statewide Assessments Portal](#).

### ELA Reporting Categories

ELA assessments measure student performance of the Florida Standards in English language arts. For all grade levels tested, the ELA tests assess what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the ELA tests progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

#### Grade 3

- **Key Ideas and Details**  
In this category, students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, referencing evidence from the text to support inferences and conclusions.
- **Craft and Structure**  
In this category, students are expected to interpret literal and nonliteral meanings of words/phrases, determine how text structures and text features impact meaning, and distinguish personal point of view from that of the narrator or author.
- **Integration of Knowledge and Ideas**  
In this category, students are expected to integrate and analyze content presented in diverse media formats and analyze treatment of similar themes or topics.

- **Language and Editing**

In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### **Grades 4–5**

- **Key Ideas and Details**

In this category, students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.

- **Craft and Structure**

In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how text structures and text features impact the text, and determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

In this category, students are expected to integrate and evaluate content presented in diverse media formats and analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.

- **Language and Editing**

In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **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.

- **Purpose, Focus, and Organization**

In this domain, students are expected to write a response that is fully sustained and consistently focused within the purpose, audience, and task. It should have a clearly stated controlling idea/opinion and effective organizational structure creating coherence and completeness.

- **Evidence and Elaboration**

In this domain, students are expected to write a response that provides thorough and convincing support/evidence for the controlling idea/writer’s opinion that includes the effective use of sources, facts, and details.

- **Conventions of Standard English**

In this domain, students are expected to write a response that demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It should include adequate use of punctuation, capitalization, sentence formation, and spelling.

#### **Grades 6–10 and Retake**

- **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.

- **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.

- **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.

- **Language and Editing**

In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **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.

- **Purpose, Focus, and Organization**

In this domain, students are expected to write a response that is fully sustained and consistently focused within the purpose, audience, and task. It should have a clearly stated controlling idea/opinion and effective organizational structure creating coherence and completeness.

- **Evidence and Elaboration**

In this domain, students are expected to write a response that 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.

- **Conventions of Standard English**

In this domain, students are expected to write a response that demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It should include adequate use of punctuation, capitalization, sentence formation, and spelling.

## **Mathematics Reporting Categories**

Mathematics assessments measure student performance of the Florida Standards in Mathematics. For all grade levels tested, the Mathematics tests assess what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the Mathematics tests progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

### **Grade 3**

- **Operations, Algebraic Thinking, and Numbers in Base Ten**

In this category, students are expected to represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; solve problems involving the four operations, and identify and explain patterns in arithmetic; and use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Numbers and Operations—Fractions**

In this category, students are expected to develop understanding of fractions as numbers.

- **Measurement, Data, and Geometry**

In this category, students are expected to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; understand concepts of area and relate area to multiplication and addition; recognize perimeter as an attribute of plane figures and distinguish between linear and area measures; and reason with shapes and their attributes.

#### Grade 4

- **Operations and Algebraic Thinking**

In this category, students are expected to use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples, and generate and analyze patterns.

- **Numbers and Operations in Base Ten**

In this category, students are expected to generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Numbers and Operations—Fractions**

In this category, students are expected to extend understanding of fraction equivalence and ordering, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, and understand decimal notation for fractions and compare decimal fractions.

- **Measurement, Data, and Geometry**

In this category, students are expected to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, represent and interpret data, understand concepts of angle and measure angles, and draw and identify lines and angles and classify shapes by properties of their lines and angles.

#### Grade 5

- **Operations, Algebraic Thinking, and Fractions**

In this category, students are expected to write and interpret numerical expressions, analyze patterns and relationships, use equivalent fractions as a strategy to add and subtract fractions, and apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- **Numbers and Operations in Base Ten**

In this category, students are expected to understand the place value system and perform operations with multi-digit whole numbers and decimals to hundredths.

- **Measurement, Data, and Geometry**

In this category, students are expected to convert like measurement units within a given measurement system, represent and interpret data, understand concepts of volume and relate volume to multiplication and addition, graph points on the coordinate plane to solve real-world and mathematical problems, and classify two-dimensional figures into categories based on their properties.

#### Grade 6

- **Ratio and Proportional Relationships**

In this category, students are expected to understand ratio concepts and use ratio reasoning to solve problems.

- **Expressions and Equations**

In this category, students are expected to apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities, and represent and analyze quantitative relationships between dependent and independent variables.

- **Geometry**

In this category, students are expected to solve real-world and mathematical problems involving area, surface area, and volume.

- **Statistics and Probability**

In this category, students are expected to develop understanding of statistical variability and summarize and describe distributions.

- **The Number System**

In this category, students are expected to apply and extend previous understandings of multiplication and division to divide fractions by fractions, compute fluently with multi-digit numbers and find common factors and multiples, and apply and extend previous understandings of numbers to the system of rational numbers.

## Grade 7

- **Ratio and Proportional Relationships**

In this category, students are expected to analyze proportional relationships and use them to solve real-world and mathematical problems.

- **Expressions and Equations**

In this category, students are expected to use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- **Geometry**

In this category, students are expected to draw, construct, and describe geometrical figures and describe the relationships between them and solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- **Statistics and Probability**

In this category, students are expected to use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; and investigate chance processes and develop, use, and evaluate probability models.

- **The Number System**

In this category, students are expected to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

## Grade 8

- **Expressions and Equations**

In this category, students are expected to work with radicals and integer exponents and understand the connections between proportional relationships, lines, and linear equations.

- **Functions**

In this category, students are expected to define, evaluate, and compare functions and use functions to model relationships between quantities.

- **Geometry**

In this category, students are expected to understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; and solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

- **Statistics and Probability and the Number System**

In this category, students are expected to investigate patterns of association in bivariate data and know that there are numbers that are not rational and approximate them by rational numbers.

## **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 into broad content areas. Definitions for each **reporting category** are provided below.

### **Grade 5**

- **Nature of Science**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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.

## **EOC Reporting Categories**

The content of the 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 into broad content areas. Definitions for each **reporting category** are provided below for each of the EOC assessments.

### **Algebra 1 and Retake**

- **Algebra and Modeling**

In this category, students are expected to perform operations on polynomials; understand the relationship between zeros and factors of polynomials; use mathematical structure of expressions; create, solve, and reason with equations and inequalities; and choose and use appropriate mathematics to model situations.

- **Functions and Modeling**

In this category, students are expected to understand the concept of a function; interpret functions and key features in a context; analyze and graph functions; build a function that models a relationship; construct linear, quadratic, and exponential functions; and solve problems using functions.

- **Statistics and the Number System**

In this category, students are expected to extend the properties of exponents to rational exponents; use properties of rational and irrational numbers; summarize, represent, and interpret data for one- and two-variable data; and interpret linear models.

### **Biology 1**

- **Molecular and Cellular Biology**

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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

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

In this category, students are expected to 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**

In this category, students are expected to 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**

In this category, students are expected to 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.

- **Organizations and Functions of Government**

In this category, students are expected to 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.

## Geometry

- **Congruence, Similarity, Right Triangles, and Trigonometry**

In this category, students are expected to understand congruence and similarity in terms of transformations, prove and use geometric theorems, demonstrate geometric constructions, define trigonometric ratios, solve problems involving right triangles, and use congruence and similarity criteria for triangles.

- **Circles, Geometric Measurement, and Geometric Properties with Equations**

In this category, students are expected to prove and apply theorems about circles, find arc lengths and areas of sectors, derive the equation of a circle, use coordinates to prove theorems and to solve problems algebraically, and explain and use volume formulas.

- **Modeling with Geometry**

In this category, students are expected to apply geometric concepts in modeling situations.

## U.S. History

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

In this category, students are expected to 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)**

In this category, students are expected to 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)**

In this category, students are expected to 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**— See **Performance Levels**.

**Achievement Level Cut Scores**—The minimum **scale scores** for placement in each of the five **performance levels**. The cut scores are established through a process called **standard setting** and were established in [State Board of Education Rule 6A-1.09422, FAC](#).

**Alternate Passing Score**—The **passing score** that students who participated in the **baseline administration** (prior to the establishment of **achievement level cut scores**) may use to meet the graduation requirement for passing the Grade 10 ELA/Retake and Algebra 1/Retake EOC (or to receive the scholar designation by passing the Geometry EOC assessment).

**Baseline Administration**—The first administration of new assessments aligned to statewide standards. The FSA baseline administration took place in Spring 2015. Student results from the baseline administration are used in the process of **standard setting**.

**Benchmark**—A specific statement that describes what students should know and be able to do.

**Computer-Based Test (CBT)**— In 2021, the Algebra 1, Algebra 1 Retake, Biology, Civics, ELA Retake, Geometry, and U.S. History assessments were given in a computer-based format, with paper-based accommodations provided for eligible students. When taking the test on the computer, students record their answer choices using the mouse or keyboard, and they may use various CBT tools, such as a highlighter or notepad, as they respond. Before exiting the assessment and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.

**Florida Education Identifier (FLEID)**—A code issued by FDOE used to uniquely identify a person in Florida's education data system.

**Florida Standards Assessments (FSA)**— The core content of the writing, reading, and mathematics curricula taught in Florida. The FSA assessments are criterion-referenced tests that are intended to measure whether students have made progress on the English Language Arts Florida Standards and the Mathematics Florida Standards.

**FSA Reporting System (FSA-R)**—The system used to access any Spring 2020 or earlier reporting results until December 2020. Only authorized users had access to this system. All historical data have been moved to **PearsonAccess Next Reporting**. The FSA-R was disabled in June 2021.

**Items**—Test questions that students are required to answer. Information about item types are included in the Test Item Specifications available on the [Florida Statewide Assessments Portal](#). In addition, student practice tests (also available on the portal) include possible item types students may encounter on a test.

**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 used in the sum.

**Mean Scale Score**—The calculated mean **scale score** of all students at the school, district, or state level.

**Multiple-Choice**—Test questions that present students with several options from which to choose the correct answer. The Biology 1, Civics, U.S. History, 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 science and social studies curricula taught in Florida. 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.

**PearsonAccess Next Reporting**—The website used for reporting scores for all assessments. Beginning in August 2020, users were able to login to PearsonAccess Next Reporting using their TIDE username and password.

**Passing Score**—The minimum **scale score** in **performance level 3** for each grade and subject. For the Grade 10/Retake ELA, Algebra 1/Retake, and Geometry assessments, see **alternate passing score**.

**Performance Level**— Also referred to as **achievement levels**, five categories of performance that represent the success students demonstrate with the content assessed. The performance levels are helpful in interpreting what a student’s score represents. Performance 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. The minimum score in Level 3 is the **passing score** for each assessment.

**Points Earned**— The number of raw score points earned by the student in a **Reporting Category**.

**Points Possible**—The number of raw score points that may be earned in a **Reporting Category**. The number of points possible in a reporting category may change slightly each year.

**Previous Performance**— The performance of a student in the selected subject, ELA or Mathematics, in past administrations.

**Reporting Category**—Broad content areas into which the assessed student knowledge and skills are grouped.

**Reporting Category Scores**—The **points earned** out of the **points possible** for each **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 applicable scale. An overall theta score, which is dependent on how a student answers individual **items**, is calculated and converted to the scale score in order to reflect the student’s **performance level**.

**Standard Setting**—The process by which **achievement level cut scores** are established. Standard setting is based on input from educators, community and business leaders, and the public, as well as the state’s education leadership.

**Writing Condition Code**—The descriptor assigned to a student’s ELA Writing response indicating the reason an irregular score was assigned. (For example, “C” indicates a response that is off topic but receives a conventions score of 0–2. Similarly, “G” indicates a response that is completely copied text and receives a score of 0.)

**Writing Domain Scores**— While the ELA Writing component is one category (Text-Based Writing) that contributes to the overall ELA score, there are three domain scores awarded for each response. The sum of these sub-scores is the total score for the Text-Based Writing **Reporting Category** (10 raw score points).

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