

Note: There are limitations in the use of these reports. To understand their use, please read “What cautions should be considered when using Content Focus Reports?” provided on page 3 of this report.

2014 FCAT 2.0 Science Next Generation Sunshine State Standards (NGSS) Grade 5		
NGSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Nature of Science		
SC.5.N.1.1	Analyzing data; Collecting and organizing data; Defining a testable problem; Evaluating a procedure; Explanations based on data; Inferences based on data	6
SC.5.N.2.1	Identifying empirical evidence; Importance of observations	3
SC.5.N.2.2	Importance of replication	1
Reporting Category Point Total		10
Reporting Category 2. Earth and Space Science		
SC.4.E.5.4	Appearance of stars; Appearance of the Moon; Earth's rotation	3
SC.4.E.6.2	Mineral properties—cleavage; Mineral properties—color	2
SC.4.E.6.3	Natural resources—phosphate	1
SC.4.E.6.4	Erosion—wind; Weathering—water	2
SC.5.E.5.1	Star brightness	1
SC.5.E.5.3	Distinguishing between asteroids and comets; Distinguishing between inner and outer planets	2
SC.5.E.7.1	Water cycle—states of matter	2
SC.5.E.7.3	Climate zone—temperate; Weather—precipitation	3
Reporting Category Point Total		16
Reporting Category 3. Physical Science		
SC.5.P.8.1	Comparing objects—physical properties; Physical properties—liquids	2
SC.5.P.8.3	Separating mixtures—particle size	1
SC.5.P.9.1	Chemical change—temperature; Identifying chemical change	2
SC.5.P.10.1	Light and heat relationships; Pitch	2
SC.5.P.10.2	Energy causing a change	1
SC.5.P.10.4	Conductors—electric; Electric circuits; Heat flow	3
SC.5.P.13.1	Forces—friction; Forces—magnetic	2
SC.5.P.13.2	Balanced forces; Force, mass, and motion relationships; Speed	3
Reporting Category Point Total		16
Reporting Category 4. Life Science		
SC.3.L.14.1	Plant structures—leaves; Plants responding to gravity; Seed dispersal	3
SC.4.L.16.4	Comparing insect life cycles	1
SC.4.L.17.3	Energy flow through a food chain	2
SC.5.L.14.1	Organ functions—bladder; Organ functions—sensory organs	2
SC.5.L.14.2	Animal classification—vertebrates; Comparing plant and animal structures	2
SC.5.L.17.1	Behavioral adaptations; Impact on the environment—animals; Physical adaptations—animals	4
Reporting Category Point Total		14

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2014 FCAT 2.0 Science Next Generation Sunshine State Standards (NGSSS) Grade 8		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Nature of Science		
SC.6.N.2.2	Evaluating new evidence; Scientific debate	2
SC.7.N.1.2	Repetition	1
SC.7.N.1.5	Models	1
SC.7.N.3.1	Distinguishing between theories and laws	1
SC.8.N.1.1	Collecting and organizing data; Defending conclusions; Making predictions; Outcome variables; Test variables; Using data to support a claim	6
Reporting Category Point Total		11
Reporting Category 2. Earth and Space Science		
SC.6.E.7.4	Cryosphere; Differentiating between weather and climate	2
SC.6.E.7.5	Heat transfer—convection	1
SC.7.E.6.2	Human impact—erosion; Human impact—urbanization; Rock cycle	3
SC.7.E.6.4	Fossil records	1
SC.7.E.6.5	Mountain building	1
SC.8.E.5.3	Astronomical relationships; Nebulae	2
SC.8.E.5.5	Temperature and absolute brightness	1
SC.8.E.5.7	Properties of planets	1
SC.8.E.5.9	Eclipses; Seasons; Tides	3
Reporting Category Point Total		15
Reporting Category 3. Physical Science		
SC.6.P.13.1	Gravitational force and mass; Magnetic force	2
SC.6.P.13.3	Analyzing position—time graphs	1
SC.7.P.10.1	Electromagnetic spectrum—applications	1
SC.7.P.10.3	Light reflection; Light refraction	2
SC.7.P.11.2	Law of conservation of energy	1
SC.7.P.11.4	Heat flow	1
SC.8.P.8.4	Density	1
SC.8.P.8.5	Atomic theory; Neutrons; Particle motion; Properties of compounds; Pure substances	5
SC.8.P.9.2	Influence of temperature on chemical change	1
Reporting Category Point Total		15
Reporting Category 4. Life Science		
SC.6.L.14.1	Structural organization—organisms	1
SC.6.L.14.2	Cellular processes—getting energy from food	1
SC.6.L.14.4	Cell wall	1
SC.6.L.14.5	Digestive system; Nervous system	2
SC.6.L.15.1	Kingdom—Plant	1
SC.7.L.15.2	Theory of evolution—environmental factors; Theory of evolution—fossil evidence	2
SC.7.L.16.1	Chromosomes	1
SC.7.L.17.2	Energy transfer through a food web; Limiting factor—amount of sunlight; Limiting factor—disease and/or parasitism; Predation	4
SC.8.L.18.4	Cellular respiration; Living systems—conservation of mass	2
Reporting Category Point Total		15

What is content focus?

"Content focus" is a term that defines the specific content measured by each 2014 FCAT 2.0 test item.

The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the 2014 FCAT 2.0 assessment are not predictive of future FCAT 2.0 content.

What cautions should be considered when using Content Focus Reports?

Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting categories have too few test items to report reliable or meaningful scores at the student level. While well-intended, providing remedial instruction in a specific reporting category may not be justified and may be an inefficient use of instructional time. Content focus data should not be used as sole indicators to determine remedial needs of students.

When interpreting content focus data, the following cautions and information should also be considered:

- The number of items in a reporting category may vary from one year to another. Consequently, users should not compare performance data such as mean percent correct.
- The number of items in a reporting category will vary by grade level. Consequently, users should not compare content area scores across grade levels.
- The difficulty of the items measuring each benchmark will vary from one year to the next. Consequently, users should not compare content area scores across years.
- The analysis is based on state-level data that are not intended to provide specific classroom, school, or district interpretations.
- Scale score values cannot accurately be determined using Content Focus Reports for a number of reasons. For instance, test scores are generated from students' performance on the entirety of the test, which accounts for the difficulty (also called cognitive complexity) of test items.

How may content area scores be used?

Guidance on how content area scores may be used by schools and districts is provided on pages 7-8 of [Understanding FCAT 2.0 Assessment Reports, Spring 2014](#) (PDF).