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Table of Contents

INTRODUCTION

Purpose of the FCAT	2
Grade Levels Tested	2
Question Formats	2
Who is Tested?	2
FCAT Reports Chart	3
Achievement Levels	4
Graduation Requirement	5
No Data Reported	5

STUDENT REPORTS

Certificates of Achievement	6
SSS Grade 10 Pass/Fail Student Label	6
SSS Reading and Mathematics Retake Student and Parent Report	7
Sunshine State Standards Reading and Mathematics Student and Parent Report	8
Science Student and Parent Report	9
Writing+ Student and Parent Report	10
FCAT Writing+ Holistic Rubrics	11
Norm-Referenced Test Student Report	12
Performance Task Student and Parent Report—Reading, Mathematics, and Science	13
FCAT Reading Performance Tasks and Examples of Top-Score Responses	14
FCAT Reading Holistic Rubrics	15
FCAT Mathematics Performance Tasks and Examples of Top-Score Responses	16
FCAT Mathematics Holistic Rubrics	19
FCAT Science Performance Tasks and Examples of Top-Score Responses	20
FCAT Science Holistic Rubrics	23

SCHOOL, DISTRICT, AND STATE REPORTS

Sunshine State Standards Reports of Results—Reading, Mathematics, and Science	25
Norm-Referenced Test Reports of Results—Reading and Mathematics	26
Reports of Results—Writing+	27
Sunshine State Standards Demographic Reports—Reading, Mathematics, and Science	28
Demographic Reports—Writing+	29
Norm-Referenced Test Demographic Reports—Reading and Mathematics	30

CONTENT ASSESSED ON THE FCAT

Sunshine State Standards—Reading	31
Sunshine State Standards—Mathematics	33
Sunshine State Standards—Science	34
Sunshine State Standards—Writing+	36
Norm-Referenced Test—Reading and Mathematics	38

GLOSSARY	39
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Introduction

This booklet has been prepared to help you understand the reports for the Florida Comprehensive Assessment Test (FCAT). It includes samples of the reports, explanations of the reports, a glossary of the terms used in these reports, and the Sunshine State Standards (SSS) and the norm-referenced test (NRT) content assessed on FCAT. Data in the reports are fictional but show the type of information reported. Although the sample reports in this booklet are for Grade 10 or 11, the explanations provided apply to all grade levels except where otherwise noted.

Purpose of the FCAT

The purpose of the FCAT is to assess student achievement of the SSS benchmarks in reading, mathematics, science, and writing. The FCAT also includes norm-referenced tests (NRT) in reading comprehension and mathematics problem solving, which allow for comparing the performance of Florida students with students across the nation.

Grade Levels Tested

- FCAT SSS Reading and Mathematics – Grades 3–10
- FCAT Writing+ – Grades 4, 8, and 10
- FCAT SSS Science – Grades 5, 8, and 11
- FCAT NRT Reading and Mathematics – Grades 3–10

Question Formats

- **Multiple-choice questions** are worth 1 point each and appear at all grade levels on all FCAT SSS and FCAT NRT tests. For FCAT Reading, Mathematics, and Science tests, students choose the best answer from four answer choices. For the multiple-choice portion of FCAT Writing+, students choose the best answer from either three or four possible answer choices.
- **Gridded-response questions** are worth 1 point each and appear on the FCAT SSS Mathematics test in Grades 5–10 and the FCAT SSS Science test in Grades 8 and 11. These questions require students to determine a numeric answer and bubble it in on a grid.
- **Performance tasks** are part of the FCAT SSS for students in Grades 4, 5, 8, 10, and 11. These tasks require students to answer reading questions in their own words, show their solutions to mathematics questions, or respond to science questions. There are two types of performance tasks: short-response and extended-response. Short-response tasks take about 5 minutes to answer and receive 0, 1, or 2 points. Extended-response tasks take 10–15 minutes to complete and receive 0, 1, 2, 3, or 4 points. Answers to performance tasks are scored using a holistic scoring rubric. (Copies of the holistic scoring rubrics for each subject are provided in this booklet.) A minimum of two trained scorers independently score each answer. The final score is the result of these multiple evaluations.
- For the essay portion of FCAT Writing+, students in Grades 4, 8, and 10 write an **essay** for an assigned topic (prompt). Students in Grade 4 write either an expository or a narrative essay while students in Grades 8 and 10 write either an expository or a persuasive essay. The highest score a student can receive is a 6. Student essays are scored using a holistic scoring rubric. Two trained scorers independently score each essay. The score reported is the average of both scorers' scores. (A copy of the holistic scoring rubric for Writing+ is provided in this booklet.)

Who is Tested?

Most students, including limited English proficient (LEP) and exceptional student education (ESE) students, enrolled in the tested grade levels participate in the FCAT administration. Administration accommodations are available and provided to eligible LEP and ESE students.

FCAT Reports

FCAT results are reported in several formats. Reports are distributed to students, schools, and districts. The table on the next page provides a list of reports included in this booklet, the grade levels at which they apply, and the page number on which each report is described. Keep in mind that although this booklet does not contain samples of all reports, the Grade 10 or Grade 11 samples provided are similar in content and layout to other reports. Information about FCAT scores and reports is also available on the FCAT home page of the DOE web site at www.fldoe.org.

FCAT Reports Chart

	FCAT Report Title	Grades	Page of Report Description
Student Reports	Certificate of Achievement	3–11	6
	SSS Grade 10 Pass/Fail Student Label	10–Adult	6*
	SSS Reading and Mathematics Retake Student and Parent Report	10–Adult	7
	SSS Reading and Mathematics Student and Parent Report	3–10	8*
	Science Student and Parent Report	5, 8, and 11	9*
	Writing+ Student and Parent Report	4, 8, and 10	10*
	Reading & Mathematics NRT Student Report	3–10	12*
	SSS Reading Performance Task Student and Parent Report	4, 8, and 10	13*
	SSS Mathematics Performance Task Student and Parent Report	5, 8, and 10	13
Science Performance Task Student and Parent Report	5, 8, and 11	13	
School Reports	Reading SSS School Report of Students	3–Adult	25
	Mathematics SSS School Report of Students	3–Adult	25
	Science School Report of Students	5, 8, and 11	25
	Reading & Mathematics NRT School Report of Students	3–10	26
	Writing+ School Report of Students	4, 8, and 10	27
	Reading & Mathematics SSS School Demographic Report	3–10	28*
	Science School Demographic Report	5, 8, and 11	28
	Writing+ School Demographic Report	4, 8, and 10	29
	Reading & Mathematics NRT School Demographic Report	3–10	30
District Reports	Reading SSS District Report of Schools	3–Adult	25*
	Mathematics SSS District Report of Schools	3–Adult	25
	Science District Report of Schools	5, 8, and 11	25
	Reading SSS District Summary	3–Adult	25
	Mathematics SSS District Summary	3–Adult	25
	Science District Summary	5, 8, and 11	25
	Reading & Mathematics NRT District Report of Schools	3–10	26*
	Reading & Mathematics NRT District Report of Scores	3–10	26
	Writing+ District Report of Schools	4, 8, and 10	27*
	Writing+ District Summary	4, 8, and 10	27
	Reading & Mathematics SSS District Demographic Report	3–10	28
	Science District Demographic Report	5, 8, and 11	28
	Writing+ District Demographic Report	4, 8, and 10	29*
Reading & Mathematics NRT District Demographic Report	3–10	30*	
State Reports	Reading SSS State Report of Districts	3–Adult	25
	Mathematics SSS State Report of Districts	3–Adult	25
	Science State Report of Districts	5, 8, and 11	25
	Reading SSS State Summary	3–Adult	25
	Mathematics SSS State Summary	3–Adult	25
	Science SSS State Summary	5, 8, and 11	25
	Reading & Mathematics NRT State Report of Districts	3–10	26
	Reading & Mathematics NRT State Report of Scores	3–10	26
	Writing+ State Report of Districts	4, 8, and 10	27
	Writing+ State Summary	4, 8, and 10	27
	Reading & Mathematics SSS State Demographic Report	3–10	28
	Science State Demographic Report	5, 8, and 11	28
	Writing+ State Demographic Report	4, 8, and 10	29
	Reading & Mathematics NRT State Demographic Report	3–10	30

*Reports printed in bold are displayed in this booklet.

Achievement Levels

Achievement levels describe the success a student has achieved on the Florida Sunshine State Standards tested on the FCAT. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest.

- Level 5** This student has success with the most challenging content of the Sunshine State Standards. A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions.
- Level 4** This student has success with the challenging content of the Sunshine State Standards. A student scoring in Level 4 answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
- Level 3** This student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A student scoring in Level 3 answers many of the test questions correctly, but is generally less successful with questions that are the most challenging.
- Level 2** This student has limited success with the challenging content of the Sunshine State Standards.
- Level 1** This student has little success with the challenging content of the Sunshine State Standards.

The following tables list the achievement levels for FCAT SSS Reading, Mathematics, and Science along with the scale score ranges associated with each achievement level, by grade level. The achievement levels for FCAT Writing+ will be determined in the future.

FCAT Reading and Mathematics Achievement Levels for the FCAT Score (Developmental Scale Score)										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
86-1045	1046-1197	1198-1488	1489-1865	1866-2514	3	375-1078	1079-1268	1269-1508	1509-1749	1750-2225
295-1314	1315-1455	1456-1689	1690-1964	1965-2638	4	581-1276	1277-1443	1444-1657	1658-1862	1863-2330
474-1341	1342-1509	1510-1761	1762-2058	2059-2713	5	569-1451	1452-1631	1632-1768	1769-1956	1957-2456
539-1449	1450-1621	1622-1859	1860-2125	2126-2758	6	770-1553	1554-1691	1692-1859	1860-2018	2019-2492
671-1541	1542-1714	1715-1944	1945-2180	2181-2767	7	958-1660	1661-1785	1786-1938	1939-2079	2080-2572
886-1695	1696-1881	1882-2072	2073-2281	2282-2790	8	1025-1732	1733-1850	1851-1997	1998-2091	2092-2605
772-1771	1772-1971	1972-2145	2146-2297	2298-2943	9	1238-1781	1782-1900	1901-2022	2023-2141	2142-2596
844-1851	1852-2067	2068-2218	2219-2310	2311-3008	10	1068-1831	1832-1946	1947-2049	2050-2192	2193-2709

FCAT Reading and Mathematics Achievement Levels										
Reading					Grade	Mathematics				
Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
100-258	259-283	284-331	332-393	394-500	3	100-252	253-293	294-345	346-397	398-500
100-274	275-298	299-338	339-385	386-500	4	100-259	260-297	298-346	347-393	394-500
100-255	256-285	286-330	331-383	384-500	5	100-287	288-325	326-354	355-394	395-500
100-264	265-295	296-338	339-386	387-500	6	100-282	283-314	315-353	354-390	391-500
100-266	267-299	300-343	344-388	389-500	7	100-274	275-305	306-343	344-378	379-500
100-270	271-309	310-349	350-393	394-500	8	100-279	280-309	310-346	347-370	371-500
100-284	285-321	322-353	354-381	382-500	9	100-260	261-295	296-331	332-366	367-500
100-286	287-326	327-354	355-371	372-500	10	100-286	287-314	315-339	340-374	375-500

FCAT Science Achievement Levels*					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	100-272	273-322	323-376	377-416	417-500
8	100-269	270-324	325-386	387-431	432-500
11	100-278	279-323	324-379	380-424	425-500
*Pending approval by the State Board of Education					

Graduation Requirement

Students who expect to graduate from high school in the 2005–2006 school year and beyond must earn passing scores on the Reading and Mathematics Sunshine State Standards portions of the Grade 10 FCAT. After Grade 10, there will be additional opportunities to earn passing scores by taking the Reading and Mathematics Sunshine State Standards Retake tests if students are not successful on the first attempt.

The passing scores for the Grade 10 FCAT Reading and Mathematics SSS and Retake tests are determined by the State Board of Education and are as follows:

FCAT SSS Reading and Reading Retake Test	1926 (Scale Score of 300) or above
FCAT SSS Mathematics and Mathematics Retake Test	1889 (Scale Score of 300) or above

Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (Scale Score of 287) or higher on the SSS Reading test and 1868 (Scale Score of 295) or higher on the SSS Mathematics test.

No Data Reported

The following abbreviations may appear on some 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 because he or she answered too few questions for that subject or the test was invalidated.

NA (Data 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.

NM (Not Matched) indicates that no data are reported from the prior year.

NF (Not Found) indicates that no prior year data were available for the student for that year or that student's record for 2006 was not matched to the student's record for 2001, 2002, 2003, 2004, and/or 2005.

A triple asterisk (***) on the writing reports indicates that percentages are rounded to the nearest percent and that the percentage is less than 0.5%.

A dash (-) on the reports indicates that no data are reported because fewer than ten students were tested, or any percentage equals 100.

Certificates of Achievement

The *Certificate of Achievement* is awarded **only** to students who demonstrate outstanding or notable performance on the Sunshine State Standards Reading, Mathematics, Science, and/or Writing+ tests. Students taking the FCAT Retake tests are not eligible to receive *Certificates of Achievement*. If a student is being recognized for more than one subject, the student will receive one certificate listing his/her achievement in all subjects. Certificates are not awarded based on the FCAT NRT scores.

Students may earn a *Certificate of Achievement* for “Outstanding Performance” in FCAT SSS Reading, Mathematics, Science, and/or Writing+. In FCAT Reading, Mathematics, and Science to earn recognition for “Outstanding Performance,” students must earn an achievement level score of 5 on the SSS Reading, SSS Mathematics, or Science tests. In FCAT Writing+, students may earn a *Certificate of Achievement* for “Outstanding Performance” by scoring 6.0 on the essay portion OR 400 or above on the entire test. Students in Grade 4 may earn a certificate for “Notable Performance” by scoring 5.0 or 5.5 on the essay. Students in Grades 8 and 10 may earn a certificate for “Notable Performance” by scoring 5.5 on the essay portion. No level of performance on the multiple-choice portion only will result in a certificate.

SSS Grade 10 Pass/Fail Student Label

To the right is a sample of the *Grade 10 Pass/Fail Student Label*. This label is provided for all Grades 10–13 and Adult students taking the Grade 10 Reading SSS and/or Mathematics SSS tests and the Grade 10 retake tests.

The label displays the student’s scale score (SS) and developmental scale score (DSS) in each subject tested, and whether the student passed or failed the test.

FCAT SSS READING/SSS MATHEMATICS • SPRING 2006			
Name: APPLEBEE, CARMINE J.			
Date of Birth: 06/15/89		Grade: 10	
ID: 9543215678			
District: 99-SUNSHINE			
School: 9999-SUNSHINE HIGH			
SUBJECT		SS	DSS
Reading	Passed	430	2646
Mathematics	Passed	381	2218

Sunshine State Standards Reading and Mathematics Retake Student and Parent Report

The *Sunshine State Standards Student Reading and Mathematics Retake Student and Parent Report* provides results for Grades 10–13 and Adult students who took the Reading and/or Mathematics Sunshine State Standards Retake Tests.

The student, school, and district are identified in the upper right corner of page 1 of the report. The area labeled **Your Scores and Performance Levels** provides the student’s FCAT Score (Developmental Scale Score), achievement level, and indicates whether or not the student earned a passing score for Reading (on the left) and Mathematics (on the right). If the student did not test for a subject, “NT” (Not Tested) will appear in place of the FCAT Score and achievement level. If the student took the test but the score was not reported, “NR” (Not Reported) will appear in place of the FCAT Score and achievement level. The graph depicts the student’s score and the passing score. Underneath the graph, a statement indicates whether the student earned a passing score, followed by a statement that indicates the student’s FCAT Score and achievement level. The footnote below these statements describes the range within which a student’s FCAT Score would likely fall if the student took the test again without additional instruction. Students who received additional instruction would likely improve their scores.

On the left side of page 2 of the report, the Content Scores for Reading (on the top) and Mathematics (on the bottom) are broken down into content subcategories. The “Points You Earned” column in the table labeled **Your Reading (or Mathematics) Content Scores** provides the actual number of points earned in each of the content subcategories (clusters or strands). The “Points Possible” column within the table provides the total number of points possible per subcategory. The **Reading (or Mathematics) Content Areas** are described to the right of the table. The subcategories are listed, along with a description of the content assessed within that subcategory. Pages 31–33 of this booklet describe the content assessed on the Reading and Mathematics SSS portions of the FCAT.

Sunshine State Standards Reading and Mathematics Student and Parent Report

The *Sunshine State Standards Reading and Mathematics Student and Parent Report* is a four-page color folder. The first page includes a letter to parents, guardians, or students. The fourth page provides general information about the FCAT program, definitions of key FCAT terms, and resources for students. The information on both of these pages is translated into Spanish and Haitian Creole.

Inside the report, pages 2 and 3 provide the student's 2006 FCAT SSS results. Page 2 displays the Reading results and page 3 displays the Mathematics results. The description of the information provided on the sample Reading report on this page applies to the Mathematics report as well.

A The student, school, and district are identified in this area.

B This table displays the student's FCAT Score and achievement level. On the Grade 10 report, it also shows whether the student passed or did not pass the test. The table also displays the score ranges for achievement levels 1 through 5. Underneath the graph, a statement indicates whether the student earned a passing score (for Grade 10 only), followed by a statement that indicates the student's FCAT Score and achievement level. This information is translated into Spanish and Haitian Creole. The footnote below this table describes the range within which a student's FCAT Score would likely fall if the student took the test again, without additional instruction. Students who received additional instruction would likely improve their scores.

C In this section, the Reading (or Mathematics) content subcategories are listed, along with a description of the content assessed within that subcategory. Spanish and Haitian Creole translations of this information are also provided. The titles of the content subcategories are the same across all grade levels; however, the actual content varies by grade level based on the benchmarks at each grade. Pages 31–33 of this booklet describe the content assessed on the Reading and Mathematics SSS portions of the FCAT.

The "Points Possible" column provides the total number of points possible for each of the content subcategories (clusters or strands) and the "Points Earned" shows the actual number of points earned in each of the content subcategories. The state comparison in thirds is also provided. A diamond will indicate whether the student's points earned fell in the Low, Middle, or High third of scores across the state for each content subcategory.

D This area provides information on the student's score history in Reading (or Mathematics). The chart to the right shows the student's FCAT Score and achievement level, as well as the necessary on-grade-level score, for each year the student was tested (if the student's scores were available). A dark gray bar indicates that the student scored in Level 3 or higher for that year; a light gray bar indicates that the student scored below Level 3 for that year. Achievement level descriptions are given to the left of the student's history chart.

The FCAT Score is used to determine a student's annual progress from grade to grade. Developmental scores range from 86 to 3008. FCAT Scores are equated to the base year so scores from year to year can be compared. For example, for Grade 10 Reading and Mathematics, the base year is 1998. Equating means that even though a grade-level test may contain different questions each year, students who perform at the same skill level in different years will earn the same FCAT Score.

FCAT Spring 2006
Florida Comprehensive Assessment Test[®]
Sunshine State Standards Reading and Mathematics
Student and Parent Report
Grade 10 Page 2

CARMINE J. APPLEBEE
ID 9543215678
School 9999-SUNSHINE HIGH SCHOOL
District 99-SUNSHINE

Your Reading Score

Level 5 2311-3008	Level 4 2119-2310	Level 3 2048-2118	Level 2 1801-2047	Level 1 144-1800
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2009
Passing Score 2026

You have passed the FCAT Reading test.
Your FCAT Score is 2089 which is in achievement Level 3 for Reading.

*Ha apwòche el examen FCAT de Lectura.
Ou reyisi nan egzamen Leksi FCAT la.*

The FCAT score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2006 FCAT Reading Score would be between 2008 and 2170.

Content Areas

Content Area	Points Possible	Compared to other students in Florida		
		Low	Middle	High
Words / Phrases: uses skills to determine word meaning, including word parts and relationships between words.	7			◆
Main Idea / Purpose: determines a stated or implied main idea or purpose; details author's purpose or point.	20		◆	
Comparisons: knows similar and different, cause and effect, and compare and contrast.	8 10			◆
Reference / Research: uses information from a variety of sources to reach conclusions.	9 14			◆

Palabras / Frases: usa la habilidad para determinar el significado de las palabras, lo cual incluye partes de palabras y las relaciones entre ellas.
Idea principal / Propósito: determina un mensaje esencial expreso o implícito, detalles del propósito del autor o el argumento.
Comparaciones: conoce similar y diferente, causa y efecto y comparación y contraste.
Información / Investigación: usa la información de una variedad de fuentes para llegar a conclusiones.

Mot / Prez: itilize apwòche pou detèmine siyifikasyon mo yo, sa ki deklè pati nan mo yo epi relasyon ki genyen ant mo yo.
Idè prensipal / Objektif: detèmine you mesaj esansyèl ki deklare oua sijè, bay detay sou objektif oua plan ou a.
Komparasyon: konnen menm ak diferan, kòz ak efè epi langwe.
Referans / Rechèch: itilize enfòmasyon ki soti nan plizyè soua pou deklè konklizyon.

Achievement Levels
Five categories describe the success students have with the content tested on the FCAT SSS Reading and Mathematics. In order to be considered on grade level, students must achieve Level 3 or higher.

Level 5 indicates success with the content on the FCAT by answering most questions correctly.
Level 4 indicates success with the content on the FCAT by answering most questions correctly except for the most challenging.
Level 3 indicates partial success with the content on the FCAT.
Level 2 indicates limited success with the content on the FCAT.
Level 1 indicates little success with the content on the FCAT.

The score ranges for these Achievement Levels are different for each grade level. Achievement level ranges for all grades are available through school guidance counselors or at: www.fln.edu/doi/ass/fcat/fcatabch.htm

Your Reading Scores Over Time

Year Tested	2001	2002	2003	2004	2005	2006
Grade Tested	5	6	7	8	9	10
FCAT Score	1510	1619	1675	1973	2037	2089
Achievement Level	3	2	2	3	3	3

Key: ■ Your score was on grade level for this year
□ Your score was not on grade level for this year
■ Not tested

Science Student and Parent Report

FCAT Spring 2006
Florida Comprehensive Assessment Test®
Science Student and Parent Report
Grade 11

The Florida Department of Education believes that every student has the ability to learn and succeed. The purpose of the FCAT is to ensure that Florida's public schools are providing you with the best education possible and preparing you 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 has developed a test to measure your achievement of the important science skills in the *Sunshine State Standards (SSS)*. In addition, the content scores help you to identify academic skills that may need improvement.

El Departamento de Educación de Florida cree que cada estudiante tiene la capacidad para aprender y tener éxito. El propósito del FCAT es asegurar que las escuelas públicas de Florida te proporcionen la mejor educación posible y te preparen para tener éxito en el futuro.

Se ha comprobado que un alto nivel de conocimiento científico es de importancia crítica para el éxito en el mercado laboral competitivo del siglo 21. Trabajando en colaboración con los educadores de Florida, el estado ha desarrollado un examen, Sunshine State Standards (sss), para medir el progreso de tus habilidades científicas. Además, al observar las calificaciones puedes identificar áreas de capacitación en las que necesitas mejorar.

Depatman Edikasyon Eta Florid kwè chak elèv gen kapasite pou yo aprann epi pou yo reyisi avèk siksè. Bi FCAT se pou asire lekòl piblik eta Florid yo founi elèv ou pi bon fòmasyon posib epi prepare elèv ou pou li fè siksè alavni.

Yo te idantifye yon niwo wo konesans syantifik kòm yon niwo ki enpòtan pou siksè nan mache travay konpetitif 21^{èm} syèk la. Nan travay ansanm ak pwofesè nan Florid yo, leta te devlope yon egzamen pou mezire reyisit ou nan kompetans syans enpòtan nan Sunshine State Standards (sss). Anplis, sa ki nan nòt yo ap ede ou idantifye kompetans akademik ki ka bezwen amelyore.

A
SUSANE DAVIS
ID **4685791922**
School **9999-SUNSHINE HIGH SCHOOL**
District **99-SUNSHINE**

C

Your 2006 FCAT Science Score

Level 5 425-500
Level 4 380-424
Level 3 324-379
Level 2 279-323
Level 1 100-278

366
On grade level 324

B

Your FCAT Science Score is **366** which is in achievement **Level 3** for Science.

The FCAT Science Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2006 FCAT Science Score would be between 348 and 384.

Achievement Levels
Five categories describe the success students have with the content tested on the FCAT Science. In order to be considered on grade level, students must achieve Level 3 or higher.

Level 5 indicates success with the content on the FCAT by answering most questions correctly.
Level 4 indicates success with the content on the FCAT by answering most questions correctly except for the most challenging.
Level 3 indicates partial success with the content on the FCAT.
Level 2 indicates limited success with the content on the FCAT.
Level 1 indicates little success with the content on the FCAT.

The score ranges for these Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available through school guidance counselors or at: www.firn.edu/doe/sas/fcat/fcattachv.htm

FCAT Spring 2006
Florida Comprehensive Assessment Test®
Science Student and Parent Report
Grade 11 Page 2

SUSANE DAVIS
ID **4685791922**
School **9999-SUNSHINE HIGH SCHOOL**
District **99-SUNSHINE**

The chart below gives more specific information about your performance on the content areas tested by FCAT Science. Information about the skills covered by these content areas is also provided.

D

Content Areas	Points Earned	Points Possible	Compared to other students in Florida		
			Low	Middle	High
Physical and Chemical Science: explains the properties and interactions of matter; analyzes the flow of energy through a system, and predicts the effects of forces on an object.	5	14		◆	
Earth and Space Science: explains Earth's changes over time including geologic patterns, the rock cycle, and weather systems; also describes the interaction of the Sun, planets, and satellites in our solar system and the universe.	8	11			◆
Life and Environmental Science: identifies and explains characteristics of plants and animals and the environment, including life processes, conservation of resources, and the interdependence of organisms and systems.	9	14		◆	
Scientific Thinking: applies scientific processes to problem solving, predicts events based on patterns within systems and explains the impact of technology on society.	7	12			◆

Fisika y Quimica: explica las propiedades e interacciones de la materia, analiza el flujo de energía a través de un sistema y predice los efectos de las fuerzas sobre un objeto.
Ciencia de la Tierra y el espacio: explica los cambios en la Tierra a lo largo del tiempo, con la inclusión de patrones geológicos, el ciclo de las rocas y sistemas climáticos; también describe la interacción del Sol, los planetas y satélites en nuestro sistema solar y el universo.
Ciencias biológicas y del medio ambiente: identifica y explica las características de plantas, animales y el medio ambiente, incluyendo los procesos biológicos, la preservación de los recursos y la interdependencia de organismos y sistemas.
Razonamiento científico: aplica procesos científicos a la resolución de problemas, predice eventos sobre la base de patrones dentro de los sistemas, y explica el impacto de la tecnología en la sociedad.

Syans Fizik ak Chimik: eksplike pwopriyete ak entè-aksyon matyè, analize sikilasyon enèji atravè yon sistèm, epi predi efè fos sou yon objè.
Syans Latè ak Lèspas: eksplike chanjman latè nan peryòd tan avèk tou modèl jeyolojik, sik wèch, ak sistèm metewolojik; li dekri tou entè-aksyon solèy la, planèt yo ak satelit ki nan sistèm solè nou ak linivè.
Syans Lavi ak Anviwònman: idantifye epi eksplike karakteristik plant ak bèt ak anviwònman, avèk tou pwosesis lavi, konsèvasyon rezous ak entèdepandans oganm ak sistèm yo.
Rezònman Syantifik: aplike pwosesis syantifik nan rezolisyon pwoblèm, predi evènman ki baze sou modèl ki nan sistèm yo epi eksplike enpak teknoloji a genyen sou sosyete a.

Did you know?

- In the competitive job market of the future, more and more jobs will require science skills.
- Science skills are vital for success in many exciting careers.

— For more information about the FCAT Science test, visit <http://www.fldoe.org/>

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STUDENT REPORTS

The *Science Student and Parent Report* is a one-page, two-sided document. The information on both of these pages is translated into Spanish and Haitian Creole.

- A** The student, school, and district are identified in this area.
- B** This table displays the student's FCAT Science Scale Score and achievement level. The table also displays the score ranges for achievement levels 1 through 5, and the minimum score necessary for the student to be On Grade Level (Level 3). The footnote below this table describes the range within which a student's FCAT Score would likely fall if the student took the test again, without additional instruction. Students who received additional instruction would likely improve their scores.
- C** The FCAT achievement level cut scores shown here are pending approval by the State Board of Education.
- D** The Science Content is described in this section. The titles of the content subcategories are the same across Grades 5, 8, and 11; however, the actual content varies by grade level based on the benchmarks at each grade. Each of the four content subcategories is listed, along with a description of the content assessed within that subcategory. Spanish and Haitian Creole translations of this information are also provided. The content assessed on the Science test is described on pages 34 and 35 of this booklet.

The "Points Possible" provides the total number of points possible for each of the four content subcategories (clusters), while the "Points Earned" shows the number of points earned by the students for each subcategory. The state comparison in thirds is also provided. A diamond indicates whether the student's points earned fell in the Low, Middle, or High third of scores across the state for each content subcategory.

Writing+ Student and Parent Report



Spring 2006
Florida Comprehensive Assessment Test®
Writing+ Student and Parent Report
Grade 10

A

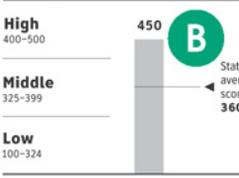
CARMINE J. APPLEBEE

ID **9543215678**
School **9999-SUNSHINE HIGH SCHOOL**
District **99-SUNSHINE**

Dear Student:
This report provides specific information about your performance on the FCAT Writing+ test. To learn more about your writing performance in school, talk to your teacher.

The chart below gives more specific information about your performance in the reporting categories included in the FCAT Writing+ multiple-choice test. Information about the skills covered in these categories is also included.

Your 2006 FCAT Writing+ Score



B

Your Writing+ Score is **450**.

The FCAT Writing+ Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2006 FCAT Writing+ Score would be between 430 and 470.

Reporting Category	Points Earned	Points Possible	Compared to other students in Florida		
			Low	Middle	High
Focus: measures a student's knowledge of planning and drafting writing for a specific purpose and the maintenance of the central idea, theme, or unifying point.	8	12		◆	
Organization: measures a student's knowledge of using a plan or structure for writing and employing transitional devices to show relationships between and among ideas.	6	8			◆
Support: measures a student's knowledge of the use of details in writing to explain, clarify, or define through word choice, specificity, depth, relevance, and thoroughness.	7	10		◆	
Conventions: measures a student's knowledge of the conventions of standard English for punctuation, capitalization, spelling, usage, and sentence structure.	9	13			◆

C

Writing to Explain

Your Essay Score	
5.0	out of 6.0 points

Your response to the prompt was read independently by two people trained to score this test. Each scorer gave your writing a score based on the overall quality of your response. Your essay score is the average of the two reader's scores.

D

See the back of this report for more about how your essay was graded.

The *Writing+ Student and Parent Report* is a one-page, two-sided document. The front of the report is displayed on this page and will be described in detail below. The back of this report provides further information about the student's essay score, including the topic to which the student was asked to respond; how the final score was determined; the criteria on which the essay scores are based; the circumstances under which the essay was written; and how the score should be interpreted.

- A** The student, school, and district are identified in this area.
- B** This table displays the student's FCAT Writing+ Scale Score and whether this score is in the Low, Middle, or High third as compared to other students' scores across the state. The table also displays the score ranges for each third and the State Average Score. The footnote below this table describes the range within which a student's FCAT Writing+ Score would likely fall if the student took the test again, without additional instruction. Students who received additional instruction would likely improve their scores. FCAT Writing+ tests include an essay and multiple-choice questions. Both the essay score and the multiple-choice score combine to give an overall Writing+ score (the FCAT Writing+ Score). If either the essay score or the multiple-choice score is missing, no overall FCAT Writing+ Score is given.
- C** This table displays the Reporting Categories on which the student was tested in the multiple-choice section of the test, and a description of the content assessed within each Reporting Category. The "Points Earned" column shows the actual number of points the student earned in each Reporting Category, and the "Points Possible" column shows the total number of points possible for each of the Reporting Categories. In the last three columns, the diamond shows if the student's score is in the Low, Middle, or High third for each Reporting Category, as compared to the scores of other students in Florida.
- D** In the table at the bottom, the student's essay score is displayed in the gray-shaded area. The highest possible score is a 6. Student essays are scored using a holistic scoring rubric. Two trained scorers independently score each essay. The score reported is the average of both scorers' scores. This area also indicates the type of writing assignment given to the student. Grade 4: Writing to Explain (Expository) or Writing to Tell a Story (Narrative). Grades 8 and 10: Writing to Explain (Expository) or Writing to Convince (Persuasive). The SSS content assessed by FCAT Writing+ is described on pages 36 and 37 of this booklet. The FCAT Writing+ Holistic Rubrics (example on the next page), appears on the back of the FCAT Writing+ reports. A separate sheet is distributed to districts, which includes the Spanish translation of the FCAT Writing+ Holistic Scoring Rubrics on one side and the Haitian Creole translation on the other.

For more information about FCAT Writing+, see *Florida Writes! Report on the 2006 FCAT Writing+ Assessment* (individual booklets for Grade 4, Grade 8, and Grade 10).

FCAT Writing+ Holistic Rubrics

Description of Grade 4 Writing Scores

6.0: The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.

5.5: The writing was given a 5 by one reader and a 6 by the other reader.

5.0: The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, but lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.

4.5: The writing was given a 4 by one reader and a 5 by the other reader.

4.0: The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.

3.5: The writing was given a 3 by one reader and a 4 by the other reader.

3.0: The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate but limited. Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.

2.5: The writing was given a 2 by one reader and a 3 by the other reader.

2.0: The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.

1.5: The writing was given a 1 by one reader and a 2 by the other reader.

1.0: The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. Unrelated information may be included. No organizational pattern is evident. Ideas are usually provided through lists, and word choice is limited or immature. Frequent errors in punctuation, capitalization, spelling, and sentence structure may impede communication.

U: The writing is unrelated to the assigned topic or cannot be read.

Description of Grade 8 Writing Scores

6.0: The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.

5.5: The writing was given a 5 by one reader and a 6 by the other reader.

5.0: The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is mature and precise. Sentences vary in structure. Conventions are generally correct.

4.5: The writing was given a 4 by one reader and a 5 by the other reader.

4.0: The writing generally focuses on the topic, but it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Support is adequate, but development may be uneven. Sentences sometimes vary in structure, though many are simple. Conventions are generally followed.

3.5: The writing was given a 3 by one reader and a 4 by the other reader.

3.0: The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentence structure may vary, though many sentences have simple constructions. Knowledge of conventions is usually demonstrated.

2.5: The writing was given a 2 by one reader and a 3 by the other reader.

2.0: The writing is related to the topic but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in conventions.

1.5: The writing was given a 1 by one reader and a 2 by the other reader.

1.0: The writing may only minimally address the topic because there is little or no development of supporting ideas. Unrelated information may be included. An organizational pattern may not be evident. Ideas are provided through lists, and word choice is limited or immature. Frequent errors in sentence structure and conventions impede communication.

U: The writing is unrelated to the assigned topic or cannot be read.

Description of Grade 10 Writing Scores

6.0: The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. Few, if any, errors occur in conventions.

5.5: The writing was given a 5 by one reader and a 6 by the other reader.

5.0: The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Conventions are generally correct.

4.5: The writing was given a 4 by one reader and a 5 by the other reader.

4.0: The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Support is consistently developed, but it may lack specificity. Word choice is adequate. Sentences vary in structure. Conventions are generally correct.

3.5: The writing was given a 3 by one reader and a 4 by the other reader.

3.0: The writing generally focuses on the topic, though it may contain loosely related information. An organizational pattern is demonstrated. Development of the supporting ideas may be uneven. Word choice is adequate. There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.

2.5: The writing was given a 2 by one reader and a 3 by the other reader.

2.0: The writing addresses the topic, but it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Errors may occur in the basic conventions.

1.5: The writing was given a 1 by one reader and a 2 by the other reader.

1.0: The writing addresses the topic, but it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.

U: The writing is unrelated to the assigned topic or cannot be read.

ISD1406

Norm-Referenced Test Student Report



Spring 2006
Florida Comprehensive Assessment Test (FCAT)
NORM-REFERENCED TEST
Grade 10 Student Report

Student Name
CHRISTOPHER A. HIGGINBOTHAMSMITH

ID: 4789X
School: 3991 - SUNSHINE HIGH SCHOOL
District: 99 - SUNSHINE

A

The FCAT Norm-Referenced Test (FCAT NRT) provides a national, grade-level comparison of student performance in Reading and Mathematics. Test scores offer only one account of how a student is doing in school. Other tests, such as the Sunshine State Standards FCAT (SSS FCAT), show how successful a student is on the challenging content of Florida's Sunshine State Standards. Many factors can affect a student's test scores. The staff at the student's school will be able to provide more detailed information about his or her academic performance.

B

SUBJECT SCORES	Scale Score	National Percentile Rank	National Percentile Bands	Stanine
Reading Comprehension	XXX	38	1 10 20 30 40 50 60 70 80 99	4
Mathematics	XXX	26	1 10 20 30 40 50 60 70 80 99	4

SUBJECT SCORES show a student's NRT performance in several different ways. **Scale Scores** are calculated from the total number of correct responses for each subject area. The scale score is a constant score that indicates performance along a single, comparable scale. It can be used to show how much a student has progressed from one year to the next. Scale scores should not, however, be compared from one subject area to another. **National Percentile Rank (NPR)** is calculated from the Scale Score and ranges from 1 to 99. The NPR indicates a student's relative standing compared to students at the same grade level from across the nation. For example, an NPR of 70 means the student obtained a score equal to or higher than 70 percent of the students in the national sample. **National Percentile Bands** show ranges of scores that are approximate indicators of achievement. If a student took this test again, his or her score would probably fall within the number range shown by the bands. Comparing percentile bands provides a quick reference for subject area strengths and weaknesses. **Stanine** scores are based on the National Percentile Rank. Like Scale Scores and the NPR, Stanine scores indicate how a student performed in relation to the national group. Stanine scores range from 1 (low) to 9 (high).

C

CONTENT SCORES	Number of Questions on Test	Number of Correct Responses	National Mean of Correct Responses
Reading Comprehension	54	38	33
Literary	18	13	12
Informational	18	13	9
Functional	18	12	12
Initial Understanding	12	9	7
Interpretation	20	14	11
Critical Analysis	12	8	6
Strategies	10	7	6
Mathematics	48	31	17
Number Sense and Operations	20	13	4
Patterns, Relationships, and Algebra	10	6	5
Data, Statistics, and Probability	8	7	3
Geometry and Measurement	10	5	5

CONTENT SCORES should not be compared year to year because the content subcategories vary from grade to grade. The **National Mean of Correct Responses** is the average number of correct responses for students in the national sample.

The **Reading Comprehension** test is composed of reading selections and questions about each selection. Approximately one-third of the reading selections fall into each of the following types of reading material:

- Literary** – Material typically read for enjoyment or literary merit, including folk tales, historical and contemporary fiction, humor, and poetry.
- Informational** – Material typically found in textbooks and other sources of information, including content from the natural, physical, and social sciences.
- Functional** – Material typically encountered in everyday life, such as directions, forms, labels, and advertisements.

Test questions are also classified by the following standards:

- Initial Understanding** – Comprehend explicitly stated details or relationships.
- Interpretation** – Interpret reading selections based on implicit information in the selections and discern ideas that go beyond the text.
- Critical Analysis** – Synthesize and evaluate explicit and implicit information.
- Strategies** – Recognize and describe strategies used by the author or apply appropriate reader strategies.

The **Mathematics** test requires students to use logical reasoning and non-routine problem-solving strategies. Each question is reported according to its mathematical content subcategory:

- Number Sense and Operations** – Understand the meaning and use of numbers, the various representations of numbers, number systems, and the relationships between and among numbers; demonstrate understanding of the meaning of operations; the relationship between operations; and the practical settings in which a specific operation or set of operations is appropriate.
- Patterns, Relationships, and Algebra** – Describe, complete, continue, and demonstrate understanding of patterns involving numbers, symbols, and geometric figures; demonstrate understanding of elementary algebraic principles as found in the relationships between mathematical situations and algebraic symbolism.
- Data, Statistics, and Probability** – Describe, interpret, and make predictions based on the analysis of data presented in a variety of ways; demonstrate understanding of basic probability concepts.
- Geometry and Measurement** – Understand the characteristics and properties of plane and solid figures, coordinate geometry, and spatial reasoning; understand the meaning and use of various measurement systems, the tools of measurement, and the integral role of estimation in measurement.

For more information about the FCAT NRT or the Student Report, refer to the publication *Understanding FCAT Reports* on the Florida Department of Education website at: www.fldoe.org.

Data Run Date: 05/05/2006 Scores based on normative data copyright © 2002 by Harcourt Assessment, Inc. CDPV 01 PROCESS NO. 90000000-0RNL06-0000-10340-0

- A

The student, school, and district are identified in this area.
- B

This area shows the student's norm-referenced test (NRT) scores in several different ways for each subject area tested. **Scale scores** are calculated from the total number of correct responses for each subject area. The scale score is a constant score that indicates performance along a single, comparable scale. It can be used to show how much a student has progressed from one year to the next. Scale scores should not, however, be compared from one subject area to another. **National Percentile Rank (NPR)** is calculated from the Scale Score and ranges from 1 to 99. The NPR indicates a student's relative standing compared to students at the same grade level from across the nation. For example, an NPR of 70 means the student obtained a score equal to or higher than 70 percent of the students in the national sample. **National Percentile Bands** show ranges of scores that are approximate indicators of achievement. If a student took this test again, his or her score would probably fall within the number range shown by the bands. Comparing percentile bands provides a quick reference for subject area strengths and weaknesses. **Stanine** scores are based on the National Percentile Rank. Like Scale Scores and the NPR, Stanine scores indicate how a student performed in relation to the national group. Stanine scores range from 1 (low) to 9 (high).
- C

The **Content Scores** shown in this area are the actual number of points a student earned. The "Number of Questions on Test" can be compared to the "Number of Correct Responses" to determine a student's success in each area. Content scores should not be compared year to year because the content subcategories vary from grade to grade. The **National Mean of Correct Responses** is the average number of correct responses for students in the national sample. Page 38 of this booklet describes the content assessed on the NRT portion of the FCAT.

Performance Task Student and Parent Report Reading, Mathematics, and Science



Spring 2006
Florida Comprehensive Assessment Test®
Sunshine State Standards Reading
Performance Task Student and Parent Report
Grade 10

A **CARMINE J. APPLEBEE**
ID **9543215678**
School **9999-SUNSHINE HIGH SCHOOL**
District **99-SUNSHINE**

This report shows your results on the FCAT Reading performance tasks. Each performance task on the FCAT requires either a short response or a longer, more detailed response. Short-response tasks are scored out of 2 points and extended-response tasks are scored out of 4 points. One of the short-response tasks is shown below with a copy of your answer. The number of points you earned on all performance task items is also included.

B

This passage required you to read an informational passage and then answer how a blind painter's determination led to her success.

Your Score

2 out of 2 points	On this performance task
8 out of 10 points	On all Reading performance task responses

D

[An image of the student's response will appear on the lower half of the report.]

Separate FCAT performance task reports are provided for Reading, Mathematics, and Science, as appropriate, by grade level. This booklet contains a sample of the *Reading Sunshine State Standards Reading Performance Task Student and Parent Report*. The *Mathematics Sunshine State Standards Performance Task Student and Parent Report* and the *Science Sunshine State Standards Performance Task Student and Parent Report* are organized in an identical manner.

- A** The student, school, and district are identified in this area.
- B** This area describes what the FCAT 2006 Reading performance task requires. For Reading, this area provides a summary of the passage the student read, a summary of the task, and the exact wording of the question. For Mathematics, an image of the question is provided. For Science, the exact wording of the question is provided.
- C** This table displays the student's scores on the performance task. The first row shows the number of points earned out of the number of points possible for the response shown in the lower section of the report (Section D). The second row shows the total points earned out of the total points possible on all of the performance tasks included in the test. The total points earned by the student can be compared to the points possible to determine the amount of success a student has demonstrated on the performance tasks.
- D** This area displays a copy of the student's actual response to this question. Student answer documents are scanned using imaging technology so that the responses can be scored and this report can be prepared. On rare occasions, student responses are transcribed so they can be scanned and converted to images. Therefore, if the writing doesn't appear to be that of the student, it is likely that it has been transcribed. Correct answers to the performance tasks displayed on the student reports and the holistic rubrics used to evaluate student work are found on pages 14 and 15 (FCAT Reading), pages 16 through 19 (FCAT Mathematics), and pages 20 through 23 (FCAT Science).

FCAT Reading Performance Tasks and Examples of Top-Score Responses

For additional information about the following FCAT Reading performance tasks, see *Florida Reads! Report on the 2006 FCAT Reading Released Items*.

Grade 4 Reading Short-Response Task

READ
THINK
EXPLAIN

How are the foods that Signora Theodora and Mr. Gold make ALIKE? Use details and information from the story to support your answer.

Example of a Top-Score Response for This Task

An explanation similar to the following:

The food that Mr. Gold makes is similar to the food that Signora Theodora makes because they are both foods that help make a celebration more special. Also, they are both made from dough which is rolled into ropes. Then the ropes are made into shapes—a braid for the challah and knots for the biscotti.

Grade 8 Reading Short-Response Task

READ
THINK
EXPLAIN

What plans would a person need to make in order to observe a coqui in its native habitat? Use details and information from the article to support your answer.

Example of a Top-Score Response for This Task

An explanation similar to the following:

To see a coqui in its native habitat, one should first go to Puerto Rico because that is where the coqui lives. The coqui's "stronghold" is the Caribbean National Forest, so that would be the best place to look. Then, wait until after a rain shower or darkness and listen. That is when a coqui comes out and sings.

Grade 10 Reading Short-Response Task

READ
THINK
EXPLAIN

How did Fittipaldi's determination lead to her success? Use details and information from the passage to support your answer.

Example of a Top-Score Response for This Task

An explanation similar to the following:

After the onset of her blindness, Fittipaldi decided to try watercolor painting. She began by creating a grid using staples on her paper and learned to identify colors through touch. When a gallery owner asked her to paint with oils, she didn't think she could, but she persevered and developed a system for identifying colors on her palette, and as she painted, she discovered that she could find her place on the canvas by placing her arm in the same spot each time. Fittipaldi continued to learn the new skills necessary to create oil paintings.

FCAT Reading Holistic Rubrics

Short-Response Tasks

- 2 Points:** The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 1 Point:** The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 Points:** The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

Extended-Response Tasks

- 4 Points:** The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 3 Points:** The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 Points:** The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 Point:** The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 Points:** The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

FCAT Mathematics Performance Tasks and Examples of Top-Score Responses

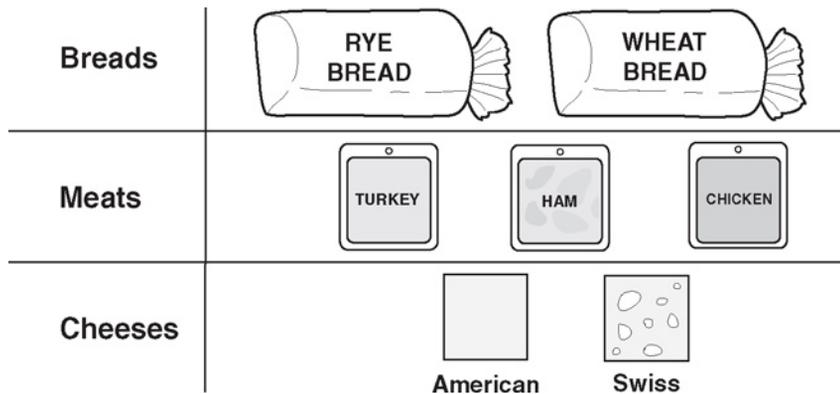
For additional information about the following FCAT Mathematics performance tasks, see *Florida Solves! Report on the 2006 FCAT Mathematics Released Items*.

Grade 5 Mathematics Short-Response Task

Task with an Example of a Top-Score Response for This Task

THINK
SOLVE
EXPLAIN

Nik was trying to decide what kind of sandwich he wanted for lunch. He could choose from the 2 kinds of bread, 3 kinds of meats, and 2 kinds of cheeses shown below.



In the space below, list all the different combinations of 1 bread, 1 meat, and 1 cheese that are possible. You may use the first letter of each (for example, R, W, T, H, C, A, S) to make your list.

Work Space

An explanation similar to the following:

RTA RHA RCA
RTS RHS RCS

WTA WHA WCA
WTS WHS WCS

OR any comparable listing or tree diagram(s) that show these twelve unique combinations

What is the total possible number of different sandwich combinations? 12

Grade 8 Mathematics Short-Response Task

Task with an Example of a Top-Score Response for This Task

Ellen sells stuffed animals at a flea market on weekends. Her gross profit from each animal sold is \$2.25, but she has to pay \$18.00 per day to use a stall in the market.

THINK
SOLVE
EXPLAIN

Let n represent the number of stuffed animals sold per day, and let p represent the net profit, after stall-use expenses, from all stuffed animals sold.

Part A Write an equation that represents the relationship between Ellen's net profit, after stall-use expenses, and the number of stuffed animals she sells in 1 day.

Equation $p = 2.25n - 18$

Part B Use your equation to find her net profit, after stall-use expenses, if she sells 22 stuffed animals in 1 day.

Work Space

$$p = 2.25(22) - 18$$

$$p = 49.50 - 18$$

$$p = 31.50$$

Net Profit $\underline{\hspace{2cm} \$31.50 \hspace{2cm}}$

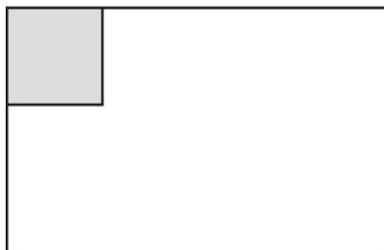
Grade 10 Mathematics Short-Response Task

Task with an Example of a Top-Score Response for This Task

THINK
SOLVE
EXPLAIN

Mrs. Hanover wants to enclose part of her 1-acre lot with fencing so that it forms a square, as indicated by the shaded section of the diagram below.

1-ACRE LOT



The shaded square section occupies $\frac{1}{10}$ of the area of the 1-acre lot. What is the perimeter of the shaded square section of the lot, **in feet**? Show work or provide an explanation to support your answer.

An explanation similar to the following:

On FCAT Reference Sheet:

$$1 \text{ acre} = 43,560 \text{ square feet}$$

Area of shaded square section:

$$(1/10)(43,560) = 4,356 \text{ square feet}$$

Length of one side of shaded square section:

$$\sqrt{4,356} = 66 \text{ feet}$$

Perimeter of shaded square section:

$$(66)(4) = 264 \text{ feet}$$

Perimeter of the shaded square section, in feet 264 feet

FCAT Mathematics Holistic Rubrics

Short-Response Tasks

- 2 Points:** A score of two indicates that the student has demonstrated a thorough understanding of the mathematics concepts and/or procedures embodied in the task. The student has completed the task correctly, in a mathematically sound manner. When required, a student's explanations and/or interpretations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
- 1 Point:** A score of one indicates that the student has provided a response that is only partially correct. For example, the student may provide a correct solution, but may demonstrate some misunderstanding of the underlying mathematical concepts or procedures. Conversely, a student may provide a computationally incorrect solution but could have applied appropriate and mathematically sound procedure, or the student's explanation could indicate an understanding of the task, despite the error.
- 0 Points:** A score of zero indicates that the student has provided no response at all, or a completely incorrect or uninterpretable response, or demonstrated insufficient understanding of the mathematics concepts and/or procedures embodied in the task. For example, a student may provide some work that is mathematically correct, but the work does not demonstrate even a rudimentary understanding of the primary focus of the task.

Extended-Response Tasks

- 4 Points:** A score of four is a response in which the student demonstrates a thorough understanding of the mathematics concepts and/or procedures embodied in the task. The student has responded correctly to the task, used mathematically sound procedures, and provided clear and complete explanations and interpretations. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
- 3 Points:** A score of three is a response in which the student demonstrates an understanding of the mathematics concepts and/or procedures embodied in the task. The student's response to the task is essentially correct with the mathematical procedure used and the explanations and interpretations provided demonstrate an essential, but less than thorough, understanding. The response may contain minor flaws that reflect inattentive execution of mathematical procedures or indications of some misunderstanding of the underlying mathematics concepts and/or procedures.
- 2 Points:** A score of two indicates that the student has demonstrated only a partial understanding of the mathematics concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the student's work lacks the essential understanding of the underlying mathematical concept. The response contains errors related to misunderstanding important aspects of the task, misuse of mathematical procedures, or faulty interpretations of results.
- 1 Point:** A score of one indicates that the student has demonstrated a very limited understanding of the mathematics concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
- 0 Points:** A score of zero indicates that the student has provided no response at all, or a completely incorrect or uninterpretable response, or demonstrated insufficient understanding of the mathematics concepts and/or procedures embodied in the task. For example, a student may provide some work that is mathematically correct, but the work does not demonstrate even a rudimentary understanding of the primary focus of the task.

FCAT Science Performance Tasks and Examples of Top-Score Responses

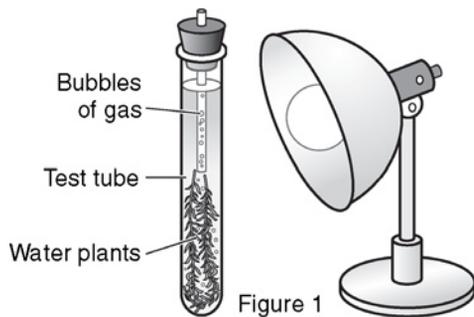
For additional information about the following FCAT Science performance tasks, see *Florida Inquires! Report on the 2006 FCAT Science Released Items*.

Grade 5 Science Short-Response Task

Task with an Example of a Top-Score Response for This Task

READ
INQUIRE
EXPLAIN

Sam and Erin are studying photosynthesis, the process by which plants make food. They know the process of photosynthesis produces oxygen (O_2) gas. They set up an experiment in which they place water plants in each of five test tubes containing water like the one shown in Figure 1. Next, Sam and Erin place the test tubes at different distances from a light source. They observe that the plants produce bubbles of gas. They count the number of bubbles produced per minute in each test tube. Their results are shown in the table below.



Test Tube Number	Distance from Light (in centimeters)	Bubbles (per minute)
1	10	45
2	30	30
3	50	19
4	70	6
5	100	1

Part A Explain how the distance from the light source affects the production of bubbles.

An explanation similar to the following:

The closer the plant is to the light, the more bubbles are produced. When the plant is farther from the light, fewer bubbles are produced.

Part B Identify one thing Sam and Erin could do to improve their experiment. Explain why this change should be made.

An explanation similar to the following:

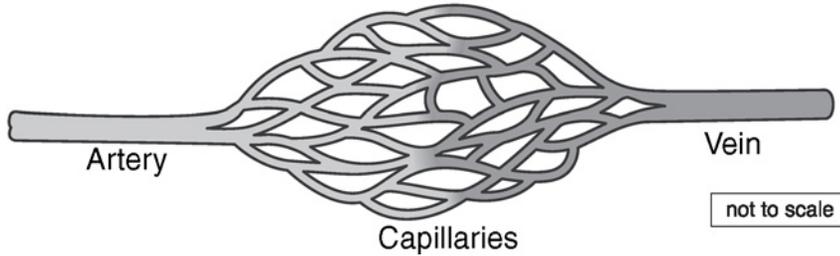
They could repeat their experiment more times to make sure their results are valid.

Grade 8 Science Short-Response Task

Task with an Example of a Top-Score Response for This Task

READ
INQUIRE
EXPLAIN

The human circulatory system includes three types of blood vessels: arteries, capillaries, and veins. Fatty material can collect inside the arteries and over time the arterial walls will thicken with fatty deposits. An artery, capillaries, and a vein are shown below.



Part A Explain what might happen to blood flow in the circulatory system if several arterial walls thicken this way.

An explanation similar to the following:

Arterial wall thickening will cause the blood flow through the circulatory system to slow down.

Part B What effect will this thickening of arterial walls have on the heart?

An explanation similar to the following:

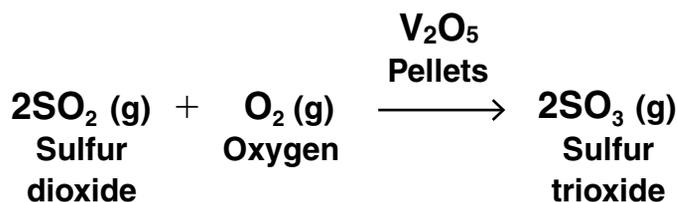
This thickening may cause a heart attack because the heart has to work much harder to move the blood through the blood vessels.

Grade 11 Science Short-Response Task

Task with an Example of a Top-Score Response for This Task

READ
INQUIRE
EXPLAIN

To produce sulfuric acid (H_2SO_4), one industrial plant uses the “contact process,” which consists of several reactions. The initial reaction in this process uses sulfur dioxide (SO_2) and oxygen (O_2) in the presence of vanadium oxide (V_2O_5) pellets to produce sulfur trioxide (SO_3) as shown below.



Part A In the reaction between SO_2 and O_2 , what is the role of the V_2O_5 pellets?

An explanation similar to the following:

The vanadium oxide pellets serve as a catalyst in the reaction between

SO_2 and O_2 .

Part B Explain what the industrial chemists could do to increase the efficiency of this reaction.

An explanation similar to the following:

To increase the reaction's efficiency, the chemists could increase the temperature at which

the reactions occurs.

FCAT Science Holistic Rubrics

Short-Response Tasks

- 2 Points:** A score of two indicates that the student has demonstrated a thorough understanding of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, in a scientifically sound manner. When required, student explanations and/or interpretations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
- 1 Point:** A score of one indicates that the student has provided a response that is only partially correct. For example, the student may arrive at an acceptable conclusion or provide an adequate interpretation, but may demonstrate some misunderstanding of the underlying scientific concepts and/or procedures. Conversely, a student may arrive at an unacceptable conclusion or provide a faulty interpretation, but could have applied appropriate and scientifically sound concepts and/or procedures.
- 0 Points:** A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the scientific concepts and/or procedures embodied in the task. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, contain clear misunderstandings of the underlying scientific concepts and/or procedures, or may be incorrect.

Extended-Response Tasks

- 4 Points:** A score of four indicates that the student has demonstrated a thorough understanding of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, used scientifically sound procedures, and provided clear and complete explanations and interpretations. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
- 3 Points:** A score of three indicates that the student has demonstrated an understanding of the scientific concepts and/or procedures embodied in the task. The student's response to the task is essentially correct, but the scientific procedures, explanations, and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying scientific concepts and/or procedures.
- 2 Points:** A score of two indicates that the student has demonstrated only a partial understanding of the scientific concepts and/or procedures embodied in the task. Although the student may have arrived at an acceptable conclusion or provided an adequate interpretation of the task, the student's work lacks an essential understanding of the underlying scientific concepts and/or procedures. The response may contain errors related to misunderstanding important aspects of the task, misuse of scientific procedures/processes, or faulty interpretations of results.
- 1 Point:** A score of one indicates that the student has demonstrated a very limited understanding of the scientific concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete. The response exhibits many flaws or may be incomplete.
- 0 Points:** A score of zero indicates that the student has not provided a response or has provided a response that does not demonstrate an understanding of the scientific concepts and/or procedures embodied in the task. The student's explanation may be uninterpretable, lack sufficient information to determine the student's understanding, contain clear misunderstandings of the underlying scientific concepts and/or procedures, or may be incorrect.

Sunshine State Standards Reports of Results Reading, Mathematics, and Science

Spring 2006 Florida Comprehensive Assessment Test® District Report of Schools Reading SSS: Grade 10										District Sunshine District District ID 99								
Number of Students	Mean Developmental Scale Score (DSS) (100-200)	Mean Scale Score (100-500)	Percent Passing	Percent in Each Achievement Level						Mean Points Earned by Content Area				Results for Students Matched to Previous Year				
				Level 1 844-1851	Level 2 1852-2007	Level 3 2008-2118	Level 4 2119-2310	Level 5 2311-2508	Level 6 2509-3000	Points Possible	Words/Phrases	Main Idea/Purpose	Comparisons	Inference/Reasoning	Percent Matched to 2005	Mean Developmental Scale Score 2005	Mean DSS Change for Matched Students	
9999	119	1905	293	55	44	21	19	7	10	68	4	9	7	11	71	1920	1786	131
0291	219	1959	305	64	33	31	20	8	9	72	5	9	6	10	68	1961	1807	154

Summary Data — Reading: Grade 10																		
District	338	1940	301	57	38	26	20	8	10	64	5	9	6	10	69	1936	1786	150
State	145,268	1938	297	56	29	35	24	7	6	61	4	8	6	10	74	1925	1790	135
<small> • 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 would not be disclosed. This presentation of data is shown with a dash (-). • Passing Criteria: Reading SSS of 1926 or above. • Percentages are rounded to the nearest whole number. </small>																		

The report format shown above is used for several different FCAT Sunshine State Standards Reading, Mathematics, and Science reports. The sample report is the *Grade 10 Reading SSS District Report of Schools*. Similar formats are used for each subject area and grade level. The reports listed below are formatted similarly.

- *School Report of Students*
- *District Report of Schools* (shown)
- *State Report of Districts*
- *District Summary*
- *State Summary*

- A** The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the district (or of the district and school) are also printed in this area.
- B** Section B contains column headings that describe the scores included on the report. The number of students appears in the first column of all reports except the *School Report of Students*. Reading and Mathematics reports of results have columns describing Developmental Scale Scores (DSS) and scale scores. The Science reports of results have only scale scores. The “Passing” or “Percent Passing” columns only appear on the Reading and Mathematics reports of results for Grades 10–Adult. The *School Report of Students* indicates with a “Y” (yes) or an “N” (no) whether or not the student earned a passing score, and the remaining reports indicate the percent of students who earned a passing score in that subject. Achievement level data are also reported in Section B. The *School Report of Students* indicates the student’s achievement level, and the remaining reports indicate the percentage of students who scored within each achievement level. The remaining columns in Section B report points earned (as on the *School Report of Students*) or mean points earned by content subcategory.
- C** Section C provides information on the “Results for Students Matched to Previous Year.” This section does not appear on the Science report of results because there is no prior year’s data match for FCAT *Science*. For the *School Report of Students*, the final columns indicate the previous year’s achievement level and DSS and the DSS change. The remaining reports display the percent matched and the mean DSS for both the current and previous years and the “Mean DSS Change.”
- D** The first row of information shown in Section D is the “Points Possible,” which varies by subject and grade level. The other information found in Section D varies depending on the report. The *School Report of Students* lists scores by student, the *District Report of Schools* displays scores by school, and the *State Report of Districts* provides scores by district. The *State Summary* displays state-level scores, grouped by student grade level, and the *District Summary* displays district- and state-level scores, grouped by student grade level.
- E** Section E contains school, district, and state summary data, which are printed at the bottom of the last page of the report.

Norm-Referenced Test Reports of Results Reading and Mathematics

FCAT Florida Comprehensive Assessment Test		Spring 2006 Florida Comprehensive Assessment Test (FCAT) NORM-REFERENCED TEST District Report of Schools Grade 10										District Number and Name										
		READING										MATHEMATICS										
		Total Test Scores			Mean Points Earned by Content							Total Test Scores			Mean Points Earned by Content							
Number of Students	Mean Scale Score	Median NPR	Literary	Informational	Functional	Initial Understanding	Interpretation	Critical Analysis	Strategies	Number of Students	Mean Scale Score	Median NPR	Number Sense and Operations	Patterns, Relationships, and Algebra	Data, Statistics, and Probability	Geometry and Measurement						
																	Number of Points Possible			18	18	18
National Mean of Correct Responses			12	9	12	7	11	6	6	National Mean of Correct Responses			4	5	3	5						
SUNSHINE HIGH SCHOOL 0001			370	70	14	13	14	10	15	11	8	SUNSHINE HIGH SCHOOL 0001			112	705	59	14	7	6	7	
GREENFIELD HIGH SCHOOL 0002			290	70	12	11	17	11	18	10	4	GREENFIELD HIGH SCHOOL 0002			204	708	62	13	6	5	6	
SUMMARY																						
District			322	691	46	15	14	8	10	15	11	6	District			316	729	81	12	5	5	7
State			142,812	695	50	13	14	11	10	17	11	8	State			142,905	714	68	14	7	6	7

The report format shown above is used for several different FCAT Norm-Referenced Test Reading and Mathematics reports. The sample report is the *Grade 10 District Report of Schools*, but a similar format is used for Grades 3–9. Grades 11–Adult students will not be reported on the *Norm-Referenced Test Reports of Results* because they do not take the Reading or Mathematics NRT tests. The reports listed below are formatted similarly.

- *School Report of Students*
- *District Report of Schools* (shown)
- *State Report of Districts*
- *District Report of Scores*
- *State Report of Scores*

- A** The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the school or district are also printed in this area.
- B & C** Sections B (**Reading**) and C (**Mathematics**) contain column headings that describe the scores included on the report. The number of students appears in the first column of all reports except the *School Report of Students*, which displays the student’s scale score, National Percentile Rank (NPR), and total points earned by content subcategory. The remaining reports provide the mean scale score, median NPR, and the mean points earned by content subcategory.
- D** The first row of information shown in Section D is the “Number of Points Possible,” which varies by subject and grade level. The second row of information shown in Section D is the national mean of correct responses. This row shows the average number of correct responses for students in the national sample. The other information found in Section D varies depending on the report. The *School Report of Students* lists scores by student, the *District Report of Schools* displays scores by school, and the *State Report of Districts* provides scores by district. The *District Report of Scores* displays district-level scores separated by student grade level. The *State Report of Scores* displays state-level scores separated by student grade level. The “Number of Points Possible” and “National Mean of Correct Responses” lines are printed before the data for the appropriate grade level on the *District Report of Scores* and the *State Report of Scores*.
- E** Section E contains school, district, and state summary data, as applicable. Summary data are printed at the bottom of the last page of the report.

Reports of Results—Writing+

FCAT		Spring 2006 Florida Comprehensive Assessment Test [®] District Report of Schools Writing+ Grade 10										District: Sunshine District District ID: 99												
Number of Students Mean Writing+ Score (1000-1000)	Mean Points Earned by Multiple-Choice Reporting Category					Percent and Number of Students Earning Each Score Point on the Essay	Unscorable																	
	Focus	Organization	Support	Conventions	Combined			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0				
Sunshine High School	9999	105	402	7	7	6	6	Combined	3.9	NA	***	***	***	***	10%	7%	24%	28%	31%	2%	***	1%	84%	60%
		51						Expository	3.9	***	***	***	***	12%	4%	28%	23%	33%	***	***	2%	84%	57%	
		54						Persuasive	3.9	***	***	***	***	7%	9%	20%	30%	30%	4%	***	***	83%	63%	
<small>* To provide meaningful results and to protect the privacy of individual students, data are rounded to the nearest whole number. Percentages are rounded to the nearest whole number. Reporting category results are not intended for comparison across administrations.</small>																								

Summary																								
District	540	304	7	6	3	6	Combined	3.4	NA	3%	1%	8%	9%	18%	14%	28%	10%	5%	2%	1%	61%	45%		
	273						Expository	3.4	***	2%	1%	9%	12%	23%	15%	23%	8%	4%	2%	1%	53%	38%		
	274						Persuasive	3.6	***	3%	2%	6%	7%	14%	18%	32%	12%	9%	2%	***	69%	51%		
State	145,271	286	7	7	5	5	Combined	3.9	NA	2%	1%	5%	4%	14%	11%	25%	13%	15%	4%	3%	69%	34%		
	72,130						Expository	3.9	***	2%	1%	4%	4%	13%	10%	26%	13%	16%	5%	4%	63%	29%		
	72,125						Persuasive	3.8	1%	2%	1%	6%	9%	15%	12%	24%	12%	15%	3%	3%	63%	29%		

The report format shown above is used for the Writing+ reports listed below. These reports are provided for all three grades tested (Grades 4, 8, and 10).

- District Report of Schools (shown)
- District Summary
- State Report of Districts
- State Summary

- A** The title of the report found in Section A identifies the content of the report and the grade level of the data included in the report. The name and number of the district (or of the district and school) are also printed in this area.
- B** Section B contains column headings that describe the scores included in the report. The number of students appears in the first column of all reports except the *School Report of Students*. This is followed by the Writing+ Scale Score (as on the School Report of Students) or the Mean Writing+ Score. The remaining columns in Section B report the points earned (as on the *School Report of Students*) or mean points earned in each multiple-choice Reporting Category.
- C** Section C contains column headings that show the score point distribution that is based on the final essay score for each student. Two trained scorers score each paper using the FCAT Writing+ holistic rubric. Although only whole number scores (1 through 6) are assigned, scores from two scorers are averaged and half points can occur. For example, when a paper receives scores of 3 and 4, the final score is 3.5. Very few papers (less than one percent) are identified as unscorable on this report. Section C is not on the *School Report of Students*.
- D** The rows labeled D contain the list of schools (or districts, or grades) included in the report. In addition to the types of prompts used at the grade level, there is a summary for all students with an overall score.
- E** Section E contains the percentage and number of students in each category. For example, at Sunshine High School there were 27 students (26%) who received a score of 4.0. Eleven of these students wrote expository papers, and 16 wrote persuasive papers. There were 105 students tested who received an overall Writing+ score, and about half responded to each prompt (51 for expository and 54 for persuasive). This section also includes the number and percentage of students receiving a score of 3.5 and 4.0 and above.
- F** Section F contains school, district, and state summary data, which are printed at the bottom of the last page of the report.

Report Not Shown

The *Writing+ School Report of Students* report is not shown in this booklet. This report is an alphabetical list of students tested and the scores they received. It is presented in a two-column format. The students given one prompt are listed in one of the columns, and the students given the other prompt are listed in the other column.

Sunshine State Standards Demographic Reports Reading, Mathematics, and Science

 Florida Comprehensive Assessment Test®	Spring 2006 Florida Comprehensive Assessment Test® School Demographic Report	School Sunshine High School School ID 9999 District Sunshine District District ID 99																											
Reading SSS: Grade 10 B	Mathematics SSS: Grade 10 C																												
D	E																												
Total Test Scores				Percent in Each Achievement Level					Mean Points by Content Area				Total Test Scores				Percent in Each Achievement Level					Mean Points by Content Area							
Points Possible	Number of Students	Mean Developmental Scale Score (0–3000)	Mean Scale Score (100–500)	Percent Passing	Percent in Each Achievement Level					Words/Phrases	Main Idea/Purpose	Comparisons	Reference/Research	Number of Students	Mean Developmental Scale Score (0–3000)	Mean Scale Score (100–500)	Percent Passing	Percent in Each Achievement Level					Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis		
					Level 1 844–1851	Level 2 1852–2067	Level 3 2068–2218	Level 4 2219–2310	Level 5 2311–3008									Levels 3–5	Level 1 1068–1831	Level 2 1832–1946	Level 3 1947–2049	Level 4 2050–2192						Level 5 2193–2709	Levels 3–5
White	106	2015	316	67	19	34	27	10	10	61	7	20	10	14	111	2034	327	80	13	19	31	27	10	71	11	10	14	14	11
Black	95	2021	320	63	25	31	23	8	12	72	6	8	9	11	92	2030	324	79	15	21	30	25	9	69	7	5	7	8	6
Hispanic	78	2007	311	66	24	35	23	10	8	63	5	9	8	10	81	2019	317	71	20	22	26	25	7	68	6	5	7	8	6
Asian/Pacific Islander	8	—	—	—	—	—	—	—	—	—	—	—	—	—	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian/Alaskan	2	—	—	—	—	—	—	—	—	—	—	—	—	—	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Summary																													
School	205	1930	301	57	32	32	20	8	5	33	5	11	7	8	198	1999	327	81	9	23	24	36	8	68	7	4	5	7	5
District	387	2007	311	64	26	35	23	8	8	58	5	10	8	9	401	2060	326	78	14	20	27	30	9	67	7	5	7	8	6
State	146,581	1981	303	59	32	33	21	8	7	70	6	9	8	8	149,311	2021	319	73	19	21	25	27	8	65	6	5	7	8	6

• 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 would not be disclosed. This presentation of data is shown with a dash (-).
 • Percentages are rounded to the nearest whole number.
 • Achievement Levels 3–5 are grouped together for comparison since the percentage “at or above grade level” is necessary for federal AYP reporting.
 • Content area results are not intended for comparison across administrations.

SCHOOL, DISTRICT, AND STATE REPORTS

The report format shown on this page is used for the FCAT Sunshine State Standards Reading, Mathematics, and Science school, district, and state reports of demographic results. A sample of the *Grade 10 Reading and Mathematics School Demographic Report* is shown above. A similar format is used for the Reading and Mathematics reports at Grades 3–9 and the Science reports at Grades 5, 8, and 11.

A The title of the report is printed here. It identifies the content of the report and the grade level of the data included in the report. The name and number of the district (or of the district and school) are also printed in this area.

B & C Sections B (Reading) and C (Mathematics) contain column headings that describe the scores included on the report. The number of students appears in the first column. The “Mean Developmental Scale Score” is provided in the second column. The “Mean Scale Score” is provided in the third column. There is no “Mean Developmental Scale Score” on the Science reports. The “Percent Passing” is in the fourth column and indicates the percentage of students who earned a passing score in that subject. This column appears only on the Reading and Mathematics reports for Grade 10. The percent of students who scored in each on the five achievement levels and the “Mean Points Earned” in each content subcategory are also provided.

D The first row of information shown in Section D is the “Points Possible” in each content area. The number of points possible may vary by grade level. The other categories listed in Section D are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on information gathered from the FTE survey. Data on the demographic reports are disaggregated for racial/ethnic categories, gender, and other special categories, including standard curriculum, limited English proficient (LEP), migrant, Section 504, free or reduced lunch, not free or reduced lunch, total ESE other than gifted, not ESE plus gifted, exceptional student education classifications (ESE), and students not matched to the enrollment file.

E Section E contains school, district, and/or state summary data.

Demographic Reports—Writing+

 Spring 2006 Florida Comprehensive Assessment Test® District Demographic Report Writing+: Grade 10		District Sunshine District District ID 99																			
These data represent combined results from both prompts.	Number of Students	Mean Writing+ Score (100–500)	Mean Points Earned by Multiple-Choice Reporting Category				Mean Essay Score	Unscorable	Percent of Students Earning Each Score Point on the Essay												
			Focus	Original	Support	Conventions			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥3.5	≥4.0
			Points Possible	12	11	9			10												
White	508	287	6	5	4	5	3.8	***	3	3	7	16	20	13	18	8	6	3	3	51	38
Black	357	313	7	6	5	5	3.7	***	3	4	8	17	22	13	3	2	2	1	46	21	
Hispanic	201	298	5	8	6	7	3.8	***	2	7	8	16	17	17	16	8	4	3	2	50	33
Asian/Pacific Islander	100	187	7	6	5	6	3.6	***	0	3	7	12	23	19	19	8	6	0	3	55	36
American Indian/Alaskan	20	219	7	7	5	6	3.7	***	2	1	7	14	20	15	25	10	5	1	2	58	43
Multiracial/Ethnic	16	401	6	7	7	8	3.5	***	2	4	13	15	18	18	16	7	4	2	1	48	30
Unreported Race/Ethnicity	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	560	321	6	5	5	5	3.5	***	3	3	8	17	23	24	12	4	3	1	1	46	22
Male	630	320	7	6	5	6	3.5	***	2	2	7	16	27	26	12	3	2	1	1	45	19
Unreported Gender	17	318	7	8	7	6	3.4	***	0	0	18	12	18	24	12	6	6	6	0	54	30
Summary																					
District	1,207	302	6	10	5	8	3.7	3	1	1	2	12	10	12	35	17	14	4	3	85	73
State	71,253	302	6	10	5	8	4.0	3	1	1	3	13	12	12	37	15	13	3	2	82	70

* 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 would not be disclosed. This presentation of data is shown with a dash [—].
 • Percentages are rounded to the nearest whole number.
 *** Percentage is <0.5%
 • Reporting category results are not intended for comparison across administrations.

The report format shown on this page is used for school, district, and state reports of the FCAT Writing+ demographic results. Although the report shown is the *Grade 10 District Demographic Report*, a similar format is used for Grades 4 and 8. Data represent combined results from both prompts.

- A** The title of the report found in Section A identifies the content of the report and the grade level of the data included in the report. The name and number of the school and/or district are also printed in Section A.
- B** Section B contains column headings that describe the scores included in the report. The number of students appears in the first column of all reports. This is followed by the Mean Writing+ Score. The remaining columns in Section B report the points earned or Mean Points Earned in each multiple-choice Reporting Category.
- C** The score point distribution is based on the final score for each student. Two trained scorers score each paper using the FCAT Writing+ holistic rubric. The score reported is the average of scores from two scorers and half points can occur. For example, when a paper receives scores of 3 and 4, the final score is 3.5. Very few papers (less than one percent) are identified as unscorable on this report. These data represent combined results from both prompts.
- D** The categories listed in Section D are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on information gathered from the FTE survey. Data on the demographic reports are disaggregated for racial/ethnic categories, gender, and other special categories, including standard curriculum, limited English proficient (LEP), migrant, free or reduced lunch, Section 504, not free or reduced lunch, total ESE other than gifted, not ESE plus gifted, exceptional student education (ESE) classifications, and students not matched to the enrollment file.
- E** Section E contains summary data for the school, district, and/or state.

Norm-Referenced Test Demographic Reports

Reading and Mathematics

Spring 2006 Florida Comprehensive Assessment Test (FCAT) NORM-REFERENCED TEST District Demographic Report Grade 10														District Number and Name 99 - SUNSHINE			
READING										MATHEMATICS							
Total Test Scores			Mean Points Earned by Content							Total Test Scores			Mean Points Earned by Content				
Number of Students	Mean Scale Score	Median NPR	Literary	Informational	Functional	Initial Understanding	Interpretation	Critical Analysis	Strategies	Number of Students	Mean Scale Score	Median NPR	Number Sense and Operations	Patterns, Relationships, and Algebra	Data, Statistics, and Probability	Geometry and Measurement	
Number of Points Possible			18	18	18	12	20	12	10				20	10	8	10	
National Mean of Correct Responses			12	9	12	7	11	6	6				4	5	3	5	
RACIAL/ETHNIC/GENDER																	
White	370	707	71	16	13		8	13	10	10	370	724	76	10	8	6	5
Black	290	698	56	14	14		6	16	13	4	290	713	68	12	4	4	4
Hispanic	359	693	69	15	17		7	14	11	5	359	714	69	10	6	5	4
SUMMARY																	
District	1,269	700	71	13	14		10	11	11	9	1,314	704	58	10	6	6	5
State	144,781	695	62	12	11		9	9	9	10	144,596	710	65	10	4	5	5

The report format shown on this page is used for the FCAT Reading and Mathematics Norm-Referenced school, district, and state reports of demographic results. A sample of the *Grade 10 Reading and Mathematics NRT District Demographic Report* is shown above. A similar format is used for Grades 3–9. NRT demographic reports for Grades 11–Adult students are not produced, because they do not take this portion of the test.

- A** The title of the report is printed here. It identifies the grade level of the data included in the report. The name and number of the school or district are also printed here.
- B & C** Sections B (**Reading**) and C (**Mathematics**) contain column headings that describe the scores included on the report. The number of students appears in the first column. The mean scale score is provided, followed by the median national percentile rank (NPR) instead of the mean, because the arithmetic operations required to obtain the mean are inappropriate with NPR scores. These scores are followed by the mean points earned in each content area. The content subcategories vary by grade level. There are two grade-level groupings for the NRT content subcategories: 3–8 and 9–10. For a description of the content subcategories for each grade-level grouping, see page 38.
- D** The first row of information shown in Section D is the number of points possible in each content area. The second row of information shown in Section D is the national mean of correct responses. This row shows the average number of correct responses for students in the national sample. The number of points possible may vary by grade level. The other categories listed in Section D are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on information gathered from the FTE survey. Data on the demographic reports are disaggregated for racial/ethnic, gender, and other special categories. The Special Categories group includes standard curriculum, limited English proficient (LEP), migrant, Section 504, free or reduced lunch, not free or reduced lunch, total ESE other than gifted, not ESE plus gifted, exceptional student education (ESE) classifications, and students not matched to the enrollment file.
- E** Section E contains school, district, and state summary data, as applicable.

Content Assessed on the FCAT Sunshine State Standards—Reading

The Sunshine State Standards identify the reading comprehension processes and skills that students are expected to be able to apply, and the FCAT Reading test includes a wide variety of written material to assess students' reading comprehension. The FCAT Reading test includes informational and literary reading passages. Informational passages are written to provide readers with factual information. Examples of the types of informational passages used on the FCAT are magazine and newspaper articles, editorials, and biographies. Literary passages are written primarily for readers' enjoyment. Examples of the types of literary passages used on the FCAT are short stories, poems, folk tales, and selections from novels. The Sunshine State Standards reading portions of the FCAT include the following reading comprehension skills and processes.

Grades 3–5

Words and Phrases in Context

- uses strategies to increase vocabulary through word structure clues (prefixes, suffixes, roots), word relationships (antonyms, synonyms), and words with multiple meanings
- uses context clues to determine word meanings

Main Idea, Plot, and Purpose

- determines the stated or implied main idea or essential message in a text
- identifies relevant details and facts
- recognizes and arranges events in chronological order
- identifies author's purpose in a text
- recognizes when a text is intended to persuade
- understands plot development and conflict resolution in a story

Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships
- identifies similarities and differences among characters, settings, and events in various texts

Reference and Research

- reads, organizes, and interprets written information for various purposes, such as making a report, conducting an interview, taking a test, or performing a task
- uses maps, charts, photos, or other multiple representations of information for research projects

Grades 6–8

Words and Phrases in Context

- uses various strategies, including contextual and word structure clues, to analyze words and text
- draws conclusions from a reading text
- recognizes organizational patterns

Main Idea, Plot, and Purpose

- determines the stated or implied main idea or essential message in a text
- identifies relevant details and facts
- recognizes how an organizational pattern supports the main idea
- identifies and uses the author's purpose and point of view to construct meaning from text
- recognizes persuasive text
- recognizes and understands how literary elements support text (e.g., character and plot development, point of view, tone, setting, and conflicts and resolutions)

Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships

Reference and Research

- locates, organizes, and interprets written information for a variety of purposes
- uses a variety of reference materials to gather information for research projects (e.g., indexes, magazines, newspapers, journals, and card and computer catalogs)
- checks validity and accuracy of research information (i.e., strong versus weak arguments, fact versus opinion, and how authors' personal values influence conclusions)
- synthesizes and separates collected information into useful components

Grades 9–10

Words and Phrases in Context

- selects and uses strategies to understand words and text
- makes and confirms inferences from a reading text
- interprets data presentations (e.g., maps, diagrams, graphs, and statistical illustrations)

Main Idea, Plot, and Purpose

- determines stated or implied main idea
- identifies relevant details
- identifies methods of development
- determines author's purpose and point of view
- identifies devices of persuasion and methods of appeal
- identifies and analyzes complex elements of plot (e.g., setting, tone, major events, and conflicts and resolutions)

Comparisons and Cause/Effect

- recognizes the use of comparison and contrast
- recognizes cause-and-effect relationships

Reference and Research

- locates, gathers, analyzes, and evaluates information for a variety of purposes
- selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized
- analyzes the validity and reliability of primary source information and uses the information appropriately
- synthesizes information from multiple sources to draw conclusions

Content Assessed on the FCAT

Sunshine State Standards—Mathematics

The FCAT Mathematics test assesses the achievement of the Sunshine State Standards in mathematics. FCAT Mathematics tests for Grades 3 and 4 include only multiple-choice items. FCAT Mathematics tests for Grades 5–10 combine gridded-response items with multiple-choice items. Additionally, Grades 5, 8, and 10 mathematics tests include several performance tasks, scored on 2-point and 4-point rubrics. Approximately the same number of questions is used for each of the five strands in Grades 3 through 8. At Grades 9 and 10, the *Geometry and Spatial Sense* strand and the *Algebraic Thinking* strand have slightly more questions than the other three strands.

The FCAT Mathematics test for all grade levels assesses what students know and are able to do in the broad content strands listed below. The concept difficulty assessed on the FCAT progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

Number Sense, Concepts, and Operations

- identifies operations (+, −, ×, ÷) and the effects of operations
- determines estimates
- knows how numbers are represented and used

Measurement

- recognizes measurements and units of measurement
- compares, contrasts, and converts measurements

Geometry and Spatial Sense

- describes, draws, identifies, and analyzes two- and three-dimensional shapes
- visualizes and illustrates changes in shapes
- uses coordinate geometry

Algebraic Thinking

- describes, analyzes, and generalizes patterns, relations, and functions
- writes and uses expressions, equations, inequalities, graphs, and formulas

Data Analysis and Probability

- analyzes, organizes, and interprets data
- identifies patterns and makes predictions, inferences, and valid conclusions
- uses probability and statistics

Content Assessed on the FCAT Sunshine State Standards—Science

The FCAT Science test assesses the achievement of the Sunshine State Standards in science. The FCAT Science test for Grade 5 includes multiple-choice items, and tests for Grades 8 and 11 combine multiple-choice items with gridded-response items. Additionally, each grade's test also includes performance tasks, scored on 2-point and 4-point rubrics. At each grade level, the FCAT Science test includes approximately the same number of questions from each of the four clusters.

Grade 5

Physical and Chemical Sciences

- understands that matter can be described, classified, and compared
- traces the flow of energy in a system
- identifies the differences between renewable and non-renewable energy sources
- describes, predicts, and measures the types of motion and effects of forces
- identifies the types of force that act upon an object

Earth and Space Sciences

- understands that changes in climate, geological activity, and life-forms can be traced and compared
- recognizes that Earth's systems change over time
- identifies the cause of the phases of the moon and seasons
- recognizes the role of Earth in the vast universe

Life and Environmental Sciences

- understands that living things are different but share similar structures
- recognizes that many characteristics of an organism are inherited
- explains the relationship and interconnectedness of all living things to their environment
- understands that plants use carbon dioxide, minerals, and sunlight to produce food (photosynthesis)

Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society

Grade 8

Physical and Chemical Sciences

- recognizes the differences between solids, liquids, and gases
- contrasts physical and chemical changes
- identifies atomic structures
- recognizes properties of waves
- describes how energy flows through a system
- describes, measures, and predicts the types of motion and effects of force

Earth and Space Sciences

- recognizes that forces within and on Earth result in geologic structures, weather, erosion, and ocean currents
- explains the relationship between the Sun, Moon, and Earth
- understands that activities of humans affect ecosystems
- compares and contrasts characteristics of planets, stars, and satellites

Life and Environmental Sciences

- identifies the structure and function of cells
- compares and contrasts structures and functions of living things
- understands the importance of genetic diversity
- recognizes how living things interact with their environment

Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society

Grade 11

Physical and Chemical Sciences

- describes and explains the structure of an atom and its interactions with other atoms
- recognizes and explains chemical reactions
- describes how energy flows through a system
- describes, measures, and predicts the types of motion and effects of force

Earth and Space Sciences

- recognizes that forces within and on Earth result in geologic structures, weather, erosion, and ocean currents
- identifies and explains the interconnectedness of Earth's systems
- understands that activities of humans affect ecosystems
- compares and contrasts characteristics of planets, stars, and satellites

Life and Environmental Sciences

- contrasts and compares the structure and function of major body systems
- recognizes that structures, physiology, and behaviors of living things are adapted to their environment
- identifies and explains the role of DNA
- explains the relationship and interdependence of all living things and their environment

Scientific Thinking

- uses scientific method and processes to solve problems
- recognizes that most natural events occur in consistent patterns
- understands the interdependence of science, technology, and society

Content Assessed on the FCAT Sunshine State Standards—Writing+

The FCAT Writing+ tests measure the writing elements of **focus, organization, support, and conventions**, which are integral to the Sunshine State Standards. The tests include a prompt that presents a topic to which students must respond and multiple-choice questions. Students demonstrate their writing skills by producing, within 45 minutes, a written draft response to one of two randomly assigned prompts. Grade 4 students respond to a prompt which asks them to tell a story (narrative writing) or to explain (expository writing). Students in Grades 8 and 10 respond to a prompt which asks them to persuade (persuasive writing) or to explain (expository writing). Students also respond to multiple-choice questions which assess prewriting, drafting and revising, and editing. The editing skills include capitalization, punctuation, spelling, usage, and sentence structure.

Grade 4

Writing Process

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. The student drafts and revises writing in cursive* that

- focuses on the topic;
- provides a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- includes ample development of supporting ideas;
- demonstrates a sense of completeness or wholeness;
- demonstrates a command of language including precision in word choice;
- indicates a general knowledge of the correct use of subject/verb agreement and verb and noun forms;
- includes, with few exceptions, sentences that are complete except when fragments are used purposefully;
- uses a variety of sentence structures; and
- demonstrates a knowledge of the basic conventions of punctuation, capitalization, and spelling.

The student produces final documents that have been edited for correct spelling, correct use of punctuation, correct capitalization, correct usage, and effective sentence structure.

Grade 8

Writing Process

The student produces final documents that have been edited for correct spelling, correct use of punctuation, correct capitalization, correct usage, and effective sentence structure. The student drafts and revises writing that

- focuses on the topic, is purposeful, and reflects insight into the writing situation;
- conveys a sense of completeness and wholeness and adherence to the main idea;
- provides an organizational pattern with a logical progression of ideas;
- includes support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrates a commitment to and an involvement with the subject;
- presents ideas with clarity;
- employs creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- includes sentences that are complete except when fragments are used purposefully;
- uses a variety of sentence structures; and
- contains few, if any, convention errors in mechanics, usage, and punctuation.

The student produces final documents that have been edited for correct spelling, correct use of punctuation, correct capitalization, correct usage, and effective sentence structure.

*Language Arts Writing Benchmark LA.B.1.2.2 for Grade 4 states that students should write in cursive. For FCAT Writing+, students may print or write in cursive.

Grade 10

Writing Process

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. The student drafts and revises writing that

- focuses on the topic, is purposeful, and reflects insight into the writing situation;
- provides an organizational pattern with a logical progression of ideas;
- includes effective use of transitional devices that contribute to a sense of completeness;
- includes support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and an involvement with the subject;
- employs creative writing strategies appropriate to the purpose of the paper;
- demonstrates a mature command of language with freshness of expression;
- uses a variety of sentence structures; and
- contains few, if any, convention errors in mechanics, usage, punctuation, and spelling.

The student produces final documents that have been edited for correct spelling, correct use of punctuation, correct capitalization, correct usage, and effective sentence structure.

Content Assessed on the FCAT Norm-Referenced Test—Reading and Mathematics

Reading Comprehension Content Tested

The FCAT NRT (*Stanford 10*)* Reading Comprehension test is composed of reading selections accompanied by questions about each selection. The selections reflect the kinds of literature students read in school and are written to appeal to students of different backgrounds, experiences, and interests.

Students read and answer questions about the following types of literature:

- *Literary*—material typically read for enjoyment
- *Informational*—material typically found in grade-appropriate textbooks and other sources of information
- *Functional*—material typically encountered in everyday-life situations

The test questions are classified by these standards:

Initial Understanding—Demonstrates the ability to comprehend explicitly stated relationships in a variety of reading selections.

Interpretation—Demonstrates the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.

Critical Analysis—Demonstrates the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.

Strategies—Demonstrates the ability to recognize and apply text factors and reading strategies in a variety of reading selections.

Mathematics Content Tested

Student proficiency in mathematics is tested by the FCAT NRT (*Stanford 10*)* at Grades 3–8 with the Mathematics Problem Solving test and with the Mathematics test at Grades 9–10. Test questions require the student to use logical reasoning and non-routine problem-solving strategies. Each test question is classified according to its mathematics content.

Mathematics Content

Number Sense and Operations—Demonstrates understanding of the meaning and use of numbers, the various representations of numbers, number systems, and the relationships between and among numbers. Demonstrates understanding of the meaning of operations, the relationship between operations, and the practical settings in which a specific operation or set of operations is appropriate.

Patterns, Relationships, and Algebra—Describes, completes, continues, and demonstrates understanding of patterns involving numbers, symbols, and geometric figures. Patterns with numbers include those found in lists, function tables, ratios and proportions, and matrices. Demonstrates understanding of elementary algebraic principles as found in the relationships between mathematical situations and algebraic symbolism.

Data, Statistics, and Probability—Describes, interprets, and makes predictions based on the analysis of data presented in a variety of ways, including graphs, plots, tables, and lists. Demonstrates understanding of basic probability concepts.

Geometry and Measurement—Demonstrates understanding of the characteristics and properties of plane and solid figures, coordinate geometry, and spatial reasoning. Demonstrates understanding of the meaning and use of various measurement systems, the tools of measurement, and the integral role of estimation in measurement.

*The FCAT NRT is part of the *Stanford Achievement Test Series, Tenth Edition*, copyright © 2003 by Harcourt Assessment, Inc.

Glossary

Note: Terms defined in this glossary have been cross-referenced and appear in **bold color**.

Achievement Levels—Five categories of achievement that represent the success students demonstrate with the **Sunshine State Standards** content assessed on the FCAT. The achievement levels for FCAT Reading, FCAT Mathematics, and FCAT Science were established using the input of classroom teachers, curriculum specialists, education administrators, and other interested citizens. These professionals helped the Department of Education identify the score ranges for each achievement level. Achievement levels for **FCAT Writing+** will be established following the same process. The achievement levels are helpful in interpreting what a student's **scale score** represents.

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

Cluster—A grouping of related **benchmarks** from the **Sunshine State Standards**. Clusters are used to summarize and report achievement for FCAT Reading and FCAT Science.

Content Area—The information or skills contained in an area of study. The content areas (or subject areas) assessed on the FCAT are reading, writing, mathematics, and science.

Content Subscores—The number of points earned by a student in each **cluster** or **strand** of the **Sunshine State Standards** portion of FCAT. Content subscores are reported for **clusters** in FCAT Reading and FCAT Science, for **strands** in FCAT Mathematics, and by **reporting category** in **FCAT Writing+**.

Demographic Reports—Summary reports that represent the scores of various subgroups of the students tested. The information collected about students at the time they take the FCAT includes: name, student identification number, race/ethnicity, gender, and other demographic information. This demographic information and other information is verified from existing Florida Department of Education and school district databases before the reports are produced.

Developmental Scale Score (DSS)—A type of **scale score** used to determine a student's annual progress from grade to grade. The FCAT Developmental Scale for Reading and Mathematics ranges from 86 to 3008 across Grades 3–10. On the **SSS** Reading and Mathematics Student and Parent Report, the Developmental Scale Score is called the **FCAT Score**.

DSS Change—A calculation made by subtraction of **developmental scale scores** from two years yields the amount of change across the two years, e.g., 2006 DSS – 2005 DSS = DSS Change. This number can be large for students who move from a low Achievement Level 1 score to a low Achievement Level 2 score. It also can be small for a student who maintains a high score in Achievement Level 4. The DSS Change can be understood best when also considering the **achievement level** scores for the two years.

Exceptional Student Education (ESE)—Special educational services that are provided to eligible students, e.g., visually impaired, hearing impaired. These services are required by Federal law and are provided to Florida students according to the State Board of Education Rule 6A-6.0331, FAC. Students demonstrate the conditions required for the services and services are provided as described in an Individual Education Plan (IEP). The IEP also specifies the testing accommodations a student needs for classroom instruction and assessments.

Expository Writing—Writing that gives information, explains why or how, clarifies a process, or defines a concept. In **FCAT Writing+**, students in Grades 4, 8, and 10 are assigned **prompts** that are intended to result in expository writing.

FCAT Score—The FCAT Scores for Science and **Writing+** are **scales scores** which range from 100 to 500. The FCAT Scores for **SSS** Reading and **SSS** Mathematics provide a way for parents to track their student's annual academic progress from grade to grade. These **developmental scale scores** range from 86 to 3008 across Grades 3–10.

FCAT Writing+—In 2006, the Florida Department of Education expanded the FCAT Writing assessment at Grades 4, 8, and 10 to include **multiple-choice (MC)** questions. To reflect this addition, the new writing assessment is called FCAT Writing+ (essay plus **MC** items). The essay component, which requires students to write a response to an assigned topic, is unchanged. In 2006, in addition to the essay, students took a test composed of **MC** questions. Students receive an overall score combining the **MC** portion and the essay portion. The **rubric** score from the essay and **MC content subscores** are also reported.

Gridded-Response (GR)—Test questions that require students to solve a problem for which the answer is numerical. Answers must be written and bubbled into a number grid. The gridded-response question format is used in FCAT Mathematics (Grades 5–10) and FCAT Science (Grades 8 and 11).

Holistic Scoring—A method of scoring written work that considers the overall quality of the entire work. Scores are assigned to student work using a pre-defined **rubric**.

Learning Gains—As part of the school grading system, annual learning gains can be shown three ways.

- (1) Improve an **achievement level**, e.g., from Achievement Level 1 to Achievement Level 2.
- (2) Maintain Achievement Level 3, 4, or 5. Maintaining high scores with harder content each year shows an increase in learning.
- (3) Show adequate **DSS Change** if students stay in Achievement Levels 1 or 2.

Limited English Proficient (LEP)—Special education services for students whose primary language is not English. LEP students are permitted testing accommodations when taking the FCAT. Students who have been in LEP programs for more than one year are required to take the FCAT.

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 students.

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% 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.

Mode of Writing—The characteristics of written work that reveal the purpose of the writing. **FCAT Writing+** assesses three modes of writing: **narrative, expository,** and **persuasive**.

Multiple-Choice (MC)—Test questions that present students with several options from which to choose the correct answer. FCAT Reading, **FCAT Writing+**, FCAT Mathematics, and FCAT Science use items in which four choices are given, only one of which is correct. The three-option multiple-choice format is also used in **FCAT Writing+**.

Narrative Writing—Writing that recounts a personal or fictional experience or tells a story based on a real or imagined event. In **FCAT Writing+**, only students in Grade 4 are assigned a **prompt** that is intended to result in narrative writing.

National Mean of Correct Responses—The average number of correct responses for students in the national sample. A student's individual points earned can be compared to the national mean.

National Percentile Rank (NPR)—A score that shows the percent of students who earned the same or a lower score. NPRs are reported for the **norm-referenced test** and show the rank of an individual compared to a national sample of students or norm group. They do not compare an individual to the Florida students who took the test.

Norm-Referenced Test (NRT)—A test designed to compare the performance of one group of students to a national sample of students, called the norm group. The NRT portion of FCAT includes the Reading Comprehension and Mathematics Problem Solving subtests (Mathematics at Grades 9 and 10) from the *Stanford Achievement Test Series, Tenth Edition*, published by Harcourt Assessment, Inc. The FCAT NRT uses a scale that in Reading Comprehension has a range from a low of 449 in Grade 3 to a high of 834 in Grade 10. In Mathematics Problem Solving/Mathematics, the range is from a low of 434 in Grade 3 to a high of 885 in Grade 10.

Performance Tasks—Test questions that require students to write their answers instead of choosing one from several choices or gridding their response. Two types of performance tasks, short- and extended-response, are used in FCAT Reading, FCAT Mathematics, and FCAT Science. Short-response (SR) questions ask for short answers like describing a character in a story, writing a mathematical equation, or explaining a scientific concept. Extended-response (ER) questions require longer answers such as comparing two passages, constructing a graph, or describing the steps in an experiment.

Persuasive Writing—Writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action. In **FCAT Writing+**, students in Grades 8 and 10 are assigned **prompts** that are intended to result in persuasive writing.

Points Possible—The number of “Points Possible” shows the total number of machine-scorable test questions and **performance task** points on a test. The number of “Points Earned” shows how many of these points the student earned. These types of scores are reported only for the **content subscores**, and the number of points possible in a subscore may change slightly each year.

Prompt—The topic a student is given on which to write an essay in **FCAT Writing+**. The prompt has two parts: the *writing situation* (presents and clarifies the topic) and the *directions for writing* (guides the student to think about the topic and suggests an approach that may help the student begin writing).

Raw Score—A score that reports the number of points a student earned on each test question. Students earn one raw score point for each correctly answered **multiple-choice** item and **gridded-response** item, and up to four raw score points on **performance tasks**. Raw scores are reported by **content subscores**.

Reporting Category—The reporting category subscores for **FCAT Writing+** are similar to the **content subscores** in FCAT Reading, Mathematics, and Science. The **Writing+** reporting category **subscores** are based on the number of points the student earned for the writing elements of *focus*, *organization*, *support*, and *conventions*.

Rubric—The scoring guidelines or criteria used to evaluate all FCAT **performance tasks** and essays. The rubric describes what is required for each possible score point.

Scale Score—The score used to report test results on the entire test. Scale scores on the FCAT **Sunshine State Standards** tests are 100–500 for each grade level and **content area**. A computer program is used to analyze student responses and to compute the scale score.

Section 504—A special classification of students as defined in Section 504 of the Rehabilitation Act of 1973. Testing accommodations are permitted for students who meet the 504 criteria.

Stanine—Standard scores that divide a distribution of scores into nine parts. The word *stanine* comes from the fact that it is a STANDARD score on a scale of NINE units.

State Means—The average score for each grade used for comparison purposes. Individual student scores, school mean scores, or district mean scores can be compared to state averages.

Strands—The broad divisions of content in the **Sunshine State Standards**. For example, in the Language Arts Sunshine State Standards, there are seven strands (Reading, Writing, Listening, Viewing, Speaking, Language, and Literature).

Sunshine State Standards (SSS)—Florida’s curriculum framework that includes curriculum **content areas**, **strands**, standards, and **benchmarks**. The Sunshine State Standards provide guidelines for the educational curriculum in Florida.



FLORIDA DEPARTMENT OF EDUCATION

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