



# **Florida Standards Assessments**

**2017–2018**

## **Volume 6 Score Interpretation Guide**



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## 1. FLORIDA SCORE REPORTS

The Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics and end-of-course (EOC) subjects (Algebra 1 and Geometry) were first administered to Florida students in spring 2015. In spring 2018, the FSA was primarily delivered as an online, fixed-form assessment making use of several technology-enhanced item types. In 2018, all FSA assessments were computer-based tests (CBT) with the exception of Grade 3 ELA Reading and Grades 4–7 ELA Writing, which were paper-based only. In addition, paper-based accommodated test forms were provided for students who have the accommodation listed on their Individual Educational Plan (IEP) or Section 504 Plan.

By statute, all Florida public school students were required to participate in the statewide assessments. In the spring 2018, the following FSA tests were administered to the Florida students: Grades 3-10 ELA Reading, Grades 4-10 ELA Writing, Grades 3-8 FSA Mathematics and FSA EOC (Algebra 1 and Geometry). In addition, the Grade 10 ELA Retake and Algebra 1 Retake were offered to the students who need to retake the test for graduation purposes in spring 2018, as well as the fall 2017 for the Grade 10 ELA Retake. To receive a valid ELA score, the students were required to complete both writing and reading component tests in Grades 4-10/Retake.

The purpose of this volume, the Score Interpretation Guide, is to document the features of the FSA Reporting System (FSA-R), which was designed to assist stakeholders in reviewing and downloading the test results and in understanding and appropriately using the results of the state assessments. Additionally, this volume describes the score types reported for the spring 2018 assessments, the features of the score report, and the appropriate uses and inferences that can be drawn from those score types.

### 1.1 OVERVIEW OF FLORIDA'S SCORE REPORTS

FSA Reading, Writing, Mathematics, and EOC assessments were administered in spring 2018. Reading and Writing responses were combined to create an overall English Language Arts (ELA) scale score. Test scores from each spring 2018 assessment were provided to districts and schools through the FSA-R after FDOE verified the student and score information included in the data files and score reports. The FSA-R provided information on student performance and aggregated summaries at several levels—state, district, and school. Additionally, printed Individual Score Reports were delivered to districts, packaged by school, for distribution to parents. Districts also received a USB drive with an electronic version of the Individual Score Reports for their students, which they were able to save locally and print as needed.

The FSA-R (accessible at <https://FSAREports.airast.org>) is a web-based application that provided access to the FSA results at various, appropriate levels. Test results availability for any given user was based on his or her user role. There were two basic levels of user roles: the district level and the school level. Each user was granted drill-down access to reports in the system based on his or her assigned user role. This meant that schools could access data for the students only in their school, while districts could access data for all of the schools and students in their district.

The following users had access to the system:

- State users: Access to all data at the state-, district-, school-, and student-levels.
- District Assessment Coordinator (DAC) users: Access to all data for their district and the schools and students in their district.
- School Administrator (SA) users: Access to all data for their school and the students in their school.

Access to the reports was password protected, and users were able to access data at their assigned level and below. For example, an SA could access the school report of students for his or her school but not for another school.

## 1.2 OVERALL SCORES AND REPORTING CATEGORIES

Each student received a single scale score for each subject tested and if there is a valid score to report. A student's score was based only on the operational items on the assessment. In the State Student Results (SSR) and District Student Results (DSR) data files, the total raw score, theta score, points earned by reporting category, scale score, and performance level are calculated if the test record was assigned a Score Status Flag of 1 or 9, meaning score reported. The computation of the various student scores is outlined below in Section 2 and discussed further in Volume 1, Annual Technical Report.

Student reports and the School Report of Students also provided the possible number of points for each reporting category and the number of points earned in each category. The points earned and points possible for each reporting category were established using the same items used to calculate overall scores. The points possible could vary depending on the test forms (e.g., online vs. paper accommodated). Table 1, Table 2, and Table 3 display the reporting categories by grade and subject.

*Table 1: Reporting Categories for ELA*

Grade	Reporting Category
3	<ol style="list-style-type: none"> <li>1. Key Ideas and Details</li> <li>2. Craft and Structure</li> <li>3. Integration of Knowledge and Ideas</li> <li>4. Language and Editing Task</li> </ol>
4–10	<ol style="list-style-type: none"> <li>1. Key Ideas and Details</li> <li>2. Craft and Structure</li> <li>3. Integration of Knowledge and Ideas</li> <li>4. Language and Editing Task</li> <li>5. Text-based Writing</li> </ol>

Table 2: Reporting Categories for Mathematics

Grade	Reporting Category
3	<ol style="list-style-type: none"> <li>1. Operations, Algebraic Thinking, and Numbers in Base Ten</li> <li>2. Numbers and Operations—Fractions</li> <li>3. Measurement, Data, and Geometry</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Operations and Algebraic Thinking</li> <li>2. Numbers and Operations in Base Ten</li> <li>3. Numbers and Operations—Fractions</li> <li>4. Measurement, Data, and Geometry</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Operations, Algebraic Thinking, and Fractions</li> <li>2. Numbers and Operations in Base Ten</li> <li>3. Measurement, Data, and Geometry</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Ratio and Proportional Relationships</li> <li>2. Expressions and Equations</li> <li>3. Geometry</li> <li>4. Statistics and Probability</li> <li>5. The Number System</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Ratio and Proportional Relationships</li> <li>2. Expressions and Equations</li> <li>3. Geometry</li> <li>4. Statistics and Probability</li> <li>5. The Number System</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Expressions and Equations</li> <li>2. Functions</li> <li>3. Geometry</li> <li>4. Statistics &amp; Probability and The Number System</li> </ol>

Table 3: Reporting Categories for EOC

Course	Reporting Category
Algebra 1	<ol style="list-style-type: none"> <li>1. Algebra and Modeling</li> <li>2. Functions and Modeling</li> <li>3. Statistics and the Number System</li> </ol>
Geometry	<ol style="list-style-type: none"> <li>1. Congruence, Similarity, Right Triangles and Trigonometry</li> <li>2. Circles, Geometric Measurement, and Geometric Properties with Equations</li> <li>3. Modeling with Geometry</li> </ol>

### 1.3 AVAILABLE REPORTS OF THE FSA REPORTING SYSTEM

The FSA-R was hierarchically structured. The interactive home page had drop-down menus with a list of aggregated units (e.g., districts, schools within a district) from which the user could choose. An authorized user was able to view reports at his or her own aggregated unit and any lower level of aggregation. For example, a school user could view only the reports and data at the school and student levels of his or her school. DAC users could view the reports and data for their districts and also the student-level results for all of their schools. The FSA-R provided access to results in two main formats. The first format was PDF or Excel reports, which provided score data for each of the FSA assessments. Users could compare score data of individual students with the school, district, or overall state average scores. The second format was downloadable pipe-delimited text data files; this format allowed users to download zipped data files containing individual student

and aggregate data for their district and the state. Only state- and district-users have access to downloadable data files.

Participation reports were also available on the Test Information Distribution Engine (TIDE) website (<https://fl.tide.airast.org>). These reports indicated the students who had completed or needed to complete computer-based testing, and allowed users to view participation summary statistics (counts and percentages) of students who had tested.

A *FSA Reporting System User Guide* is included in Appendix A, and a *TIDE User Guide* is included in Appendix B. Appendix C, *Understanding FSA Reports*, includes explanations of the reports, information about the content assessed in Mathematics, ELA, and EOC relating to the Florida Standards, and a glossary of terms used in the FSA reports.

Table 4 summarizes the types of score reports that were available in the FSA-R and the levels at which the reports could be viewed. A description of each report is also provided below. Data files were also accessible for district to download.

- District Student Results (DSR) file (district access only)
- District Aggregation Results (DAR) file (district access only)
- State Aggregation Results (SAR) file (district access only)

*Table 4: Florida Online Score Reports Summary*

Type of Report Page	Level	Description
State Summary (SS)	State, District, School	Summary of overall performance for a subject and a grade for all students in the state
District Summary (DS)	State, District, School	Summary of overall performance for a subject and a grade for all students in the district
State Report of Districts (SRD)	State, District, School	List of districts with performance overall for the state
District Report of Schools (DRS)	State, District, School	List of schools with performance overall for a district
School Report of Students (SRS) for district	State, District	Lists of all students who belonged to a district, ordered by school, with their associated subject scores
School Report of Students (SRS)	State, District, School	Lists of all students who belonged to a school with their associated subject scores

### 1.3.1 Participation Reports—TIDE

Once a user logged in, he or she was directed to the home page, which allowed users to access the Participation Reports.

The Participation Report, shown in Figure 1, allowed teachers, principals, and district staff to see which students had not yet completed their tests. Users could select from a series of options to customize the group of students whose participation status was to be reviewed for a particular

grade and subject, such as those who had started but had not completed their test or those who had not yet begun their test. Users could export the list into an Excel file and download the file.

Figure 1: Participation Report

### 1.3.2 FSA Reporting System Home Page

State, district, and school users could access student performance reports for the FSA through the FSA-R home page. Figure 2 displays the options a user could select from to access their assessment data. The drill-down options were:

- **Year:** Test administration year
- **Administration:** Spring, summer, fall, or winter
- **Subject:** ELA or Mathematics; or Algebra 1 or Geometry
- **Type:** PDF/Excel reports or data files

Depending on the report options selected, users are presented with options to select:

- **Report:** The user selects the report he or she wishes to download (e.g., State Summary, State Report of Districts, or School Report of Students).
- **District:** State-level users select which district they wish to view.
- **School:** State and district users select which school they wish to view.

Figure 2: FSA-R Home Page Screen Capture

1. Please make your selections below:

Year:  ▼

Administration:  ▼

Subject:  ▼

Type:  ▼

2. Please choose the report you want to download:

Report:  ▼

District:  ▼

School:  ▼

Grade:  ▼

### 1.3.3 PDF/Excel Reports

When the user selected PDF/Excel reports, as shown in Figure 2, he or she had the option to download a PDF report or an Excel spreadsheet. The contents of these reports were the same with the exception that some of the Excel reports include additional information.

The summary reports including State Summary, District Summary, State Report of Districts, District Report of Schools were created for the initial score release. The School Report of Students were created for both the initial and late score releases.

State Summary reports provided grade-level aggregated data for the state and displayed overall student performance for the selected test. All data were based on the total number of students who

had taken and completed the test, submitted it for scoring, and had a reported score (i.e., a score flag status of 1). One PDF file per subject was posted to the FSA-R for school and district access. For example, a district may receive up to six State Summary reports for the spring 2018 administrations: Grades 3-10 ELA, Grade 10 ELA Retake, Grades 3-8 Mathematics, Algebra 1, Algebra 1 Retake, and Geometry. Excel spreadsheets containing the same information in a modified format accompanied the PDF files. PDFs and Excel spreadsheets were produced for the initial reporting only and created based on the approved SAR file.

As shown in Figure 3, the State Summary Reports PDF file displayed the following data:

- **Number of Students:** Total count of students who took the test and had a score reported in the selected grade, subject, and administration
- **Mean Scale Score:** Mean scale score of students tested in the selected grade, subject, and administration
- **Passing Percentage:** Only applicable for assessments with a graduation requirement, such as Grade 10 ELA, Grade 10 ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry
- **Percentage in Each Performance Level:** Percentage of students in each level (levels 1, 2, 3, 4, and 5, and levels 3–5 combined)

For EOC assessments, counts were broken down by grade for first-time testers and for retakers for all summary reports.

Figure 3: A Sample State Summary Report for ELA

									
ELA State Summary Spring 2018									
	Number of Students	Mean Scale Score	Percentage Passing	Percentage in Each Performance Level					
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5
<b>Grade 03</b>									
State	5,918	295	NA	33	22	24	13	8	45
<b>Grade 04</b>									
State	6,469	310	NA	25	24	25	17	9	51
<b>Grade 05</b>									
State	6,923	322	NA	20	28	27	17	9	52
<b>Grade 06</b>									
State	6,919	325	NA	24	26	22	18	10	50
<b>Grade 07</b>									
State	6,923	331	NA	26	25	22	16	10	49
<b>Grade 08</b>									
State	7,521	338	NA	23	25	25	16	11	52
<b>Grade 09</b>									
State	7,520	341	NA	27	24	19	18	11	48
<b>Grade 10</b>									
State	3,120	348	48	27	25	20	18	10	48

FSA ELA Performance Levels by Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
<b>Grade 03</b>	240-284	285-299	300-314	315-329	330-360	<b>Grade 07</b>	267-317	318-332	333-345	346-359	360-397
<b>Grade 04</b>	251-296	297-310	311-324	325-339	340-372	<b>Grade 08</b>	274-321	322-336	337-351	352-365	366-403
<b>Grade 05</b>	257-303	304-320	321-335	336-351	352-385	<b>Grade 09</b>	276-327	328-342	343-354	355-369	370-407
<b>Grade 06</b>	259-308	309-325	326-338	339-355	356-391	<b>Grade 10</b>	284-333	334-349	350-361	362-377	378-412

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same Performance Level, the data are suppressed, with the exception that the **Percentage Passing/Levels 3-5** are reported. A dash (-) appears when data are suppressed.
- NA – Not Applicable

- Performance Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- When totaled, percentages may not add to 100 due to rounding.

The District Summary Report was similar to the State Summary, except that it displayed summary data for all of the students in the selected district who had completed the selected test and had a valid score reported. A sample report is shown in Figure 4.

Figure 4: A Sample District Summary Report for ELA

		District DEMO DIST 77 District ID 77		ELA District Summary Spring 2018					
	Number of Students	Mean Scale Score	Percentage Passing	Percentage in Each Performance Level					
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5
<b>Grade 03</b>									
District	898	267	NA	97	0	0	0	3	3
State	5,918	295	NA	33	22	24	13	8	45
<b>Grade 04</b>									
District	19	263	NA	95	0	0	0	5	5
State	6,469	310	NA	25	24	25	17	9	51
<b>Grade 05</b>									
District	23	273	NA	96	0	0	0	4	4
State	6,923	322	NA	20	28	27	17	9	52
<b>Grade 06</b>									
District	19	271	NA	95	0	0	0	5	5
State	6,919	325	NA	24	26	22	18	10	50
<b>Grade 07</b>									
District	23	283	NA	96	0	0	0	4	4
State	6,923	331	NA	26	25	22	16	10	49
<b>Grade 08</b>									
District	23	285	NA	96	0	0	0	4	4
State	7,521	338	NA	23	25	25	16	11	52
<b>Grade 09</b>									
District	20	293	NA	95	0	0	0	5	5
State	7,520	341	NA	27	24	19	18	11	48
<b>Grade 10</b>									
District	20	297	5	95	0	0	0	5	5
State	3,120	348	48	27	25	20	18	10	48

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same Performance Level, the data are suppressed, with the exception that the Percentage Passing/Levels 3-5 are reported. A dash (-) appears when data are suppressed.

• NA – Not Applicable

• Performance Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.

• When totaled, percentages may not add to 100 due to rounding.

The State Report of Districts, shown in Figure 5, provided both district and state aggregated data and contained summary performance for each district in the state, by grade. State totals were also provided for all fields on the report. Similar to the State Summary, the State Report of Districts was generated by subject and contained the same data elements as the State Summary but was ordered by district number.

Figure 5: A Sample State Report of Districts for ELA



**Florida**  
Standards Assessments

**ELA**  
State Report of Districts  
Spring 2018

	Number of Students	Mean Scale Score (240-360)	Percentage Passing	Percentage in Each Performance Level					
				Level 1 (240-284)	Level 2 (285-299)	Level 3 (300-314)	Level 4 (315-329)	Level 5 (330-360)	Levels 3-5
<b>Grade 03</b>									
77 -- DEMO DIST 77	898	267	NA	97	0	0	0	3	3
96 -- DEMO DIST 96	20	--	NA	--	--	--	--	--	0
99 -- DEMO DIST 99	5,000	300	NA	22	26	28	16	8	52
STATE TOTAL	5,918	295	NA	33	22	24	13	8	45

The District Report of Schools, shown in Figure 6, provided aggregated data and contained summary performance for each school in a district, by grade. In these reports, the schools in the given district were sorted based on the school number. The same data elements that appeared on the State Summary Reports were provided in these files. District totals were provided at the bottom of the report.

Figure 6: A Sample District Report of Schools for ELA

		District DEMO DIST 77 District ID 77		Percentage in Each Performance Level					
ELA District Report of Schools Spring 2018	Number of Students	Mean Scale Score (240-360)	Percentage Passing	Level 1 (240-284)	Level 2 (285-299)	Level 3 (300-314)	Level 4 (315-329)	Level 5 (330-360)	Levels 3-5
<b>Grade 03</b>									
9003 -- DEMO SCHOOL 9003	527	--	NA	--	--	--	--	--	0
9004 -- DEMO SCHOOL 9004	371	272	NA	92	0	0	0	8	8
<b>DISTRICT TOTAL</b>	898	267	NA	97	0	0	0	3	3

A School Report of Students (SRS) was available for individual schools and could be accessed by each school or by district administrators in one report that combined data for all schools in their district. Districts had access to both the SRS for the district and the SRS at the school level. Schools only had access to the SRS that contained test results for the students reported in their school. School Reports of Students were rosters created from the approved State Student Results (SSR) files and provided on the FSA-R to districts and schools.

The SRS were created by subject for each school and included score flag status and scores (when score flag status was equal to 1 or 9) for all students in any given school. Students were not listed on the School Report of Students if their score flag status was 4 (the PreID label did not match to TIDE for students testing on paper) or 0 (not tested). For the students assigned an NR (not reported) score status, footnotes on the bottom of each page of the Mathematics and EOC reports explained the NR codes. For the ELA School Reports of Students, if no valid ELA score was reported for a student, the score flag statuses for ELA, Reading, and Writing were all presented on the Excel version of the report so that the district and school users could determine why no score was reported for that student.

For both initial and late reporting, one PDF report and one Excel spreadsheet for each tested subject per school was posted in the FSA-R. Additionally, one PDF file and one Excel spreadsheet that combined all schools in a district was posted to the FSA-R for district access only. Reports created for late reporting did not include students from the initial reporting, and the file names for these PDF reports and Excel spreadsheets denoted that these documents only contained students for late reporting. These reports sorted student records first by ascending grade, followed by student last name, then first name, and finally FLEID. The district-level reports followed the same sort order after first sorting by school.

The fields displayed on the School Report of Students PDF file were as follows:

- **Grade**
- **District and school names and numbers**
- **Student Name** (in alphabetical order by last name then first name)
- **Student FLEID**
- **Scale Score**
- **Passed:** NA is shown, with the exception of Grade 10 ELA, ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry which are displayed as “Y” or “N”
- **Performance Level:** Numeric value of 1–5
- **Points Earned/Points Possible by Content Area:** Shown for each content area by subject and grade

Figure 7: A Sample School Report of Students for ELA

		School Report of Students Spring 2018 Grade 03		School ID DEMO SCHOOL 9004	District DEMO DIST 77	Points Earned/Points Possible by Content Area			
Student Name	FLEID	Scale Score (240-360)	Performance Level	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing		
			Level 1 (240-284) Level 2 (285-299) Level 3 (300-314) Level 4 (315-329) Level 5 (330-360)						
MOCKSPRING1613, ELA4	FL201800001613	NR							
MOCKSPRING1614, ELA4	FL201800001614	NR							
MOCKSPRING1615, ELA4	FL201800001615	NR							
MOCKSPRING1616, ELA4	FL201800001616	NR							
MOCKSPRING1617, ELA4	FL201800001617	NR							
MOCKSPRING2692, ELA3	FL201800002692	278	1	5/15	5/16	2/8	0/11		
MOCKSPRING2693, ELA3	FL201800002693	NR							
MOCKSPRING2694, ELA3	FL201800002694	NR							
MOCKSPRING2695, ELA3	FL201800002695	NR							
MOCKSPRING2696, ELA3	FL201800002696	NR							
MOCKSPRING2697, ELA3	FL201800002697	NR							
MOCKSPRING2698, ELA3	FL201800002698	NR							
MOCKSPRING2699, ELA3	FL201800002699	NR							
MOCKSPRING2700, ELA3	FL201800002700	NR							
MOCKSPRING2701, ELA3	FL201800002701	360	5	15/15	16/16	8/8	11/11		
MOCKSPRING2702, ELA3	FL201800002702	240	1	0/15	0/16	0/8	0/11		
MOCKSPRING2703, ELA3	FL201800002703	240	1	0/15	0/16	0/8	0/11		
MOCKSPRING2704, ELA3	FL201800002704	240	1	0/15	0/16	0/8	0/11		
MOCKSPRING2705, ELA3	FL201800002705	240	1	0/15	0/16	0/8	0/11		
MOCKSPRING2706, ELA3	FL201800002706	NR							
MOCKSPRING2707, ELA3	FL201800002707	NR							
MOCKSPRING2708, ELA3	FL201800002708	NR							
MOCKSPRING2709, ELA3	FL201800002709	278	1	5/15	5/16	2/8	0/11		
MOCKSPRING2710, ELA3	FL201800002710	NR							
MOCKSPRING2710, ELA3	FL201800002710	NR							
MOCKSPRING2711, ELA3	FL201800002711	278	1	5/15	5/16	2/8	0/11		

• Points earned by content area should not be compared across administrations.  
 • NR – Not Reported

To make districts and schools aware of these releases, FDOE distributed information on how to access the FSA-R for each administration via e-mail to School District Superintendents and District Assessment Coordinators. Communication dates are listed in Table 5.

*Table 5: Communication Dates*

<b>Administration</b>	<b>Communication Date</b>
Fall 2017 EOC	November 9, 2017
Fall 2017 ELA Retake	December 6, 2017
Winter 2017 EOC	January 19, 2018
Spring 2018 Algebra 1 Retake	May 11, 2018
Spring 2018 ELA Retake	May 11, 2018
Spring 2018 Grade 3 ELA	May 24, 2018
Spring 2018 Gr 4-10 ELA, Gr 3-8 Mathematics, EOC (Algebra 1, Geometry)	June 14, 2018
Summer 2018 EOC	August 24, 2018

### 1.3.4 Data Files

The FSA-R allowed district users to download a compressed file containing data for their district in pipe-delimited text format. These data files were approved by FDOE before release and were used to populate the PDF and Excel reports.

Downloadable data files were packaged into a single downloadable compressed file for each subject for access by DAC users. In spring 2018, similar to the summary reports, there were up to six data files for each district. Each compressed file contained three folders (DAR, DSR, and SAR). DAR and DSR folders each contained a single pipe-delimited .txt file. The SAR folder contained one SAR file for each grade for the Grades 3–10 ELA and Grades 3–8 Mathematics assessment, and a single SAR file for each EOC subject and each Retake (ELA Retake and Algebra 1 Retake).

As an extra layer of security, a password was provided in the FSA-R system, as shown in Figure 8, and was required to open the encrypted zip files once they were downloaded. The password was unique to each district’s data file and was only needed to unzip and extract the contents of the compressed file.

Figure 8: Password for Downloadable Data Zip File

1. Please make your selections below:

Year: 2015-2016 ▼

**Password For Zip File**

*Ik@42\$\$@53Ew*

OK

2. Please ma

District: 77 - DEMO DIST 77 ▼

Download Reveal Password

## 1.4 INDIVIDUAL SCORE REPORTS

Student Reports were delivered as printed materials to the districts, which then delivered those reports to schools. The primary purpose of the Individual Score Report (ISR) was to provide a document that enabled parents to understand their child’s performance in the subject in which he or she tested. The ISR also presented information that indicated how a student’s performance compared to that of other students who took the same test.

For all subjects, the 2018 spring FSA ISR had a four-page color design format, though the final page is intentionally left blank for certain subjects. An example of the ISR is displayed in Figure 9 (see also Appendix D). The first section provided identifying information about the student and was followed by an introduction with general information about the FSA program. The subsequent sections provided the student’s 2018 FSA results, including overall scale score, performance level details, reporting category scores, a table to compare the student’s performance against the aggregate percentages by school, district, and state, student’s performance on each domain of the writing component test for the Grades 4-10 ELA and ELA Retake, and a recommended resources section at the end of the report. ELA Grades 4-10 and Mathematics Grades 4-8 reports also included a chart to show the students’ performance in previous years on the same assessment. The majority of the information on the report was translated into Spanish and Haitian Creole.

- **Top of Report:** The test, student, student FLEID, school, and district were identified
- **Purpose of the Report:** This section provided a description of the FSA and purpose of the score report.
- **FSA Scores:** A student’s scale score and corresponding performance level were displayed graphically and explained in an accompanying statement in this section. This information was also translated into Spanish and Haitian Creole.

- **Previous Performance Trend Chart** (Only for applicable subjects and grades): This section displayed the students’ performance over time, in the form of a barrel chart.
- **Reporting Category Scores:** This table displayed the reporting categories assessed. The Points Earned column showed the actual number of points earned in each of the reporting categories. The number of points earned is the sum of the scores of the items measuring a given reporting category. The Points Possible column provided the total number of points possible for each of the reporting categories. This information was translated into Spanish and Haitian Creole.
- **Student Performance Compared:** This section provided a comparison between the student’s performance level and that of the student’s school, district, and the state as a whole.
- **Student Writing Performance (Only for Grades 4-10 ELA and ELA Retake reports):** This section provided the number of points possible and points earned by the student in each dimension of the writing component of the ELA assessment, along with an explanation of what the results mean. This information was also translated into Spanish and Haitian Creole.
- **Recommended Resources:** This section provided online resources and links relevant to parents and students.

To better enable educators, parents and guardians, and students to understand FSA results and interpret them in a meaningful way, the Department of Education published *Understanding FSA Reports* (see Appendix C), which provided detailed information regarding the report types and results information contained therein. *Understanding FSA Reports* is updated before the release of results each spring.

### 1.4.1 Individual Score Report USBs

AIR also produced USB flash drives containing score report PDFs for Florida districts. USBs were generated and shipped to each district for every administration in which they tested. Late reporting score reports were sent in a separate USB for each administration.

Each district received a single USB. Each district USB flash drive contained a single zip file for the district that was password protected. The zip file contained a district folder. Within the district folder, there were school folders and a .CSV manifest file. Within each school folder, there were PDFs of Individual Score Reports. The manifest file contained a list of all the PDFs that were included in the zip file. This machine readable manifest was intended to enable districts to load them into their learning management system or other systems.

Passwords to unzip the USB files were made accessible through the TIDE Inbox feature for District level users with DAC access from spring 2017 onwards. All DAC level users in a district had access to the USB password for that district only, with the exception of community colleges (district 80) where all TIDE users in each college had access to the password file for their college only. In addition, AIR continued to upload the district passwords to the Move-it server as well. These files were used by FDOE for the sample review of real data USBs and also as a backup for the passwords.

Figure 9: A Sample FSA ELA Individual Score Report



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org  
WWW.FSASSESSMENTS.ORG

## THE FLORIDA STANDARDS ASSESSMENTS

### GRADE 6 ENGLISH LANGUAGE ARTS SCORE REPORT

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**DOE, JONATHAN**  
FLEID: 123456789012  
SPRING 2018

SCHOOL: DEMO SCHOOL (9999)  
SCHOOL DISTRICT: DEMO DISTRICT (99)

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#### PURPOSE OF THIS REPORT

With the Florida Standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1 and Geometry) serve Florida students by measuring education gains and progress. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

This report reflects your student's performance on the Spring 2018 FSA ELA assessment. It also allows you to compare your student's score to the performance of students in his or her grade across the state and to follow your student's academic progress from year to year. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

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#### JONATHAN'S PERFORMANCE ON THE GRADE 6 ELA ASSESSMENT

**PERFORMANCE LEVEL**

5

Students who score in Level 5 demonstrate mastery of the Florida Standards for their grade level. They are highly likely to excel in the next grade level. Congratulations!

---

Los alumnos que obtienen un puntaje de nivel 5 demuestran dominio de los estándares de la Florida para su grado. Es muy probable que sobresalgan en el próximo grado. ¡Felicidades!

---

Elèv rezlita yo nan Nivo 5 yo montre yo metrize Nòm Florida pou kias yo ye ane sa a. Yo gen anpil chans pou reyisi nan kias y ap ladan ane pwochen an. Felisstasyon!

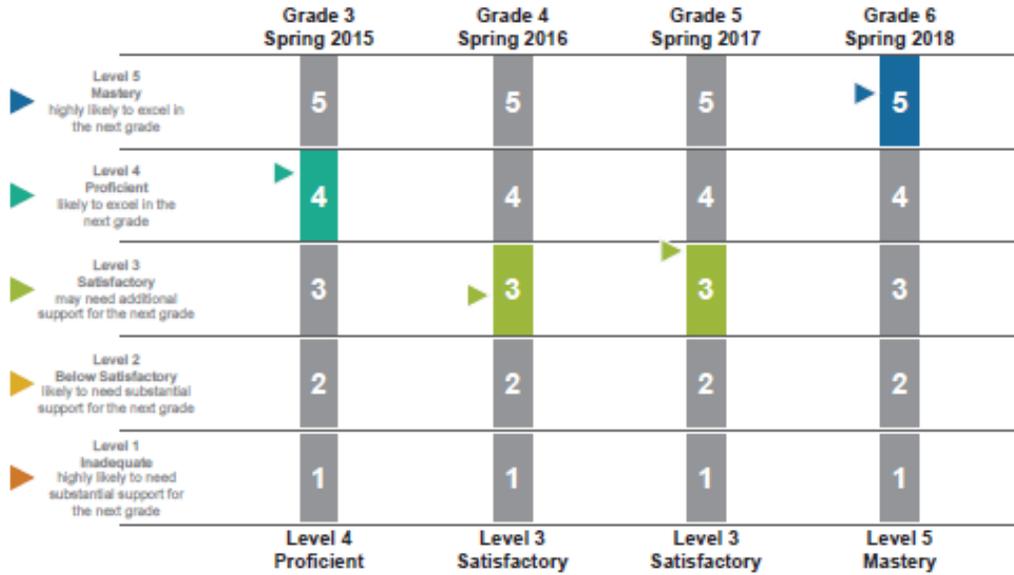
374 ▶

5	391	Mastery highly likely to excel in the next grade
4	356	Proficient likely to excel in the next grade
3	339	Satisfactory may need additional support for the next grade
2	326	Below Satisfactory likely to need substantial support for the next grade
1	309	Inadequate highly likely to need substantial support for the next grade
	259	

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

**JONATHAN'S PREVIOUS PERFORMANCE ON THE ELA ASSESSMENT**

This chart displays Jonathan's performance on the ELA assessments over time. It reports the performance levels for the most recently completed tests in ELA (if available).



**JONATHAN'S PERFORMANCE COMPARED**

This table shows the percentage of students in each performance level in your student's school, district, and the state.

	School	District	State
<b>Level 5</b>	20%	20%	20%
<b>Level 4</b>	20%	20%	20%
<b>Level 3</b>	20%	20%	20%
<b>Level 2</b>	20%	20%	20%
<b>Level 1</b>	20%	20%	20%

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

**JONATHAN'S PERFORMANCE DETAILS**

This FSA ELA assessment measures what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on FSA ELA progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

This table describes the knowledge and skills assessed in each reporting category on this assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	14	15
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Craft and Structure	In this category, students are expected to interpret connotative and figurative meanings of words/phrases; analyze how word choice affects meaning/tone and how text structures impact the text; and determine the effects of point of view or purpose.	13	14
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Integration of Knowledge and Ideas	In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.	10	11
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Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	11	12
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Text-Based Writing	In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.	9	10
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\* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See Understanding FSA Reports for more information.

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

**JONATHAN'S WRITING PERFORMANCE**

This table shows the number of points possible and number of points earned by your student in each domain of the writing component of the ELA assessment. For more information, please see the rubrics and scoring samplers on the FSA Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 4 out of 4 possible points. The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea/claim and effective organizational structure creating coherence and completeness.	Your student earned 4 out of 4 possible points. The response provides thorough and convincing support with cited evidence for the controlling idea/writer's claim that includes the effective use of sources, facts, and details.	Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling.
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**RECOMMENDED RESOURCES**

**FSA Portal**

The FSA Portal is the gateway for FSA information and resources ([www.fsassessments.org](http://www.fsassessments.org)), including FSA practice tests for both computer-based and paper-based tests, and the Students & Families page.

The following resources can be found on the Students & Families page:

- **Understanding FSA Reports** – this document provides additional information about this report and the scoring process.
- **FSA Fact Sheets** – these documents contain test administration and policy information for the assessments.

**FDOE Website**

You are encouraged to browse the department's website ([www.fdoe.org](http://www.fdoe.org)) for many useful parent resources, including the following:

- **Just Read, Florida!**
  - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
  - **Just Read, Families!** – this web page contains resources for families to promote literacy and reading engagement.
- **Middle Grades Promotion Requirements** can be found on the Standards and Instruction Support page.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

**CPALMS**

FSA assessments are written to the Florida Standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to the Florida Standards. You may visit this site to review the benchmarks for each grade level and subject order or course to help support your student and understand the expectations for learning at each stage of your student's education.

## 2. CALCULATION OF STUDENT SCORES

This section provides an overview of the calculation of student scores. More detailed information can be found in Volume 1.

### 2.1 POINTS POSSIBLE

Students received a raw score for each reporting category, with scores being derived using only the operational items in each reporting category. The number of points earned is the sum of the scores of the items measuring a given reporting category. Raw scores were reported at the individual level and shown in the Points Earned column of the Individual Score Reports.

### 2.2 THETA SCORE ESTIMATION

Student ability estimates, or theta scores, are generated using *pattern scoring*, a method that scores students differently depending on which items they answer correctly. Some test items provide more statistical information than other items, and when students answer those items correctly, this improves their ability estimate. Because the FSA tests are calibrated and scored based on the 3-parameter logistic model (3PL) and Generalized Partial Credit Models (GPCM) of Item Response Theory models, with the 2PL treated as a special case of the 3PL, two students with the same overall raw score but with correct answers to different questions may have slightly different ability estimates. Section 8.1.1 of Volume 1 outlines the formulas and rules applied during calculation.

Theta scores were not reported, but were used in the calculation of other scores.

### 2.3 SCALE SCORES

Scale scores are a linear transformation of a student's theta score onto a consistent scale. Scale scores are calculated as follows:

$$SS_i = a * \hat{\theta}_i + b$$

where  $\hat{\theta}_i$  is an individual student's ability estimate obtained from maximum likelihood estimation in AIR's scoring engine, and  $a$  and  $b$  are grade- and subject-specific slope and intercept values. Scale scores are rounded to the nearest whole number for reporting. Section 8.1.2 of Volume 1 provides additional details about the calculation of scale scores as well as the grade and subject slopes and intercepts.

Scale scores were reported at the individual level in the FSA-R. Mean scale scores were also reported at the aggregate level.

### 2.4 ALTERNATE PASSING SCORE

The alternate passing score (APS) is the FCAT 2.0 equivalent score reported as an FSA scaled score. When EOC and Grade 10 ELA cut scores were reported in 2015, there was no approved FSA reporting scale, and so cut scores were reported as an FCAT 2.0 equivalent. The FSA scale transformation constants are now known and so the passing scores can be reported on the FSA scale. Since the cuts recommended from the summer 2015 standard setting process have been

approved, it is important to note that these APS cuts will be used only with students who are retaking the test. Section 8.1.4 of Volume 1 provides additional details about the calculation of alternate passing scores.

Students who were eligible for the alternate passing score were flagged on the student report PDF file with an asterisk. The APS for the given subject was shown in the footnote of the PDF report for reference.

Eligibility for using the Grade 10 FSA ELA APS is based on student cohort. Students who entered grade 9 in 2013–14 (or prior), regardless of his or her first attempt taking the assessment, are eligible to use the APS for graduation purposes. The students who took the Grade 10 FSA ELA assessment in spring 2015 as above-grade level testers (e.g., grade 9 students receiving grade 10 instruction) are also eligible to use the APS, even though they are NOT in the 2013–14 cohort.

Eligibility for using the APS for the FSA Algebra 1 and FSA Geometry tests is based on when students first participated in the assessment. Students who took one of these assessments prior to the adoption of the new passing scores (spring, summer, fall, or winter 2015) are eligible to use the APS for Algebra 1 for graduation/CAP purposes, or the APS for Geometry for scholar designation/CAP purposes. Students who participated in the FSA Algebra 1 or FSA Geometry assessment for the first time in spring 2016 and beyond must obtain the new passing scores for graduation/CAP and scholar designation/CAP purposes, respectively.

Table 6 summarizes eligibility requirements and passing/alternate passing scores for these assessments.

*Table 6: FSA Eligibility Requirements and Passing Scores*

<b>Assessment</b>	<b>Eligibility</b>	<b>Passing Score (FSA Scale)</b>
Grade 10 ELA, Grade 10 ELA Retake	Entered Grade 9 in 2014–15 or after	350
Algebra 1, Algebra 1 Retake	First participated in spring 2016 or beyond	497
Geometry	First participated in spring 2016 or beyond	499
Grade 10 ELA, Grade 10 ELA Retake	Entered Grade 9 in 2013–14 or prior	349
Algebra 1, Algebra 1 Retake	First participated prior to spring 2016	489
Geometry	First participated prior to spring 2016	492

## 2.5 STANDARD ERRORS

A standard error is a statistic that measures the uncertainty associated with a student’s score. No test is perfectly reliable; therefore, a single test score does not perfectly capture any student’s performance. The standard error of a test score can be used to judge the degree to which a student would perform differently if he or she were to repeat the test administration. For example, if a student has a scale score of 350 with a standard error of 10, then—applying properties of the normal distribution—68% of the time, one can expect that student to score between 340 and 360 on repeated testing administrations.

### 3. INTERPRETATION OF REPORTED SCORES

The following business rules are applied for student scores in the FSA-R.

#### 3.1 BUSINESSRULES

##### 3.1.1 Inclusion in Aggregation

All aggregate report data were based on the total number of students who took the test and had a reported score. Only students with a score flag status of 1 were included in this data; all other score flags were excluded from aggregation. Thus, students who completed but did not submit their tests for scoring or whose scores were suppressed were not included in the aggregated reports. Students whose scores were suppressed appeared on the School Report of Students with an NR (not reported) status.

##### 3.1.2 Aggregation

Test data were collected at the individual student level during the testing period. Aggregations to a higher unit, such as a school or district, were calculated directly from the student level. More specifically, state, district, and school aggregates were calculated by aggregating all the students in the state, in the district, and in the school, respectively. For example, the mean scale score was based on the scale scores of the students in their given district, rather than on the average scale scores of each school in the district.

Records are excluded from aggregation based on the Score Status Flag and School Type. Only records for students that have a Score Status Flag of 1 are included in the regular reporting aggregated data. The aggregated data do not include data for the schools that are assigned with school type of 10, 11, 17, or 99. Table 7 below shows the school type information.

*Table 7: School Type*

<b>Special School Name</b>	<b>School Type</b>
McKay Scholarship School	11
Florida Tax Scholarship School	11
Department of Juvenile Justice (DJJ) School	10
Private-to-Public School	10
Brick and Mortar private school	17
Home Ed School	99
Ahfachkee School	14

To provide meaningful results and to protect the privacy of individual students, the aggregation results are suppressed if any of the following criteria are met:

- If the number of students with reported scores is less than 10
- If all students earn the same performance level
- If all students pass or all students fail for Grade 10 ELA, ELA Retake, Algebra 1, Algebra 1 Retake, and Geometry

When the aggregated score information was suppressed, the number of students were displayed on the aggregation report but the “—” showed on other score fields.

### **3.1.3 Student Mobility Rules**

Scores were reported based on the enrolled school and district in TIDE as of May 18, 2018, for the spring 2018 administration, if available. Otherwise, the last known school and district of the student was used.

### **3.1.4 Minimum Group Size**

For all grades and subjects, no data were reported if fewer than 10 students were tested. Additionally, for Grade 10 ELA, Algebra 1, and Geometry, no data were reported if all students passed or if all students failed.

## **3.2 INTERPRETATION S**

This section provides guidance for appropriate interpretations and uses of test results.

### **3.2.1 Scale Scores**

As described above, scale scores were reported for all FSA ELA, Mathematics, and EOC tests.

Scale scores can be averaged to form overall summaries of student performance within a group.

### **3.2.2 Alternate Passing Scores**

Eligible retake students in Grade 10 ELA, Algebra 1, and Geometry received an alternate passing score. The Individual Score Reports and School Report of Students contained a passing status (“Y” for yes and “N” for no). Student reports included a statement indicating whether the student met the graduation requirement.

### **3.2.3 Reporting Categories**

FDOE encourages educators to use assessment results in a statistically appropriate way. The comparisons described here provide possibilities for evaluation of reporting category scores at the school and district levels.

Reporting category scores, also known as raw scores, are the totals of the scores on the items measuring each specific category. Reporting categories represent groups of student skills, or benchmarks, which are assessed in each grade and subject.

Raw scores, however, cannot be compared between the different reporting categories. For example, suppose a student has a raw score of 8 in one category and a raw score of 3 in another. This alone cannot be used to indicate that the student is relatively weak in the second reporting category vis-à-vis the first. The difficulty of the items must be considered, and raw scores do not factor in this information regarding item difficulty.

## **4. CAVEON ANALYSIS**

After the testing window was closed, Caveon Test Security reviewed the data for testing irregularities, including student and school scores for anomalous data.

Possible examples of testing irregularities include a student copying another student's answers or a Test Administrator changing students' answers. Anomalous scores would have included (1) students with similar response patterns in the same testing group or (2) an unusual increase in school performance. The data forensic analyses detect potential security breaches using several statistics to detect the following:

- Pairs or groups of extremely similar or even identical answers
- Aberrant response patterns, such as answering difficult items correctly and not providing correct answers for easy questions
- Response time stamps, in the case of computer-based tests, to check whether a pair or a group of students worked in a synchronous manner
- Unusual gain scores

Through the results of these statistical analyses, it is possible to detect the source of suspect activity and its effect on test results. If an irregularity is found in the data, flagged student records are put on hold and noted on issue logs for FDOE review. FDOE reviews the data and can either request to release or maintain the hold on the record.