

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

| 2015 FCAT 2.0 Science Next Generation Sunshine State Standards (NGSSS) Grade 5 | | |
|---|---|--------------------------------------|
| NGSSS Benchmark | Content Focus | Number of Points Possible |
| Reporting Category 1. Nature of Science | | |
| SC.5.N.1.1 | Analyzing data; Collecting and organizing data; Experiments v. other scientific investigations; Importance of a control group | 5 |
| SC.5.N.2.1 | Distinguishing between observations and opinions; Importance of observations | 2 |
| SC.5.N.2.2 | Importance of replication; Reasons for differences in data | 3 |
| Reporting Category Point Total | | 10 |
| Reporting Category 2. Earth and Space Science | | |
| SC.4.E.5.4 | Appearance of the Moon; Earth’s revolution | 3 |
| SC.4.E.6.2 | Formation of rocks | 1 |
| SC.4.E.6.3 | Renewable v. nonrenewable resources | 1 |
| SC.4.E.6.4 | Erosion—gravity; Erosion—wind; Weathering—water | 3 |
| SC.5.E.5.1 | Components of a galaxy | 1 |
| SC.5.E.5.3 | Distinguishing between inner and outer planets; Earth’s position; Planet characteristics | 3 |
| SC.5.E.7.1 | Role of the Sun | 1 |
| SC.5.E.7.3 | Climate zone—polar; Weather—precipitation | 3 |
| Reporting Category Point Total | | 16 |
| Reporting Category 3. Physical Science | | |
| SC.5.P.8.1 | Comparing objects—mass; Comparing objects—physical properties | 2 |
| SC.5.P.8.3 | Materials that dissolve | 1 |
| SC.5.P.9.1 | Changes to water—evaporation; Chemical change—temperature | 2 |
| SC.5.P.10.1 | Heat energy produced by friction; Light behavior—refraction; Mechanical energy | 4 |
| SC.5.P.10.2 | Energy causing a change; Energy causing motion | 2 |
| SC.5.P.10.4 | Neutral objects attracted to charged objects; Insulators—electric | 2 |
| SC.5.P.13.1 | Forces—pushes or pulls | 1 |
| SC.5.P.13.2 | Opposing forces; Speed | 2 |
| Reporting Category Point Total | | 16 |
| Reporting Category 4. Life Science | | |
| SC.3.L.14.1 | Plants responding to gravity | 1 |
| SC.4.L.16.4 | Comparing insect life cycles | 1 |
| SC.4.L.17.3 | Energy flow through a food chain | 1 |
| SC.5.L.14.1 | Organ functions—bladder; Organ functions—intestines; Organ functions—lungs | 3 |
| SC.5.L.14.2 | Comparing animal structures | 1 |
| SC.5.L.17.1 | Impact on the environment—animals; Impact on the environment—humans; Physical adaptations—animals; Seasonal changes—animals; Seasonal changes—plants | 7 |
| Reporting Category Point Total | | 14 |

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

| 2015 FCAT 2.0 Science Next Generation Sunshine State Standards (NGSSS) Grade 8 | | |
|---|--|--------------------------------------|
| NGSSS Benchmark | Content Focus | Number of Points Possible |
| Reporting Category 1. Nature of Science | | |
| SC.6.N.2.2 | Evaluating new evidence; History of science | 2 |
| SC.7.N.1.2 | Comparing methods and results | 1 |
| SC.7.N.1.5 | Models | 1 |
| SC.7.N.3.1 | Distinguishing between theories and laws | 1 |
| SC.8.N.1.1 | Collecting and organizing data; Evaluating a procedure; Experiments v. other scientific investigations; Hypothesis; Making predictions; Test variables | 6 |
| Reporting Category Point Total | | 11 |
| Reporting Category 2. Earth and Space Science | | |
| SC.6.E.7.4 | Differentiating between weather and climate; Humidity; Ozone layer | 3 |
| SC.6.E.7.5 | Heat transfer—convection | 1 |
| SC.7.E.6.2 | Human impact—erosion; Human impact—water flow; Lakes; Rock cycle | 4 |
| SC.7.E.6.4 | Radioactive dating | 1 |
| SC.7.E.6.5 | Volcanoes | 1 |
| SC.8.E.5.3 | Galaxies | 1 |
| SC.8.E.5.5 | Star size; Temperature and absolute brightness | 2 |
| SC.8.E.5.7 | Gravity | 1 |
| SC.8.E.5.9 | Tilt of Earth’s axis | 1 |
| Reporting Category Point Total | | 15 |
| Reporting Category 3. Physical Science | | |
| SC.6.P.13.1 | Gravitational force and mass; Magnetic force | 2 |
| SC.6.P.13.3 | How unbalanced forces affect motion | 1 |
| SC.7.P.10.1 | Electromagnetic spectrum | 1 |
| SC.7.P.10.3 | Sound waves | 1 |
| SC.7.P.11.2 | Convert kinetic energy to potential energy; Law of conservation of energy | 3 |
| SC.7.P.11.4 | Heat flow | 1 |
| SC.8.P.8.4 | Conductivity—electric; Conductivity—thermal | 2 |
| SC.8.P.8.5 | Compounds; Periodic table | 2 |
| SC.8.P.9.2 | Distinguishing between physical & chemical changes; Influence of temperature on chemical change | 2 |
| Reporting Category Point Total | | 15 |
| Reporting Category 4. Life Science | | |
| SC.6.L.14.1 | Structural organization—cells | 1 |
| SC.6.L.14.2 | Cellular processes—homeostasis | 1 |
| SC.6.L.14.4 | Chloroplasts; Mitochondria | 2 |
| SC.6.L.14.5 | Nervous system; Respiratory system | 2 |
| SC.6.L.15.1 | Kingdom—Fungi | 1 |
| SC.7.L.15.2 | Theory of evolution—environmental factors | 1 |
| SC.7.L.16.1 | Heredity; Punnett squares | 2 |
| SC.7.L.17.2 | Comparing relationships; Energy transfer through a food web; Limiting factor—disease and/or parasitism; Limiting factor—food and/or water | 4 |
| SC.8.L.18.4 | Cellular respiration | 1 |
| Reporting Category Point Total | | 15 |

What is content focus?

"Content focus" is a term that defines the specific content measured by each 2015 FCAT 2.0 test item.

The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the 2015 FCAT 2.0 assessment are not predictive of future FCAT 2.0 content.

What cautions should be considered when using Content Focus Reports?

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

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

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

How may content area scores be used?

Guidance on how content area scores may be used by schools and districts is provided on pages 6-7 of [Understanding FCAT 2.0 Assessment Reports, Spring 2015](#) (PDF).