

**FCAT**

Florida Comprehensive Assessment Test

# Understanding FCAT Reports 2002





## FLORIDA DEPARTMENT OF EDUCATION

May 2002

Dear Educator,

Florida students continue to make progress in learning and applying the *Sunshine State Standards (SSS)* identified by Florida educators. The SSS specify the knowledge and skills that students should have as they move from grade to grade and later move from the educational system to careers in the workplace. We would like to thank you for your contribution to the success of Florida students.

The A+ Plan for Education established an annual assessment of student learning in grades three through ten and regular reports to parents. The Florida Comprehensive Assessment Test (FCAT) currently assesses students' knowledge of the SSS in Reading, Writing, and Mathematics and provides one measure of how much students have learned and how prepared they are for more challenging work. FCAT demands an in-depth understanding and application of information that is not typical of standardized tests.

*Understanding FCAT Reports 2002* has been prepared so that you can help parents and students understand the 2002 FCAT reports. The booklet presents examples of the FCAT reports and explains their contents. A glossary defines many of the terms used in the reports. This year, in addition to giving parents individual information about student achievement of the SSS, the student report will provide an indicator of learning gains. Learning gains are based on a comparison of achievement level scores from year to year. We encourage you to use this booklet to familiarize yourself with the information provided in the FCAT reports.

Thank you for working with us toward the goal of providing Florida students with the first-class education they deserve.

Sincerely,

Handwritten signature of Charlie Crist in black ink.

Charlie Crist  
Commissioner of Education

Handwritten signature of Jim Horn in black ink.

Jim Horn  
Secretary, Florida Board of Education

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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, and a glossary of the terms used in these reports.

Data in the reports are fictional, but show the type of information that will be reported. Although the sample reports in this booklet are for grade 10, 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 *Sunshine State Standards* (SSS) benchmarks in reading, writing and mathematics. 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**

- Reading and Mathematics SSS – Grades 3–10
- Reading and Mathematics NRT – Grades 3–10
- Writing – Grades 4, 8, and 10

## **QUESTION FORMATS**

- **Multiple-choice questions** are worth 1 point each and appear on Reading and Mathematics SSS tests and the Reading and Mathematics NRT for all grades. Students choose the best answer from four answer choices.
- **Gridded-response questions** are worth 1 point each and appear on the Mathematics SSS test in grades 5–10. These questions require students to figure out a numeric answer and bubble it in on a grid.
- **Performance Tasks** are part of the FCAT for students in grades 4, 5, 8 and 10. These tasks require students to answer reading questions in their own words or show their solutions to mathematics questions. There are two types of performance tasks: short-response and extended-response. Short-response tasks take about 5 minutes to answer and can receive 0, 1, or 2 points. Extended-response tasks take 10–15 minutes to complete and can receive 0, 1, 2, 3, or 4 points. Answers to performance tasks are scored using a holistic scoring rubric. Two trained readers independently score each answer. The score reported is the average of both readers' scores.
- Students in grades 4, 8, and 10 write an **essay** for an assigned topic (prompt). Students in grade 4 write either an expository or narrative essay while students in grades 8 and 10 write either an expository or persuasive essay. The highest score a student can receive is 6. Student essays are scored using a holistic scoring rubric. Two trained readers independently score each essay. The score reported is the average of both readers' scores.

## **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. Special accommodations are available and provided to eligible ESE and LEP students.

## **GRADUATION REQUIREMENT**

Students who expect to graduate from high school in the 2002-2003 school year and beyond must earn passing scores on the Reading and Mathematics *Sunshine State Standards* portion of the Grade 10 FCAT. After grade 10, there will be additional opportunities to retake the test and earn passing scores if students are not successful on the first attempt.

Passing scores for the Grade 10 FCAT are determined by the State Board of Education. The current Grade 10 passing scores as determined by the State Board of Education in December 2001 are as follows:

Reading <i>Sunshine State Standards</i> Test	300 or above
Mathematics <i>Sunshine State Standards</i> Test	300 or above

## FCAT REPORTS

FCAT results are reported in several formats. Reports are distributed to students, schools, and districts. The table below provides a list of the sample Grade 10 reports included in this booklet, the grade levels at which they apply, and the page number on which they are found. Keep in mind that although this booklet does not contain samples of all reports, the samples provided are similar in content and layout to other reports.

REPORT TITLE	GRADES	REPORT DESCRIBED ON PAGE
<b>STUDENT REPORTS</b>		
Reading & Mathematics SSS Student Report	3–10, 11–Adult	3
Reading & Mathematics NRT Student Report	3–10	6
Writing Student Report	4, 8, and 10	7
Reading Performance Task Student Report	4, 8, and 10, 11–Adult	8 8*
Mathematics Performance Task Student Report	5, 8, and 10, 11–Adult	8* 8*
Certificate of Achievement	3–10	9
Grade 10 Pass/Fail Student Label	10–13 and Adult	9
<b>SCHOOL REPORTS</b>		
Reading & Mathematics School Report of Student Results	3–Adult	17*
Writing School Listing of Achievement	4, 8, and 10	19*
Writing School Results	4, 8, and 10	19*
Reading & Mathematics SSS School Demographic Report	3–10	20*
Reading & Mathematics NRT School Demographic Report	3–10	20*
Writing School Demographic Report	4, 8, and 10	22*
Performance Task School Report of Student Results	4, 5, 8, and 10	9*
<b>DISTRICT REPORTS</b>		
Reading & Mathematics District Report of School Results	3–10, 11–Adult	17 17*
Writing District Report of School Means & Score Point Distribution	4, 8, and 10	18
Writing District Results	4, 8, and 10	19
Reading & Mathematics SSS District Demographic Report	3–Adult	20
Reading & Mathematics NRT District Demographic Report	3–10	20
Writing District Demographic Report	4, 8, and 10	22
<b>STATE REPORTS</b>		
Reading & Mathematics State Report of District Results	3–10, 11–Adult	17* 17*
Reading & Mathematics State Report of Results	3–4, 5–8, 9–Adult	17*
Writing State Report of District Means & Score Point Distribution	4, 8, and 10	18*
Writing State Results	4, 8, and 10	19*
Reading & Mathematics SSS State Demographic Report	3–Adult	20*
Reading & Mathematics NRT State Demographic Report	3–10	20*
Writing State Demographic Report	4, 8, and 10	22*

\*Report not displayed in this booklet.

# SUNSHINE STATE STANDARDS STUDENT REPORT



Spring 2002 Florida Comprehensive Assessment Test (FCAT)  
Sunshine State Standards - Grade 10 Student Report

**A**

Student Name  
**CORY W. CASEY**  
Student Number  
**112883427X**  
School Name and Number  
**9999 - SUNSHINE HIGH SCHOOL**  
District Name and Number  
**99 - SUNSHINE**

The FCAT is a test developed in Florida to measure student achievement of the Sunshine State Standards (SSS) for reading, mathematics and writing. The test is one measure of how much students have learned and how prepared they are for more challenging work. The standards tested on FCAT were developed by groups of teachers and identify the knowledge and skills students should achieve as they move from grade to grade. The A+ Plan for Education established an annual assessment of student learning in grades three through ten as well as regular reports to parents. This report provides parents with independent information about the achievement and learning gains of their students.

**B 2002 Achievement Levels and Scale Scores**

Your FCAT score is reported in several ways. The Scale Score is a score between 100 and 500. The Achievement Level score is one of five success levels described on the back of this report.

Achievement Levels  
Scale Score Ranges

Reading	Mathematics
Level 5: 372-500	375-500
Level 4: 355-371	340-374
Level 3: 327-354	315-339
Level 2: 287-326	287-314
Level 1: 100-286	100-286

	Scale Score	Achievement Level	Passed?
<b>Reading</b>	430	5	Yes
<b>Mathematics</b>	381	5	Yes

Your test scores show how you performed on the day you took the test. If you had taken this test numerous times, most of your scales scores would likely have fallen between two scores. Your FCAT Reading scores might have been between 415 and 445. Your FCAT Mathematics scores might have been between 364 and 396. The range reflects the amount of statistical variability in the scale score.

To pass the FCAT, you must earn a Scale Score of 300 on the Reading test and a score of 300 on the Mathematics test. If this report indicates that you did not pass one or both of these tests, you should meet with a teacher or counselor to discuss an appropriate process for reviewing the standards and benchmarks tested and your opportunities to retake the test(s) you did not pass.

**C**

**2002 Content Scores**

Content Scores show your performance on more specific areas of the Reading and Mathematics tests

The table shows the number of points possible and the number you earned for each category. Questions on this test were worth

	Number of Points Possible	Number of Points Earned
<b>Reading</b>		
Words/Phrases	11	10
Main Idea/Purpose	13	13
Comparisons	13	12
Reference/Research	8	8
<b>Mathematics</b>		
Number Sense	10	9
Measurement	9	9
Geometry	10	10
Algebraic Thinking	13	12
Data Analysis	8	8

**D 2001 Achievement Levels and Scale Scores\*\*\***

This section of the report shows the scale scores and achievement level scores you earned last year. The table on the left shows the scale score ranges for the test you took last year.

Achievement Levels  
Scale Score Ranges

Reading	Mathematics
Level 5: 382-500	367-500
Level 4: 354-381	332-366
Level 3: 322-353	296-331
Level 2: 285-321	261-295
Level 1: 100-284	100-260

	Scale Score	Achievement Level
<b>Reading</b>	426	5
<b>Mathematics</b>	377	5

**E**

**2001 to 2002 Learning Gains\*\*\***

The Learning Gains section of this report shows an estimate of your progress from 2001 to 2002. Your learning gains are based on a comparison of your Achievement Level scores from year to year.

**Reading Learning Gains:**

Your current FCAT Reading achievement level score is the same as last year's. Your test score is at a high level and you have made adequate progress since last year.

**Mathematics Learning Gains:**

Your current FCAT Mathematics achievement level score is the same as last year's. Your test score is at a high level and you have made adequate progress since last year.

\*\*\* 2001 scores and learning gains are reported if matching records were found on the computer file.

- A** Student, school, and district identification is found here.
- B** The **2002 Achievement Levels and Scale Scores** information appears in this area. The column labeled "Passed?" applies only to students taking the grade 10 test. Scale Scores are equated to the base year so scores from year to year can be compared. Equating means that even though the test may contain different questions each year, students who perform at the same skill level in different years will earn the same scale score. Each year the test contains a set of items that are "anchored" to the base year scale so that equating is possible. Scale scores can be used to interpret trends in student performance.  
  
The **FCAT 2002 Achievement Levels Scale Score Ranges** appear on the left of Section B. These scale score ranges represent the scores that fall within each of the five achievement levels. The achievement level descriptions are printed on the back of the report.  
  
Section B also describes the range within which a student's scale score would likely fall if the student took the test again without additional instruction. Students who receive additional instruction would likely improve their scores. Students who took the test with accommodations will have that noted here. A statement about the passing scores appears on the reports for students taking the grade 10 test.  
  
Some student reports may display the abbreviations "NT" or "NR" for students not receiving results. NT stands for Not Tested and NR stands for Score Not Reported (student answered too few questions). These abbreviations are also used on the School Report of Student Results.
- C** The **2002 Content Scores** shown in this area are the actual number of points earned. The number of points earned can be compared to the number of points possible to help determine the amount of success a student has demonstrated in each content area. The content tested is presented using categories applicable to all grade levels, however the content actually varies by grade level based on the benchmarks at each grade. Pages 23–26 of this booklet describe the content assessed on the SSS portion of FCAT.
- D** The section labeled **2001 Achievement Levels and Scale Scores** displays the achievement level and scale scores the student earned the previous year on FCAT, as well as achievement level scale score ranges for that test. Reports for students who did not take FCAT in 2001 and reports for grades 11–13 and adult students will not contain this information.
- E** The section labeled **2001 to 2002 Learning Gains** provides statements about changes in the student's performance as compared to last year's for each subject. Learning gains are reported only for students in grades 3–10 if results from FCAT 2001 were matched. This text describes whether the student's 2002 achievement level has improved, stayed the same, or declined when compared to the 2001 achievement level. This area may also direct students to contact their teachers for guidance on improving achievement.

## REPORT TEXT (BACK)

FCAT Reading and Mathematics reports contain general information on the back in English, Spanish and Haitian Creole. The English version appears below.

### FCAT Reports

The FCAT Reading and Mathematics test results are provided in two separate reports, one for the “Sunshine State Standards” (SSS) tests and one for the “Norm-Referenced Test” (NRT) tests. At grades 4, 8, and 10, a third report contains the FCAT Writing results.

The FCAT “Sunshine State Standards” report presents test scores from Florida’s test of academic standards. Success on this test can be best understood by using the achievement levels where a 3 or higher is preferred. This report contains Subject Scores and Content Scores. Subject scores provide an overall summary of achievement, and content scores give the number of points earned in specific skill areas.

The “Norm-Referenced Test” report presents Reading and Mathematics scores on a Florida version of the SAT9 published by Harcourt Educational Measurement. Student scores are compared to a national “norm” group, where a percentile rank score of 50 is average.

**Achievement Levels** The achievement level is one of the subject scores on the FCAT “Sunshine State Standards” test. These levels describe the success a student has achieved on the Florida Sunshine State Standards tested on FCAT. Level 5 is the highest and Level 1 is the lowest.

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

**Year-to-Year Growth** The FCAT “Sunshine State Standards” tests in Reading and Mathematics are given in grades 3–10. Therefore, achievement across two years can be compared for grades 4–10. These comparisons are made based on changes in the student’s achievement level from one year to the next.

**Certificates** Scores on the “Sunshine State Standards” part of FCAT are used to award students with certificates of accomplishment. For Reading and Mathematics, students who score in Achievement Level 5 receive certificates. For Writing, certificates are given to all students with scores of 5.5 and 6 and to fourth graders with scores of 5, 5.5, and 6. Certificates are not awarded based on the Norm-Referenced Test scores.

The FCAT Writing Holistic Scoring Rubrics (example on page 16), appears on the back of the FCAT Writing reports. A separate sheet will be distributed to districts which includes the Spanish translation on one side and the Haitian Creole translation on the other.

## **ACHIEVEMENT LEVELS**

Achievement levels describe the success a student has achieved on the Florida *Sunshine State Standards* tested on FCAT. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. The table below lists the achievement levels, along with the scale score ranges associated with each achievement level, by subject and grade level.

### **Reading *Sunshine State Standards* Achievement Levels and Scale Score Ranges**

<b>GRADE</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
3	100–258	259–283	284–331	332–393	394–500
4	100–274	275–298	299–338	339–385	386–500
5	100–255	256–285	286–330	331–383	384–500
6	100–264	265–295	296–338	339–386	387–500
7	100–266	267–299	300–343	344–388	389–500
8	100–270	271–309	310–349	350–393	394–500
9	100–284	285–321	322–353	354–381	382–500
10	100–286	287–326	327–354	355–371	372–500

### **Mathematics *Sunshine State Standards* Achievement Levels and Scale Score Ranges**

<b>GRADE</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
3	100–252	253–293	294–345	346–397	398–500
4	100–259	260–297	298–346	347–393	394–500
5	100–287	288–325	326–354	355–394	395–500
6	100–282	283–314	315–353	354–390	391–500
7	100–274	275–305	306–343	344–378	379–500
8	100–279	280–309	310–346	347–370	371–500
9	100–260	261–295	296–331	332–366	367–500
10	100–286	287–314	315–339	340–374	375–500



# NORM-REFERENCED TEST STUDENT REPORT



Florida Comprehensive Assessment Test

## FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002

### NORM-REFERENCED TEST

#### Student Report Grade 10

**A** Student Name  
CORY W. CASEY  
Student Number  
112883427X  
School Name and Number  
9999 - SUNSHINE HIGH SCHOOL  
District Name and Number  
99 - SUNSHINE

This report shows your results from the FCAT National Norm-Referenced Test.

The FCAT Norm-Referenced Test measures your achievement on a test that was given to a national sample of students. Your norm-referenced scores in Reading Comprehension and in Mathematics describe your performance in relation to the performance of students throughout the nation. Your scores are shown below.

### **B** SUBJECT SCORES

	Scale Score	National Percentile Rank	Stanine
Reading Comprehension	732	78	7
Mathematics	762	96	9

The Scale Score expresses your performance and allows comparisons from year to year. Reading Comprehension Scale Scores range from 527 to 817. Mathematics Scale Scores range from 568 to 863.

The National Percentile Rank and Stanine Indicate your relative standing in comparison to the national reference group. National Percentile Ranks range from 1 to 99. Stanines range from 1 to 9.

If you took the test again, your National Percentile Rank might be slightly higher or lower than stated here. However, your National Percentile Rank would probably fall within a certain range. For Reading Comprehension, your National Percentile Rank should be between 61 and 90. For Mathematics, your National Percentile Rank should be between 95 and 99.

### **C** CONTENT SCORES

	Number of Points Possible	Number of Points Earned	Number of Questions Attempted
Reading Comprehension	51	44	51
Initial Understanding	8	6	8
Interpretation	22	22	22
Critical Analysis	9	7	9
Strategies	12	9	12
Mathematics	48	40	48
Problem Solving	6	6	6
Algebra	6	6	6
Statistics	6	5	6
Probability	5	3	5
Functions	5	4	5
Geometry-Synthetic	7	7	7
Geometry-Algebraic	4	3	4
Trigonometry	3	0	3
Discrete Math	3	3	3
Precalculus	3	3	3

Each question was worth 1 point.

INGRPO

- A** Student, school, and district identification is found here.
- B** This area shows the student's norm-referenced test (NRT) scores in several different ways for each subject area tested. **Scale Scores** are used to report student scores so that the scores reported from year-to-year can be compared. Scale scores can be used to interpret trends in student performance. The **National Percentile Rank** (NPR) score indicates the percent of all students in the national sample who scored equal to or below the student's score. **Stanine** scores divide the distribution of scores into nine equal parts and are not as variable as percentile ranks. Stanines in the range of 4–6 are considered average scores. The scores shown under the **Subject Scores** box represent the range of scores within which a student's scale score would likely fall if the student took the test again without additional instruction. Students who receive additional instruction would likely improve their scores.
- C** The **Content Scores** shown in this area are the actual number of points a student earned. The points earned can be compared to the points possible to determine the amount of success a student has demonstrated in each area. The content subcategories area vary from grade-to-grade. Page 27 of this report contains a description of the content assessed on the NRT portion of the FCAT. When the number of questions attempted is less than the number of points possible, the student did not provide an answer to every question in that content area.

Some student reports may display the abbreviations "NT" or "NR" for students not receiving results. NT stands for Not Tested and NR stands for Score Not Reported (student answered too few questions). These abbreviations are also used on the School Report of Student Results.

# WRITING STUDENT REPORT



**FCAT WRITING  
STUDENT REPORT A**  
2002  
Grade 10  
WRITING TO EXPLAIN

**Student Name:** CASEY, CORY W.  
**Student I.D. No.:** 112883427X  
**School:** SUNSHINE HIGH SCHOOL  
**District:** SUNSHINE

**B** SCORE: 4.5

## C How Papers Are Scored

The student responses are scored by trained readers using the holistic method to evaluate a piece of writing for its overall quality. The readers consider four elements: focus, organization, support, and conventions. In this type of scoring, readers make a judgment about the entire response and do not focus on any one aspect of the writing.

**Focus** refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

**Organization** refers to the structure or plan of development (beginning, middle, and end) and whether the points are logically related to one another. Organization also refers to (1) the use of transitional devices to relate the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

**Support** refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness. Papers representing the higher end of the point scale provide examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

**Conventions** refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper. The conventions are basic writing skills included in Florida's Sunshine State Standards. Papers representing the higher end of the point scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

## D

Dear Student:

The paper you wrote in February as part of the FCAT has been read independently by two people trained to score this test. Each reader judged the paper against a set of standards and gave it an overall score. Your score is the average of the two readers' scores.

This writing score will help you, your parents or guardians, and your teachers understand how well you performed on this statewide writing test. A description of how papers are scored is printed on the left side of this report. A description of each possible score is printed on the back of this report.

Remember, you were given 45 minutes to read the assigned topic, plan what to write, and then write your response. The conditions under which you write papers in class or at home may not be the same as those for this test; therefore, the writing may not be the same. You and your teachers should consider the score on this test along with all of your other writing when planning activities to continue developing your writing skills.

### DESCRIPTION OF THE TOPIC:

You were asked to explain why an item describes something about your interests or personality.

RUN DATE: 4/01/02

99-9999

- A** Student, school, and district identification is found here. This area also indicates the type of writing assignment given to the student. Grade 4: Writing to Tell a Story or Writing to Explain. Grades 8 and 10: Writing to Explain or Writing to Convince.
- B** The student's score is printed in this box. The highest score is a 6. Student essays are scored using a holistic scoring rubric. Two trained readers independently score each essay. The score reported is the average of both readers' scores.
- C** Four elements of writing (focus, organization, support, and conventions) are evaluated using the holistic rubric. The rubric for each grade level is found on the back of the student report, and is included on page 16 of this booklet.
- D** This section of the report is addressed to either the student, or to the parents or guardians of grade 4 students. The text provides a reminder of how the final score was determined, how the essay was scored, the circumstances under which the essay was written, and how the score should be interpreted. The box at the bottom of Section D describes the topic to which the student was asked to respond.

For more information about FCAT Writing, see *Florida Writes! Reports on the 2002 Assessment, Grades 4, 8, and 10*.

# PERFORMANCE TASKS STUDENT REPORT



## FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002 READING SUNSHINE STATE STANDARDS PERFORMANCE TASKS Student Report Grade 10

This report provides your results on the FCAT 2002 Reading performance tasks. Each performance task on FCAT requires you to respond with either a short response or a longer, more detailed response. The short-response tasks are worth up to two points and the extended-response tasks are worth up to four points.

One of the short-response tasks is shown below with a copy of your answer. The number of points you earned for your answer is shown in the box to the right. **B**

There were four performance tasks on this year's test. The highest number of points possible on all four tasks was 10 points. The total number of points you earned is also shown in the box to the right.

This task required you to read an informational passage about the physical structure of birds and write about how their internal features are uniquely designed for flight. **C**

How does the diagram "Never Out of Breath" support the information presented in the article? Use details and information from the text and the diagram to support your response.

(an image of the student's response is printed below) **D**

### FCAT 2002 READING PERFORMANCE TASKS POINTS EARNED

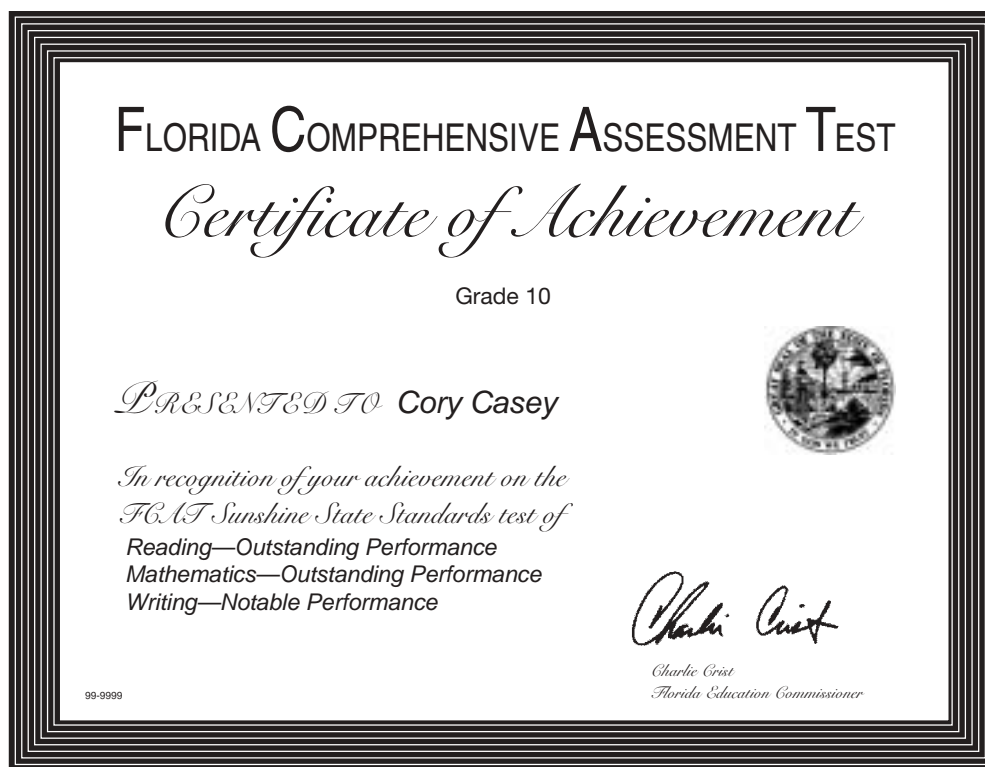
Student Name	<b>CORY W. CASEY</b>	<b>A</b>
ID Number	<b>112883427X</b>	
School Number	<b>9999</b>	
School Name	<b>SUNSHINE HIGH SCHOOL</b>	
District Number	<b>99</b>	
District Name	<b>SUNSHINE</b>	

Points earned for answer shown below: **2**  
Total number of points you earned: **8**

Separate FCAT performance task reports are provided for reading and mathematics, as appropriate, by grade level. This booklet contains a sample of the *Reading SSS Performance Tasks Student Report*. The *Mathematics SSS Performance Tasks Student Report* is organized in an identical manner.

- A** Student, school, and district identification is found here. This section also includes the student's scores on the performance tasks. The first score shows the number of points earned for the response shown in the lower section of the report (Section D). The second score shown is the total points earned on all of the performance tasks included in the test.
- B** Section B of the report describes the types of tasks included on the test and the point values of those tasks. The number of tasks on the test is indicated in this section, as is the highest possible score that can be earned on all performance tasks combined. The total number of points a student earned can be compared to the highest number possible to determine the amount of success a student has demonstrated on the performance tasks.
- C** Section C describes one of the tasks to which the student responded. For reading, area C provides a summary of the passage the student read and the exact wording of the question. For mathematics, an image of the question is provided along with the student's response.
- D** The bottom half of this report contains 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 that 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 are found on pages 10–13. The holistic rubrics used to evaluate student work are found on pages 14–15.

# CERTIFICATE OF ACHIEVEMENT



This report is printed for students who have demonstrated outstanding or notable performance. The Certificate of Achievement is awarded **only** for achievement on the *Sunshine State Standards* Reading, Mathematics, and Writing tests. If a student is being recognized for more than one subject, the student will receive one certificate listing his/her achievement in each subject. Home education, grades 11–13, and adult students are not eligible to receive Certificates of Achievement.

Students may earn a Certificate of Achievement for “Outstanding Performance” in Writing, Reading, and/or Mathematics. In order to earn recognition for “Outstanding Performance,” students must earn a final score of 6.0 on the Writing Assessment, or an achievement level score of 5 on the Reading or Mathematics SSS test. Additionally, students may earn a Certificate of Achievement for “Notable Performance” in writing. In order to earn recognition for “Notable Performance,” grade 4 writing students must receive a final score of either 5.0 or 5.5 on the Writing Assessment. Grade 8 and 10 students must receive a final score of 5.5.

## GRADE 10 PASS/FAIL STUDENT LABEL (GRADE 10–13 AND ADULT)

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

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

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) SPRING 2002 <i>SUNSHINE STATE STANDARDS</i>			
STUDENT:	CORY CASEY	GRADE:	10
DISTRICT:	99 SUNSHINE	SID:	112883427X
SCHOOL:	9999 SUNSHINE HIGH SCHOOL		
READING:	430 PASSED	MATH:	381 PASSED

### Report Not Shown

The Reading and Mathematics *Sunshine State Standards Performance Task School Report of Student Results* is not shown in this booklet. It is provided for grades 4, 5, 8, and 10, the grade levels at which performance tasks are part of the FCAT. The top of the report will provide the total number of points possible for all performance tasks within each subject. The lower portion of the report will contain either three or four columns, depending on grade level. The first two columns display the student’s name and student number. The third and fourth columns will be labeled either “Reading” or “Mathematics”, and will provide the total number of points the student earned on the performance tasks for that subject.

# READING PERFORMANCE TASKS AND EXAMPLES OF TOP SCORE RESPONSES

For additional information about the following reading performance tasks, see *Florida Reads! Report on the 2002 Released Items*.

## GRADE 4 READING SHORT-RESPONSE TASK

### Question



How did Father teach Fiery to let Father ride him? Use information and details from the story to support your answer.

### Example of a Top Score Response

Father talked to Fiery as a friend. Soon Fiery began to listen and to trust Father. Fiery became friends with Father. Then he let Father teach him to carry a rider. He let Father ride him across the meadow and into the sea.

## GRADE 8 READING SHORT-RESPONSE TASK

### Question



How are the survival skills needed for extreme heat and for extreme cold similar? Use details and information from the article to support your answer.

### Example of a Top Score Response

Although extreme heat and extreme cold seem like opposites, some survival skills are the same for both situations. Shelter is important for both—to prevent sunburn/heat stroke in the heat or to provide warmth and prevent hypothermia in the cold. People need clothing when it is hot to prevent sunburn and water loss through evaporation of sweat. They also need clothing for warmth when it is cold to prevent frostbite.

## GRADE 10 READING SHORT-RESPONSE TASK

### Question



How does the diagram “Never Out of Breath” support the information presented in the article? Use details and information from the text and the diagram to support your response.

### Example of a Top Score Response

In a bird's respiratory system, air flows through the lungs and through a system of air sacs located throughout the body and even in the bones of some birds. Instead of moving into the lungs and out, as it does in most animals, the air circulates. The diagram illustrates this unique process.

# MATHEMATICS PERFORMANCE TASKS AND EXAMPLES OF CORRECT AND COMPLETE RESPONSES

For additional information about the following mathematics performance tasks, see *Florida Solves! Report on the 2002 Released Items*.

## GRADE 5 MATHEMATICS SHORT-RESPONSE TASK

### Question

THINK  
SOLVE  
EXPLAIN

Alec, Lee, Brenda, Ray, and Carla are competing in the Junior Chess Tournament. Each student must play one game against each of the other students. In the space below, make a list to show **all** of the chess matches that will be played. You may use the first letter of each name in your list.

Remember, each student will play each other student **only once**.

A = Alec

L = Lee

B = Brenda

R = Ray

C = Carla

*Work Space*

### Correct and Complete Response

AL    LB    BR    RC  
AB    LR    BC  
AR    LC  
AC

**OR**

any comparable listing or diagram that shows these 10 unique pairings

## GRADE 8 MATHEMATICS SHORT-RESPONSE TASK

### Question

THINK  
SOLVE  
EXPLAIN

Elisa makes silk-screen designs for shirts and sells the shirts at clothing and craft shops. She spends \$10.00 on materials for one shirt and sells the printed shirt for \$12.50. Her goal is to make a profit of \$300.00 in the first month she sells shirts.

**Part A** Write an equation you can use to find the number of shirts ( $n$ ) Elisa must sell to reach her goal.

**Equation** \_\_\_\_\_

**Part B** Solve the equation you wrote in Part A to find the number of shirts Elisa must sell. Show your work below.

**Number of shirts** \_\_\_\_\_

### Correct and Complete Response

#### Part A

A valid equation equivalent to the following:

$$2.50n = 300 \quad \text{OR} \quad (12.50 - 10)n = 300 \quad \text{OR} \quad \frac{300}{2.50} = n$$

(Note: The student may use any variable to represent the number of shirts.)

AND

#### Part B

$$\frac{2.50n}{2.50} = \frac{300}{2.50}$$

$$n = \frac{300}{2.50}$$

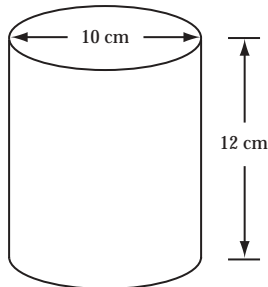
$$n = 120 \text{ (shirts)}$$

## GRADE 10 MATHEMATICS SHORT-RESPONSE TASK

### Question

THINK  
SOLVE  
EXPLAIN

Jenna is making sugar crystals by filling a small cylindrical jar with a sugar solution and hanging a string from the top of the jar into the solution. The drawing below shows the size of the jar she is using.



What is the volume of the jar?

Show your work or explain in words how you determined the volume.

**Volume of Jar** \_\_\_\_\_

### Correct and Complete Response

$$\text{Volume} = 942 - 943 \text{ or } 300 \pi \text{ cm}^3$$

AND

$$V = \pi r^2 h$$

$$V = \pi (5)^2 (12)$$

$$V = 300 \pi$$

$$V = 300 (3.14) \quad \text{OR} \quad 300 \left( \frac{22}{7} \right)$$

OR

Explanation similar to the following:

The radius squared times  $\pi$  times the height is the volume of the jar.

OR

other valid work or explanation that includes multiplying the area of the circle by the height of the cylinder and using the radius (5)



## 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 is inaccurate, confused, and/or irrelevant, 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 is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

# 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 a completely incorrect solution or uninterpretable response, or no response at all.

## 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 the 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 errors 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 errors. Although the student has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete. The response exhibits many errors or may be incomplete.
- 0 Points:** A score of zero indicates that the student has provided a completely incorrect solution or uninterpretable response, or no response at all.

# FCAT WRITING HOLISTIC RUBRICS

DESCRIPTION OF GRADE 4 WRITING SCORES	DESCRIPTION OF GRADE 8 WRITING SCORES	DESCRIPTION OF GRADE 10 WRITING SCORES
<p><b>6.0:</b> 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. Punctuation, capitalization, and spelling are generally correct.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> The writing focuses on the topic, though 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. Punctuation, capitalization, and spelling are usually correct.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> 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.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>	<p><b>6.0:</b> 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. Punctuation, capitalization, and spelling are generally correct.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> 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 adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> The writing focuses on the topic, though 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. Punctuation, capitalization, and spelling are usually correct.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> 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.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>	<p><b>6.0:</b> 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. There are few, if any, usage, punctuation, or spelling errors.</p> <p><b>5.5:</b> The writing was given a 5 by one reader and a 6 by the other reader.</p> <p><b>5.0:</b> 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. Usage, punctuation, and spelling are generally correct.</p> <p><b>4.5:</b> The writing was given a 4 by one reader and a 5 by the other reader.</p> <p><b>4.0:</b> The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Some of the supporting ideas contain specifics and details, but others do not. Word choice is adequate. Sentences vary in structure. Usage, punctuation, and spelling are generally correct.</p> <p><b>3.5:</b> The writing was given a 3 by one reader and a 4 by the other reader.</p> <p><b>3.0:</b> 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.</p> <p><b>2.5:</b> The writing was given a 2 by one reader and a 3 by the other reader.</p> <p><b>2.0:</b> The writing addresses the topic, though 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. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.</p> <p><b>1.5:</b> The writing was given a 1 by one reader and a 2 by the other reader.</p> <p><b>1.0:</b> The writing addresses the topic, though 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.</p> <p><b>U:</b> The writing is unrelated to the assigned topic or cannot be read.</p>

# REPORTS OF RESULTS (READING AND MATHEMATICS)

ALL CURRICULUM GROUPS		FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002																				District Name and Number																								
		READING <b>B</b>										MATHEMATICS <b>C</b>										99 - Sunshine																								
		Sunshine State Standards					Norm-Referenced Test					Sunshine State Standards					Norm-Referenced Test																													
Number of Students	Percent Passing	Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level	Number of Students	Mean Scale Score	Mean Points Earned		Median NPR	Number of Students	Percent Passing	Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level	Number of Students	Mean Scale Score	Mean Points Earned																											
			Words/Phrases	Main Idea/Purpose				Comparisons	Reference/Research					1	2				3	4	5	Initial Understanding	Interpretation	Critical Analysis	Strategies	Measurement	Geometry	Algebraic Thinking	Data Analysis	1	2	3	4	5	Problem Solving	Algebra	Statistics	Probability	Functions	Geometry-Synthetic	Geometry-Algebraic	Trigonometry	Discrete Math	Precalculus	Median NPR	
Number of Points Possible																																														
Sunshine HS																																														
<b>D</b>																																														
<b>E</b>																																														
SUMMARY																																														
District		331	72	380	8	11	9	5	27	21	31	15	6	328	720	6	18	6	8	62	342	81	372	7	7	8	11	6	11	21	42	18	8	339	712	4	3	3	2	3	6	3	1	2	1	76
State		1106	58	341	7	9	8	4	23	34	21	18	4	997	741	6	17	7	9	71	1103	64	340	7	6	5	10	3	17	31	19	28	5	995	881	4	3	3	2	3	5	2	2	1	2	68

The report format shown above is used for several different FCAT reading and mathematics reports. Although the report shown is for grade 10, similar formats are used for grades 3–9 but without the “Percent Passing” columns. The four types of reports listed below are formatted similarly to the one shown.

- *School Report of Student Results*
- *District Report of School Results* (shown)
- *State Report of District Results*
- *State Report of Results*

**A** The title of the report found in Section A identifies the content of the report and the grade level reported. The name and number of the school or district are also printed in Section A.

**B and C** Sections B (Reading) and C (Mathematics) contain column headings that describe the scores included in this report. Results for both the *Sunshine State Standards* and the Norm-Referenced Test portions of the FCAT are included in each section. Although the four reports of this type are very similar, a few small differences should be noted.

- The content areas for the Norm-Referenced Test differ by grade. There are three different sets of categories, one each for grades 3–4, 5–8, and 9–10.
- The column labeled “Number of Students” will be empty on the *School Report of Student Results*.
- The wording of the other column headings varies slightly depending on the report. For example, the columns on the *School Report of Student Results* are labeled “Scale Scores” and “National Percentile Rank,” and the Achievement Level area of this report would have a checkmark (✓) for the achievement level attained by each student listed on the rows.
- Grade 11–adult students don’t take the FCAT so this section of the report will be blank for them.

**D** The shaded row of information shown in Section D is the “Number of Points Possible.” Although the number of points possible may be slightly different for each grade level, all reports of this type include this row of data. The other information found in Section D of the report depends on which report is being reviewed. For example, the school report provides a list of student scores, the district report provides a list of school scores, and the state report provides a list of district scores. The reports for grade 11–adult students will contain separate lines for each grade tested.

**E** Section E contains summary data for the *District and State Reports of Results*. Summary data are printed at the bottom of the last page of each grade-level report.

# REPORTS OF SCHOOL MEANS (WRITING)

2002 FCAT WRITING ASSESSMENT DISTRICT REPORT OF SCHOOL MEANS AND SCORE POINT DISTRIBUTIONS GRADE 10																	
99 - SUNSHINE																	
ALL CURRICULUM GROUPS <span style="float: right;">A</span>																	
	Number of Students	Mean Score	B	PERCENT AND NUMBER EARNING EACH SCORE POINT											PERCENT AND NUMBER UNSCORABLE		
				1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	OFF TOPIC	ILLEGIBLE	TOTAL UNSCORABLE
9989																	
SUNSHINE SCHOOL																	
C	19	3.9	PERCENT	0	0	0	0	11	21	32	26	0	0	5	0	0	0
			NUMBER	0	0	0	0	2	4	6	5	0	0	1	0	0	0
C	22	3.9	PERCENT	0	0	0	0	10	32	14	23	9	6	0	0	0	
			NUMBER	0	0	0	0	4	7	3	6	2	1	0	0	0	0
C	41	3.9	PERCENT	0	0	0	0	15	27	22	24	5	2	2	0	0	
			NUMBER	0	0	0	0	6	11	9	10	2	1	1	0	0	0
9898																	
SUNSHINE ELEM																	
D	52	4.1	PERCENT	2	0	0	0	18	12	27	21	17	4	2	0	0	
			NUMBER	1	0	0	0	8	6	14	11	9	2	1	0	0	0
D	56	3.9	PERCENT	0	0	5	5	9	23	30	9	14	2	2	0	0	
			NUMBER	0	0	3	3	5	13	17	5	8	1	1	0	0	0
D	108	4.0	PERCENT	1	0	3	3	12	10	29	16	16	3	2	0	0	
			NUMBER	1	0	3	3	13	19	31	16	17	3	2	0	0	0
STATE																	
D	72,742	3.9	PERCENT	2	1	4772	4	13	11	26	13	16	5	4	< 0.5%	< 0.5%	< 0.5%
			NUMBER	1600	772	3196	2668	9663	7061	19029	9279	11713	3490	3087	35	261	296
D	72,712	3.0	PERCENT	2	1	6	5	16	12	26	12	16	3	3	< 0.5%	< 0.5%	1
			NUMBER	1466	988	4084	3633	11307	8864	17817	9049	10656	2497	1942	89	320	409
D	146,464	3.9	PERCENT	2	1	6	4	14	11	26	13	16	4	3	< 0.5%	< 0.5%	< 0.5%
			NUMBER	3146	1760	7280	6301	20970	16276	36846	18328	22369	5996	6029	124	601	705

The report format shown above is used for the two writing results reports listed below. Both of the reports are provided for all three grades tested (4, 8, and 10).

- *District Report of School Means and Score Point Distributions* (shown)
- *State Report of District Means and Score Point Distributions*


**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 district are also printed in Section A on the *District Report of School Means and Score Point Distributions*.

**B** Section B contains column headings that show the scores included in the report. The score point distribution is based on the final score for each student. Two trained readers score each paper using the Writing holistic rubric. Although only whole number scores (1–6) are assigned, scores from two readers 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 in the two unscorable categories shown on this report.

**C** The column labeled C contains the list of schools (or districts) included in the report. On the last page of the *District Report of School Means and Score Point Distributions*, district and state summary data are included. In addition to the types of prompts used at the grade level, a summary for both prompts “combined” is also given. This is the only report that gives a summary of the point distribution for both prompts combined.

**D** Section D contains the reported data: the percent and number of students in each category. For example, at Sunshine School there were 10 students (24%) who received a score of 4.5. Five of these 10 students wrote expository papers and 5 wrote persuasive papers. Overall there were 41 students tested and about half responded to each prompt (19 for expository and 22 for persuasive). The mean scores for each mode of writing were identical at this school.

# REPORTS OF RESULTS (WRITING)



**FCAT WRITING**  
District Results  
Grade 10  
All Curriculum Groups

**A**

District Code: 99  
District: Sunshine  
Number of participating schools in district: 3

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**B How Papers Are Scored**

The student responses are scored by trained readers using the holistic method to evaluate a piece of writing for its overall quality. The readers consider four elements: focus, organization, support, and conventions. In this type of scoring, readers make a judgment about the entire response and do not focus on any one aspect of the writing.

**Focus** refers to how clearly the paper presents and maintains a clear main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

**Organization** refers to the structure or plan of development (beginning, middle, and end) and whether the points are logically related to one another. Organization also refers to (1) the use of transitional devices to relate the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

**Support** refers to the quality of the details used to explain, clarify, or define. The quality of the support depends on word choice, specificity, depth, and thoroughness. Papers representing the higher end of the point scale provide examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

**Conventions** refers to punctuation, capitalization, spelling, and variation in sentence structure used in the paper. The conventions are basic writing skills included in Florida's Sunshine State Standards. Papers representing the higher end of the point scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

**C**

**Number and Percentage of Students Receiving Each Score\***

Score	Writing to Explain		Writing to Convince	
	Number	Percent	Number	Percent
6.0	15	2%	32	3%
5.5	46	46%	47	5%
5.0	138	14%	133	13%
4.5	163	16%	110	11%
4.0	380	38%	336	34%
3.5	106	11%	104	11%
3.0	109	11%	136	14%
2.5	15	2%	28	3%
2.0	9	1%	48	5%
1.5	5	1%	4	< 0.5%
1.0	4	< 0.5%	7	1%
Response Not Related to the Assigned Topic:	0	< 0.5%	1	< 0.5%
Response Could Not Be Read:	1	< 0.5%	1	< 0.5%

Number Tested on Each Type of Writing:	990	987
Average Score for Each Type of Writing:	4.1	4.0
Number Tested on Both Types of Writing:	1977	
Average Score for Both Types of Writing:	4.0	

Run Date: 4/01/02  
 \*\* No data are reported when less than ten students were tested.  
 \* Percentages are rounded to the nearest whole number. If the percentage is less than 0.5%, it is written as <0.5%.

The report format shown above is used for the three reports of writing results listed below. Each of the reports is provided for all three grades tested (4, 8, and 10).

- *FCAT Writing School Results*
- *FCAT Writing District Results* (shown)
- *FCAT Writing State Results*

- A** The title of the report found in Section A identifies the grade and content of the report, i.e., school, district, or state. The name and number of the school or district are also printed in Section A, as is the number of schools (or districts) included in the summary.
- B** The four elements of writing being assessed (focus, organization, support, and conventions) are described in this section. The holistic rubric for each grade level (see page 16) is found on the back of the writing school, district, and state summary reports described on this page.
- C** Section C contains the distribution and mean scores for each prompt and the combined mean. The data include the number and percent of students writing to each prompt for each of the possible score points. Two trained readers score each paper using the Writing holistic rubric. Although only whole number scores (1–6) are assigned, scores from two readers 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 in the two unscorable categories shown on this report.

## Report Not Shown

The *Writing School Listing of Achievement* 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.

# DEMOGRAPHIC REPORTS (READING AND MATHEMATICS)

The report formats shown on this page are used for school, district, and state reports of the FCAT Reading and Mathematics demographic results. The demographic results for the *Sunshine State Standards* portion of the FCAT are on one report and the demographic results for the Norm-Referenced Test portion are on another. Although the reports shown are for grade 10, similar formats are used for grades 3–9 but without the “Percent Passing” columns. Districts will not receive NRT Demographic reports for grades 11–Adult students because they do not take this portion of the test.

FCAT		FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002																			
Florida Comprehensive Assessment Test		SUNSHINE STATE STANDARDS DISTRICT DEMOGRAPHIC REPORT												A				District Name and Number			
		GRADE 10																99 - Sunshine			
ALL CURRICULUM REPORTS	Number of Students	READING										MATHEMATICS									
		Percent Passing	Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level				Percent Passing	Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level							
				Words/Phrases	Mean Item Purpose	Comprehension	Reference/Research	1	2			3	4	5	Measurement	Geometry	Algebraic Thinking	Data Analysis	1	2	3
B										C											
RACIALETHNIC																					
White (not of Hispanic origin)																					
Black (not of Hispanic origin)																					
Hispanic																					
Asian/Pacific Islander																					
American Indian/Alaskan																					
Multiracial/Ethnic																					
Unreported																					
GENDER																					
Female																					
Male																					
Unreported																					
LEP																					
2 years or less																					
More than 2 years																					
SPECIAL CATEGORIES																					
Standard Curriculum																					
Section 504																					
Educable Mentally Handicapped (A)																					
Trainable Mentally Handicapped (B)																					
Orthopedically Impaired (C)																					
Speech Impaired (F)																					
Language Impaired (G)																					
Deaf/Hard of Hearing (H)																					
Visually Impaired (I)																					
Emotionally Handicapped (J)																					
Specific Learning Disabled (K)																					
Gifted (L)																					
Hospital/Homebound (M)																					
Dual Sensory Impaired (O)																					
Autistic (P)																					
Severely Emotionally Disturbed (Q)																					
Traumatic Brain Injured (S)																					
Developmentally Delayed (T)																					
Other Health Impaired (V)																					
Summary																					
District																					
State																					

FCAT		FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2002																			
Florida Comprehensive Assessment Test		NORM-REFERENCED TEST DISTRICT DEMOGRAPHIC REPORT												A				District Name and Number			
		GRADE 10																99 - Sunshine			
ALL CURRICULUM REPORTS	Number of Students	READING										MATHEMATICS									
		Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level				Mean Scale Score	Mean Points Earned		Percent in Each Achievement Level									
			Initial Understanding	Inferpretation	Critical Analysis	Strategies	Median NPR	Problem Solving		Algebra	Statistics	Probability	Functions	Geometry-Synthetic	Geometry-Algebraic	Trigonometry	Dierent Math	Precalculus	Median NPR		
B										C											
RACIALETHNIC																					
White (not of Hispanic origin)																					
Black (not of Hispanic origin)																					
Hispanic																					
Asian/Pacific Islander																					
American Indian/Alaskan																					
Multiracial/Ethnic																					
Unreported																					
Summary																					
District																					
State																					

- 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 or district are also printed in Section A.
- B and C** Sections B (Reading) and C (Mathematics) contain column headings that describe the scores included in these reports. Although all reports of this type are very similar, a few small differences should be noted.
- On the Norm-Referenced Test Report, the median NPR is reported instead of the mean because the arithmetic operations required to obtain the mean are inappropriate with NPR scores.
  - The content areas for the Norm-Referenced Test differ by grade. There are three different sets of categories, one for each for grade group: 3–4, 5–8, and 9–10. (See page 27.)
- D** The first row of information shown in Section D is the number of points possible. Although the number of points possible may be slightly different for each grade level, all reports of this type include this row of data. 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 the information provided on the student answer sheets. Although districts provide most of the data via electronic files used to prepare labels for test books, some of the data may be “hand” gridded by students or teachers. Data on the demographic reports are disaggregated for Racial/Ethnic categories, gender, LEP categories, and other special categories. The Special Categories group includes all of the exceptional student education classifications, Section 504, and standard curriculum students.
- E** Section E contains summary data for the school, district and the state.



## DEMOGRAPHIC REPORTS (WRITING)

	Number of Students	Mean Score	<b>B</b> PERCENT EARNING EACH SCORE POINT											PERCENT UNSCORABLE			
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	OFF TOPIC	BLANK/ILLEGIBLE	TOTAL UNSCORABLE	
<b>ETHNIC</b>																	
<b>C</b> WHITE	508	3.8	3	3	7	16	20	13	18	8	6	3	3	0	1	1	
BLACK	357	3.7	3	4	8	17	22	25	13	3	2	2	1	0	0	0	
HISPANIC	201	3.8	2	7	8	16	17	17	16	8	4	3	2	0	0	0	
ASIAN/PACIFIC ISLANDER	100	3.6	3	3	7	16	23	19	19	8	6	3	3	0	0	0	
AMERICAN INDIAN/ALASKAN	20	3.7	2	1	7	14	20	25	25	10	5	1	2	0	0	0	
MULTIRACIAL/ETHNIC	16	3.5	2	4	13	15	18	18	16	7	4	2	1	0	0	0	
UNKNOWN	5	3.3	1	2	15	17	20	20	10	7	4	2	1	0	0	0	
<b>GENDER</b>																	
MALE	560	3.5	3	3	8	17	23	24	12	4	3	1	1	0	0	0	
FEMALE	630	3.5	2	2	7	16	27	26	12	3	2	1	1	0	0	0	
UNKNOWN	17	3.4	3	3	10	20	23	25	10	3	1	1	1	0	0	0	
<b>TOTAL</b>																	
DISTRICT	1207	5	1	1	2	2	10	12	35	17	14	4	3				
STATE	71253	4	1	1	3	3	12	12	37	15	13	3	2	<0.5%	<0.5%	<0.5%	

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 for grade 10, a similar format is used for grades 4 and 8. All of the reports for each grade are formatted similarly.

- 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 or district are also printed in Section A.
- B** The score point distribution is based on the final score for each student. Two trained readers score each paper using the Writing holistic rubric. The score reported is the average of scores from two readers and half points can occur. When a paper receives scores of 3 and 4, the final score is 3.5. Very few papers (less than one percent) are identified in the two unscorable categories shown on this report.
- C** The categories listed in Section C are the demographic groups for which FCAT data are disaggregated. The disaggregated data included in these reports are based on the information provided on the student answer sheets. Although districts provide most of the data via electronic files used to prepare labels for test books, some data may be “hand” gridded by students or teachers. Data on the demographic reports are disaggregated for Racial/Ethnic categories, gender, LEP categories, and other special categories. The Special Categories group includes all of the exceptional student education classifications, Section 504, and standard curriculum students.
- D** Section D contains summary data for the district and state.

# CONTENT ASSESSED ON 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

## FCAT READING BENCHMARK CLUSTERS

Clusters are used to summarize and report achievement for FCAT Reading. Related *Sunshine State Standards* benchmarks are grouped into clusters for elementary, middle, and high school levels.

### GRADES 3–5

Cluster 1 Words and Phrases in Context	Cluster 2 Main Idea, Plot, and Purpose	Cluster 3 Comparisons and Cause/Effect	Cluster 4 Reference and Research
A.1.2.3 meaning of words in context; word analysis	A.2.2.1 main idea; supporting details; chronological order	A.2.2.7 use of comparison and contrast	A.2.2.8 organization and interpretation of information
	A.2.2.2 author's purpose in a simple text	E.1.2.3 similarities and differences among characters, settings, events	
	E.1.2.2 plot development and conflict resolution	E.2.2.1 cause-and-effect relationships	

### GRADES 6–8

Cluster 1 Words and Phrases in Context	Cluster 2 Main Idea, Plot, and Purpose	Cluster 3 Comparisons and Cause/Effect	Cluster 4 Reference and Research
A.1.3.2 words in context; inference; organizational patterns	A.2.3.1 main idea; supporting details; organizational patterns	A.2.2.7 use of comparison and contrast	A.2.3.5 organization, interpretation, and synthesis of information
	A.2.3.2 author's purpose; point of view	E.2.2.1 cause-and-effect relationships	A.2.3.8 validity and accuracy of information
	E.2.3.1 character and plot development, conflict resolution, setting, tone		

### GRADES 9–10

Cluster 1 Words and Phrases in Context	Cluster 2 Main Idea, Plot, and Purpose	Cluster 3 Comparisons and Cause/Effect	Cluster 4 Reference and Research
A.1.4.2 words in context; inference; interpretation of data presentations	A.2.4.1 main idea; supporting details; methods of development	A.2.2.7 use of comparison and contrast	A.2.4.4 identification and synthesis of information
	A.2.4.2 author's purpose; point of view	E.2.2.1 cause-and-effect relationships	A.2.4.7 validity and accuracy of information
	E.2.4.1 complex elements of plot, conflict resolution, setting, tone		A.2.4.8 synthesis of information from multiple sources

# 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 will 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, 4, 5, 6, 7, and 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 level to grade level, 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 NORM-REFERENCED TEST

## READING COMPREHENSION TEST AT GRADES 3–10

- *Initial Understanding* – Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.
- *Interpretation* – Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.
- *Critical Analysis* – Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.
- *Strategies* – Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.

### Objectives are measured within the following contexts

- *Recreational* – material typically read for enjoyment.
- *Textual* – material typically found in grade-appropriate textbooks and other sources of information.
- *Functional* – material typically encountered in everyday life situations.

## MATHEMATICS PROBLEM SOLVING TEST AT GRADES 3–10

- *Concepts of Whole Number Computation* – Demonstrate an understanding of the fundamental operations of arithmetic and their properties.
- *Number Sense and Numeration* – Demonstrate an understanding of the system of whole numbers and the basic principles of arithmetic.
- *Geometry and Spatial Sense* – Demonstrate an understanding of geometric principles.
- *Measurement* – Demonstrate an understanding of the principles of measurement.
- *Statistics and Probability* – Demonstrate an understanding of the relationships in data sets and the laws governing chance.
- *Fraction and Decimal Concepts* – Demonstrate an understanding of representations of rational numbers.
- *Patterns and Relationships* – Identify missing elements in numeric and geometric patterns.
- *Estimation* – Determine the reasonableness of results and apply estimation in problem solving.
- *Problem Solving Strategies* – Demonstrate an understanding of the process of solving conventional and non-routine problems.

### Grades 5–8 additional objectives

- *Number and Number Relationships* – Represent and use numbers in equivalent forms in real-world and mathematical problems and demonstrate number sense for whole numbers, fractions, decimals, and integers.
- *Number Systems and Number Theory* – Demonstrate an understanding of relationships among arithmetic operations and apply concepts of number theory such as primes, factors, and multiples in real-world and mathematical problems.
- *Algebra* – Demonstrate the ability to evaluate expressions and solve linear equations.

### Grades 9–10 additional objectives

- *Geometry from a Synthetic Perspective* – Identify and find properties of two- and three-dimensional objects and relationships between them.
- *Geometry from an Algebraic Perspective* – Make translations between algebraic and geometric representation of figures and use those translations to identify and find properties of the figures.
- *Trigonometry* – Apply trigonometric relationships to problems involving triangles.
- *Discrete Mathematics* – Solve problems involving recursive sequences, finite graphs, enumeration and algorithmic descriptions.
- *Conceptual Underpinning of Calculus* – Identify and solve problems involving the central ideas of calculus—limit, the area under a curve, and rate of change.

Source: Stanford Achievement Test Series, Ninth Edition, Compendium of Instructional Objectives.

Note: Printed with permission by Harcourt Educational Measurement, August 1999.

# NOTES

## GLOSSARY

**Achievement Level** – Five categories that represent the success students demonstrate with the content assessed on the FCAT. The achievement levels were established using the input of classroom teachers, curriculum supervisors, education administrators, and other interested citizens. These professionals helped the Department of Education identify the score ranges for each achievement level. The achievement levels are helpful in interpreting what a student's scale score represents.

**Benchmark** – The term used in the *Sunshine State Standards* (SSS) to describe what students in Florida should know and be able to do. Benchmarks provide the most detail within the SSS and are part of a framework that includes Curriculum Areas, Strands, Standards, and Benchmarks.

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

**Content Area** – The subject areas assessed on the FCAT are referred to as Content Areas and include Reading, Writing, and Mathematics. Content subscores (clusters and strands) are reported for Reading and Mathematics.

**Demographic Reports** – Summary reports which present the scores of various subgroups of the students tested. The information collected about students at the time they take the FCAT includes the following: race/ethnicity, gender, Limited English Proficiency status (LEP), and Exceptional Student Education (ESE) classification, Section 504, and standard curriculum students.

**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 must demonstrate the conditions required for the services and be provided with an individual education plan (IEP). The IEP specifies special testing accommodations appropriate for students to receive when taking the FCAT. ESE data presented in the FCAT reports since 2001 show the primary (main) ESE classification of the students tested.

**Expository Writing** – Writing that gives information, explains why or how, clarifies a process, or defines a concept. Students in Grades 4, 8, and 10 are given prompts (writing topics) that are intended to result in expository writing.

**Florida Comprehensive Assessment Test (FCAT)** – The test developed and administered by the State of Florida to assess student achievement of the *Sunshine State Standards*.

**Gridded-Response Questions** – Test questions that require students to solve a problem for which the answer is numerical and to bubble his/her answer into a number grid. Students in Grades 5–10 answer mathematics gridded-response questions.

**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.

**Limited English Proficiency (LEP)** – Special educational services for students whose heritage language is not English. LEP students are permitted special 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 which identifies the middle point of a group of data. The median is the point at which a group of numbers (scores) is divided in half equally (50% above and below).

**Mode** – The most frequently occurring score in a set of scores. In a normal distribution of scores, the mean, median, and mode are the same score.



**Mode of Writing** – The characteristics of written work that reveal the purpose of the writing. The Writing portion of the FCAT assesses three modes of writing: Narrative, Expository, and Persuasive.

**Multiple-Choice** – Test questions that present students several choices from which they choose the correct answer. The FCAT uses items in which four choices are presented to students.

**Narrative Writing** – Writing that recounts a personal or fictional experience or tells a story based on a real or imagined event. Only students in Grade 4 are presented a prompt that is intended to result in narrative writing.

**National Percentile Rank (NPR)** – A student score that shows what percent of other students earned the same score or scored lower than the student. NPRs show the rank of an individual as compared to the group of students in the national sample or “norm” group. They do not compare an individual to the group of 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 the FCAT includes both the Reading Comprehension and Mathematics Problem Solving subtests from the Stanford 9 test published by Harcourt Educational Measurement.

**Performance Tasks** – Types of questions that require students to write their answers instead of choosing one from several choices. The Reading and Mathematics portions of the FCAT include two types of performance tasks called short- and extended-response questions. Short-response questions ask for short answers (3–5 minutes) like writing a mathematical expression or describing a character in a story. Extended-response questions require longer answers (10–15 minutes) like constructing a graph or comparing two passages.

**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. Students in Grades 8 and 10 are presented prompts that are intended to result in persuasive writing.

**Prompt** – The topic a student is given to write an essay about on the Writing portion of FCAT. The prompt includes directions to help guide the student before beginning to write.

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

**Scale Score** – A score used for the purposes of reporting test results that can be compared from year to year. Different tests use different scale scores, e.g., scale scores on the FCAT SSS tests are 100–500 at each grade level. Some tests report scale scores using “vertical” scales, that is, a range of scores is used to represent achievement from the lowest grade level tested to the highest grade level. The Stanford 9 NRT test uses a “vertical” scale that can range from a low of 424 in Grade 3 to a high of 863 in Grade 10.

**Section 504** – A special classification of students as described in Section 504 of the Rehabilitation Act of 1973. Testing accommodations are permitted for students with a 504 classification, as appropriate.

**Sunshine State Standards (SSS)** – Florida’s curriculum framework that describes what students should know and be able to do. The SSS provide guidelines for the educational curriculum that will lead to a Florida high school diploma. Schools are required to teach the content of the SSS and the FCAT assesses the achievement of these standards.

**Stanine** – Standard scores that divide a distribution into nine parts.

**Strands** – The broad divisions of content in the *Sunshine State Standards* (SSS). For example, in the Language Arts SSS there are seven strands (reading, writing, listening, viewing, speaking, language, and literature).

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