

Understanding Florida Standards Assessments Reports

2018

Florida Department of Education

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Understanding FSA Reports

Introduction

This document has been prepared to help you understand the score reports for the Florida Standards Assessments (FSA). It includes explanations of the reports, information about the content assessed in English Language Arts (ELA) and Mathematics relating to the [Florida Standards](#), and a glossary of the terms used in the reports. The explanations provided for the sample reports apply to all grade levels unless otherwise noted.

Districts will receive paper copies of individual score reports for distribution to schools and students. All additional reports, including school-, district-, and state-level reports, can be found in the secure **FSA Reporting System**. The results posted in the FSA Reporting System are restricted, because they contain confidential student information. Only authorized district and school personnel can log in to the FSA Reporting System. Please see the [FSA Reporting System User Guide](#) for more information.

Note: Terms that are defined in the **glossary** appear in bold text the first time they are used in a section.

Purpose of the FSA

All Florida schools teach the Florida Standards in ELA and Mathematics. Student performance on the FSA assessments provides important information to parents/guardians, teachers, policy makers, and the general public regarding how well students are learning the Florida Standards.

Subjects/Grade Levels Tested in 2018

- Grades 3–10 ELA
 - Reading component in grades 3–10; Writing component in grades 4–10
- Grades 3–8 Mathematics
- Algebra 1
- Geometry
- Retakes – Grade 10 ELA and Algebra 1

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participated in the 2018 FSA administrations. Allowable accommodations were provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format

In 2018, all FSA assessments were **computer-based tests (CBT)** with the exception of Grade 3 ELA Reading and Grades 4–7 ELA Writing, which were paper-based only. In addition, paper-based accommodated test forms were provided for students who have that accommodation listed on their IEP or Section 504 Plan. Accommodated paper-based forms included large print, braille, and one-item-per-page for both paper-based and computer-based tests and regular print for computer-based tests. Computer-based accommodations, such as answer masking, text-to-speech, closed captioning (ELA), and American Sign Language (ASL) videos (ELA), were available in the computer-based platform. ELA Writing and ELA Reading passage booklets were also available for eligible students.

Question Formats

Students respond to **items** in multiple ways. The various question types are designed to assess higher-order thinking skills and offer diverse ways for students to demonstrate what they know and can do. Detailed descriptions of the question formats and item types are available in the item specifications posted to the [FSA Portal](#).

Florida Standards Assessments Scores

FSA results are reported at the student, school, district, and state levels. [Table 3](#) provides a list of FSA reports, the format in which the report is delivered, the grade levels for which each report is provided, and the page of this document on which each type of report is described.

FSA ELA, Mathematics, and EOC Scores

FSA assessments are scored using an Item Response Theory (IRT) model. An important contrast between IRT scoring and traditional methods is the use of *pattern scoring*. Pattern scoring is a method that considers the statistical characteristics of an item and whether or not the student answered the item correctly or not. For example, some **items** are harder than other items and some items are easier to guess on than other items. IRT assumes that test-item responses by students are the result of underlying levels of knowledge and skills, known as ability, possessed by those students and focuses on three statistical characteristics of the item: the *a*-, *b*-, and *c*-parameters. The *a*-parameter reflects the item's ability to distinguish between students above and below a given level; the *b*-parameter represents the relative difficulty of the item; and the *c*-parameter reflects the likelihood of low-achieving students guessing the correct answer of a multiple-choice item. Information about the pattern of answers and the test items is used to evaluate the statistical characteristics of each test item. The IRT item parameters for all items on a test provide the means for determining scores of individual students. Because the item parameters represent response probabilities, each student's achievement is assigned as the score most likely to correspond to that student's responses.

As a result of this method of scoring, students with the same raw score (**points possible**) may have similar, but not necessarily identical, **scale scores**. Different scale scores result because the students' patterns of correct answers were different.

ELA, Mathematics, and EOC Scale Scores and Performance Levels

After the Spring 2015 baseline FSA administration, the Florida Department of Education (FDOE) conducted the **standard-setting** process to establish the cut scores for the **achievement levels**, also called **performance levels**, for each grade and subject. The Florida State Board of Education adopted **achievement level cut scores** in January 2016 in State Board of Education Rule 6A-1.09422, Florida Administrative Code. Information regarding standard setting is available on the FDOE [Standard Setting page](#). Both scale scores and performance levels are reported for FSA ELA, Mathematics, and EOC assessments. The scales on which students receive scores differ by grade and subject.

The scale score ranges comprise the five different performance levels, which correspond to the performance level descriptions shown in [Table 1](#) on the following page. The corresponding Scale Score ranges for each level are shown in [Table 2](#).

Table 1. Performance Levels



Inadequate:	Below Satisfactory:	Satisfactory:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

Table 2. Florida Standards Assessments Scale Scores for Each Performance Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
Grade 6 ELA	259-308	309-325	326-338	339-355	356-391
Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
Grade 10 ELA	284-333	334-349	350-361	362-377	378-412
Grade 3 Mathematics	240-284	285-296	297-310	311-326	327-360
Grade 4 Mathematics	251-298	299-309	310-324	325-339	340-376
Grade 5 Mathematics	256-305	306-319	320-333	334-349	350-388
Grade 6 Mathematics	260-309	310-324	325-338	339-355	356-390
Grade 7 Mathematics	269-315	316-329	330-345	346-359	360-391
Grade 8 Mathematics	273-321	322-336	337-352	353-364	365-393
Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
Geometry EOC	425-485	486-498	499-520	521-532	533-575

Passing Scores and Alternate Passing Scores

For all grade levels and subjects, the minimum scale score in performance level 3 is identified as the **passing score**. For the assessments that are graduation requirements, students must achieve the passing score to meet that requirement. (For Geometry, a passing score is required for students to qualify for the Scholar Designation but is not a graduation requirement.)

Students who took the Grade 10 FSA ELA, Algebra 1 EOC, or Geometry EOC assessment in the Spring 2015 FSA **baseline administration** are eligible to use an **alternate passing score** to meet the passing requirement on these assessments. The alternate passing scores are linked to the passing scores on the previous statewide assessments (the Next Generation Sunshine State Standards, or NGSSS, assessments). Passing scores, alternate passing scores, concordant, and comparative score options are explained in [Graduation Requirements for Florida's Statewide Assessments](#).

Reporting Category Performance Details

Each **reporting category** represents groups of similar skills, or benchmarks, that are assessed within each grade and subject. Reporting category performance is conveyed by displaying the **points earned** and the **points possible** for each category.

Equating

The FSA uses a different set of test items each year for purposes of test security. If the same test items were repeatedly reused each year, then it would not be possible to know if students are improving in their ELA and mathematics skills or if they are simply performing better because they were taught how to respond to these specific kinds of test items. When different test items are used to create a test, some statistical work is completed to ensure that the scores from the different test forms can be compared. This process is known as *equating* and is described in the FSA technical manuals.

Once the process of equating has been completed, scores from different test forms can be compared even when students were administered different versions of the test. For example, Grade 5 ELA scores in 2016 can be compared to Grade 5 ELA scores in 2017 only once the equating has been completed.

Codes for No Data Reported

The following abbreviations may appear on some student-level reports to indicate that no data are reported. The codes below describe the reasons that a field may be left blank on Mathematics or EOC educator reports.

- **NR** (Not Reported) indicates that no data are reported for one of the following reasons:
 - NR2—Did Not Meet Attemptedness Criteria
 - NR3—Marked Do Not Score
 - NR5—Below-Grade Tester
 - NR6—Duplicated Record
 - NR7—FDOE Hold
 - NR8—Caveon Invalidated

In the **FSA Reporting System**, the codes above will appear in the scale score column of the School Report of Students for grades 3–8 Mathematics, Algebra 1/Retake EOC, and Geometry EOC. However, since the ELA reporting code is determined by both the ELA Reading and ELA Writing score flags, the reporting codes on grades 3–10/Retake ELA reports do not list a flag number as they do for Mathematics and EOCs. The score flag information for ELA Reading and

ELA Writing will be available in the District Student Results files as well as in the Excel version of the School Report of Students in the FSA Reporting System. Two separate columns will display the ELA Reading score flags and the ELA Writing score flags for grades 4–10 so that schools and districts can better understand why the student’s score was not reported. Only the ELA Reading score flag column will be populated on the *Grade 3 ELA School Report of Students*, since the grade 3 ELA test consists of the Reading component only.

A dash (–) on the student-, school-, district-, or state-level reports appears when data are suppressed. To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is fewer than ten. If all students would be reported in the same **performance level**, the data are suppressed, with the exception that the percentage passing and/or the totaled percentage of Performance Levels 3–5 are reported on summary educator reports.

In addition to NR codes, the following **writing condition codes** will be available in the FSA ELA District Student Results files, the Excel version of the School Report of Students, and the Individual Score Reports. These codes indicate why the student’s writing response cannot be scored.

- A—Blank*
- B—Insufficient
- C—Off-Topic**
- D—Foreign Language
- F—Illegible/Incomprehensible
- G—Copied Text

*Individual ELA Score Reports are not provided for students whose ELA Writing received the condition code A (Blank).

** Responses with condition code C (Off-topic) may receive up to two score points for Conventions of Standard English.

FSA Student, School, District, and State Reports

Table 3: FSA Reports, Format of Delivery, and Grades

FSA Report Type		Format of Delivery	Grades	Page of Report Description
Student Reports	ELA Individual Score Report	Paper	3–10/Retake	9
	Mathematics Individual Score Report	Paper	3–8	9
	Algebra 1 EOC Individual Score Report	Paper	Algebra 1/Retake	13
	Geometry EOC Individual Score Report	Paper	Geometry	13
School Reports	ELA School Report of Students	Online	3–10/Retake	16
	Mathematics School Report of Students	Online	3–8	16
	EOC School Report of Students	Online	Algebra 1/Retake and Geometry	17
District Reports	ELA District Report of Schools	Online	3–10	18
	ELA Retake District Report of Schools	Online	Retake	18
	Mathematics District Report of Schools	Online	3–8	18
	Algebra 1 EOC District Report of Schools	Online	All	18
	Algebra 1 Retake EOC District Report of Schools	Online	Retake	18
	Geometry EOC District Report of Schools	Online	All	18
	ELA District Summary	Online	3–10	20
	ELA Retake District Summary	Online	Retake	20
	Mathematics District Summary	Online	3–8	20
	Algebra 1 EOC District Summary	Online	All	20
	Algebra 1 Retake EOC District Summary	Online	Retake	20
	Geometry EOC District Summary	Online	All	20
State Reports	ELA State Report of Districts	Online	3–10	21
	ELA Retake State Report of Districts	Online	Retake	21
	Mathematics State Report of Districts	Online	3–8	21
	Algebra 1 EOC State Report of Districts	Online	All	21
	Algebra 1 Retake EOC State Report of Districts	Online	Retake	21
	Geometry EOC State Report of Districts	Online	All	21
	ELA State Summary	Online	3–10	22
	ELA Retake State Summary	Online	Retake	22
	Mathematics State Summary	Online	3–8	22
	Algebra 1 EOC State Summary	Online	All	22
	Algebra 1 Retake EOC State Summary	Online	Retake	22
	Geometry EOC State Summary	Online	All	22

FSA ELA, Mathematics, and EOC Individual Score Reports

Readers should have their FSA ELA Individual Score Report (grades 3–10/Retake), FSA Mathematics Individual Score Report (grades 3–8), or FSA EOC Individual Score Report (Algebra 1/Retake or Geometry) when reviewing and interpreting information provided in this section. Below you will find explanations of elements on the score reports.

Note: Not all elements are present on each score report.

What's New

Beginning with the Spring 2018 administration, Individual Score Reports include the following enhancements:

- **Previous Performance** (longitudinal data) – If students took an FSA ELA or Mathematics assessment in a prior year(s) and a score was reported, this chart will compare the student's performance over time. The chart will indicate the performance levels for each year, and an arrow will indicate where in that level the student's score fell. Previous Performance information is not available on grade 3 ELA Reading, grade 3 Mathematics, Retake or EOC reports.

Sometimes, student information does not match from year to year (e.g., a different last name was used). If a student's information cannot be linked to scores from prior years, that information will not be populated.

- **Performance Descriptions** – More detailed descriptions of what students are expected to know and do in each reporting category are provided for each subject and grade level.
- **Writing Performance (Domain Scores)** – Grades 4–10/Retake ELA reports contain the **points earned** and **points possible** for each of the three writing domains:
 - Statement of Purpose, Focus, and Organization (4 points possible)
 - Evidence and Elaboration (4 points possible)
 - Conventions of Standard English (2 points possible)

If a student response was assigned a condition code (see page 6), the code will be displayed in this section.

- **Recommended Resources** – A list of information from the FSA Portal and the FDOE Website that parents/guardians and students may find useful to understand more about the FSA program, state policies regarding assessments, and other resources to promote better understanding of student expectations and to promote family engagement.

These enhancements are further described in the sample report sections that follow.

ELA and Mathematics Individual Score Reports

The FSA ELA and Mathematics Individual Score Report is a four-page color report. The report provides general information about the FSA program and the student's 2018 FSA results, including the student's **scale score**, **performance level**, **previous performance**, and **reporting category scores**. The report also indicates how the student's performance compares to that of other students who took the same district test in the same school, district, and the state, and provides a list of helpful resources. The information on this report is presented in English, Spanish, and Haitian Creole.

Page 1 of Score Report



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THE FLORIDA STANDARDS ASSESSMENTS

GRADE 10 ENGLISH LANGUAGE ARTS SCORE REPORT

DEMO STUDENT1
FLEID: FL1000000181
SPRING 2018

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

PURPOSE OF THIS REPORT

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

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

Gracias a los Estándares de Florida que ayudan a los estudiantes de Florida a alcanzar el éxito, las FSA (Florida Standards Assessments, Evaluaciones de los Estándares de Florida) en ELA (English Language Arts, Lengua y Literatura Inglesa), Matemáticas y las materias de EOC (end-of-course, fin de curso) (Álgebra 1 y Geometría) ayudan a los estudiantes de Florida al medir el progreso y los avances educativos. Las evaluaciones fomentan la formación y el aprendizaje de los estudiantes, mientras que los resultados de las pruebas ayudan a los líderes y las partes interesadas en la educación de Florida a determinar si se están cumpliendo los objetivos del sistema educativo.

Este informe incluye el desempeño de su estudiante en la evaluación FSA de las Spring 2018 ELA. Esto le permite comparar la puntuación de su estudiante con el desempeño de estudiantes de su mismo grado de todo el estado y hacer un seguimiento del progreso académico que hace el estudiante de un año a otro. Además, los puntos de las distintas categorías del informe le permitirán identificar las áreas que quizás deban reforzarse.

Ak Nòm Florida a an plas pou ede elèv Florida yo reyisi, Evalyasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Angle (Language Arts, ELA), Matematik, ak evalyasyon Fen Kou (end-of-course, EOC) (Aljèb 1 ak jewometri) ap sèvi elèv Florida yo kote yo mezire sa elèv yo aprann ak pwogrè yo fè. Evalyasyon an kore enstriksyon ak aprantisaj elèv yo, epi rezilta tèst yo ede dirijan ak patiprenan nan edikasyon Florida yo delèmine si yo satisfè objektif sistèm edikasyon an.

Rapò sa a montre pèfòmans pitit ou a nan evalyasyon FSA Prentan 2018 la ELA. Epi tou li pral pèmèt ou konpare pwen pitit ou a make ak pèfòmans lòt elèv ki nan menm klas ak li nan tout eta a ak pou swiv pwogrè akademik pitit ou a chak ane. Answit, li ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

STUDENT1'S PERFORMANCE ON THE GRADE 10 ELA ASSESSMENT

PERFORMANCE LEVEL

4

Your student has met the Grade 10 English Language Arts assessment graduation requirement by scoring at or above the passing score of 350.

El alumno cumplió con el requisito de puntaje de la evaluación de Lengua y Literatura Inglesa de 10º grado, ya que obtuvo el puntaje necesario para aprobar de 350 o lo superó.

Pitit ou te satisfè kondisyon gradyasyon evalyasyon Lang Anglè Klas 10èm ane a paske li te make 350 pwen, ki se pwen li sipoze fè pou pase oswa plis.

5	412	Mastery highly likely to excel in the next grade
4	378	Proficient likely to excel in the next grade
3	362	Satisfactory may need additional support for the next grade
2	350	Below Satisfactory likely to need substantial support for the next grade
1	334	Inadequate highly likely to need substantial support for the next grade
	284	

377

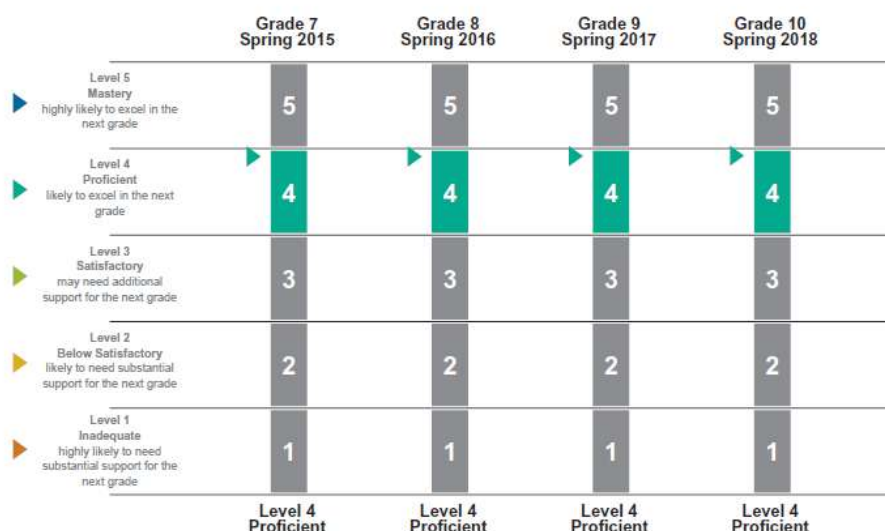
- 1 Top of Report:** The test, student, school, and district are identified at the top of the report.
- 2 Purpose of This Report:** A description of the FSA program and the student report. Each FSA score report is customized by grade and subject and, where appropriate, this section may include different elements.
- 3 Performance Level & Scale Score:** Performance levels are indicated by both number and color for easy interpretation. An icon displays the student's performance level. Next to the icon, a statement provides further information regarding the performance level and charts the **scale score** on a graph.

Note: Achieving a **passing score** on the Grade 10/Retake ELA is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement also appears on these ELA reports indicating whether the student met the graduation requirement.

4

STUDENT1'S PREVIOUS PERFORMANCE ON THE ELA ASSESSMENT

This chart displays Student1's performance on the ELA assessments over time. It reports the performance levels for the most recently completed tests in ELA (if available).



5

STUDENT1'S PERFORMANCE COMPARED

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

	School	District	State
Level 5	20%	19%	21%
Level 4	20%	19%	21%
Level 3	20%	19%	21%
Level 2	20%	19%	21%
Level 1	20%	19%	21%

4

Previous Performance Chart: For students who participated in a grade 4–10 ELA assessment and/or a grade 4–8 Mathematics assessment, this chart will display student **performance levels** over time (i.e., longitudinal data). It will include the student's most recent, as well as previous, performance on the FSA ELA or Mathematics assessment dating back to spring 2015 (if available). The arrows indicate generally where the student's score fell within the performance level.

Note: Even if a student participated in prior years, if the student's record could not be matched to previous results, that information will not be displayed in this section.

5

Performance Compared: A table lists the percentage of students in each performance level in the student's school, district, and the state. The performance level in which the student scored is highlighted.

6

STUDENT'S PERFORMANCE DETAILS

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

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

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	7	14
	En esta categoría, se espera que los estudiantes lean de manera atenta para entender la información, citen pruebas textuales para respaldar sus inferencias/conclusiones, analicen el desarrollo y la interacción de ideas, temas, personas y eventos centrales o ideas de respaldo y resuman los conceptos clave.		
	Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dediksyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evènman, oswa ide sipò; epi rezime konsèp prensipal yo.		
Craft and Structure	In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/tono and how text structures impact the text, and determine the effects of point of view or purpose.	8	20
	En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo.		
	Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figiratif mo/fray, analize kijan chwa mo afekte sans/ton ak fason estrikti tèks la kapab enfluyansye tèks la, epi detèmine efè pwendvi pèsonèl ak objektif.		
Integration of Knowledge and Ideas	In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.	7	13
	En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios, evalúen los argumentos empleados para respaldar las afirmaciones, la validez, la relevancia y la suficiencia de las pruebas y analicen el tratamiento que se hace de ideas principales o temas similares.		
	Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòma; evalye agiman pou deklarasyon, validite, pètinans, ak ase prèv; epi analize tretman tèm oswa sijè ki sanble.		
Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	4	7
	En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés.		
	Nan kategori sa a, elèv yo sipoze kapab demontre yo ka metrize nòm gramè, fason pou itilize, ekriti an majiskil ak miniskil, ponktyasyon, ak òtograf lang angle estanda.		
Text-Based Writing	In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.	2	10
	En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia.		
	Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan; Ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.		

* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See *Understanding FSA Reports* for more information.

3

6

Performance Details: A table lists the FSA ELA or Mathematics **reporting categories** assessed. The **Points Earned** column shows the actual number of points earned by the student. The **Points Possible** column provides the total number of points possible for each of the reporting categories.

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

7

STUDENT'S WRITING PERFORMANCE

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

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 4 out of 4 possible points. The response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated controlling idea/claim and effective organizational structure creating coherence and completeness. Su estudiante obtuvo 4 de los 4 puntos posibles. La respuesta está totalmente fundamentada y centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación expresada claramente y una estructura organizacional efectiva, lo cual crea coherencia e integridad. Pitiit ou ta te fè 4 pwen sou 4 pwen posib. Li te kore repons li yo nèt epi li te toujou konsantre sou objektif, piblik, ak travay li gen pou fè a. Li te bay yon ide/deklarasyon kontwòl kiè epi estrikti a te byen òganize ki te fè li te koyeran ak konplè.	Your student earned 3 out of 4 possible points. The response provides adequate support with cited evidence for the controlling idea/writer's claim that includes the use of sources, facts, and details. Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta incluye argumentos adecuados con pruebas citadas para respaldar la idea de control/afirmación del autor e incluye el uso de fuentes, hechos y detalles. Pitiit ou ta te fè 3 pwen sou 4 pwen posib. Repons li a te bay ase sipò ak prèv site pou ide kontwòl/deklarasyon ekriven an ki te itilize sous, enfòmasyon, ak detay yo byen.	Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling. Su estudiante obtuvo 2 de los 2 puntos posibles. La respuesta demuestra un dominio adecuado de las convenciones básicas. La respuesta puede incluir errores menores en el uso, pero no presenta patrones de errores. Incluye el uso adecuado de la puntuación, el uso de mayúsculas, la formación de oraciones y la ortografía. Pitiit ou ta te fè 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kèk ti erè nan itilizasyon, men li pa gen anpil fòt. Li itilize ase ponktyasyon, lèt majiskil ak miniskil lè li sipoze, fòmasyon fraz, ak òtograf.

7

Writing Performance: For Grades 4–10/Retake ELA reports, this chart indicates the number of **points earned** by the student and the number of **points possible** for each domain of the ELA Writing assessment.

8

RECOMMENDED RESOURCES

FSA Portal

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

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

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

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 - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
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- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

CPALMS

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

8

Recommended Resources: This section provides information and resources for students and parents/guardians.

EOC Individual Score Reports

The FSA EOC Individual Score Report is a three-page color report. The report provides general information about the FSA program and the student's 2018 FSA results, including the student's **scale score**, **performance level**, and **reporting category scores**. The report also indicates how the student's performance compares to that of other students who took the same test in the same school, district, and state. The information on this report is presented in English, Spanish, and Haitian Creole.

Page 1 of Score Report



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

THE FLORIDA STANDARDS ASSESSMENTS

ALGEBRA 1 END-OF-COURSE SCORE REPORT

DEMO, STUDENT1
FLEID: FL1000000140
SPRING 2018

SCHOOL: DEMO SCHOOL (9999)
SCHOOL DISTRICT: DEMO DISTRICT (99)
ENROLLED GRADE: 10

PURPOSE OF THIS REPORT

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

This report reflects your student's performance on the Spring 2018 FSA Algebra 1 EOC assessment. It also allows you to compare your student's score to the performance of students in his or her grade across the state and to follow your student's academic progress from year to year. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

Gracias a los Estándares de Florida que ayudan a los estudiantes de Florida a alcanzar el éxito, las FSA (Florida Standards Assessments, Evaluaciones de los Estándares de Florida) en ELA (English Language Arts, Lengua y Literatura Inglesa), Matemáticas y las materias de EOC (end-of-course, fin de curso) (Algebra 1 y Geometría) ayudan a los estudiantes de Florida al medir el progreso y los avances educativos. Las evaluaciones fomentan la formación y el aprendizaje de los estudiantes, mientras que los resultados de las pruebas ayudan a los líderes y las partes interesadas en la educación de Florida a determinar si se están cumpliendo los objetivos del sistema educativo.

Este informe incluye el desempeño de su estudiante en la evaluación FSA de las Spring 2018 Algebra 1 de EOC. Esto le permite comparar la puntuación de su estudiante con el desempeño de estudiantes de su mismo grado de todo el estado y hacer un seguimiento del progreso académico que hace el estudiante de un año a otro. Además, los puntos de las distintas categorías del informe le permitirán identificar las áreas que quizás deban reforzarse.

Ak Nòm Florida a an plas pou ede elèv Florida yo reyisi, Evalyasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Angle (Language Arts, ELA), Matematik, ak evalyasyon Fen Kou (end-of-course, EOC) (Aljèb 1 ak jewometri) ap sèvi elèv Florida yo kote yo mezire sa elèv yo aprann ak pwogrè yo fè. Evalyasyon an kore enstriksyon ak aprantisaj elèv yo, epi rezilta tè s yo ede dirijan ak patprenant nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an.

Rapò sa a montre pèfòmans pitit ou a nan evalyasyon FSA Prentan 2018 la Aljèb 1 EOC. Epi tou li pral pèmèt ou konpare pwen pitit ou a make ak pèfòmans lòt elèv ki nan menm klas ak li nan tout eta a ak pou swiv pwogrè akademik pitit ou a chak ane. Answit, lè ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

STUDENT1'S PERFORMANCE ON THE ALGEBRA 1 EOC ASSESSMENT

PERFORMANCE LEVEL



Your student has met the Algebra 1 EOC assessment graduation requirement by scoring at or above the passing score of 497.

El alumno cumplió con el requisito de puntaje de la evaluación de EOC de Álgebra 1, ya que obtuvo el puntaje necesario para aprobar de 497 o lo superó.

Pitit ou te satisfè kondisyon gradyasyon evalyasyon EOC Aljèb 1 a paske li te make 497, ki se pwen li sipoze fè pou pase oswa plis.

532

5

4

3

2

1

575 **Mastery**
highly likely to excel in the next course

532 **Proficient**
likely to excel in the next course

518 **Satisfactory**
may need additional support for the next course

497 **Passing Score**

487 **Below Satisfactory**
likely to need substantial support for the next course

425 **Inadequate**
highly likely to need substantial support for the next course

1 Top of Report: The test, student, school, and district are identified at the top of the report.

2 Purpose of This Report: A description of the FSA program and the student report. Each FSA EOC score report is customized by subject and, where appropriate, this section may include different elements.

3 Performance Level & Scale Score: Performance levels are indicated by both number and color for easy interpretation. An icon displays the student's performance level. Next to the icon, a statement provides further information regarding the performance level and charts the **scale score** on a graph.

Note: Achieving a **passing score** on the Algebra 1/Retake EOC is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement also appears on these reports indicating whether the student met the graduation requirement.

4

STUDENT1'S PERFORMANCE DETAILS

This FSA EOC assessment measures what students know and are able to do in the broad reporting categories listed below.

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

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Algebra and Modeling	In this category, students are expected to perform operations on polynomials; understand the relationship between zeros and factors of polynomials; use mathematical structure of expressions; create, solve, and reason with equations and inequalities; and choose and use appropriate mathematics to model situations.	7	24
	En esta categoría, se espera que los estudiantes realicen operaciones con polinomios, entiendan la relación entre ceros y factores de polinomios, usen la estructura matemática de las expresiones, creen, resuelvan y razonen ecuaciones y desigualdades, y escojan y usen las expresiones matemáticas adecuadas para modelar situaciones.		
	Nan kategori sa a, elèv yo sipoze kapab fè operasyon sou polinomyal; konprann relasyon ant zewo ak faktè polinomyal yo; itilize estrikti ekspresyon matematik; kreye, rezoud, ak fè rezonnman avèk ekwasyon ak inegalite; epi chwazi epi itilize matematik apwopriye pou kreye modèl sitiyasyon.		
Functions and Modeling	In this category, students are expected to understand the concept of a function; interpret functions and key features in a context; analyze and graph functions; build a function that models a relationship; construct linear, quadratic, and exponential functions; and solve problems using functions.	8	23
	En esta categoría, se espera que los estudiantes entiendan el concepto de función, interpreten las funciones y las características clave dentro de un contexto, analicen y grafiquen funciones, creen una función que modele una relación, construyan funciones lineales, cuadráticas y exponenciales, y resuelvan problemas usando funciones.		
	Nan kategori sa a, elèv yo sipoze kapab konprann konsèp yon fonksyon; entèprete fonksyon ak prensipal karakteristik nan yon kontèks; analize epi trase fonksyon; ekri yon fonksyon ki montre modèl yon relasyon; konstwi fonksyon lineyè, kadratik, ak ekponansyèl; epi rezoud pwoblèm ak fonksyon.		
Statistics and the Number System	In this category, students are expected to extend the properties of exponents to rational exponents; use properties of rational and irrational numbers; summarize, represent, and interpret data for one- and two-variable data; and interpret linear models.	7	11
	En esta categoría, se espera que los estudiantes extiendan las propiedades de los exponentes a los exponentes racionales, usen las propiedades de los números racionales e irracionales, resuman, representen e interpreten información para datos de una y dos variables, e interpreten modelos lineales.		
	Nan kategori sa a, elèv yo sipoze kapab agrandi pwopriyete ekspozan sou ekspozan rasyonèl; itilize pwopriyete nonm rasyonèl ak irasyonèl, rezime, reprezante, ak entèprete done pou done youn ak de varyab; epi entèprete modèl lineyè.		

* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See *Understanding FSA Reports* for more information.

2

4

Performance Details: A table lists the EOC reporting categories assessed. The **Points Earned** column shows the actual number of points earned by the student. The **Points Possible** column provides the total number of points possible for each of the reporting categories.

THE FLORIDA STANDARDS ASSESSMENTS ALGEBRA 1 SCORE REPORT

5

STUDENT1'S PERFORMANCE COMPARED

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

	School	District	State
Level 5	20%	21%	19%
Level 4	20%	21%	19%
Level 3	20%	21%	19%
Level 2	20%	21%	19%
Level 1	20%	21%	19%

5

Performance Compared:

A table lists the percentage of students in each **performance level** in the student's school, district, and the state. The performance level in which the student scored is highlighted.

6

RECOMMENDED RESOURCES

FSA Portal

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6

Recommended

Resources: This section provides information and resources for students and parents/guardians.

FSA ELA, Mathematics, and EOC School Report of Students

The School Report of Students for the FSA ELA, Mathematics, and EOC assessments are available in the **FSA Reporting System**. Reports are produced for ELA, Mathematics, Algebra 1, and Geometry, and will contain results, listed by grade level, for all students tested within the school. In addition, a district-level School Report of Students is available for district users, and contains the School Reports of Students for all schools in the district.

FSA ELA and Mathematics

Readers should have their FSA ELA School Report of Students (grades 3–10/Retake) or FSA Mathematics School Report of Students (grades 3–8) when reviewing and interpreting information provided in this section.

1

			School: DEMO SCHOOL 9004 School ID: 9004 District: DEMO DIST 77 District ID: 77	
Student Name	FLEID	Scale Score (240-360)	Performance Level	Points Earned/Points Possible by Content Area
			Level 1 (240-284) Level 2 (285-296) Level 3 (297-310) Level 4 (311-326) Level 5 (327-360)	Operations, Algebraic Thinking, and Numbers in Base Ten Numbers and Operations – Fractions Measurement, Data, and Geometry
Grade 03				
Demo1, Student	FL002017100117	240	1	2/26 2/9 1/19
Demo2, Student	FL002017100126	360	5	26/26 9/9 18/19
Demo3, Student	FL002017100127	360	5	26/26 9/9 19/19
Demo4, Student	FL002017100128	360	5	26/26 9/9 18/19
Demo5, Student	FL002017100129	240	1	0/26 0/9 0/19
Demo6, Student	FL002017100130	NR2		
Demo7, Student	FL002017100131	286	2	4/26 4/9 5/19

2

3

• Points earned by content area should not be compared across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria NR5 = Below-Grade Tester NR7 = FDOE Hold

NR3 = Marked Do Not Score NR6 = Duplicated Record NR8 = Caveon Invalidated

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Spring 2018

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1 Top of Report: The subject, title of the report, and administration are printed at the top left of the report. School and district information are listed at the top middle of the report.

2 Report Results Table: A table lists each student's name, **Florida Education Identifier (FLEID)**, **scale score**, **performance level**, and the **points earned/points possible** by content area. The scale score ranges for each performance level are indicated in the subheading of the Performance Level column, and results are presented by grade level in ascending order.

If a student received an NR code, it will appear in the Scale Score column.

Note: A passing indicator is listed on the Grade 10 and Retake ELA reports only and will display NA for all other grades.

3 Bottom of Report: Footnotes on how to read the results in the table are included at the bottom of the report, along with the page number of the report and the administration and year for which the results were released.

FSA Algebra 1, Algebra 1 Retake, and Geometry EOC

Readers should have their FSA EOC Assessment School Report of Students when reviewing and interpreting information provided in this section.

Florida

Standards Assessments

Geometry
FSA EOC Assessment
School Report of Students
Spring 2018

School
School ID
District
District ID

DEMO SCHOOL 9004
9004
DEMO DIST 77
77

Student Name	FLEID	Scale Score (425-575)	Passed	Core Test Form	Performance Level	Points Earned/Points Possible by Content Area			
					Level 1 (425-485) Level 2 (486-498) Level 3 (499-520) Level 4 (521-532) Level 5 (533-575)	Congruence, Similarity, Right Triangles, and Trigonometry	Circles, Geometric Measurement, and Geometric Properties with Equations	Modeling with Geometry	
Grade 11									
Demo1, Student	FL002016098296	NR2	E						
Demo2, Student	FL002016098288	576	Y	F	5	28/28	22/22	9/9	
Demo3, Student	FL002016098299	533	Y	C	5	4/28	7/22	6/9	
Demo4, Student	FL002016098289	NR4	F						
Demo5, Student	FL002016098291	487	N	E	2	7/28	2/22	3/9	
Demo6, Student	FL002016098285	463	D		1	2/28	0/22	0/9	
Demo7, Student	FL002016098297	NR3	D						
Demo8, Student	FL002016098300	551	Y	E	5	21/28	14/22	1/9	
Demo9, Student	FL002016098282	600	Y	C	5	28/28	22/22	9/9	

• Points earned by content area should not be compared across administrations or test forms.
 • Not Reported (NR) codes:
 NR2 = Did Not Meet Attemptedness Criteria NR6 = Duplicated Record NR8 = Gave on Invalidated
 NR3 = Marked Did Not Score NR7 = PD0E Held
 • Grade 30 = A Non-High School Graduate.

*This student is eligible for the alternate passing score of 492 or above.

Page 1 of 2

Spring 2018

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1 Top of Report: The subject, title of the report, and administration are printed at the top left of the report. School and district information are listed at the top middle of the report.

2 Report Results Table: A table lists each student's name, **Florida Education Identifier (FLEID)**, **scale score**, **performance level**, and the **points earned/points possible** by content area. The scale score ranges for each performance level are indicated in the subheading of the Performance Level column, and results are presented by grade level in ascending order.

If a student received an NR code, it will appear in the Scale Score column.

A passing indicator is listed on the Algebra 1, Algebra 1 Retake, and Geometry EOC reports.

Note: The Core Test Form column, which indicates the unique form administered to the student, appears on reports for spring administrations only.

3 Bottom of Report: Footnotes on how to read the results in the table are included here, along with the page number of the report and the administration and year for which the results were released.

FSA ELA, Mathematics, and EOC District and State Reports of Results

Readers should have one of the following FSA ELA, Mathematics, or EOC reports when reviewing and interpreting information provided in this section: District Report of Schools, District Summary, State Report of Districts, and/or State Summary. These reports (shown on the following pages) are formatted similarly and include the following features:

- ❶ **Top of Report:** The subject, title of the report, and administration are displayed at the top left of the report. District and school information, as applicable, is listed at the top middle of the report.
- ❷ **Report Results Table:** Identifying information for the district or school is provided in the first column. On the District Summary and State Summary, grade level information is also provided in this column. The number of students tested appears in the second column of all reports. The **mean scale score** is provided in the third column, and the **percentage passing**, if available, is provided in the fourth column. The percentage of students in each **performance level** is provided on the right side of the table along with a percentage of the passing levels (Levels 3–5).
- ❸ **Bottom of Report:** Footnotes on how to read the results in the table are included here, along with the page number of the report and the administration and year for which the results were released. The District Summary and State Summary reports for grades 3–10 ELA and grades 3–8 Mathematics also include a table of the **scale score** ranges for each performance level by grade.

District Report of Schools

Florida Standards Assessments

Mathematics
District Report of Schools
Spring 2018

District
District ID

DEMO DIST 77
77

	Number of Students	Mean Scale Score (256-388)	Percentage in Each Performance Level					
			Level 1 (256-305)	Level 2 (306-319)	Level 3 (320-333)	Level 4 (334-349)	Level 5 (350-388)	Levels 3-5
Grade 05								
9000 -- Demo School 9000	31	321	29	23	16	19	13	48
9001 -- Demo School 9001	36	325	31	11	22	14	22	58
9002 -- Demo School 9002	6	--	--	--	--	--	--	--
9003 -- Demo School 9003	33	356	13	16	19	23	29	71
9004 -- Demo School 9004	29	340	14	13	20	30	23	83
DISTRICT TOTAL	135	335	22	16	19	21	21	65

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

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

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

District Summary Report



1

Mathematics
District Summary
Spring 2018

District DEMO DIST 77
District ID 77

	Number of Students	Mean Scale Score	Percentage in Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5
Grade 03								
District	48	269	77	0	0	0	23	23
State	2,000	275	67	19	11	2	1	13
Grade 04								
District	56	274	84	0	0	0	16	16
State	2,000	288	69	16	14	0	0	15
Grade 05								
District	78	320	33	14	17	19	17	53
State	1,995	321	28	19	19	18	15	52
Grade 06								
District	5	--	--	--	--	--	--	--
State	1,994	325	28	22	20	17	13	50
Grade 07								
District	7	--	--	--	--	--	--	--
State	1,995	329	30	20	24	14	12	50
Grade 08								
District	13	325	54	0	8	0	38	46
State	1,993	332	34	23	22	11	10	44

2

3

FSA Mathematics Performance Levels by Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
Grade 03	240-284	285-296	297-310	311-326	327-360	Grade 06	260-309	310-324	325-338	339-355	356-390
Grade 04	251-298	299-309	310-324	325-339	340-376	Grade 07	269-315	316-329	330-345	346-359	360-391
Grade 05	256-305	306-319	320-333	334-349	350-388	Grade 08	273-321	322-336	337-352	353-364	365-393

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

State Report of Districts

Florida

Standards Assessments

Mathematics State Report of Districts Spring 2018

	Number of Students	Mean Scale Score (256-388)	Percentage in Each Performance Level					
			Level 1 (256-305)	Level 2 (306-319)	Level 3 (320-333)	Level 4 (334-349)	Level 5 (350-388)	Levels 3-5
Grade 05								
77 – DEMO DIST 77	78	320	33	14	17	19	17	53
99 – DEMO DIST 99	1,917	321	28	20	19	18	15	52
STATE TOTAL	1,995	321	28	19	19	18	15	52

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

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

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

Florida

Standards Assessments

Mathematics State Summary Spring 2018

	Number of Students	Mean Scale Score	Percentage in Each Performance Level					
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5
Grade 03								
State	2,000	275	67	19	11	2	1	13
Grade 04								
State	2,000	288	69	16	14	0	0	15
Grade 05								
State	1,995	321	28	19	19	18	15	52
Grade 06								
State	1,994	325	28	22	20	17	13	50
Grade 07								
State	1,995	329	30	20	24	14	12	50
Grade 08								
State	1,993	332	34	23	22	11	10	44

FSA Mathematics Performance Levels by Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
Grade 03	240-284	285-296	297-310	311-326	327-360	Grade 06	260-309	310-324	325-338	339-355	356-390
Grade 04	251-298	299-309	310-324	325-339	340-376	Grade 07	269-315	316-329	330-345	346-359	360-391
Grade 05	256-305	306-319	320-333	334-349	350-388	Grade 08	273-321	322-336	337-352	353-364	365-393

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

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

FSA Reporting Categories

The content of each FSA ELA, Mathematics, and EOC assessment is organized by **Reporting Category**. Reporting categories group the assessed student knowledge and skills into broad content areas.

Note: Reporting categories should not be considered the sole indicators for determining the educational needs of students. Furthermore, providing instruction in a specific reporting category may not be justified and may actually be an inefficient use of instructional time.

When interpreting student results provided under the performance details for each reporting category, the following cautions and information should be considered:

- The number of **items** in a reporting category will vary by grade level. Consequently, users should not compare **reporting category scores** across grade levels.
- The difficulty of the items measuring each benchmark will vary from one year to the next. Consequently, users should not compare reporting category scores across years.
- The items in each assessment reporting category will potentially vary by test form. Consequently, users should not compare reporting category scores across test forms (EOCs only).

Note: As the Text-Based Writing reporting category is also broken out into three **writing domain scores**, the cautions and information above should be taken into consideration when interpreting these sub-scores provided in the writing performance section.

Definitions for each reporting category for each of the FSA assessments are provided below.

FSA ELA Reporting Categories

FSA ELA assessments measure student achievement of the Florida Standards in English language arts. For all grade levels tested, the FSA ELA tests assess what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the FSA ELA tests progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

Grade 3

- **Key Ideas and Details**
In this category, students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, referencing evidence from the text to support inferences and conclusions.
- **Craft and Structure**
In this category, students are expected to interpret literal and nonliteral meanings of words/phrases, determine how text structures and text features impact meaning, and distinguish personal point of view from that of the narrator or author.
- **Integration of Knowledge and Ideas**
In this category, students are expected to integrate and analyze content presented in diverse media formats and analyze treatment of similar themes or topics.
- **Language and Editing**
In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grades 4–5

- **Key Ideas and Details**

In this category, students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.

- **Craft and Structure**

In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how text structures and text features impact the text, and determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

In this category, students are expected to integrate and evaluate content presented in diverse media formats and analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.

- **Language and Editing**

In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **Text-Based Writing**

In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

Grades 6–10 and Retake

- **Key Ideas and Details**

In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.

- **Craft and Structure**

In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/tone and how text structures impact the text, and determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.

- **Language and Editing**

In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **Text-Based Writing**

In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

FSA Mathematics Reporting Categories

FSA Mathematics assessments measure student achievement of the Florida Standards in Mathematics. For all grade levels tested, the FSA Mathematics tests assess what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the FSA Mathematics tests progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

Grade 3

- **Operations, Algebraic Thinking, and Numbers in Base Ten**

In this category, students are expected to represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; solve problems involving the four operations, and identify and explain patterns in arithmetic; and use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Numbers and Operations—Fractions**

In this category, students are expected to develop understanding of fractions as numbers.

- **Measurement, Data, and Geometry**

In this category, students are expected to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; understand concepts of area and relate area to multiplication and addition; recognize perimeter as an attribute of plane figures and distinguish between linear and area measures; and reason with shapes and their attributes.

Grade 4

- **Operations and Algebraic Thinking**

In this category, students are expected to use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples, and generate and analyze patterns.

- **Numbers and Operations in Base Ten**

In this category, students are expected to generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Numbers and Operations—Fractions**

In this category, students are expected to extend understanding of fraction equivalence and ordering, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, and understand decimal notation for fractions and compare decimal fractions.

- **Measurement, Data, and Geometry**

In this category, students are expected to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, represent and interpret data, understand concepts of angle and measure angles, and draw and identify lines and angles and classify shapes by properties of their lines and angles.

Grade 5

- **Operations, Algebraic Thinking, and Fractions**

In this category, students are expected to write and interpret numerical expressions, analyze patterns and relationships, use equivalent fractions as a strategy to add and subtract fractions, and apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- **Numbers and Operations in Base Ten**

In this category, students are expected to understand the place value system and perform operations with multi-digit whole numbers and decimals to hundredths.

- **Measurement, Data, and Geometry**

In this category, students are expected to convert like measurement units within a given measurement system, represent and interpret data, understand concepts of volume and relate volume to multiplication and addition, graph points on the coordinate plane to solve real-world and mathematical problems, and classify two-dimensional figures into categories based on their properties.

Grade 6

- **Ratio and Proportional Relationships**

In this category, students are expected to understand ratio concepts and use ratio reasoning to solve problems.

- **Expressions and Equations**

In this category, students are expected to apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities, and represent and analyze quantitative relationships between dependent and independent variables.

- **Geometry**

In this category, students are expected to solve real-world and mathematical problems involving area, surface area, and volume.

- **Statistics and Probability**

In this category, students are expected to develop understanding of statistical variability and summarize and describe distributions.

- **The Number System**

In this category, students are expected to apply and extend previous understandings of multiplication and division to divide fractions by fractions, compute fluently with multi-digit numbers and find common factors and multiples, and apply and extend previous understandings of numbers to the system of rational numbers.

Grade 7

- **Ratio and Proportional Relationships**

In this category, students are expected to analyze proportional relationships and use them to solve real-world and mathematical problems.

- **Expressions and Equations**

In this category, students are expected to use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- **Geometry**

In this category, students are expected to draw, construct, and describe geometrical figures and describe the relationships between them and solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- **Statistics and Probability**

In this category, students are expected to use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; and investigate chance processes and develop, use, and evaluate probability models.

- **The Number System**

In this category, students are expected to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Grade 8

- **Expressions and Equations**

In this category, students are expected to work with radicals and integer exponents and understand the connections between proportional relationships, lines, and linear equations.

- **Functions**

In this category, students are expected to define, evaluate, and compare functions and use functions to model relationships between quantities.

- **Geometry**

In this category, students are expected to understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; and solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

- **Statistics and Probability and the Number System**

In this category, students are expected to investigate patterns of association in bivariate data and know that there are numbers that are not rational and approximate them by rational numbers.

FSA EOC Reporting Categories

The content of the FSA EOC assessments is organized by reporting categories that are used for test design, scoring, and reporting purposes. Reporting categories group the assessed student knowledge and skills into broad content areas. Definitions for each reporting category are provided below for each of the FSA EOC assessments.

Algebra 1 and Retake

- **Algebra and Modeling**

In this category, students are expected to perform operations on polynomials; understand the relationship between zeros and factors of polynomials; use mathematical structure of expressions; create, solve, and reason with equations and inequalities; and choose and use appropriate mathematics to model situations.

- **Functions and Modeling**

In this category, students are expected to understand the concept of a function; interpret functions and key features in a context; analyze and graph functions; build a function that models a relationship; construct linear, quadratic, and exponential functions; and solve problems using functions.

- **Statistics and the Number System**

In this category, students are expected to extend the properties of exponents to rational exponents; use properties of rational and irrational numbers; summarize, represent, and interpret data for one- and two-variable data; and interpret linear models.

Geometry

- **Congruence, Similarity, Right Triangles, and Trigonometry**

In this category, students are expected to understand congruence and similarity in terms of transformations, prove and use geometric theorems, demonstrate geometric constructions, define trigonometric ratios, solve problems involving right triangles, and use congruence and similarity criteria for triangles.

- **Circles, Geometric Measurement, and Geometric Properties with Equations**

In this category, students are expected to prove and apply theorems about circles, find arc lengths and areas of sectors, derive the equation of a circle, use coordinates to prove theorems and to solve problems algebraically, and explain and use volume formulas.

- **Modeling with Geometry**

In this category, students are expected to apply geometric concepts in modeling situations.

Glossary

Note: Terms defined in this glossary that have been cross-referenced appear in **bold text** the first time they are referenced in a definition other than their own.

Achievement Levels—Also referred to as **performance levels**, five categories of achievement that represent the success students demonstrate with the content assessed. The achievement levels are helpful in interpreting what a student's score represents. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Achieving a score in Level 3 or higher is considered satisfactory. The minimum score in Level 3 is the **passing score** for each assessment.

Achievement Level Cut Scores—The minimum **scale scores** for placement in each of the five **achievement levels**. The cut scores are established through a process called **standard setting** and were established in [State Board of Education Rule 6A-1.09422](#).

Alternate Passing Score—The **passing score** that students who participated in the **baseline administration** (prior to the establishment of **achievement level cut scores**) may use to meet the graduation requirement for passing the Grade 10 ELA/Retake and Algebra 1/Retake EOC (or to receive the scholar designation by passing the Geometry EOC assessment).

Baseline Administration—The first administration of new assessments aligned to statewide standards. The FSA baseline administration took place in spring 2015. Student results from the baseline administration are used in the process of **standard setting**.

CBT Tools—Tools available to students in the **computer-based testing** platform. CBT tools vary slightly depending on the **subject area**. Readers should refer to the *Test Administrator User Guide* under FSA Resources on the [FSA Portal](#) for a list of FSA CBT tools provided on all computer-based tests.

Computer-Based Testing (CBT)—In 2018, the FSA Grades 8–10/Retake ELA Writing, Grades 4–10/Retake ELA Reading, Grades 3–8 Mathematics, Algebra 1/Retake EOC, and Geometry EOC were given in a computer-based format, with paper-based accommodations provided for eligible students. When taking the test on the computer, students record their answer choices using the mouse or keyboard, and they may use various **CBT tools**, such as a highlighter or notepad, as they respond. Before exiting the assessment and submitting their responses, students are taken to a screen that identifies questions that are answered, unanswered, and marked for review.

Florida Education Identifier (FLEID)—A code issued by the Florida Department of Education used to uniquely identify a person in Florida's education data system.

FSA Reporting System—The system used to access student-, school-, district-, and state-level score reports. Only authorized users have access to this system.

Items—Test questions that students are required to answer. Information about item types are included in the Test Item Specifications available on the [FSA Portal](#). In addition, student practice tests (also available on the portal) include possible item types students may encounter on a test.

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 scores used in the sum.

Mean Scale Score—The calculated mean **scale score** of all students at the school, district, or state level.

Passing Score—The minimum **scale score** in **achievement level 3** for each grade and subject. For Grade 10 ELA and EOCs, see **alternate passing score**.

Percent Passing—The percentage of students in the district or state that achieve a **scale score** at or above the **passing score** for each assessment. Percent passing is only reported on district and state summary reports.

Performance Level—See **Achievement Levels**.

Points Earned—See **Reporting Category Scores**.

Points Possible—The sum of the maximum scores for **items** measuring a given **Reporting Category**. The number of points possible in a reporting category may change slightly each year.

Previous Performance— The performance of a student in the selected subject in past FSA administrations, if available.

Reporting Category—Broad content areas into which the assessed student knowledge and skills are grouped.

Reporting Category Scores—The sum of the scores for **items** measuring a given **Reporting Category**. Reporting category scores are also referred to as raw scores.

Scale Score—A scale score is used to report student results on the entire test on the FSA scale. An overall theta score, which is dependent on how a student answers individual **items**, is calculated and converted to the scale score in order to reflect the student's **achievement level**.

Standard Setting—The process by which **achievement level cut scores** are established. Standard setting is based on input from educators, community and business leaders, and the public, as well as the state's education leadership.

State Mean—The average **scale score** for each assessment used for comparison purposes. Individual student scores, school **mean** scores, or district mean scores can be compared to the state mean.

Subject Area—The information or skills contained in an area of study. The subject areas assessed in the 2018 FSA tests are ELA and Mathematics.

Writing Condition Code—The descriptor assigned to a student ELA Writing response indicating the reason an irregular score was assigned. (For example, "C" indicates a response that is off topic but receives a conventions score of 0–2. Similarly, "G" indicates a response that is completely copied text and receives a score of 0.)

Writing Domain Scores— While the ELA Writing component is one category that contributes to the overall ELA score (Text-Based Writing), there are three domain scores awarded for each response. The sum of these sub-scores is the total score for the Text-Based Writing reporting category (10 raw score points).

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