Florida
Standards Assessments

Understanding Florida Standards Assessments Reports

2017

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 Mathematics and English Language Arts (ELA) 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 student score reports for distribution to schools and students. In addition, all reports, including aggregate score results for all other entities, can be found in the secure **FSA Reporting System**. The results posted in the FSA Reporting System are restricted, since they contain confidential student information. Only authorized district and school personnel can log in to the FSA Reporting System to access aggregate score results. Please see the *FSA Reporting System User Guide* for assistance in accessing these results.

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. Student performance on the FSA assessments provides important information to parents, teachers, policy makers, and the general public regarding how well students are learning the Florida Standards.

Subjects/Grade Levels Tested in 2017

- Grades 3–10 (and Retake) ELA (Reading component in grades 3–10; Writing component in grades 4–10)
- Grades 3–8 Mathematics
- Algebra 1* (and Retake)
- Geometry*
- Algebra 2*

*Note: In accordance with Section 1008.22(3)(b)2., Florida Statutes, "Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC [End-of-Course] assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a)."

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels participated in the 2017 FSA administrations. Allowable accommodations were provided to ELLs and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format

Florida's transition to **computer-based testing** began in 2010. In 2017, all students tested took a computer-based test (CBT) with the exception of students in grade 3 who took paper-based ELA Reading, and students in grades 4–7 who took paper-based ELA Writing. In addition, paper-based forms and accommodated test forms were provided for eligible students with disabilities, as specified in their IEPs or Section 504 Plans. 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 masking, text-to-speech, and American Sign Language (ASL) videos, were available in the computer-based platform for eligible students who required them.

Computer-Based Tests

- Grades 8–10 ELA Writing (and Gr 10 Retake)
- Grades 4–10 ELA Reading (and Gr 10 Retake)
- Grades 3–8 Mathematics
- Algebra 1 (and Retake), Geometry, and Algebra 2 EOC assessments

Paper-Based Tests

- Grades 4–7 ELA Writing
- Grades 3 ELA Reading

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 show 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 2 provides a list of FSA reports, the format in which the report will be 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

ELA, Mathematics, and EOC Scale Scores and Achievement Levels

After the baseline administration of FSA in spring 2015, the **standard-setting** process took place to establish the **achievement level cut scores** for each grade and subject. Achievement level cut scores were adopted by the Florida State Board of Education in January of 2016 in State Board of Education Rule 6A-1.09422, Florida Administrative Code. Information regarding standard setting, as well as the adopted **achievement levels**, also called **performance levels**, and corresponding **scale score** ranges are available on the Florida Department of Education Standard Setting page. Both scale scores and performance levels are reported for FSA ELA, Mathematics, and EOC tests. 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.

Table 1. Performance Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade/course	**Below Satisfactory:** Likely to need substantial support for the next grade/course	**Satisfactory:** May need additional support for the next grade/course	**Proficient:** Likely to excel in the next grade/course	**Mastery:** Highly likely to excel in the next grade/course

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.

Students who took the grade 10 FSA ELA, Algebra 1 EOC, and Geometry EOC in the spring 2015 FSA **baseline administration** are eligible to use an **alternate passing score** to meet the passing requirement on these assessments (for Geometry, a passing score is required for students to qualify for the Scholar Designation but is not a graduation requirement). 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

Reporting category performance is conveyed by displaying the **Points Earned** and the **Points Possible** for each category. Reporting categories represent groups of similar skills, or benchmarks, which are assessed within each grade and subject.

FSA Student, School, District, and State Reports

Table 2: FSA Reports, Format of Delivery, and Grades

	FSA Report Type	Format of Delivery	Grades	Page of Report Description
Student Reports	ELA Student Report	Paper	3–10	7
	Mathematics Student Report	Paper	3–8	7
	Algebra 2 and Geometry EOC Student Report	Paper	Algebra 2 and Geometry	7
	ELA Grade10 and Algebra 1 EOC Student Report	Paper	10 and Algebra 1 and Retakes	7–8
School Reports	ELA School Report of Students	Online	3–10 and Retake	9
	Mathematics School Report of Students	Online	3–8	9
	EOC School Report of Students	Online	Algebra 1/Retake, Geometry, & Algebra 2	10
District Reports	ELA District Report of Schools	Online	3–10	12
	Mathematics District Report of Schools	Online	3–8	12
	Algebra 1 EOC District Report of Schools	Online	All	12
	Algebra 1 Retake EOC District Report of Schools	Online	All	12
	Geometry EOC District Report of Schools	Online	All	12
	Algebra 2 EOC District Report of Schools	Online	All	12
	ELA District Summary	Online	3–10	13
	Mathematics District Summary	Online	3–8	13
	Algebra 1 EOC District Summary	Online	All	13
	Algebra 1 Retake EOC District Summary	Online	All	13
	Geometry EOC District Summary	Online	All	13
	Algebra 2 EOC District Summary	Online	All	13
State Reports	ELA State Report of Districts	Online	3–10	14
	Mathematics State Report of Districts	Online	3–8	14
	Algebra 1 EOC State Report of Districts	Online	All	14
	Algebra 1 Retake EOC State Report of Districts	Online	All	14
	Geometry EOC State Report of Districts	Online	All	14
	Algebra 2 EOC State Report of Districts	Online	All	14
	ELA State Summary	Online	3–10	15
	Mathematics State Summary	Online	3–8	15
	Algebra 1 EOC State Summary	Online	All	15
	Algebra 1 Retake EOC State Summary	Online	All	15
	Geometry EOC State Summary	Online	All	15
	Algebra 2 EOC State Summary	Online	All	15

Codes for No Data Reported

The following abbreviations may appear on some student-level educator reports.

NR (Not Reported) indicates that no data are reported for the student. Reports containing student results will indicate 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 above NR condition codes will appear in the scale score column of the *School Report of Students* for Mathematics grades 3–8, Algebra 1 EOC (and Retake), Geometry EOC, and Algebra 2 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 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. Grade 3 ELA will have the ELA Reading score flag column populated only, since the grade 3 ELA test consists of a Reading component only.

Additionally, the **Writing Condition Code** will also 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. This information is made available to provide further insight into the score flag status of the ELA Writing portion of the FSA ELA assessment.

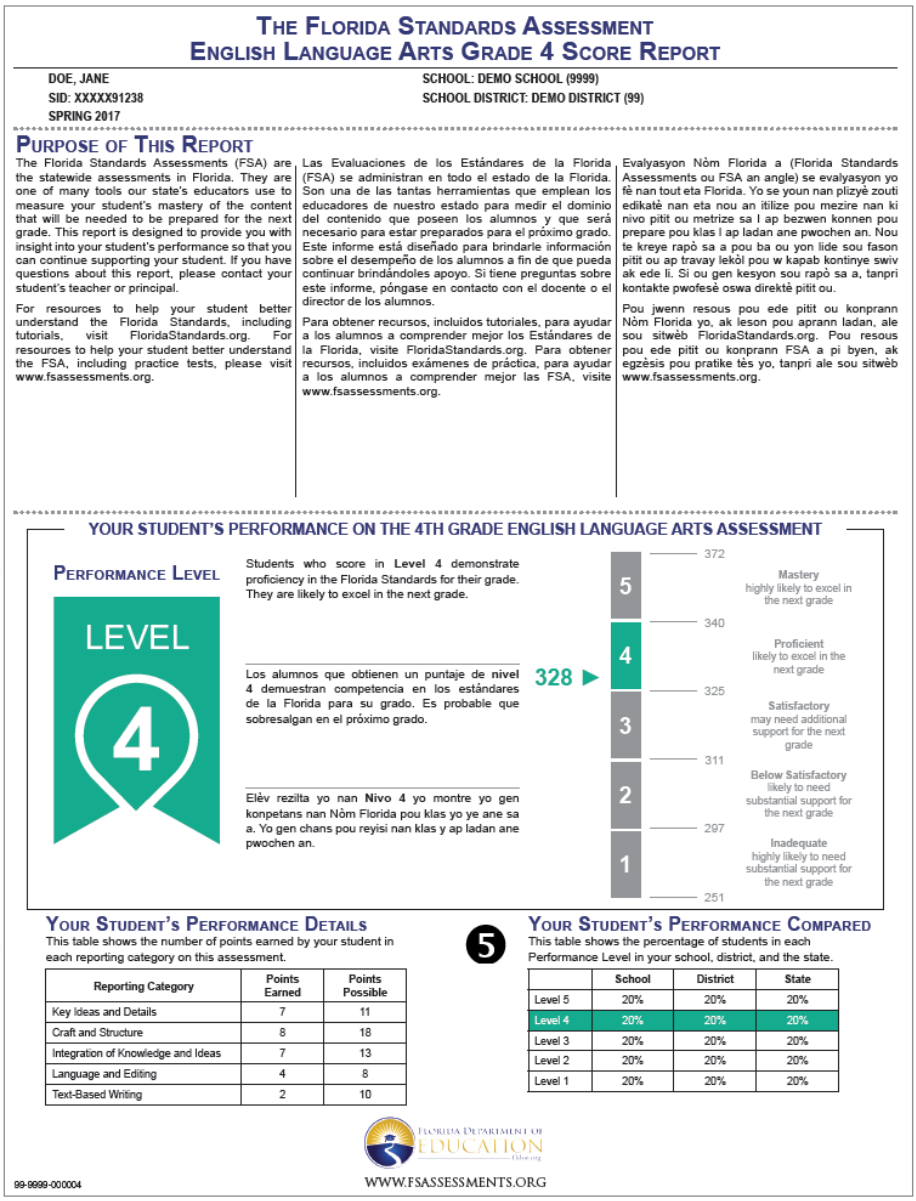
A dash (–) on the student, school, district, or state level reports appears when data are suppressed. To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten. If all students would be reported in the same performance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

FSA ELA, Mathematics, and EOC Individual Student Score Reports

All Subjects and Grade Levels

Readers should have their FSA Mathematics Student Report (grades 3–8), FSA ELA Student Report (grades 3–10 and Retake), or FSA EOC Student Report (Algebra 1 and Retake, Geometry, and Algebra 2) when reviewing and interpreting information provided in this section. The *FSA ELA Grade 10 and Algebra 1 EOC Student Reports* contain one difference from the report below that is explained on the following page.

The *FSA ELA, Mathematics, and EOC Individual Student Score Report* is a one-page color report. The report provides general information about the FSA program and resources for students as well as the student's 2017 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 the state. The information on this report is listed in English, Spanish, and Haitian Creole.



THE FLORIDA STANDARDS ASSESSMENT
ENGLISH LANGUAGE ARTS GRADE 4 SCORE REPORT

1 DOE, JANE
SID: XXXXX91238
SPRING 2017
SCHOOL: DEMO SCHOOL (9999)
SCHOOL DISTRICT: DEMO DISTRICT (99)

2 PURPOSE OF THIS REPORT

The Florida Standards Assessments (FSA) are the statewide assessments in Florida. They are one of many tools our state's educators use to measure your student's mastery of the content that will be needed to be prepared for the next grade. This report is designed to provide you with insight into your student's performance so that you can continue supporting your student. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the Florida Standards, including tutorials, visit FloridaStandards.org. For resources to help your student better understand the FSA, including practice tests, please visit www.fsassessments.org.

Las Evaluaciones de los Estándares de la Florida (FSA) se administran en todo el estado de la Florida. Son una de las tantas herramientas que emplean los educadores de nuestro estado para medir el dominio del contenido que poseen los alumnos y que será necesario para estar preparados para el próximo grado. Este informe está diseñado para brindarle información sobre el desempeño de los alumnos a fin de que pueda continuar brindándoles apoyo. Si tiene preguntas sobre este informe, póngase en contacto con el docente o el director de los alumnos.

Para obtener recursos, incluidos tutoriales, para ayudar a los alumnos a comprender mejor los Estándares de la Florida, visite FloridaStandards.org. Para obtener recursos, incluidos exámenes de práctica, para ayudar a los alumnos a comprender mejor las FSA, visite www.fsassessments.org.

Evalyasyon Nòm Florida a (Florida Standards Assessments ou FSA an angle) se evalyasyon yo fè nan tout eta Florida. Yo se youn nan plizyè zouti edikatè nan eta nou an itilize pou mezire nan ki nivo pitit ou metrize sa l ap bezwen konnen pou prepare pou klas l ap ladan ane pwochen an. Nou te kreye rapò sa a pou ba ou yon lide sou fason pitit ou ap travay lekòl pou w kapab kontinye swiv ak ede li. Si ou gen kesyon sou rapò sa a, tanpri kontakte pwofesè oswa direktè pitit ou.

Pou jwenn resous pou ede pitit ou konprann Nòm Florida yo, ak leson pou aprann ladan, ale sou sitwèb FloridaStandards.org. Pou resous pou ede pitit ou konprann FSA a pi byen, ak egzèsis pou pratike tès yo, tanpri ale sou sitwèb www.fsassessments.org.

3 YOUR STUDENT'S PERFORMANCE ON THE 4TH GRADE ENGLISH LANGUAGE ARTS ASSESSMENT

PERFORMANCE LEVEL

LEVEL 4

Students who score in Level 4 demonstrate proficiency in the Florida Standards for their grade. They are likely to excel in the next grade.

Los alumnos que obtienen un puntaje de nivel 4 demuestran competencia en los estándares de la Florida para su grado. Es probable que sobresalgan en el próximo grado.

Elèv rezilta yo nan Nivo 4 yo montre yo gen konpetans nan Nòm Florida pou klas yo ye ane sa a. Yo gen chans pou reyisi nan klas y ap ladan ane pwochen an.

328 ▶

5	372	Mastery — highly likely to excel in the next grade
4	340	Proficient — likely to excel in the next grade
3	325	Satisfactory — may need additional support for the next grade
2	311	Below Satisfactory — likely to need substantial support for the next grade
1	297	Inadequate — highly likely to need substantial support for the next grade
	251	

4 YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible
Key Ideas and Details	7	11
Craft and Structure	8	18
Integration of Knowledge and Ideas	7	13
Language and Editing	4	8
Text-Based Writing	2	10

5 YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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

FLORIDA DEPARTMENT OF EDUCATION

99-9999-000004

WWW.FSASSESSMENTS.ORG

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

2 **Purpose of This Report:** Description of the FSA and resources for teachers, students, and parents. On certain reports, and where appropriate, this section includes additional information regarding graduation and scholar designation requirements, and alternate passing scores.

3 **Performance Level & Scale Score:** 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. The performance level information is translated into Spanish and Haitian Creole.

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

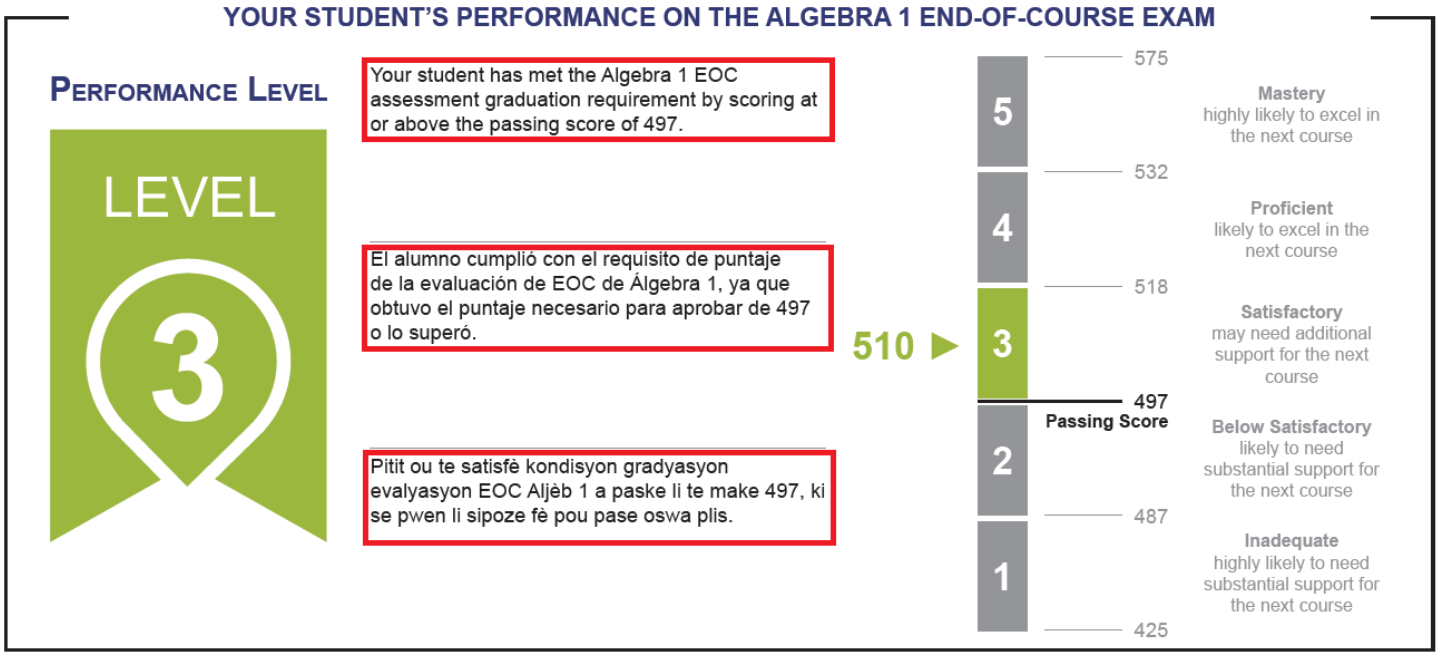
5 **Performance Compared:** A table lists the percentage of students in each performance level in the student's school, district, and the state. The performance level in which the student scored is highlighted.

Performance Level Indicators

Performance levels are indicated by both number and color for easy interpretation. The figure below displays each of the levels from 1 (Inadequate) to 5 (Mastery).

ELA Grade 10 and Algebra 1 EOC

Achieving passing scores on the Grade 10 ELA and Algebra 1 EOC (or Retakes) 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.

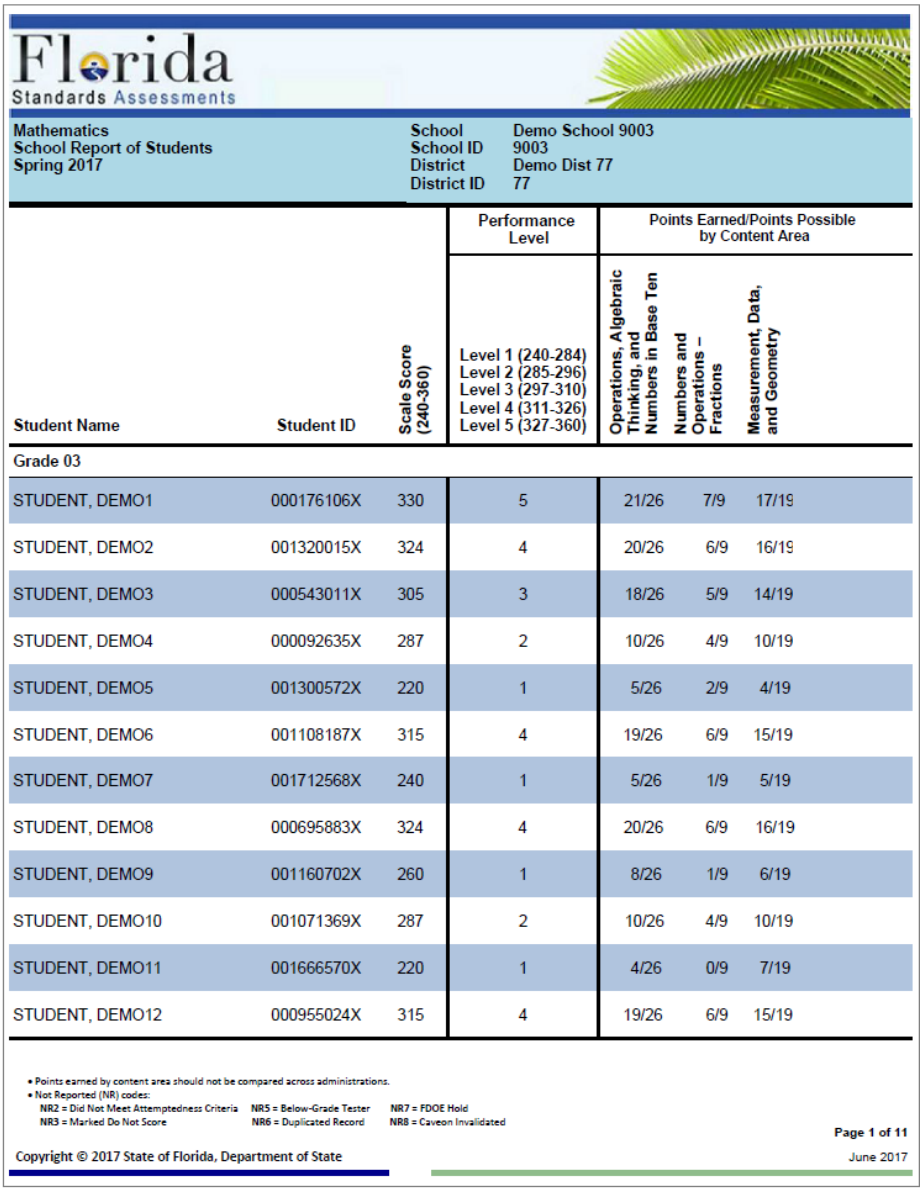


FSA ELA and Mathematics School Report of Students

Readers must log in to the FSA Reporting System to access and view their FSA ELA, Mathematics, or EOC School Report of Students. Only authorized district and school personnel may access this report in the FSA Reporting System, since it contains confidential student information.

All Subjects and Grade Levels (except all EOC)

Readers should view their *FSA ELA School Report of Students* (grades 3–10) *or Mathematics School Report of Students* (grades 3–8) when reviewing and interpreting information provided in this section. *FSA EOC School Reports of Students* are explained on the following page.



Florida Standards Assessments

Mathematics
School Report of Students
Spring 2017

School: Demo School 9003
School ID: 9003
District: Demo Dist 77
District ID: 77

Student Name	Student ID	Scale Score (240-360)	Performance Level (Level 1 (240-284), Level 2 (285-296), Level 3 (297-310), Level 4 (311-326), Level 5 (327-360))	Points Earned/Points Possible by Content Area: Operations, Algebraic Thinking, and Numbers in Base Ten	Numbers and Operations – Fractions	Measurement, Data, and Geometry
Grade 03						
STUDENT, DEMO1	000176106X	330	5	21/26	7/9	17/19
STUDENT, DEMO2	001320015X	324	4	20/26	6/9	16/19
STUDENT, DEMO3	000543011X	305	3	18/26	5/9	14/19
STUDENT, DEMO4	000092635X	287	2	10/26	4/9	10/19
STUDENT, DEMO5	001300572X	220	1	5/26	2/9	4/19
STUDENT, DEMO6	001108187X	315	4	19/26	6/9	15/19
STUDENT, DEMO7	001712568X	240	1	5/26	1/9	5/19
STUDENT, DEMO8	000695883X	324	4	20/26	6/9	16/19
STUDENT, DEMO9	001160702X	260	1	8/26	1/9	6/19
STUDENT, DEMO10	001071369X	287	2	10/26	4/9	10/19
STUDENT, DEMO11	001666570X	220	1	4/26	0/9	7/19
STUDENT, DEMO12	000955024X	315	4	19/26	6/9	15/19

• 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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June 2017

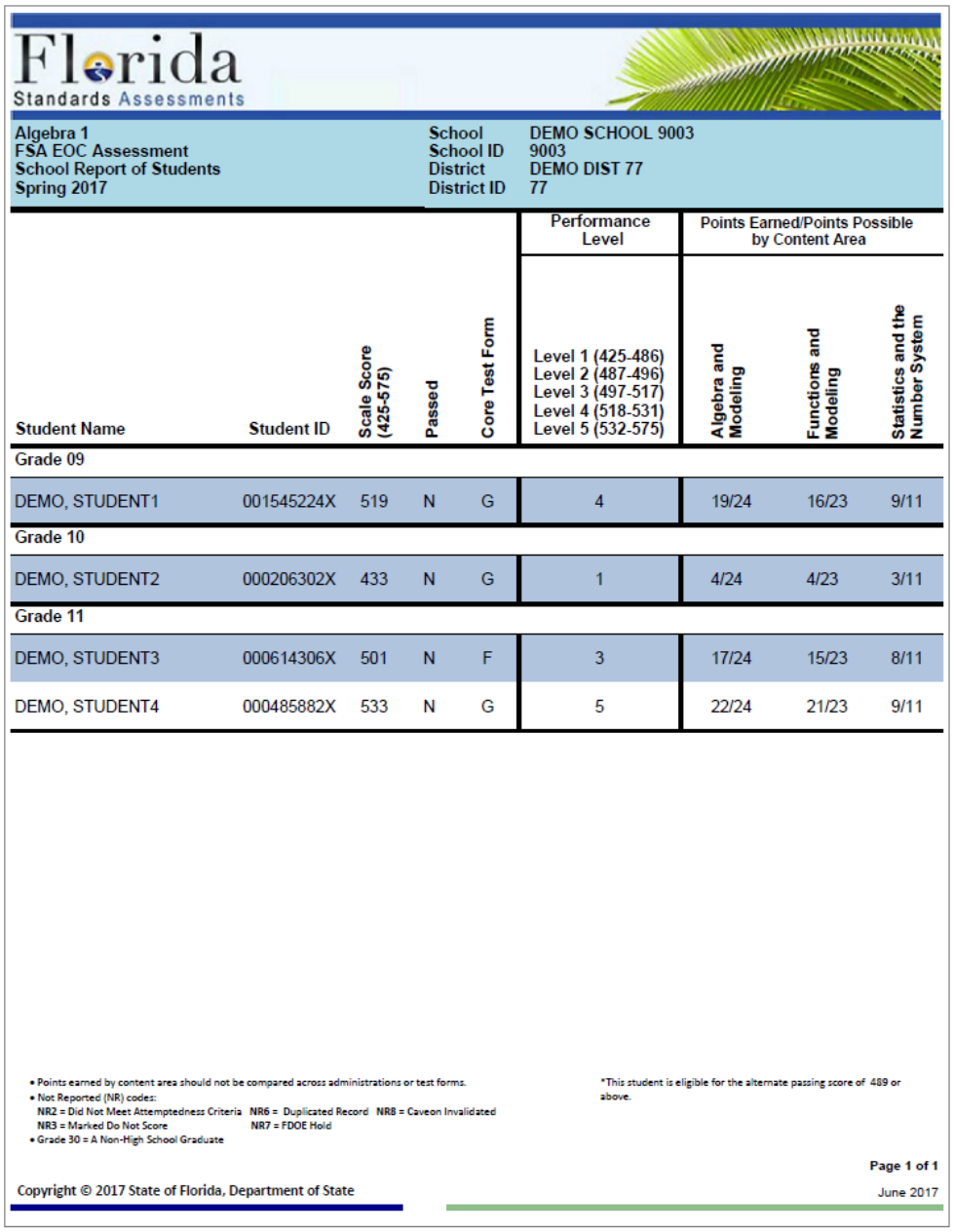
❶ **Top of Report:** The subject, title of the report, and administration are printed on the top left of the report. School and district information are listed on the top middle of the report.

❷ **Report Results Table:** A table lists the grade of students included in the report. Each student's name, SID (FLEID starting Summer 2017), and Scale Score are listed on the left side of the report. A Performance Level of 1–5 (1 being the lowest and 5 being the highest) and the Points Earned/Points Possible by content area are also reported. The scale score ranges for each Performance Level are indicated in the subheading of the Performance Level Column. Note: A passing indicator is listed only on the ELA reports and will display NA for all grades except grade 10.

❸ **Bottom of Report:** Important 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 month and year the results were released.

FSA Algebra 1, Algebra 1 Retake, Geometry, and Algebra 2 EOC

Readers should view their *EOC School Report of Students* when reviewing and interpreting information provided in this section.



Florida Standards Assessments

Algebra 1
FSA EOC Assessment
School Report of Students
Spring 2017

School: DEMO SCHOOL 9003
School ID: 9003
District: DEMO DIST 77
District ID: 77

Student Name	Student ID	Scale Score (425-575)	Passed	Core Test Form	Performance Level (Level 1 (425-486) Level 2 (487-496) Level 3 (497-517) Level 4 (518-531) Level 5 (532-575))	Points Earned/Points Possible by Content Area: Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Grade 09								
DEMO, STUDENT1	001545224X	519	N	G	4	19/24	16/23	9/11
Grade 10								
DEMO, STUDENT2	000206302X	433	N	G	1	4/24	4/23	3/11
Grade 11								
DEMO, STUDENT3	000614306X	501	N	F	3	17/24	15/23	8/11
DEMO, STUDENT4	000485882X	533	N	G	5	22/24	21/23	9/11

- 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 = Caveon Invalidated
  NR3 = Marked Do Not Score NR7 = FDOE Hold
- Grade 30 = A Non-High School Graduate

*This student is eligible for the alternate passing score of 489 or above.

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June 2017

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

❷ **Report Results Table:** Each student's name, SID (FLEID starting Summer 2017), and Scale Score are listed by grade. A passing indicator is listed on the Algebra 1, Algebra 1 Retake, Geometry, and Algebra 2 reports. The remainder of the row includes each student's Core Test Form, performance level, and the Points Earned/Points Possible by content area. Note: The Core Test Form column only appears on reports for spring administrations.

❸ **Bottom of Report:** Important footnotes on how to read the results in the table are included here, along with the page number of the report and the month and year the results were released.

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

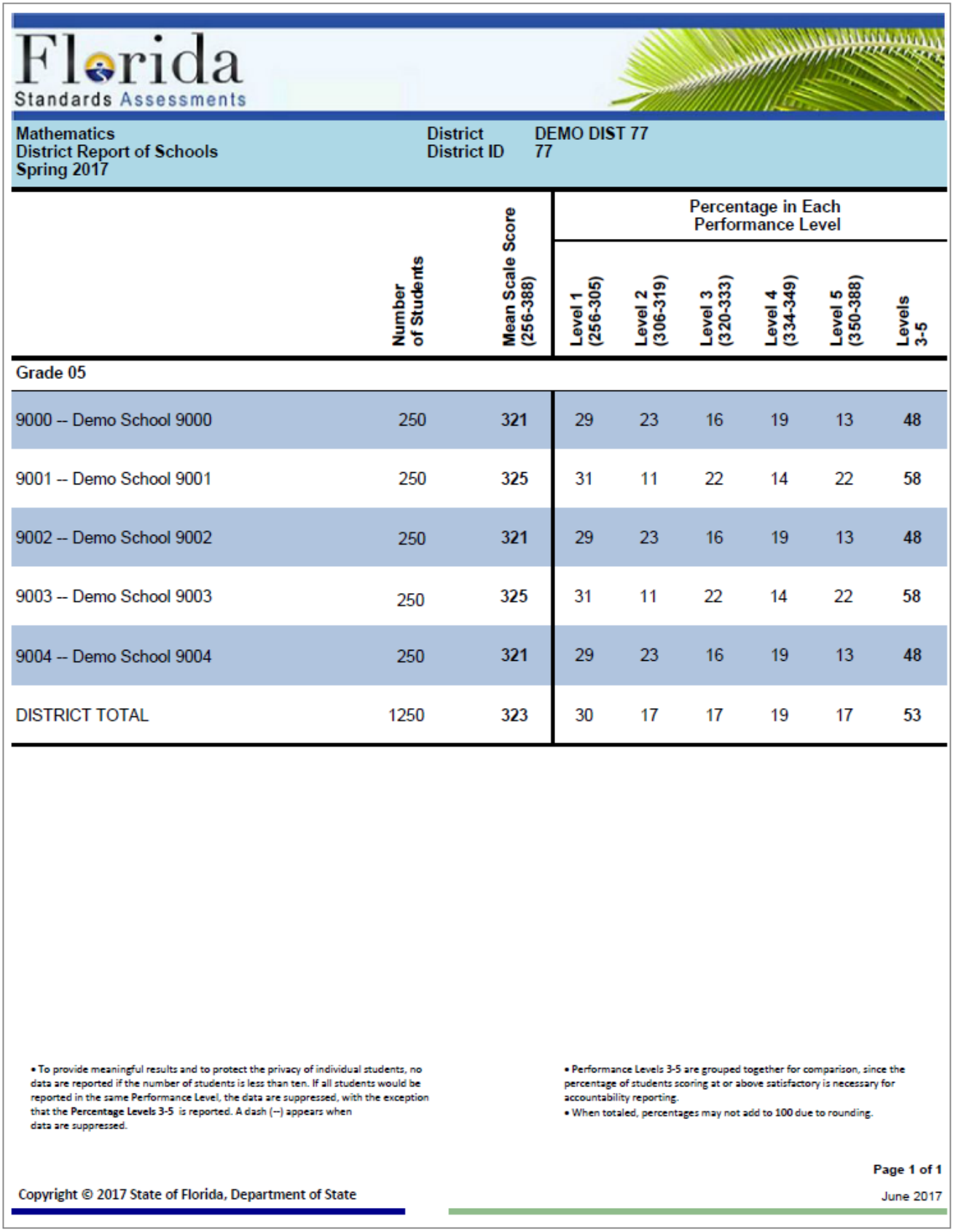
Readers should have one of the following FSA ELA, Mathematics, or EOC reports when reviewing and interpreting information provided in this section: *District Report of Schools*, *District Summary*, *State Report of Districts*, and/or *State Summary*. These reports (shown on the following pages) are formatted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

❶ **Top of Report:** The subject, title of the report, and administration are printed on the top left of the report. District and school information, as applicable, is listed on 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*, the grade level for the data is provided in this column as well. 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:** Important footnotes on how to read the results in the table are included here, along with the page number of the report and the month and year the results were released. The *District Summary* and *State Summary* reports 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 2017

District DEMO DIST 77
District ID 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	250	321	29	23	16	19	13	48
9001 -- Demo School 9001	250	325	31	11	22	14	22	58
9002 -- Demo School 9002	250	321	29	23	16	19	13	48
9003 -- Demo School 9003	250	325	31	11	22	14	22	58
9004 -- Demo School 9004	250	321	29	23	16	19	13	48
DISTRICT TOTAL	1250	323	30	17	17	19	17	53

- 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 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.

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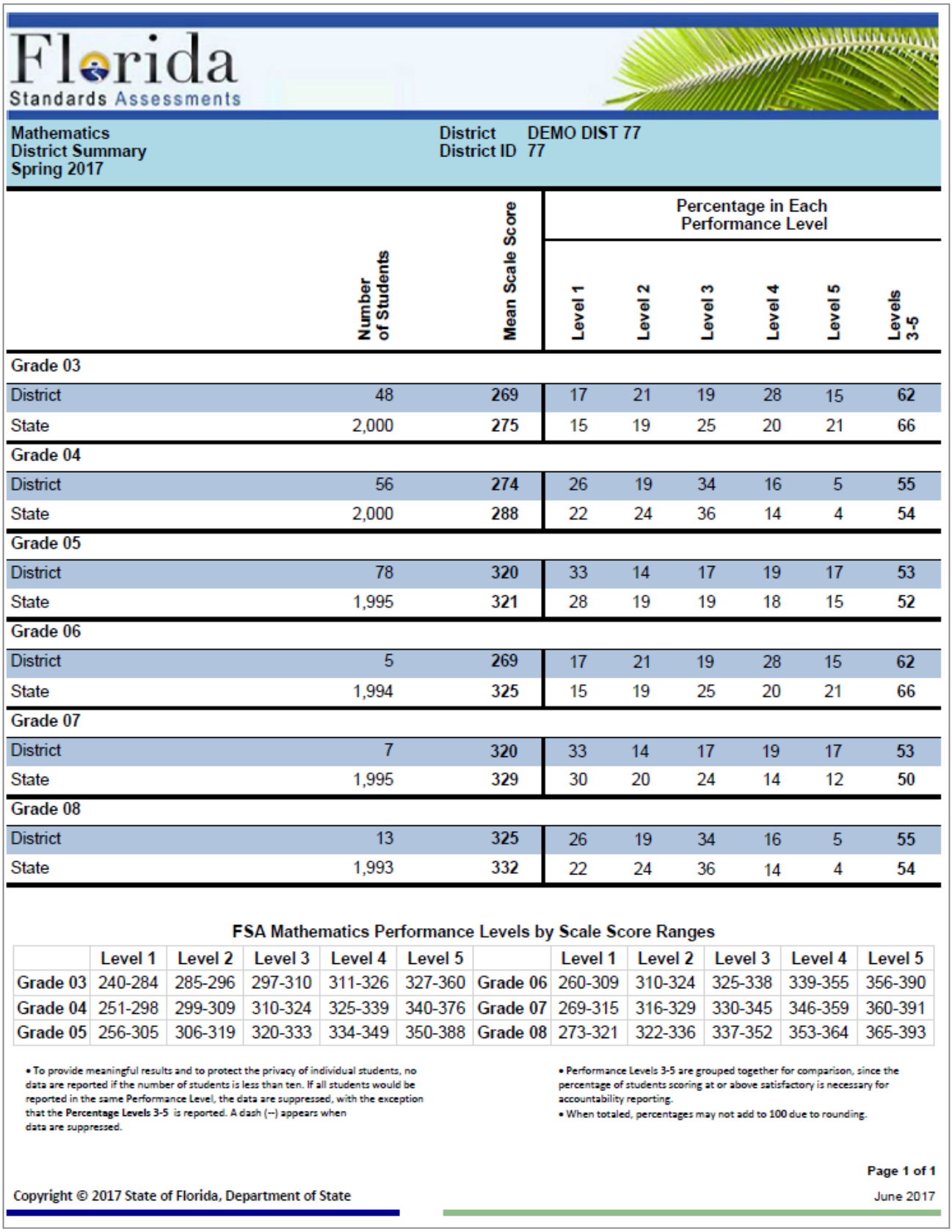
June 2017

District Summary Report



Florida Standards Assessments

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Mathematics
District Summary
Spring 2017

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
❷ Grade 03								
District	48	269	17	21	19	28	15	62
State	2,000	275	15	19	25	20	21	66
Grade 04								
District	56	274	26	19	34	16	5	55
State	2,000	288	22	24	36	14	4	54
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	269	17	21	19	28	15	62
State	1,994	325	15	19	25	20	21	66
Grade 07								
District	7	320	33	14	17	19	17	53
State	1,995	329	30	20	24	14	12	50
Grade 08								
District	13	325	26	19	34	16	5	55
State	1,993	332	22	24	36	14	4	54

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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 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.

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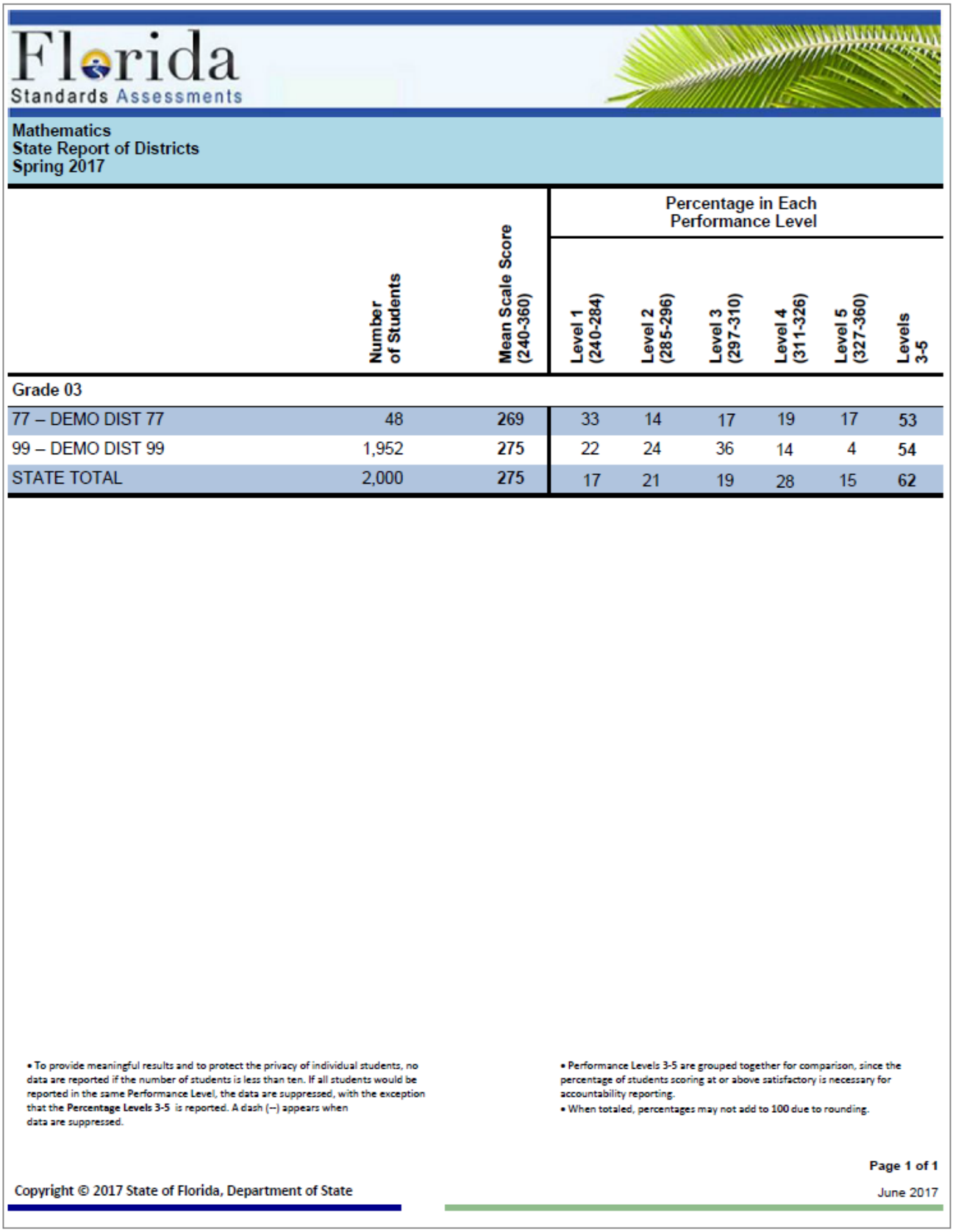
June 2017

State Report of Districts



Florida
Standards Assessments

Mathematics
State Report of Districts
Spring 2017

	Number of Students	Mean Scale Score (240-360)	Percentage in Each Performance Level					
			Level 1 (240-284)	Level 2 (285-296)	Level 3 (297-310)	Level 4 (311-326)	Level 5 (327-360)	Levels 3-5
Grade 03								
77 – DEMO DIST 77	48	269	33	14	17	19	17	53
99 – DEMO DIST 99	1,952	275	22	24	36	14	4	54
STATE TOTAL	2,000	275	17	21	19	28	15	62

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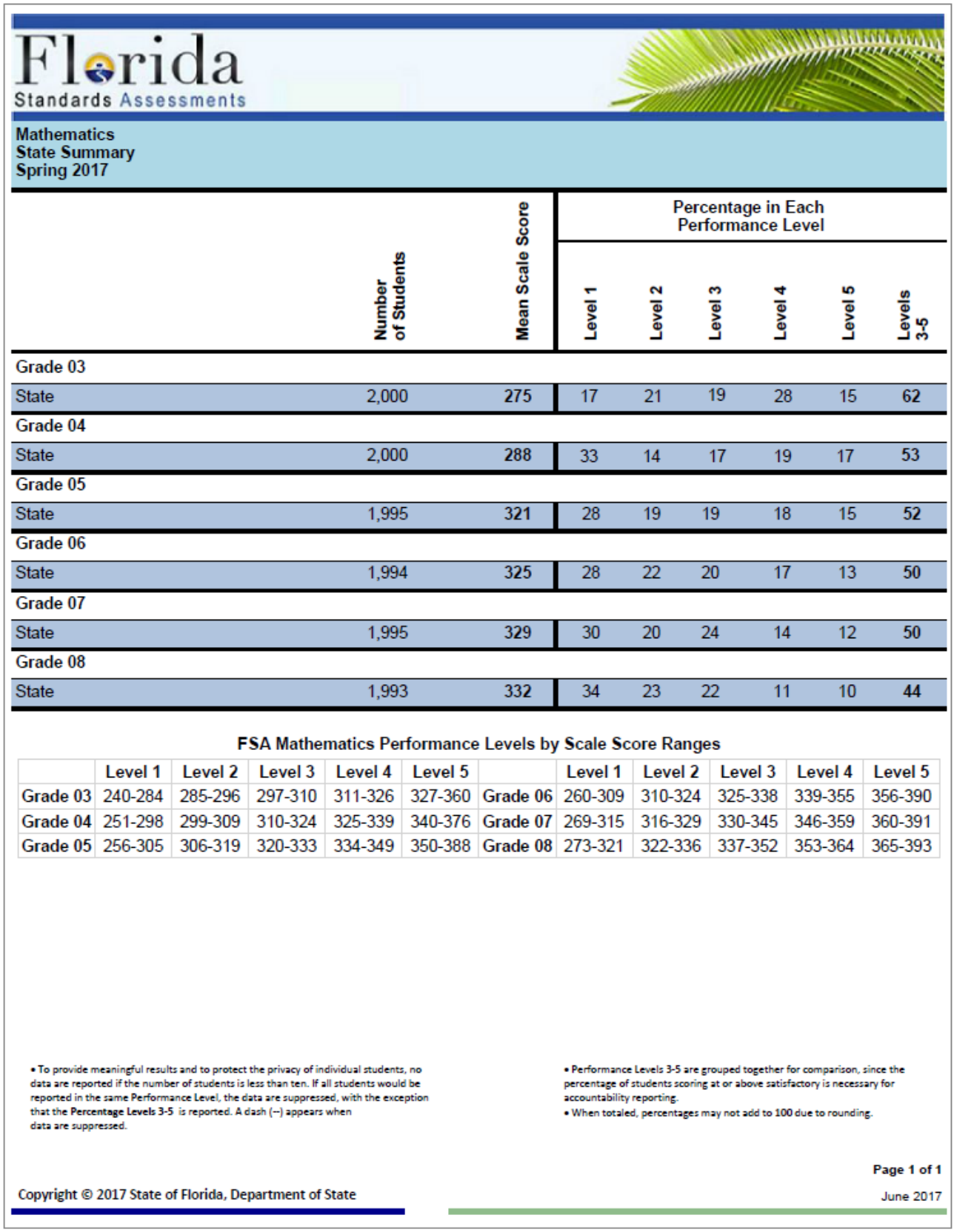
June 2017

State Summary Report



Florida Standards Assessments

Mathematics
State Summary
Spring 2017

	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	17	21	19	28	15	62
Grade 04								
State	2,000	288	33	14	17	19	17	53
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

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Page 1 of 1

June 2017

FSA Reporting Categories

The content of each FSA ELA, Mathematics, and EOC assessment 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.

Note: Reporting categories should not be considered the sole indicators for determining the remedial 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 their 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.
- The analysis is based on state-level data that are not intended to provide specific classroom, school, or district interpretations.

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

FSA ELA Reporting Categories

FSA ELA measures student achievement of the Florida Standards in English Language Arts. For all grade levels tested, FSA ELA assesses 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.

Grade 3

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

Grades 4–5

- **Key Ideas and Details**
  Students read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.
- **Craft and Structure**
  Students interpret connotative and figurative meanings of words/phrases. They analyze how text structures and text features impact the text. They determine the effects of point of view or purpose.
- **Integration of Knowledge and Ideas**
  Students integrate and evaluate content presented in diverse media formats. They analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.
- **Language and Editing**
  Students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Text-Based Writing**
  Students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

Grades 6–10

- **Key Ideas and Details**
  Students read closely to understand information. They cite textual evidence to support inferences/conclusions. They analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas. They summarize key concepts.
- **Craft and Structure**
  Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects meaning/ tone and how text structures impact the text. They determine the effects of point of view or purpose.
- **Integration of Knowledge and Ideas**
  Students integrate and evaluate content presented in diverse media formats. They evaluate arguments for claims, validity, relevance, and sufficient evidence. They analyze treatment of similar themes or topics.
- **Language and Editing**
  Students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Text-Based Writing**
  Students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

FSA Mathematics Reporting Categories

FSA Mathematics measures student achievement of the Florida Standards in Mathematics. For all grade levels tested, FSA Mathematics assesses what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on FSA Mathematics 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**
  Students represent and solve problems involving multiplication and division. They understand properties of multiplication and the relationship between multiplication and division. They multiply and divide within 100. They solve problems involving the four operations, and identify and explain patterns in arithmetic. They use place value understanding and properties of operations to perform multi-digit arithmetic.
- **Numbers and Operations—Fractions**
  Students develop understanding of fractions as numbers.
- **Measurement, Data, and Geometry**
  Students solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They represent and interpret data. They understand concepts of area and relate area to multiplication and addition. They recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They reason with shapes and their attributes.

Grade 4

- **Operations and Algebraic Thinking**
  Students use the four operations with whole numbers to solve problems. They gain familiarity with factors and multiples. They generate and analyze patterns.
- **Numbers and Operations in Base Ten**
  Students generalize place value understanding for multi-digit whole numbers. They use place value understanding and properties of operations to perform multi-digit arithmetic.
- **Numbers and Operations—Fractions**
  Students extend understanding of fraction equivalence and ordering. They build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They understand decimal notation for fractions and compare decimal fractions.
- **Measurement, Data, and Geometry**
  Students solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They represent and interpret data. They understand concepts of angle and measure angles. They draw and identify lines and angles and classify shapes by properties of their lines and angles.

Grade 5

- **Operations, Algebraic Thinking, and Fractions**
  Students write and interpret numerical expressions. They analyze patterns and relationships. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- **Numbers and Operations in Base Ten**
  Students understand the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths.
- **Measurement, Data, and Geometry**
  Students convert like measurement units within a given measurement system. They represent and interpret data. They understand concepts of volume and relate volume to multiplication and addition. They graph points on the coordinate plane to solve real-world and mathematical problems. They classify two-dimensional figures into categories based on their properties.

Grade 6

- **Ratio and Proportional Relationships**
  Students understand ratio concepts and use ratio reasoning to solve problems.
- **Expressions and Equations**
  Students apply and extend previous understandings of arithmetic to algebraic expressions. They reason about and solve one-variable equations and inequalities. They represent and analyze quantitative relationships between dependent and independent variables.
- **Geometry**
  Students solve real-world and mathematical problems involving area, surface area, and volume.
- **Statistics and Probability**
  Students develop understanding of statistical variability. They summarize and describe distributions.
- **The Number System**
  Students apply and extend previous understandings of multiplication and division to divide fractions by fractions. They compute fluently with multi-digit numbers and find common factors and multiples. They apply and extend previous understandings of numbers to the system of rational numbers.

Grade 7

- **Ratio and Proportional Relationships**
  Students analyze proportional relationships and use them to solve real-world and mathematical problems.
- **Expressions and Equations**
  Students use properties of operations to generate equivalent expressions. They solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **Geometry**
  Students draw, construct, and describe geometrical figures and describe the relationships between them. They solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- **Statistics and Probability**
  Students use random sampling to draw inferences about a population. They draw informal comparative inferences about two populations. They investigate chance processes and develop, use, and evaluate probability models.
- **The Number System**
  Students apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Grade 8

- **Expressions and Equations**
  Students work with radicals and integer exponents. They understand the connections between proportional relationships, lines, and linear equations.
- **Functions**
  Students define, evaluate, and compare functions. They use functions to model relationships between quantities.
- **Geometry**
  Students understand congruence and similarity using physical models, transparencies, or geometry software. They understand and apply the Pythagorean Theorem. They solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- **Statistics and Probability and the Number System**
  Students investigate patterns of association in bivariate data. They know that there are numbers that are not rational and approximate them by rational numbers.

FSA EOC Reporting Categories

The content of the Florida 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 2017 EOC assessments.

Algebra 1

- **Algebra and Modeling**
  Students perform operations on polynomials. They understand the relationship between zeros and factors of polynomials. They use mathematical structure of expressions. They create, solve, and reason with equations and inequalities. They choose and use appropriate mathematics to model situations.
- **Functions and Modeling**
  Students understand the concept of a function. They interpret functions and key features in a context. They analyze and graph functions. They build a function that models a relationship. They construct linear, quadratic, and exponential functions. They solve problems using functions.
- **Statistics and the Number System**
  Students extend the properties of exponents to rational exponents. They use properties of rational and irrational numbers. They summarize, represent, and interpret data for one- and two-variable data. They interpret linear models.

Geometry

- **Congruence, Similarity, Right Triangles, and Trigonometry**
  Students understand congruence and similarity in terms of transformations. They prove and use geometric theorems. They demonstrate geometric constructions. They define trigonometric ratios. They solve problems involving right triangles. They use congruence and similarity criteria for triangles.
- **Circles, Geometric Measurement, and Geometric Properties with Equations**
  Students prove and apply theorems about circles. They find arc lengths and areas of sectors. They derive the equation of a circle. They use coordinates to prove theorems and to solve problems algebraically. They explain and use volume formulas.
- **Modeling with Geometry**
  Students apply geometric concepts in modeling situations.

Algebra 2

- **Algebra and Modeling**
  Students perform operations on polynomials. They prove polynomial identities. They understand the relationship between zeros and factors of polynomials. They use mathematical structure of expressions. They create and solve equations. They reason with equations and inequalities. They use appropriate mathematics to model situations.
- **Functions and Modeling**
  Students write arithmetic and geometric sequences. They interpret functions and key features in a context. They analyze and graph functions. They build a function that models a relationship. They solve problems using functions. They apply right triangle trigonometry to the unit circle.
- **Statistics, Probability, and the Number System**
  Students perform operations with complex numbers. They extend the properties of exponents to rational exponents. They model and analyze situations using statistics. They understand conditional probability. They use rules of probability.

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 (cut 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 and Algebra 1 EOC (or to receive the scholar designation by passing the Geometry EOC).

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)—Most Florida statewide assessments are computer-based. In 2017, the FSA Grades 8–10 ELA Writing (and Retake), Grades 4–10 ELA Reading (and Retake), Grades 3–8 Mathematics, Algebra 1 EOC (and Retake), Geometry EOC, and Algebra 2 EOC were given in a computer-based format, with paper-based accommodations provided for eligible students. When taking the test on the computer, students make their answer choices using the mouse or keyboard, and they may use various **CBT tools** as they respond. Once they have completed the test, they submit their answers electronically. 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.

FSA Reporting System—The system used to access student, school, district, and state 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 all 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.

Percent Passing—The percentage of students in the district or the 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 number of "Points Possible" is 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.

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.

Subject Area—The information or skills contained in an area of study. The subject areas assessed in the 2017 FSA are ELA and Mathematics.

Writing Condition Code—The descriptor assigned to a student 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.)

Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400