



Understanding Florida Standards Assessments Reports

2019

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 parents/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 2019

- Grades 3–10 ELA
 - ELA Reading in grades 3–10; ELA Writing 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 participate in FSA administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format

Grades 3–6 FSA assessments are **paper-based tests (PBT)** and grades 7–10 and end-of-course (EOC) FSA assessments are **computer-based tests (CBT)**. In addition, paper-based accommodated test forms are provided for students who have a paper-based 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, and, for ELA only, closed captioning and American Sign Language (ASL) videos, are available in the computer-based platform. ELA Writing and ELA Reading passage booklets are also available for eligible students.

Question Formats

Students respond to **items** in multiple ways. The various item 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 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 **performance levels**, also called **achievement 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 (FAC). 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](#).

For more detailed information about how the assessments are scored, please see the [Statewide Assessment Program Information Guide](#).

Table 1. Performance Levels



1	2	3	4	5
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**. Earning passing scores on the Grade 10 ELA and Algebra 1 EOC assessments is required for graduation with a standard high school diploma. A passing score on the Geometry EOC assessment 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** for 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). In addition, students may earn a comparative or concordant score to meet an assessment graduation requirement. Passing scores, alternate passing scores, concordant, and comparative score options and policies 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.

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 EOC assessments. 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 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 Score Reports for ELA tests 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	Grade/Subject	Page of Report Description
Student Reports	ELA Individual Score Report	Paper	3–10/Retake	8
	Mathematics Individual Score Report	Paper	3–8	8
	Algebra 1 EOC Individual Score Report	Paper	Algebra 1/Retake	12
	Geometry EOC Individual Score Report	Paper	Geometry	12
School Reports	ELA School Report of Students	Online	3–10/Retake	15
	Mathematics School Report of Students	Online	3–8	15
	EOC School Report of Students	Online	Algebra 1/Retake and Geometry	16
District Reports	ELA District Report of Schools	Online	3–10	17
	ELA Retake District Report of Schools	Online	ELA Retake	17
	Mathematics District Report of Schools	Online	3–8	17
	Algebra 1 EOC District Report of Schools	Online	Algebra	17
	Algebra 1 Retake EOC District Report of Schools	Online	Algebra 1 Retake	17
	Geometry EOC District Report of Schools	Online	Geometry	17
	ELA District Summary	Online	3–10	19
	ELA Retake District Summary	Online	ELA Retake	19
	Mathematics District Summary	Online	3–8	19
	Algebra 1 EOC District Summary	Online	Algebra 1	19
	Algebra 1 Retake EOC District Summary	Online	Algebra 1 Retake	19
	Geometry EOC District Summary	Online	Geometry	19
State Reports	ELA State Report of Districts	Online	3–10	20
	ELA Retake State Report of Districts	Online	ELA Retake	20
	Mathematics State Report of Districts	Online	3–8	20
	Algebra 1 EOC State Report of Districts	Online	Algebra 1	20
	Algebra 1 Retake EOC State Report of Districts	Online	Algebra 1 Retake	20
	Geometry EOC State Report of Districts	Online	Geometry	20
	ELA State Summary	Online	3–10	21
	ELA Retake State Summary	Online	ELA Retake	21
	Mathematics State Summary	Online	3–8	21
	Algebra 1 EOC State Summary	Online	Algebra 1	21
	Algebra 1 Retake EOC State Summary	Online	Algebra 1 Retake	21
Geometry EOC State Summary	Online	Geometry	21	

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 2019 administration, grades 3 and 4 ELA Individual Score Reports include the following enhancements:

- **Reading Scholarship** – Students in grades 3 and 4 that score a level 1 or level 2 on the FSA ELA assessment may be eligible for a scholarship that is intended to prepare students for the next grade. The scholarship can be used for instructional material, tutoring, and summer or afterschool educational programs. If a student receives a level 1 or level 2, information about the scholarship will appear next to the **performance level** on the score report as seen below.

PERFORMANCE LEVEL	Students who score in Level 1 demonstrate an inadequate level of mastery of the Florida Standards for their grade level. To be prepared for the next grade level, they are highly likely to need substantial support.
	Your student may be eligible for a \$500 scholarship to be used for instructional materials, tutoring, and summer or after school educational programs. Visit http://sufs.org/rsa for more information.
	Los alumnos que obtienen un puntaje de nivel 1 demuestran un nivel de dominio de los estándares de la Florida inadecuado para su nivel de grado. Para estar preparados para el próximo nivel de grado, es muy probable que necesiten apoyo considerable.
	Es posible que el estudiante cumpla con los requisitos para recibir una beca de \$500 que puede utilizar para materiales educativos, tutoría y programas educativos de verano o después de clase. Visite http://sufs.org/rsa para obtener más información.
	Elèv rezilta yo nan Nivo 1 yo montre nivo yo pa ase bon pou metrize Nòm Florida pou nivo klas yo ye ane sa a. Pou elèv yo kapab pare pou nivo klas y ap ladan ane pwochen an, gen anpil chans pou yo bezwen anpil sipò. Elèv ou a kapab kalifye pou yon bousdetid \$500 pou li itilize pou achte materyèl enstriksyon, leson patikilye, ak pwogram edikasyon pandan ete oswa apre lekòl. Ale sou http://sufs.org/rsa pou jwenn plis enfòmasyon.

This enhancement is 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 2019 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 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



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

WWW.FSASSESSMENTS.ORG

THE FLORIDA STANDARDS ASSESSMENTS GRADE 10 ENGLISH LANGUAGE ARTS SCORE REPORT

DEMO, STUDENT1
FLEID: FL1000000182
SPRING 2019

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

1

2

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 2019 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 a 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 2019 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) (Ajèb 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 tèz yo ede dirijan ak patiprenan nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an. Rapò sa a montre pèfòmans pitit ou a nan evalyasyon FSA Prentan 2019 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, lè ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

3

STUDENT'S PERFORMANCE ON THE GRADE 10 ELA ASSESSMENT

PERFORMANCE LEVEL

5

4

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.

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

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
Passing Score

Below Satisfactory
likely to need substantial support for the next grade

1

334

Inadequate
highly likely to need substantial support for the next grade

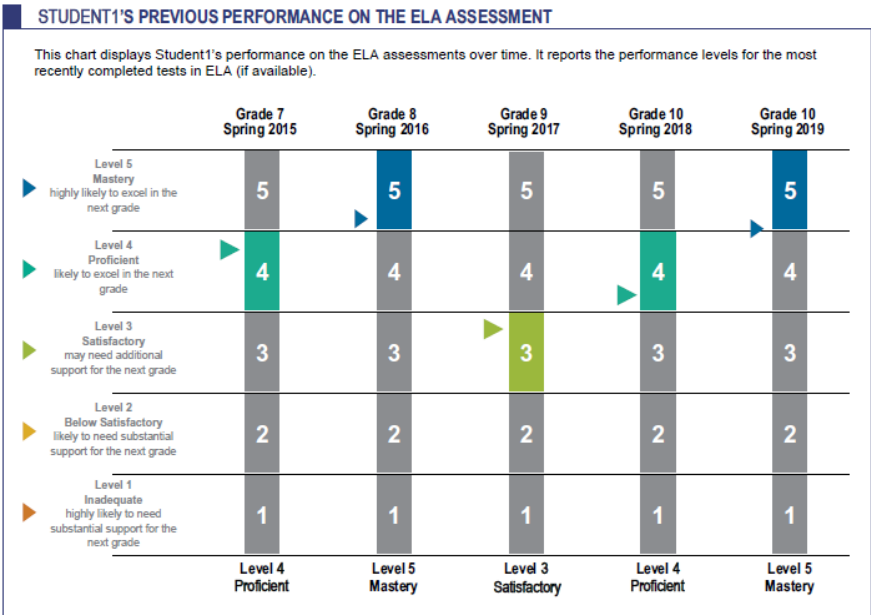
1

284

Inadequate
highly likely to need substantial support for the next grade

- 1** **Top of Report:** The test, student, **Florida Education Identifier (FLEID)**, administration, school, and district are identified at the top of the report.
 - 2** **Purpose of This Report:** A description of the FSA program and the score report. Each FSA score report is customized by grade and subject.
 - 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.
 - 4** For the Grade 10/Retake ELA, achieving a **passing score** is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement also appears indicating whether the student met the graduation requirement.
- For the grades 3 and 4 ELA, If the student receives a level 1 or level 2, in addition to the performance level indicator provided on the report, this section will also include information about [Reading Scholarship Accounts](#).

5



5

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.

6

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%

6

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.

7

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 the 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 the assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	14	15
	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/tone and how text structures impact the text, and determine the effects of point of view or purpose.	20	22
	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 figuratif mo/fraz, analize kijan chwa mo afekte sans/ton ak fason estrikti tèks la kapab enfluyanse tèks la, epi detèmine efè pwendvi pèsonèl ak objektiv.		
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	10
	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.	6	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 demonstre 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.	8	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, objektiv, 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.

7

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.

8

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.	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.	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 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.	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.	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.
Pitit 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 klè epi estriki a te byen òganize ki te fè li te koyeran ak konplè.	Pitit ou ta te fè 3 pwen sou 4 pwen posib. Repons li a te bay ase sipò ak prèv site pou ide kontwòl/deklarasyon ekriyen an ki te itilize sous, enfòmasyon, ak detay yo byen.	Pitit 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.

8

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.

9

RECOMMENDED RESOURCES

FSA Portal

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

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- [Middle Grades Promotion Requirements](#) – this web page provides the courses required for middle grades promotion.
- [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 standards for each grade level and subject or course to help support your student and understand the expectations for learning at each stage of your student's education.

9

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 2019 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

1 DEMO, STUDENT1
2 FLEID: 123456789012
SPRING 2019

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

2 **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 2019 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) (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 2019 Álgebra 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 jèwometri) 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 tèss yo ede dirijan ak patiprenan nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an.

Rapò sa a montre pèfòmans pitit ou a nan evalyasyon FSA Prentan 2019 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 identifye nan ki matyè li bezwen amelyore.

3 **STUDENT'S PERFORMANCE ON THE ALGEBRA 1 EOC ASSESSMENT**

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

4

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.



Performance Level	Description	Score
5	Mastery highly likely to excel in the next course	575
4	Proficient likely to excel in the next course	532
3	Satisfactory may need additional support for the next course	518
2	Below Satisfactory likely to need substantial support for the next course	497
1	Inadequate highly likely to need substantial support for the next course	425

- 1** **Top of Report:** The test, student, FLEID, administration, 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.
- 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.
- 4** For the Algebra 1/Retake EOC, achieving a **passing score** is a [graduation requirement](#). Therefore, in addition to the performance level indicator provided on the report, a statement also appears indicating whether the student met the graduation requirement.

5

STUDENT'S PERFORMANCE DETAILS

This FSA Algebra 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 the 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.	22	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 rezonman 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.	21	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.	10	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.

5

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.

6

STUDENT'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%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

6

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.

7

RECOMMENDED RESOURCES

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7

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 each FSA assessment, 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.

Mathematics School Report of Students Spring 2019		School School ID	DEMO SCHOOL 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

• Points earned by content area should not be compared across administrations.
 • Not Reported (NR) codes:
 NR2 = Did Not Meet Attemptedness Criteria NR5 = Below-Grade Testor NR7 = FDOE Hold
 NR3 = Marked Do Not Score NR6 = Duplicated Record NR8 = Caveon Invalidated

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Spring 2019

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

2 Report Results Table: A table lists each student’s name, **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 for the ELA assessments on the Grade 10 and Retake reports only and will display NA for all other ELA grades.

3 Bottom of Report: Footnotes on how to read certain 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.

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

2 Report Results Table: A table lists each student's name, FLEID, scale score, passing indicator, 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: 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 certain 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.

Florida Standards Assessments		School		DEMO SCHOOL 9004		
Geometry FSA EOC Assessment School Report of Students Spring 2019		School ID 9004		9004		
		District ID 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 09						
Demo1, Student	FL201807005131	NR2	A			
Demo2, Student	FL201807005136	575	Y	A	5	27/27 22/22 9/9
Demo3, Student	FL201807005141	425	N	A	1	0/27 0/22 0/9
Demo4, Student	FL201807005146	425	N	A	1	0/27 0/22 0/9
Demo5, Student	FL201807005146	501	Y	A	3	8/27 8/22 8/9
Grade 10						
Demo6, Student	FL201807005132	487	Y	A	2	5/27 5/22 5/9
Demo7, Student	FL201807005137	425	N	A	1	3/27 0/22 0/9
Demo8, Student	FL201807005142	425	N	A	1	0/27 0/22 0/9
Demo9, Student	FL201807005147	575	Y	A	5	27/27 22/22 9/9
Demo10, Student	FL201807005147	NR6	C			
Grade 11						
Demo11, Student	FL201807005133	NR2	A			
Demo12, Student	FL201807005138	575	Y	A	5	27/27 22/22 9/9
Demo13, Student	FL201807005143	425	N	A	1	0/27 0/22 0/9
Demo14, Student	FL201807005148	501	Y	A	3	8/27 8/22 8/9
Grade 12						
Demo15, Student	FL201807005129	425	N	A	1	3/27 0/22 0/9
Demo16, Student	FL201807005134	NR2	A			
Demo17, Student	FL201807005139	575	Y	A	5	27/27 22/22 9/9
Demo18, Student	FL201807005144	487	Y	A	2	5/27 5/22 5/9
Demo19, Student	FL201807005149	425	N	A	1	3/27 0/22 0/9

• 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 = 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 492 or above.

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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:

- 1 Top of Report:** The subject, title of the report, and administration are displayed at the top of the report. District information is listed at the top of district-level reports.
- 2 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, **mean scale score**, and, on certain reports, the **percentage passing** appears after the identifying information. 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).
- 3 Bottom of Report:** Footnotes on how to read certain 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



1

Mathematics
District Report of Schools
Spring 2019

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	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


2

3

• 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 2019						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	49	326	8	10	10	10	10	30			
State	7,569	300	22	20	27	20	10	58			
Grade 04											
District	55	320	5	12	15	13	10	10			
State	6,949	314	24	17	27	19	12	58			
Grade 05											
District	57	324	6	16	12	14	9	11			
State	6,949	322	24	23	24	18	11	54			
Grade 06											
District	49	326	7	13	12	7	10	10			
State	6,951	325	25	24	23	19	8	51			
Grade 07											
District	48	332	13	10	6	12	7	7			
State	6,962	329	24	25	30	15	6	51			
Grade 08											
District	55	338	9	14	12	9	11	11			
State	6,952	331	30	28	25	11	6	42			

	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

<p>3</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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Spring 2019

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State Report of Districts

1

Mathematics
State Report of Districts
Spring 2019

2

	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	49	259	88	0	0	0	12	12
96 – DEMO DIST 96	20	-	-	-	-	-	-	0
99 – DEMO DIST 99	7,500	300	22	20	27	21	10	58
STATE TOTAL	7,569	300	22	20	27	20	10	58

3

• 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.

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1
Mathematics
State Summary
Spring 2019

	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	7,569	300	22	20	27	20	10	58
Grade 04								
State	6,949	314	24	17	27	19	12	58
Grade 05								
State	6,949	322	24	23	24	18	11	54
Grade 06								
State	6,951	325	25	24	23	19	8	51
Grade 07								
State	6,962	329	24	25	30	15	6	51
Grade 08								
State	6,952	331	30	28	25	11	6	42

2

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

3

• 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.

As the text-based writing reporting category is also broken out into three **writing domain scores**, the cautions and information below should be taken into consideration when interpreting these sub-scores provided in the writing performance section.

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 (ELA and Mathematics assessments) and test form (EOC assessments). Consequently, users should not compare **reporting category scores** across grade levels or test forms.
- 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.

Definitions for each reporting category for each of the FSA assessments are provided below. The writing domains for the FSA ELA Writing component are defined with the text-based writing reporting category. For more information about how the ELA Writing component is scored, please see the [Writing Scoring Samplers and Rubrics](#) on the [FSA Portal](#).

FSA ELA Reporting Categories

FSA ELA assessments measure student performance 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.

- **Purpose, Focus, and Organization**

In this domain, students are expected to write a response that is fully sustained and consistently focused within the purpose, audience, and task. It should have a clearly stated controlling idea/opinion and effective organizational structure creating coherence and completeness.

- **Evidence and Elaboration**

In this domain, students are expected to write a response that provides thorough and convincing support/evidence for the controlling idea/writer's opinion that includes the effective use of sources, facts, and details.

- **Conventions of Standard English**

In this domain, students are expected to write a response that demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It should include adequate use of punctuation, capitalization, sentence formation, and spelling.

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.

- **Purpose, Focus, and Organization**

In this domain, students are expected to write a response that is fully sustained and consistently focused within the purpose, audience, and task. It should have a clearly stated controlling idea/opinion and effective organizational structure creating coherence and completeness.

- **Evidence and Elaboration**

In this domain, students are expected to write a response that provides thorough and convincing support with cited evidence for the controlling idea/writer's claim that includes the effective use of sources, facts, and details.

- **Conventions of Standard English**

In this domain, students are expected to write a response that demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It should include adequate use of punctuation, capitalization, sentence formation, and spelling.

FSA Mathematics Reporting Categories

FSA Mathematics assessments measure student performance 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— See **Performance Levels**.

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

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 for FSA took place in spring 2015. Student results from the baseline administration are used in the process of **standard setting**.

Computer-Based Test (CBT)—In 2019, the FSA grades 7–10/Retake ELA, grades 7–8 Mathematics, Algebra 1/Retake EOC, and Geometry EOC assessments 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 FDOE 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 **performance level 3** for each grade and subject. For the grade 10 ELA and EOC assessments, see **alternate passing score**.

Paper-Based Test (PBT) — In 2019, the FSA grades 3–6 ELA and grades 3–6 Mathematics assessments were given in a paper-based format. Paper-based accommodations such as One-Item-Per-Page, Large Print and Braille were provided to eligible students.

Performance Level— Also referred to as **achievement levels**, five categories of performance that represent the success students demonstrate with the content assessed. The performance levels are helpful in interpreting what a student’s score represents. Performance 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.

Points Earned— The number of raw score points earned by the student in a **Reporting Category**.

Points Possible—The number of raw score points that may be earned in a **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.

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

Reporting Category Scores—The **points earned** out of the **points possible** for each **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 **performance 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.

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 (Text-Based Writing) that contributes to the overall ELA score, 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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