Florida
Statewide Assessments

Understanding Florida Statewide Assessment Retake Reports

February 2024

FSA
ELA & Mathematics
Assessments

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Understanding Florida Statewide Assessment Reports

Introduction

This document has been prepared to help you understand the student reports for the Florida Statewide Assessments. It includes explanations of the reports, information about the content assessed, and a glossary of the terms used in the reports.

For the Spring 2024 administration, only reports for the Florida Standards Assessments (FSA) Retakes in Gr 10 English Language Arts (ELA) and Algebra 1 EOC are available in **PearsonAccess Next Reporting**. For information about the Florida Assessment of Student Thinking (FAST) for grades 3–10 ELA Reading, grades 3–8 Mathematics, the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) Algebra 1 and Geometry EOC, and grades 4–10 Writing, and Science and Social Studies please see Understanding FAST and B.E.S.T. Reports for Families.

Districts will receive paper copies of the FSA Retakes Individual Student Reports for distribution to parents/students. Reports, including student-, school-, district-, and state-level reports, can be found in PearsonAccess Next Reporting. Only authorized district and school personnel can log in to the reporting system because the reports contain confidential student information. Please see the PearsonAccess Next Reporting System User Guide on the Florida Statewide Assessments portal 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 Assessments

All Florida schools taught the Florida Standards in ELA and Algebra 1 EOC from 2015-2022. The FSA Algebra 1 EOC and the FSA ELA Writing and ELA Reading Retake assessments will continue to be offered until Spring 2024 for students who need these assessments to meet their graduation requirement. Student performance provides important information to parents/guardians, teachers, policy makers, and the general public regarding how well students are learning.

Subjects/Grade Levels Reported in PearsonAccess Next Reporting

- FSA Grade 10 ELA Retake
- FSA Algebra 1 EOC Retake

Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in Florida Statewide Assessment 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

FSA Retakes assessments are **computer-based tests (CBT)** with paper-based accommodations. 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 include 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 for audio passages. ELA Writing and ELA Reading passage booklets are also available for eligible students. Detailed descriptions of the question formats and item types are available in the item specification documents posted to the Florida Statewide Assessment Portal.

Florida Statewide Assessment Scores

Florida Statewide Assessment results are reported at the student, school, district, and state levels. Table 3 provides a list of 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 Scale Scores and Achievement Levels

After the Spring 2015 baseline FSA administration, the Florida Department of Education (FDOE) conducted the **standard setting** process to establish the cut scores for the **achievement levels** for ELA and Mathematics. 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 achievement levels are reported for ELA and Mathematics assessments. The scales on which students receive scores differ by grade and subject.

Achievement levels describe a student's success with the content assessed. Achievement levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. For all assessments, Level 3 indicates on grade level achievement. The passing score for each assessment is the minimum scale score in Achievement Level 3.

Table 1. Achievement Levels

1	2	3	4	5
Inadequate:	**Below Satisfactory:**	**On-Grade-Level:**	**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 Statewide Assessments Scale Scores for Each Achievement Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 10 ELA Retake	284-333	334-349	350-361	362-377	378-412
Algebra 1 EOC Retake	425-486	487-496	497-517	518-531	532-575

Passing Scores and Alternate Passing Scores

For all grade levels and subjects, the minimum **scale score** in **achievement 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.

Students who took the Grade 10 ELA or Algebra 1 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 FCAT 2.0 Grade 10 Reading assessment and the Algebra 1 assessment). 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 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

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 **achievement level**, the data are suppressed, with the exception that the percentage passing and/or the totaled percentage of Achievement Levels 3–5 are reported on summary educator reports.

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

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

*Individual Student 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.

Student, School, District, and State Reports

Table 3: Reports, Format of Delivery, and Grades

	Report Type	Format of Delivery	Grade/Subject	Page of Report Description
Student Reports	ELA Retake Individual Student Report	Paper/Online	Gr 10 ELA Retake	6
	EOC Individual Student Report	Paper/Online	Algebra 1 Retake	10
School Reports	ELA Retake School Report of Students	Online	Gr 10 ELA Retake	13
	EOC School Report of Students	Online	Algebra 1 Retake	13
State and District Reports	ELA Retake District Report of Schools	Online	ELA Retake	15
	EOC District Report of Schools	Online	Algebra 1 Retake	15
	ELA Retake District Summary	Online	ELA Retake	16
	EOC District Summary	Online	Algebra 1 Retake	16
	ELA Retake State Report of Districts	Online	ELA Retake	17
	EOC State Report of Districts	Online	Algebra 1 Retake	17
	ELA Retake State Summary	Online	ELA Retake	18
	EOC State Summary	Online	Algebra 1 Retake	18

Family Portal

Families can access their student's FSA Retake results in the Family Portal using the login information provided by the student's school, which includes the student's unique six-digit access code. Families can access the Family Portal directly, from the FSA portal, or through their district's Student Information System (SIS). Families can see and print their student's scale score and achievement level, as well as a chart indicating the student's scale score and where it falls in the achievement level. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided.

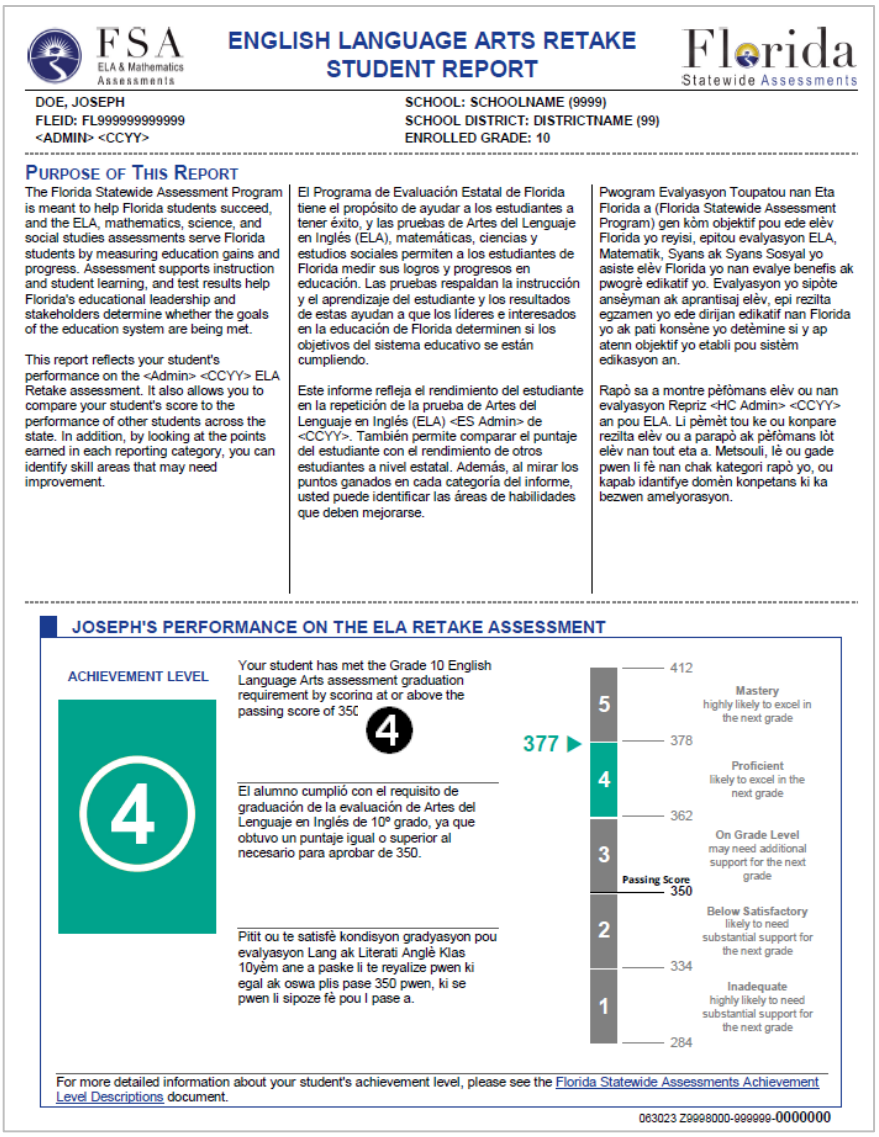
Individual Student Reports

Below you will find explanations of elements on the Individual Student Reports.
Note: Not all elements are present on each student report.

ELA Retake Individual Student Reports

The ELA Retake Individual Student Reports are four-page color documents. The report provides general information about the testing program and the student's assessment results, including the student's **scale score** and **reporting category scores**. The report also indicates how the student's achievement 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. Most information on this report is presented in English, Spanish, and Haitian Creole.

Page 1 of Student Report



FSA ELA & Mathematics Assessments

ENGLISH LANGUAGE ARTS RETAKE STUDENT REPORT

Florida Statewide Assessments

DOE, JOSEPH
FLEID: FL999999999999
<ADMIN> <CCYY>

SCHOOL: SCHOOLNAME (9999)
SCHOOL DISTRICT: DISTRICTNAME (99)
ENROLLED GRADE: 10

PURPOSE OF THIS REPORT

The Florida Statewide Assessment Program is meant to help Florida students succeed, and the ELA, mathematics, science, and social studies assessments 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 <Admin> <CCYY> ELA Retake assessment. It also allows you to compare your student's score to the performance of other students across the state. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

El Programa de Evaluación Estatal de Florida tiene el propósito de ayudar a los estudiantes a tener éxito, y las pruebas de Artes del Lenguaje en Inglés (ELA), matemáticas, ciencias y estudios sociales permiten a los estudiantes de Florida medir sus logros y progresos en educación. Las pruebas respaldan la instrucción y el aprendizaje del estudiante y los resultados de estas ayudan a que los líderes e interesados en la educación de Florida determinen si los objetivos del sistema educativo se están cumpliendo.

Este informe refleja el rendimiento del estudiante en la repetición de la prueba de Artes del Lenguaje en Inglés (ELA) <ES Admin> de <CCYY>. También permite comparar el puntaje del estudiante con el rendimiento de otros estudiantes a nivel estatal. Además, al mirar los puntos ganados en cada categoría del informe, usted puede identificar las áreas de habilidades que deben mejorarse.

Pwogram Evalyasyon Toupatou nan Eta Florida a (Florida Statewide Assessment Program) gen kòm objektif pou ede elèv Florida yo reyisi, epitou evalyasyon ELA, Matematik, Syans ak Syans Sosyal yo asiste elèv Florida yo nan evalye benefis ak pwogrè edikatif yo. Evalyasyon yo sipòte ansèyman ak aprantisaj elèv, epi rezilta egzamen yo ede dirijan edikatif nan Florida yo ak pati konsène yo detèmine si y ap atenn objektif yo etabli pou sistèm edikasyon an.

Rapò sa a montre pèfòmans elèv ou nan evalyasyon Repriz <HC Admin> <CCYY> an pou ELA. Li pèmèt tou ke ou konpare rezilta elèv ou a parapò ak pèfòmans lòt elèv nan tout eta a. Metsouli, lè ou gade pwen li fè nan chak kategori rapò yo, ou kapab idantifye domèn konpetans ki ka bezwen amelyorasyon.

JOSEPH'S PERFORMANCE ON THE ELA RETAKE ASSESSMENT

ACHIEVEMENT LEVEL

4

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

El alumno cumplió con el requisito de graduación de la evaluación de Artes del Lenguaje en Inglés de 10º grado, ya que obtuvo un puntaje igual o superior al necesario para aprobar de 350.

Pitit ou te satisfè kondisyon gradyasyon pou evalyasyon Lang ak Literati Anglè Klas 10yèm ane a paske li te reyalize pwen ki egal ak oswa plis pase 350 pwen, ki se pwen li sipoze fè pou l pase a.

377

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

For more detailed information about your student's achievement level, please see the Florida Statewide Assessments Achievement Level Descriptions document.

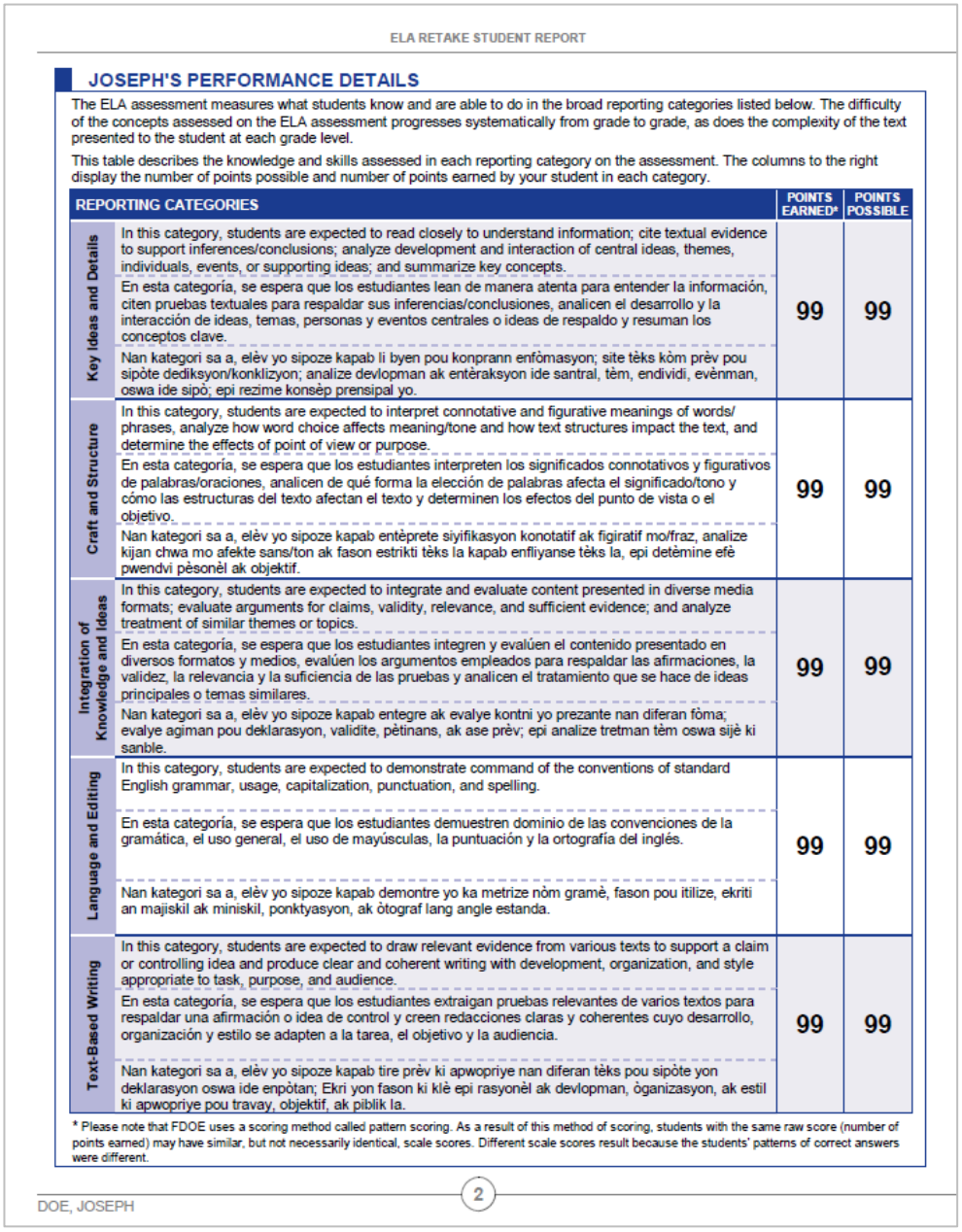
063023 Z9998000-999999-0000000

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 program and the student report. Each student report is customized by subject.

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

4. For the Grade 10 Retake ELA assessment, achieving a **passing score** is a graduation requirement. Therefore, in addition to the achievement level indicator provided on the report, a statement appears indicating whether the student met the graduation requirement.



ELA RETAKE STUDENT REPORT

JOSEPH'S PERFORMANCE DETAILS

The 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 ELA assessment progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

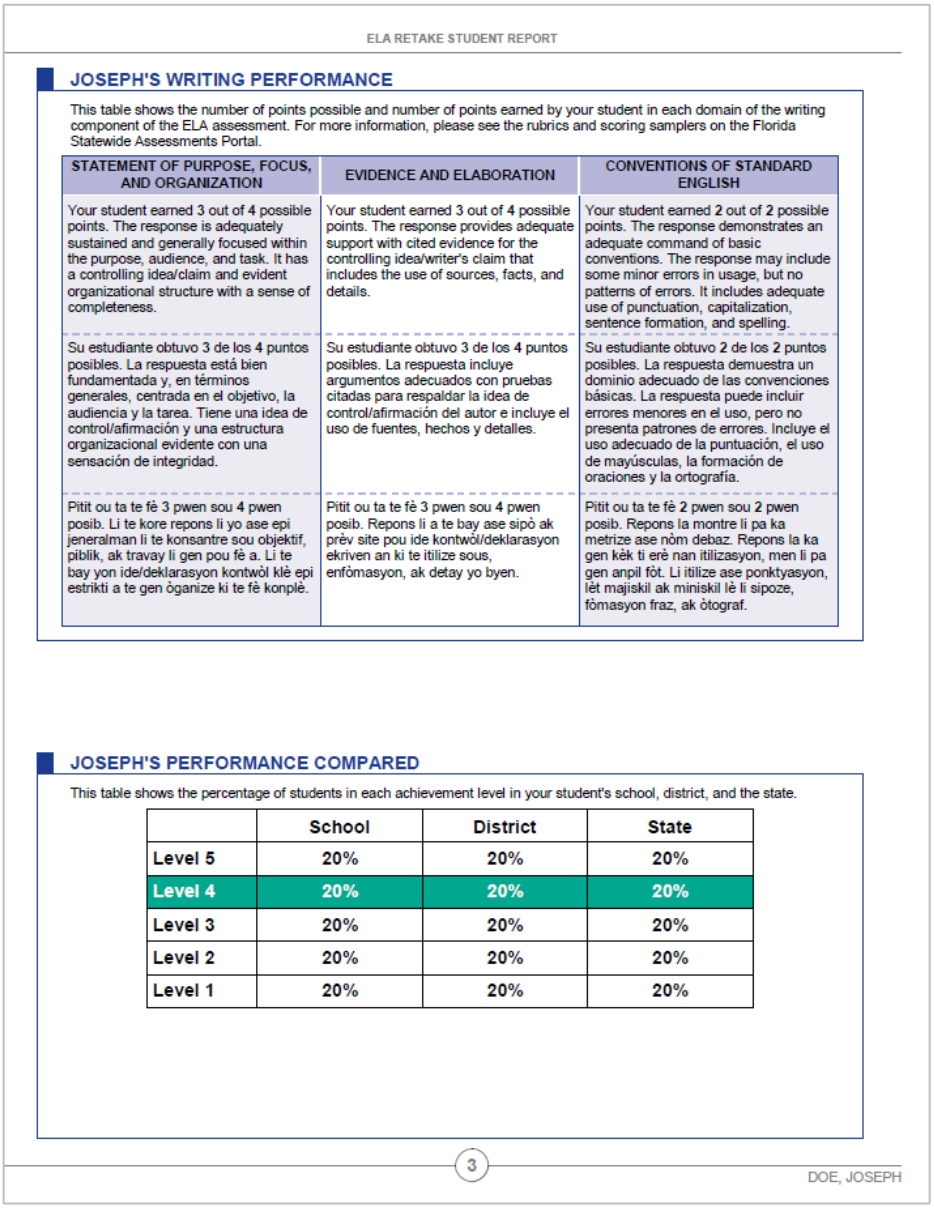
This table describes the knowledge and skills assessed in each reporting category on the assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

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. 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.	99	99
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. En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo. Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figiratif mo/fraz, analize kijan chwa mo afekte sans/ton ak fason estrikti tèks la kapab enfliyanse tèks la, epi detèmine efè pwendvi pèsonèl ak objektif.	99	99
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. 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.	99	99
Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés. Nan kategori sa a, elèv yo sipoze kapab demontre yo ka metrize nòm gramè, fason pou itilize, ekriti an majiskil ak miniskil, ponktyasyon, ak òtograf lang angle estanda.	99	99
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. En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia. Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan; Ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.	99	99

* 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.

DOE, JOSEPH 2

5 **Performance Details:** A table lists the **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.



ELA RETAKE STUDENT REPORT

6

JOSEPH'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 Florida Statewide Assessments Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 3 out of 4 possible points. The response is adequately sustained and generally focused within the purpose, audience, and task. It has a controlling idea/claim and evident organizational structure with a sense of 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 3 de los 4 puntos posibles. La respuesta está bien fundamentada y, en términos generales, centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación y una estructura organizacional evidente con una sensación de 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 3 pwen sou 4 pwen posib. Li te kore repons li yo ase epi jeneralman li te konsantre sou objektif, piblik, ak travay li gen pou fè a. Li te bay yon ide/deklarasyon kontwòl klè epi estrikti a te gen òganize ki te fè 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 ekriven 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.

7

JOSEPH'S PERFORMANCE COMPARED

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

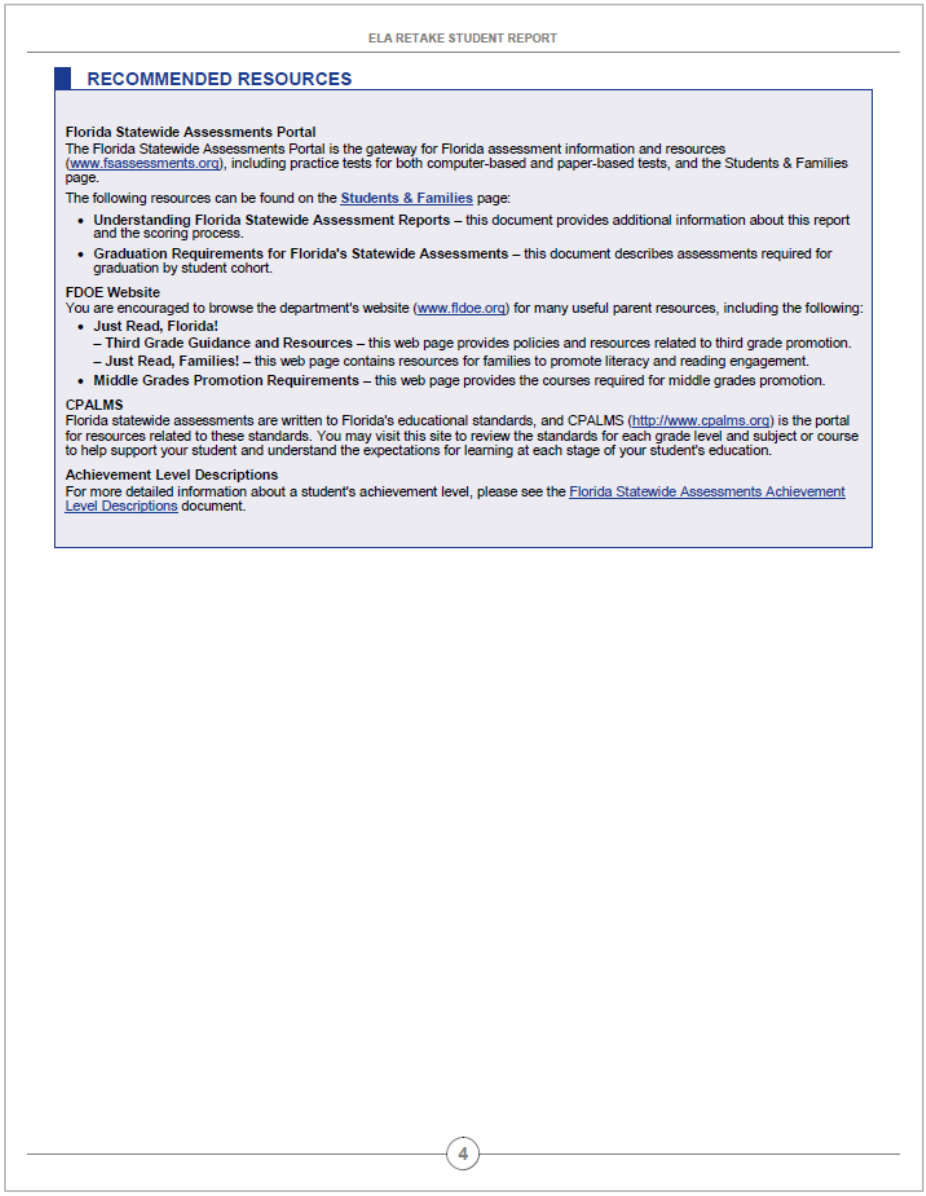
	School	District	State
Level 5	20%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

3

DOE, JOSEPH

6 **Writing Performance:** 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.

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



ELA RETAKE STUDENT REPORT

8

RECOMMENDED RESOURCES

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

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

- **Understanding Florida Statewide Assessment Reports** – this document provides additional information about this report and the scoring process.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

FDOE Website
You are encouraged to browse the department's website (www.fldoe.org) for many useful parent resources, including the following:

- **Just Read, Florida!**
  - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
  - **Just Read, Families!** – this web page contains resources for families to promote literacy and reading engagement.
- **Middle Grades Promotion Requirements** – this web page provides the courses required for middle grades promotion.

CPALMS
Florida statewide assessments are written to Florida's educational standards, and CPALMS (http://www.cpalms.org) is the portal for resources related to these 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.

Achievement Level Descriptions
For more detailed information about a student's achievement level, please see the Florida Statewide Assessments Achievement Level Descriptions document.

4

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

Algebra Retake Individual Student Reports

The Algebra 1 EOC Retake Individual Student Reports are three-page color documents. The report provides general information about the assessment program and the student's test results, including the student's **scale score**, **achievement level**, and **reporting category scores**. The report also indicates how the student's achievement compares to that of other students who took the same test in the same school, district, and the state. Most of the information on this report is presented in English, Spanish, and Haitian Creole.

Page 1 of Student Report

FSA ELA & Mathematics Assessments

ALGEBRA 1 RETAKE END-OF-COURSE STUDENT REPORT

Florida Statewide Assessments

❶

DOE, JOSEPH
FLEID: FL999999999999
<ADMIN> <CCYY>

SCHOOL: SCHOOLNAME (9999)
SCHOOL DISTRICT: DISTRICTNAME (99)
ENROLLED GRADE: 10

❷

PURPOSE OF THIS REPORT

The Florida Statewide Assessment Program is meant to help Florida students succeed, and the ELA, mathematics, science, and social studies assessments 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 <Admin> <CCYY> Algebra 1 Retake EOC assessment. It also allows you to compare your student's score to the performance of other students across the state. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

El Programa de Evaluación Estatal de Florida tiene el propósito de ayudar a los estudiantes a tener éxito, y las pruebas de Artes del Lenguaje en Inglés (ELA), matemáticas, ciencias y estudios sociales permiten a los estudiantes de Florida medir sus logros y progresos en educación. Las pruebas respaldan la instrucción y el aprendizaje del estudiante y los resultados de estas ayudan a que los líderes e interesados en la educación de Florida determinen si los objetivos del sistema educativo se están cumpliendo.

Este informe refleja el rendimiento del estudiante en la repetición de la prueba de fin de curso (EOC, por sus siglas en inglés) Álgebra 1 <ES Admin> de <CCYY>.También permite comparar el puntaje del estudiante con el rendimiento de otros estudiantes a nivel estatal. Además, al mirar los puntos ganados en cada categoría del informe, usted puede identificar las áreas de habilidades que deben mejorarse.

Pwogram Evalyasyon Toupatou nan Eta Florida a (Florida Statewide Assessment Program) gen kòm objektif pou ede elèv Florida yo reyisi, epitou evalyasyon ELA, Matematik, Syans ak Syans Sosyal yo asiste elèv Florida yo nan evalye benefis ak pwogrè edikatif yo. Evalyasyon yo sipòte ansèyman ak aprantisaj elèv, epi rezilta egzamen yo ede dirijan edikatif nan Florida yo ak pati konsène yo detèmine si y ap atenn objektif yo etabli pou sistèm edikasyon an.

Rapò sa a montre pèfòmans elèv ou nan evalyasyon EOC Repriz <HC Admin> <CCYY> an nan Aljèb Nivo 1. Li pèmèt tou ke ou konpare rezilta elèv ou a parapò ak pèfòmans lòt elèv nan tout eta a. Metsouli, lè ou gade pwen li fè nan chak kategori rapò yo, ou kapab idantifye domèn konpetans ki ka bezwen amelyorasyon.

❸

JOSEPH'S PERFORMANCE ON THE ALGEBRA 1 RETAKE EOC ASSESSMENT

ACHIEVEMENT LEVEL

4

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

❹

El alumno cumplió con el requisito de graduación de la evaluación de EOC de Álgebra 1, ya que obtuvo un puntaje igual o superior al necesario para aprobar de 497.

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

530 ▶

5	575	Mastery — highly likely to excel in the next course
	532	
4		Proficient — likely to excel in the next course
	518	
3		On Grade Level — may need additional support for the next course
	Passing Score 497	
2		Below Satisfactory — likely to need substantial support for the next course
	487	
1		Inadequate — highly likely to need substantial support for the next course
	425	

For more detailed information about your student's achievement level, please see the Florida Statewide Assessments Achievement Level Descriptions document.

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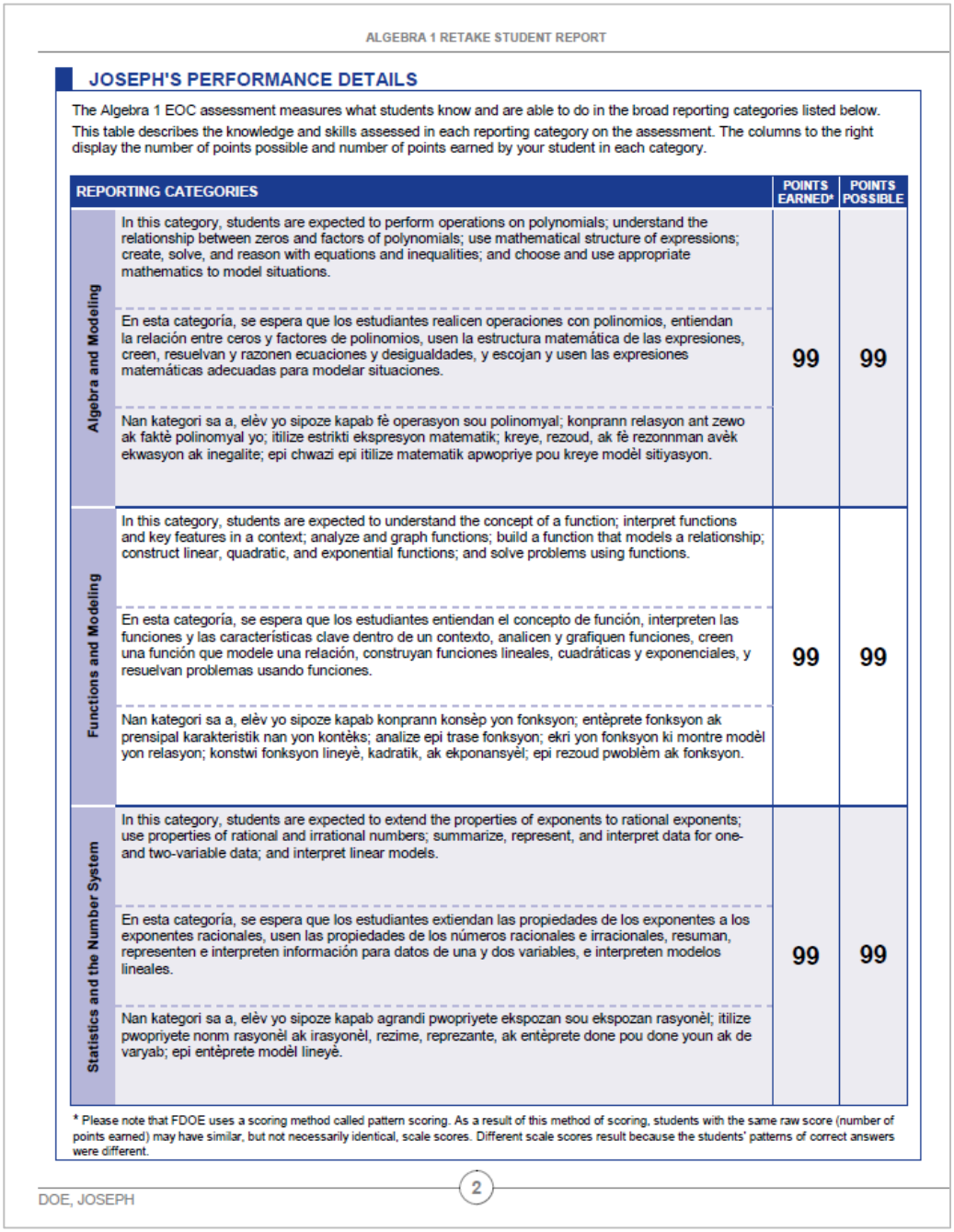
❶ **Top of Report:** The test, student, **FLEID**, administration, school, and district are identified at the top of the report.

❷ **Purpose of This Report:** A description of the statewide assessment program and the student report. Each student report is customized by subject.

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

❹ **Graduation Requirement:** For the Algebra 1 Retake EOC assessment, achieving a **passing score** is a graduation requirement. Therefore, in addition to the achievement level indicator provided on the report, a statement appears indicating whether the student met the graduation requirement.



ALGEBRA 1 RETAKE STUDENT REPORT

JOSEPH'S PERFORMANCE DETAILS

The Algebra 1 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.

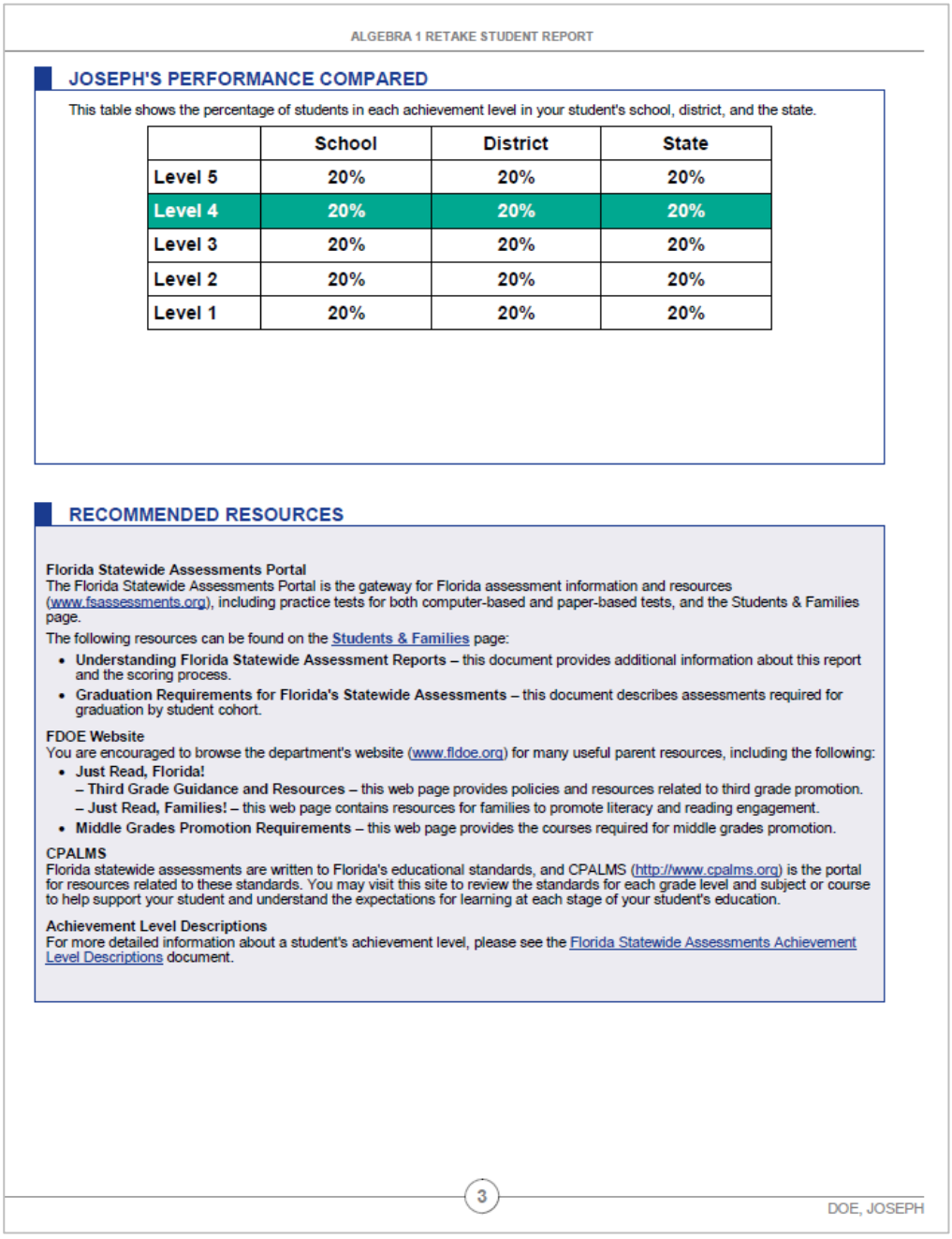
REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Algebra and Modeling	In this category, students are expected to perform operations on polynomials; understand the relationship between zeros and factors of polynomials; use mathematical structure of expressions; create, solve, and reason with equations and inequalities; and choose and use appropriate mathematics to model situations. En esta categoría, se espera que los estudiantes realicen operaciones con polinomios, entiendan la relación entre ceros y factores de polinomios, usen la estructura matemática de las expresiones, creen, resuelvan y razonen ecuaciones y desigualdades, y escojan y usen las expresiones matemáticas adecuadas para modelar situaciones. Nan kategori sa a, elèv yo sipoze kapab fè operasyon sou polinomyal; konprann relasyon ant zewo ak faktè polinomyal yo; itilize estrikti ekspresyon matematik; kreye, rezoud, ak fè rezonnman avèk ekwasyon ak inegalite; epi chwazi epi itilize matematik apwopriye pou kreye modèl sitiyasyon.	99	99
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. 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.	99	99
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. 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.	99	99

* 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.

2

DOE, JOSEPH

5 **Performance Details:** A table lists the **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.



ALGEBRA 1 RETAKE STUDENT REPORT

6 JOSEPH'S PERFORMANCE COMPARED

This table shows the percentage of students in each achievement 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%

7 RECOMMENDED RESOURCES

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

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

- **Understanding Florida Statewide Assessment Reports** – this document provides additional information about this report and the scoring process.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

FDOE Website
You are encouraged to browse the department's website (www.fldoe.org) for many useful parent resources, including the following:

- **Just Read, Florida!**
  - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
  - **Just Read, Families!** – this web page contains resources for families to promote literacy and reading engagement.
- **Middle Grades Promotion Requirements** – this web page provides the courses required for middle grades promotion.

CPALMS
Florida statewide assessments are written to Florida's educational standards, and CPALMS (http://www.cpalms.org) is the portal for resources related to these 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.

Achievement Level Descriptions
For more detailed information about a student's achievement level, please see the Florida Statewide Assessments Achievement Level Descriptions document.

3

DOE, JOSEPH

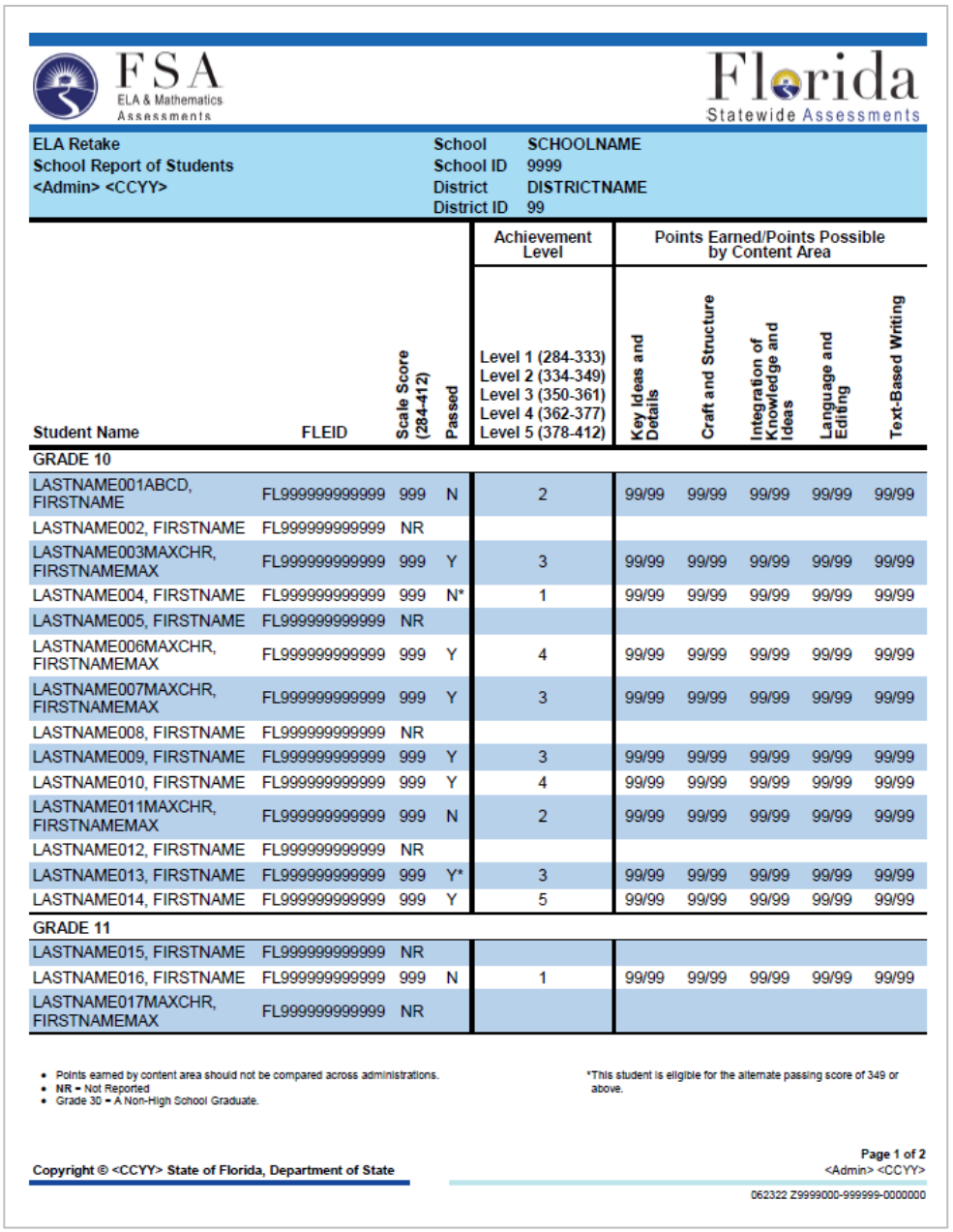
6 **Performance Compared:** A table lists the percentage of students in each achievement level in the student's school, district, and the state. The achievement level in which the student scored is highlighted.

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

School Report of Students

The School Report of Students are available in the **PearsonAccess Next Reporting** system. Reports are produced for each 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 Report of Students for all schools in the district.

ELA Retake and Algebra 1 Retake Assessments School Report of Students



FSA ELA & Mathematics Assessments

Florida Statewide Assessments

ELA Retake
School Report of Students
<Admin> <CCYY>

School SCHOOLNAME
School ID 9999
District DISTRICTNAME
District ID 99

Student Name	FLEID	Scale Score (284-412)	Passed	Achievement Level (Level 1 (284-333) Level 2 (334-349) Level 3 (350-361) Level 4 (362-377) Level 5 (378-412))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
GRADE 10									
LASTNAME001ABCD, FIRSTNAME	FL999999999999	999	N	2	99/99	99/99	99/99	99/99	99/99
LASTNAME002, FIRSTNAME	FL999999999999	NR							
LASTNAME003MAXCHR, FIRSTNAMEMAX	FL999999999999	999	Y	3	99/99	99/99	99/99	99/99	99/99
LASTNAME004, FIRSTNAME	FL999999999999	999	N*	1	99/99	99/99	99/99	99/99	99/99
LASTNAME005, FIRSTNAME	FL999999999999	NR							
LASTNAME006MAXCHR, FIRSTNAMEMAX	FL999999999999	999	Y	4	99/99	99/99	99/99	99/99	99/99
LASTNAME007MAXCHR, FIRSTNAMEMAX	FL999999999999	999	Y	3	99/99	99/99	99/99	99/99	99/99
LASTNAME008, FIRSTNAME	FL999999999999	NR							
LASTNAME009, FIRSTNAME	FL999999999999	999	Y	3	99/99	99/99	99/99	99/99	99/99
LASTNAME010, FIRSTNAME	FL999999999999	999	Y	4	99/99	99/99	99/99	99/99	99/99
LASTNAME011MAXCHR, FIRSTNAMEMAX	FL999999999999	999	N	2	99/99	99/99	99/99	99/99	99/99
LASTNAME012, FIRSTNAME	FL999999999999	NR							
LASTNAME013, FIRSTNAME	FL999999999999	999	Y*	3	99/99	99/99	99/99	99/99	99/99
LASTNAME014, FIRSTNAME	FL999999999999	999	Y	5	99/99	99/99	99/99	99/99	99/99
GRADE 11									
LASTNAME015, FIRSTNAME	FL999999999999	NR							
LASTNAME016, FIRSTNAME	FL999999999999	999	N	1	99/99	99/99	99/99	99/99	99/99
LASTNAME017MAXCHR, FIRSTNAMEMAX	FL999999999999	NR							

- Points earned by content area should not be compared across administrations.
- NR = Not Reported
- Grade 30 = A Non-High School Graduate.

*This student is eligible for the alternate passing score of 349 or above.

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

❷ **Report Results Table:** A table lists each student's name, **FLEID**, **scale score**, **achievement level**, and the **points earned/points possible** by content area. The scale score ranges for each achievement level are indicated in the subheading of the Achievement 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 Grade 10 ELA Retake and Algebra 1 EOC Retake reports .

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

❸ **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.

District and State Reports of Results

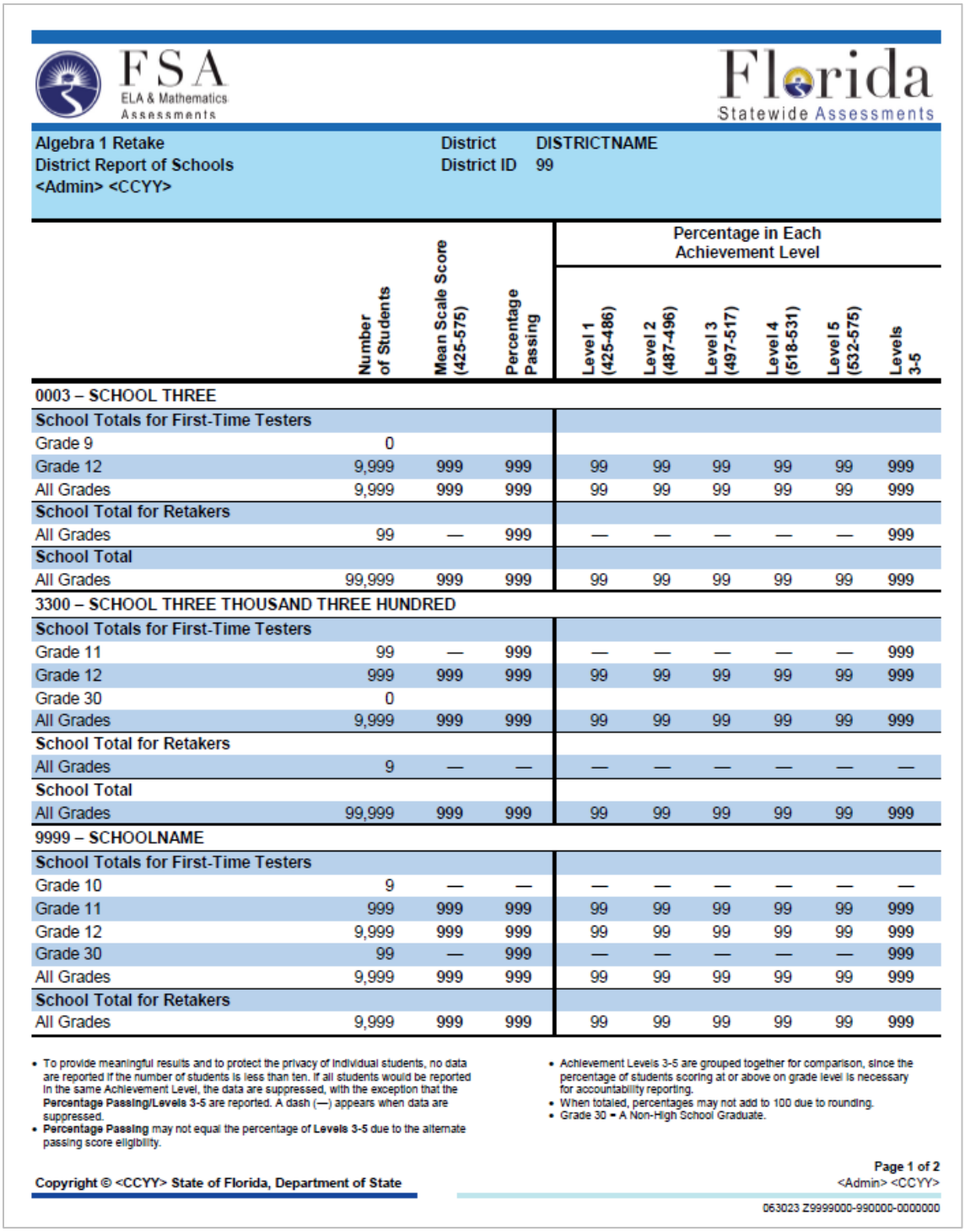
This section provides information on the District Report of Schools, District Summary, State Report of Districts, and State Summary. These reports (shown on the following pages) are formatted similarly and include the following features:

❶ **Top of Report:** The subject, title of the report, and administration are displayed at the top of the report. District information is listed at the top of district-level reports.

❷ **Report Results Table:** Identifying information for the district or school is provided in the first column. On the District Summary and State Summary, grade level information is also provided in this column. The number of students tested, **mean scale score,** and the **percentage passing** appears after the identifying information. The percentage of students in each **achievement level** is provided on the right side of the table along with a percentage of the passing levels (Levels 3–5).

❸ **Bottom of Report:** Footnotes on how to read 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.

District Report of Schools



FSA ELA & Mathematics Assessments

Florida Statewide Assessments

Algebra 1 Retake
District Report of Schools
<Admin> <CCYY>

District DISTRICTNAME
District ID 99

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Achievement Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
0003 – SCHOOL THREE									
School Totals for First-Time Testers									
Grade 9	0								
Grade 12	9,999	999	999	99	99	99	99	99	999
All Grades	9,999	999	999	99	99	99	99	99	999
School Total for Retakers									
All Grades	99	—	999	—	—	—	—	—	999
School Total									
All Grades	99,999	999	999	99	99	99	99	99	999
3300 – SCHOOL THREE THOUSAND THREE HUNDRED									
School Totals for First-Time Testers									
Grade 11	99	—	999	—	—	—	—	—	999
Grade 12	999	999	999	99	99	99	99	99	999
Grade 30	0								
All Grades	9,999	999	999	99	99	99	99	99	999
School Total for Retakers									
All Grades	9	—	—	—	—	—	—	—	—
School Total									
All Grades	99,999	999	999	99	99	99	99	99	999
9999 – SCHOOLNAME									
School Totals for First-Time Testers									
Grade 10	9	—	—	—	—	—	—	—	—
Grade 11	999	999	999	99	99	99	99	99	999
Grade 12	9,999	999	999	99	99	99	99	99	999
Grade 30	99	—	999	—	—	—	—	—	999
All Grades	9,999	999	999	99	99	99	99	99	999
School Total for Retakers									
All Grades	9,999	999	999	99	99	99	99	99	999

- 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 Achievement Level, the data are suppressed, with the exception that the **Percentage Passing/Levels 3-5** are reported. A dash (—) appears when data are suppressed.
- **Percentage Passing** may not equal the percentage of **Levels 3-5** due to the alternate passing score eligibility.
- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above on grade level is necessary for accountability reporting.
- When totaled, percentages may not add to 100 due to rounding.
- Grade 30 = A Non-High School Graduate.

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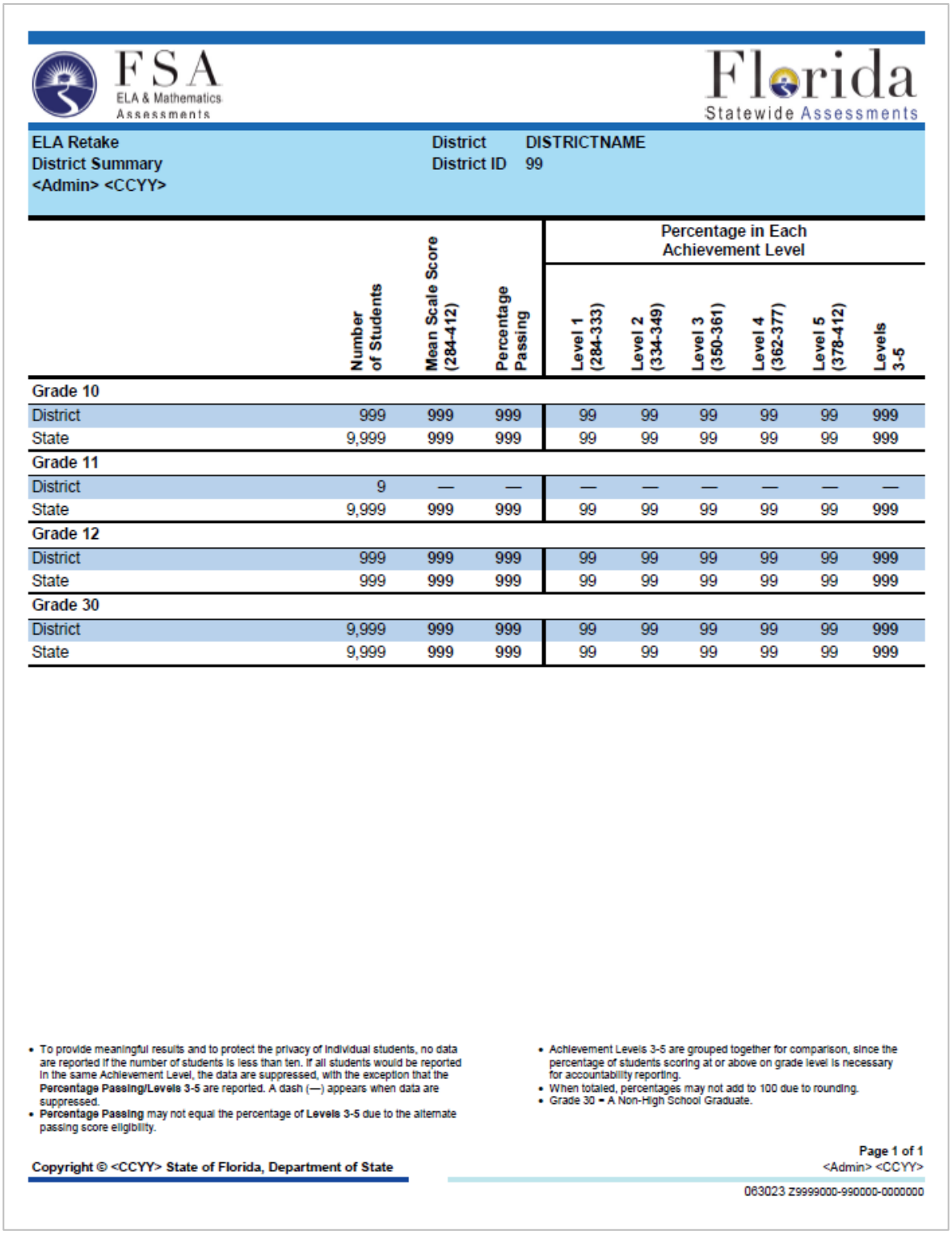
District Summary Report



FSA ELA & Mathematics Assessments

Florida Statewide Assessments

ELA Retake
District Summary
<Admin> <CCYY>

District DISTRICTNAME
District ID 99

	Number of Students	Mean Scale Score (284-412)	Percentage Passing	Percentage in Each Achievement Level					
				Level 1 (284-333)	Level 2 (334-349)	Level 3 (350-361)	Level 4 (362-377)	Level 5 (378-412)	Levels 3-5
Grade 10									
District	999	999	999	99	99	99	99	99	999
State	9,999	999	999	99	99	99	99	99	999
Grade 11									
District	9	—	—	—	—	—	—	—	—
State	9,999	999	999	99	99	99	99	99	999
Grade 12									
District	999	999	999	99	99	99	99	99	999
State	999	999	999	99	99	99	99	99	999
Grade 30									
District	9,999	999	999	99	99	99	99	99	999
State	9,999	999	999	99	99	99	99	99	999

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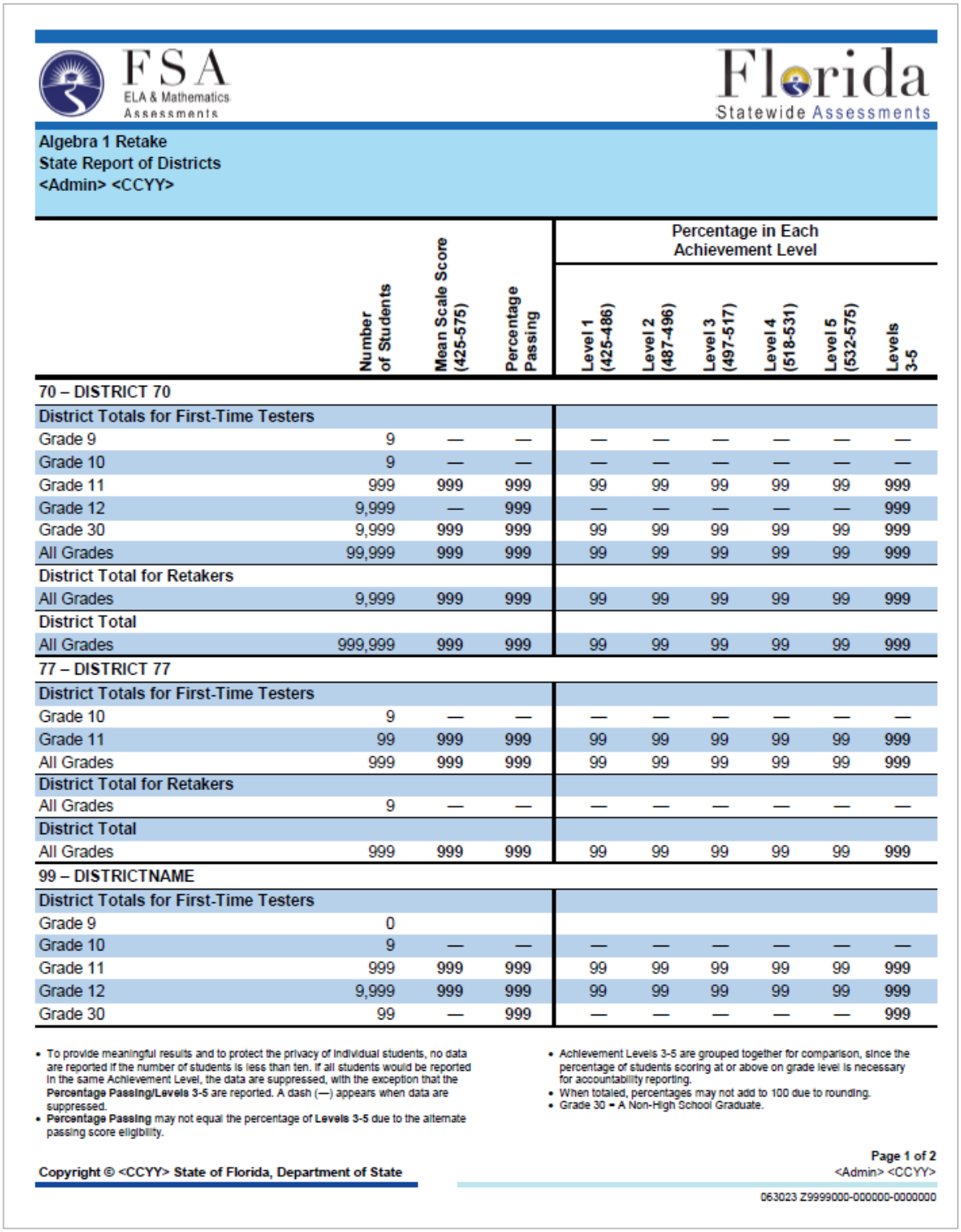
State Report of Districts



FSA ELA & Mathematics Assessments

Florida Statewide Assessments

Algebra 1 Retake
State Report of Districts
<Admin> <CCYY>

	Number of Students	Mean Scale Score (425-575)	Percentage Passing	Percentage in Each Achievement Level					
				Level 1 (425-486)	Level 2 (487-496)	Level 3 (497-517)	Level 4 (518-531)	Level 5 (532-575)	Levels 3-5
70 – DISTRICT 70									
District Totals for First-Time Testers									
Grade 9	9	—	—	—	—	—	—	—	—
Grade 10	9	—	—	—	—	—	—	—	—
Grade 11	999	999	999	99	99	99	99	99	999
Grade 12	9,999	—	999	—	—	—	—	—	999
Grade 30	9,999	999	999	99	99	99	99	99	999
All Grades	99,999	999	999	99	99	99	99	99	999
District Total for Retakers									
All Grades	9,999	999	999	99	99	99	99	99	999
District Total									
All Grades	999,999	999	999	99	99	99	99	99	999
77 – DISTRICT 77									
District Totals for First-Time Testers									
Grade 10	9	—	—	—	—	—	—	—	—
Grade 11	99	999	999	99	99	99	99	99	999
All Grades	999	999	999	99	99	99	99	99	999
District Total for Retakers									
All Grades	9	—	—	—	—	—	—	—	—
District Total									
All Grades	999	999	999	99	99	99	99	99	999
99 – DISTRICTNAME									
District Totals for First-Time Testers									
Grade 9	0								
Grade 10	9	—	—	—	—	—	—	—	—
Grade 11	999	999	999	99	99	99	99	99	999
Grade 12	9,999	999	999	99	99	99	99	99	999
Grade 30	99	—	999	—	—	—	—	—	999

- 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 Achievement Level, the data are suppressed, with the exception that the **Percentage Passing/Levels 3-5** are reported. A dash (—) appears when data are suppressed.
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- When totaled, percentages may not add to 100 due to rounding.
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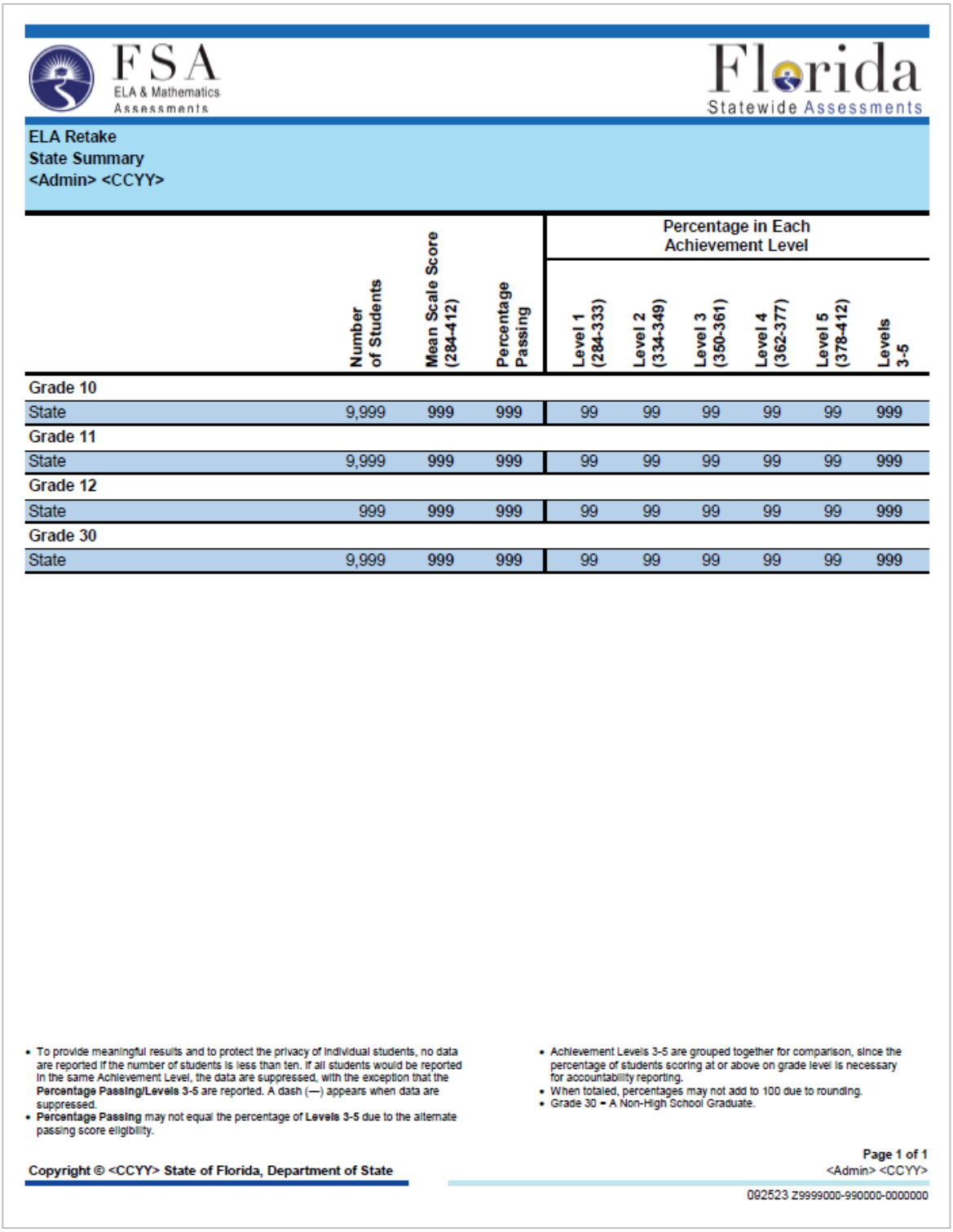
State Summary Report



FSA ELA & Mathematics Assessments

Florida Statewide Assessments

❶

ELA Retake
State Summary
<Admin> <CCYY>

	Number of Students	Mean Scale Score (284-412)	Percentage Passing	Percentage in Each Achievement Level					
				Level 1 (284-333)	Level 2 (334-349)	Level 3 (350-361)	Level 4 (362-377)	Level 5 (378-412)	Levels 3-5
Grade 10									
State	9,999	999	999	99	99	99	99	99	999
Grade 11									
State	9,999	999	999	99	99	99	99	99	999
Grade 12									
State	999	999	999	99	99	99	99	99	999
Grade 30									
State	9,999	999	999	99	99	99	99	99	999

❷

❸

- 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 Achievement Level, the data are suppressed, with the exception that the **Percentage Passing/Levels 3-5** are reported. A dash (—) appears when data are suppressed.
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Reporting Categories

The content of each 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 test form. Consequently, users should not compare **reporting category scores** across 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 assessments are provided below. The writing domains for the ELA Writing component are defined with the text-based writing reporting category.

ELA Reporting Categories

ELA assessments measure student performance of the Florida Standards in English language arts. The ELA tests assess what students know and are able to do in the broad reporting categories listed below.

Grade 10 ELA 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.

EOC Reporting Categories

The content of the Algebra 1 Retake 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. Definitions for each **reporting category** are provided below for each of the EOC assessments.

Algebra 1 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.

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— Previously 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 on-grade-level. The minimum score in Level 3 is the **passing score** for each assessment.

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

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

Benchmark—A specific statement that describes what students should know and be able to do.

Computer-Based Test (CBT)— In 2023, the Algebra 1 Retake, Biology, Civics, ELA Retake, and U.S. History 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.

Family Portal – The system used for families to access their student's assessment results.

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

Florida Assessment of Student Thinking (FAST)— FAST refers to the new Coordinated Screening Progress Monitoring (CSPM) System assessments, which are aligned to the **Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**.

Florida Benchmark for Excellent Student Thinking (B.E.S.T.) — For the 2022–2023 school year, all Florida schools transitioned to B.E.S.T. content standards for English Language Arts (ELA) and Mathematics (including Algebra 1 and Geometry EOC) and to the **Florida Assessment of Student Thinking** (FAST) for grades 3–10 ELA Reading and grades 3–8 Mathematics. The first administration for the B.E.S.T. EOC standards for Algebra 1 and Geometry was in Winter 2022.

Florida Standards Assessments (FSA)— The core content of the writing, reading, and mathematics curricula taught in Florida prior to the 2022-2023 school year. The FSA assessments are criterion-referenced tests that are intended to

measure whether students have made progress on the English Language Arts Florida Standards and the Mathematics Florida Standards.

Items—Test questions that students are required to answer. Information about item types are included in the Test Item Specifications available on the Florida Statewide Assessments 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.

Multiple-Choice—Test questions that present students with several options from which to choose the correct answer. The ELA Reading and Algebra 1 Retake assessments use some multiple-choice **items** in which four choices are given, only one of which is correct.

PearsonAccess Next Reporting—The website used for reporting scores for ELA Retake and Algebra 1 Retake assessments.

Passing Score—The minimum **scale score** in **achievement level** 3 for each grade and subject. For the Grade 10 ELA Retake and Algebra 1 Retake assessments, see **alternate passing score**.

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.

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— Scale score is used to report student results on the entire test on the applicable 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.

Writing Condition Code—The descriptor assigned to a student's 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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