# Kenneth: FCAT Sunshine State Standards
# Reading Student Report Grade 09

## Your 2010 Reading Scores

### FCAT Reading Score

**Level 5**
2298-2943

**Level 4**
2146-2297

**Level 3**
1972-2145

2140

On grade level
1972

**Level 2**
1772-1971

**Level 1**
772-1771
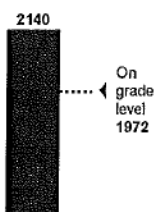
Your FCAT score is **2140**, which is in achievement **Level 3** for Reading.

*Su calificación del FCAT es 2140 y su nivel de rendimiento para la lectura es 3.*

*Nòt FCAT ou se 2140, ki nan Nivo ranman 3 pou Lekti.*

The FCAT score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your Reading score would be between 2064 and 2216.

| Content Areas | Points Earned | Points Possible | State Mean |
|---|---|---|---|
| Words and Phrases In Context: Uses skills to determine word meaning, including word parts and relationships between words. | 6 | 8 | 6 |
| Main Idea, Plot, and Purpose: Determines a stated or implied essential message, details author's purpose or plot. | 13 | 17 | 11 |
| Comparisons and Cause/Effect: Knows similar and different, cause and effect, and compare and contrast. | 8 | 9 | 6 |
| Reference and Research: Uses information from a variety of sources to reach conclusions. | 10 | 11 | 7 |

*Palabras y Frases en Contexto: Usa las destrezas para determinar el significado de las palabras, incluyendo sus partes y las relaciones entre las palabras.*

*Idea Principal, Trama y Propósito: Determina un mensaje esencial claro o implícito, desglosa el propósito del autor o la trama.*

*Comparaciones y Causa y Efecto: Sabe qué es parecido y diferente, causa y efecto, y comparaciones y contrastes.*

*Referencias e Investigación: Usa información de varias fuentes para llegar a conclusiones.*

*Mo ak Fraz nan yon Kontèks: Sèvi ak konpetans ki defini sans mo, tankou pati nan mo yo ak relasyon ant mo yo.*

*Lide Prensipal, Istwa, ak Objektif: Defini yon mesaj klè oubyen enplisit, bay detay sou objektif otè a oswa istwa a.*

*Konparezon ak Lakòz/Konsekans: Konnen sa ki menm ak sa ki diferan, sa ki yon kòz ak sa ki yon konsekans, epi konpare ak kontraste.*

*Referans ak Rechèch: Sèvi ak enfòmayson ki soti nan plizyè sous pou rive nan yon konklizyon.*

### Achievement Levels

Five categories describe the success students have with the content tested on FCAT Reading. In order to be considered on grade level, students must achieve Level 3 or higher.

Level 5 – indicates success with the content on the FCAT by answering most questions correctly.

Level 4 – indicates success with the content on the FCAT by answering most questions correctly, except for the most challenging.

Level 3 – indicates partial success with the content on the FCAT.

Level 2 – indicates limited success with the content on the FCAT.

Level 1 – indicates little or no success with the content on the FCAT.

The score ranges for Achievement Levels are different for each grade. Achievement Level ranges for all grades are available from school guidance counselors.
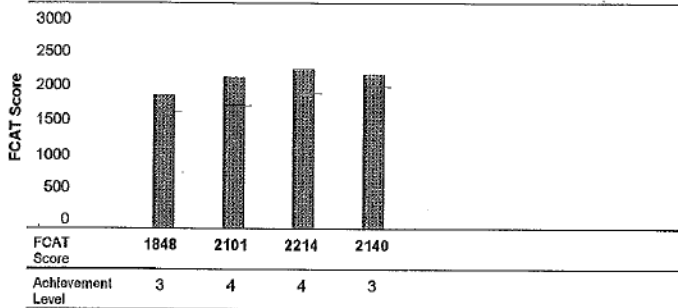
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### Your Reading Scores Over Time

| | | | | |
|---|---|---|---|---|
| **Year Tested** | 2007 | 2008 | 2009 | 2010 |
| **Grade Tested** | 6 | 7 | 8 | 9 |
| **FCAT Score** | 1848 | 2101 | 2214 | 2140 |
| **Achievement Level** | 3 | 4 | 4 | 3 |

Key
- Your score was on grade level this year.
- Your score was not on grade level this year.
- On grade level score
- NF    Not Found

# Salma: FCAT Norm-Referenced Test
# Reading and Mathematics Student Report Grade 04

**FCAT**
Florida Comprehensive Assessment Test

**Spring 2006**
**Florida Comprehensive Assessment Test (FCAT)**
**NORM-REFERENCED TEST**
**Grade 04 Student Report**

The FCAT Norm-Referenced Test (FCAT NRT) provides a national, grade-level comparison of student performance in Reading and Mathematics Problem Solving. Test scores offer only one account of how a student is doing in school. Other tests, such as the Sunshine State Standards FCAT (SSS FCAT), show how successful a student is on the challenging content of Florida's Sunshine State Standards. Many factors can affect a student's test scores. The staff at the student's school will be able to provide more detailed information about his or her academic performance.

| SUBJECT SCORES | Scale Score | National Percentile Rank | National Percentile Bands 1  10  30  50  70  90  99 | Stanine |
|---|---|---|---|---|
| Reading Comprehension | 721 | 98 | | 9 |
| Mathematics Problem Solving | 704 | 96 | | 9 |

SUBJECT SCORES show a student's NRT performance in several different ways. **Scale Scores** are calculated from the total number of correct responses for each subject area. The scale score is a constant score that indicates performance along a single, comparable scale. It can be used to show how much a student has progressed from one year to the next. Scale scores should not, however, be compared from one subject area to another. **National Percentile Rank (NPR)** is calculated from the Scale Score and ranges from 1 to 99. The NPR indicates a student's relative standing compared to students at the same grade level from across the nation. For example, an NPR of 70 means the student obtained a score equal to or higher than 70 percent of the students in the national sample. **National Percentile Bands** show ranges of scores that are approximate indicators of achievement. If a student took this test again, his or her score would probably fall within the number range shown by the band. Comparing percentile bands provides a quick reference for subject area strengths and weaknesses. **Stanine** scores are based on the National Percentile Rank. Like Scale Scores and the NPR, Stanine scores indicate how a student performed in relation to the national group. Stanine scores range from 1 (low) to 9 (high).

| CONTENT SCORES | Number of Questions on Test | Number of Correct Responses | National Mean of Correct Responses |
|---|---|---|---|
| **Reading Comprehension** | 54 | 51 | 33 |
| Literary | 18 | 17 | 12 |
| Informational | 18 | 17 | 10 |
| Functional | 18 | 17 | 11 |
| Initial Understanding | 12 | 11 | 7 |
| Interpretation | 20 | 19 | 12 |
| Critical Analysis | 12 | 11 | 8 |
| Strategies | 10 | 10 | 6 |
| **Mathematics Problem Solving** | 48 | 45 | 30 |
| Number Sense | 12 | 12 | 8 |
| Operations | 12 | 11 | 8 |
| Patterns, Relationships, and Algebra | 6 | 6 | 4 |
| Data, Statistics, and Probability | 8 | 6 | 5 |
| Geometry and Measurement | 10 | 10 | 5 |

CONTENT SCORES should not be compared year to year because the content subcategories vary from grade to grade. The National Mean of Correct Responses is the average number of correct responses for students in the national sample.

The Reading Comprehension test is composed of reading selections and questions about each selection. Approximately one-third of the reading selections fall into each of the following types of reading material:

- **Literary** – Material typically read for enjoyment or literary merit, including folk tales, historical and contemporary fiction, humor, and poetry
- **Informational** – Material typically found in textbooks and other sources of information, including content from the natural, physical, and social sciences
- **Functional** – Material typically encountered in everyday life, such as directions, forms, labels, and advertisements

Test questions are also classified by the following standards:

- **Initial Understanding** – Comprehend explicitly stated details or relationships
- **Interpretation** – Interpret reading selections based on implicit information in the selections and discern ideas that go beyond the text
- **Critical Analysis** – Synthesize and evaluate explicit and implicit information
- **Strategies** – Recognize and describe strategies used by the author or apply appropriate reader strategies

The Mathematics Problem Solving test requires students to use logical reasoning and non-routine problem-solving strategies. Each question is reported according to its mathematics content subcategory.

- **Number Sense** – Understand the meaning and use of numbers, the various representations of numbers, number systems, and the relationships between and among numbers
- **Operations** – Demonstrate understanding of the meaning of operations, the relationship between operations, and the practical settings in which a specific operation or set of operations is appropriate
- **Patterns, Relationships, and Algebra** – Describe, complete, continue, and demonstrate understanding of patterns involving numbers, symbols, and geometric figures; demonstrate understanding of elementary algebraic principles as found in the relationships between mathematical situations and algebraic symbolism
- **Data, Statistics, and Probability** – Describe, interpret, and make predictions based on the analysis of data presented in a variety of ways; demonstrate understanding of basic probability concepts
- **Geometry and Measurement** – Understand the characteristics and properties of plane and solid figures, coordinate geometry, and spatial reasoning; understand the meaning and use of various measurement systems, the tools of measurement, and the integral role of estimation in measurement

For more information about the FCAT NRT or the Student Report, refer to the publication *Understanding FCAT Reports* on the Florida Department of Education website at: www.fldoe.org.

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