**Interpreting and Communicating About Standardized Assessments and Achievement**

**Dear Parents of Kenneth,**

Your child has recently completed the criterion-referenced FCAT test. This assessment provides information on your student’s mastery of content area learning by determining various cutoff scores for different levels of understanding. Kenneth performed exceptionally well (as you may have expected)! Kenneth’s FCAT Reading scores have been consistently on grade level or higher from 2007 to 2010. From the 6th to 8th grade, Kenneth demonstrate growth in performance levels. This year, his score declined from 2214 (2009, 8th grade) to 2140 (2010, 9th grade), but still remains above grade level. This loss of 74 points will be addressed and compensated for this academic year.

On the Reading FCAT, Kenneth scored a 2140, which is 168 points over the target on grade level! This put him in the Level 3 performance level, which is considered to be on grade level indicating partial success with the content on the FCAT by answering most questions correctly, except for the most challenging. The range of possible scores for a Level 3 achievement is 1972 to 2145. If Kenneth took the FCAT Reading test again, it is likely that his score would be between 2064 and 2216. According to this confidence band, Kenneth would likely receive a high Level 3 or a Level 4 score. Kenneth is quickly approaching a Level 4 in FCAT Reading (2146 points) and I will be ensuring his success through various methods.

The State Mean for identifying Main Idea, Plot and Purpose in FCAT Reading is 11 points, Kenneth’s raw score indicates that he achieved 13 out of 17 points. At 2 points above the State Mean (6), Kenneth lost only 1 point in demonstrating knowledge of Comparisons and Cause/Effect. For Reference and Research, Kenneth earned 10 out of 11 potential points, while the State Mean is 7 points. Throughout the school year, we will continue to build upon Kenneth’s strengths to support his learning. Kenneth will further develop his strategic thinking and complex reasoning skills to identify the essential message, cause and effect and integrate information to reach knowledge-based conclusions.

Kenneth scored consistent with the State Mean (6 points out of 8 points) for Words and Phrases in Context. Taking this into consideration, we can increase the skills Kenneth utilizes to determine word meaning, including word parts and relationships between words. In the 10th grade, Kenneth will further his context clues knowledge to conclude the meaning of words in text. We will also focus on the impact of prefixes, suffixes, Greek roots and Latin roots on word meaning. This will develop Kenneth’s ability to consider word parts and their relationships while determining meaning. Additionally, etymology, or a study of the origin and changes of words throughout history, paired with foreign expressions, will allow Kenneth to determine meaning through considering how words have advanced.

I look forward to working with you, your student and our school this academic year. Your child is exceptionally bright and I am confident that we will further his performance in his sophomore year of high school.

Thank you,

Mekayla Cook

**Dear Parents of Salma,**

Your child recently completed the norm-referenced FCAT Reading and Mathematics Test. This assessment allows for score interpretation through a comparison of student performance with grade-level established norms that reflect the population at large in Reading and Mathematics problem solving.

On the Reading Comprehension portion of the FCAT, Salma achieved a Scale Score of 721, which is calculated from the total number of correct responses in the subject area that indicates performance along a comparable scale. This accomplishment places Salma with a 98% National Percentile Rank. The percentile indicates that 98% of students scored lower than Salma on the Reading Comprehension assessment. National Percentile Bands show ranges of scores that are approximate indicators of achievement. If Salma took the test again, the band indicates that her score would probably fall within the mid- to high-nineties Percentile score. Salma is ranked in the 9th Stanine, which indicates her performance in relationship to the national group. Salma’s score is in the highest stanine category, 7-9 (high).

Salma’s performance on the Reading Comprehension subject is exceptional compared to the National Mean of Correct Responses. Salma’s raw score for the Reading Comprehension test demonstrates her achievement of 51 correct responses out of 54 total number of Reading questions on the test. The average number of correct responses in the national sample of students in the same grade level (4th) for Reading Comprehension is 33. Salma missed only one question for each of the 18 questions in Literary, Informational and Functional Reading Comprehension sections. The material included in these sections come from various sources and include content from everyday life, textbooks and fiction. Salma scored 5 to 7 points above the national average in each comprehension section. You should be very proud of your student! In the 5th grade, we will further Salma’s reading comprehension skills through a variety of reading strategies, as well as expose Salma to a wide variety of text sources. This year, Salma will practice reading poetry, various folk tales and humorous texts that will further her Literary reading comprehension. Additionally, I will ensure that Salma encounters the natural, physical and social sciences from various sources like textbooks, articles, magazines and other nonfictional materials that will improve her Informational reading comprehension. To increase Salma’s functional reading comprehension, she will work with material from everyday life like advertisements, directions, labels and forms to supplement her understanding of Functional literacy.

Test questions on the FCAT are classified by what level of understanding they are requiring of students. For Initial Understanding (comprehending details and relationships), Interpretation (interpreting implicit information and ideas beyond the text) and Critical Analysis (synthesizing and evaluating information), Salma missed only 1 question in each classification. This exceptional achievement placed her 3 to 7 points above the national average of correct responses in each section. In the 5th grade, we will make connections to identify relationships in texts, as well as examine explicit and implicit meanings in text. Salma responded correctly to all 10 Strategies questions, which is 4 questions above the national mean. Salma demonstrates strength in recognizing and describing author strategies and applying her own reading strategies. We will continue to build upon and support her reading comprehension development through writing and reading with a purpose.

On the Mathematics Problem Solving portion of the FCAT, Salma achieved a Scale Score of 704, which is calculated from the total number of correct responses in the subject area that indicates performance along a comparable scale. This accomplishment places Salma with a 96% National Percentile Rank. The percentile indicates that 96% of students scored lower than Salma on the Mathematics Problem Solving assessment. National Percentile Bands show ranges of scores that are approximate indicators of achievement. If Salma took the test again, the band indicates that her score would probably fall within the low- to mid-nineties Percentile score. Salma is ranked in the 9th Stanine, which indicates her performance in relationship to the national group. Salma’s score is in the highest stanine category, 7-9 (high).

Of the 48 questions on the FCAT relative to Mathematics Problem Solving, Salma provided 45 correct responses. The national mean, or average of other students of the same grade level’s performance on the test, is 30 correct responses. Salma’s performance is excellent! Salma utilized logical reasoning and non-routine problem-solving strategies to solve mathematical content in the following areas. In the Number Sense, Patterns, Relationships and Algebra, and Geometry and Measurement sections, Salma answered all questions correctly, well above the national average. Of the Operations questions, Salma answered only 1 of 12 questions incorrectly. The national average for Operations was 8 correct answers, so Salma scored 3 correct questions more than the average. To improve Salma’s Operations abilities, we will focus on understanding the meaning of operations, the relationship between operations and the appropriateness of when to apply certain operations in the 5th grade. Data, Statistics and Probability questions composed 8 of the 48 Mathematics Problem Solving questions. Salma answered 6 of 8 questions correctly, which is 1 question higher than the national average. This academic year, Salma will gain abilities to describe, interpret and make predictions based on data analysis. Also, Salma will further her understanding of probability concepts through an increased focus on mathematical reasoning this year. By teaching Salma with innovative and flexible problem-solving strategies, she will be led to mathematic success in a variety of contexts.

Overall, Salma is a brilliant student who shows exceptional understanding in Reading Comprehension, as well as Mathematics Problem Solving. We will continue to further her development this academic year. I look forward to working with you, your student and our school to showcase Salma’s learning on assessments.

Thank you!

Mekayla Cook