Understanding Florida Statewide Assessment Reports

March 2023

Updated March 13, 2023
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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 2023 administration, only reports for the Florida Standards Assessments (FSA) Retakes in Gr 10 English Language Arts (ELA) and Algebra 1 EOC and the Next Generation Sunshine State Standards (NGSSS) Assessments in Science and Social Studies are available in PearsonAccess Next Reporting. For information about the Florida Assessment of Student Thinking (FAST) for grades 3–10 ELA Reading and Gr 3–8 Mathematics and the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) Algebra 1 and Geometry EOC, please see Understanding FAST and B.E.S.T. Reports for Families.

Districts will receive paper copies of the FSA Retakes and NGSSS 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 and continue to teach the NGSSS assessments in Science and Social Studies. 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
- Grades 5 and 8 Science
- Biology 1
- Civics
- U.S. History
- FSA 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 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
Grades 5 and 8 Statewide Science Assessments are paper-based tests (PBT), and the NGSSS EOC and FSA Retakes 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 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 & NGSSS 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 Score—s and achievement levels are reported for ELA and Mathematics assessments. The scales on which students receive scores differ by grade and subject.

After the baseline administration for each NGSSS assessment, FDOE conducted the standard setting process to establish achievement level cut scores. The Florida State Board of Education adopted achievement level cut scores in State Board of Education Rule 6A-1.09422, FAC, for the Statewide Science Assessment and the Biology 1 EOC Assessment on December 12, 2012; the U.S. History EOC Assessment on January 21, 2014; and the Civics EOC Assessment on January 14, 2015. Information regarding standard setting is available on the FDOE Standard Setting page.

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

<table>
<thead>
<tr>
<th>Inadequate:</th>
<th>Below Satisfactory:</th>
<th>On-Grade-Level:</th>
<th>Proficient:</th>
<th>Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly likely to need substantial support for the next grade/course</td>
<td>Likely to need substantial support for the next grade/course</td>
<td>May need additional support for the next grade/course</td>
<td>Likely to excel in the next grade/course</td>
<td>Highly likely to excel in the next grade/course</td>
</tr>
</tbody>
</table>

Table 2. Florida Statewide Assessments Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 ELA Retake</td>
<td>284-333</td>
<td>334-349</td>
<td>350-361</td>
<td>362-377</td>
<td>378-412</td>
</tr>
<tr>
<td>Algebra 1 EOC Retake</td>
<td>425-486</td>
<td>487-496</td>
<td>497-517</td>
<td>518-531</td>
<td>532-575</td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>140-184</td>
<td>185-199</td>
<td>200-214</td>
<td>215-224</td>
<td>225-260</td>
</tr>
<tr>
<td>Grade 8 Science</td>
<td>140-184</td>
<td>185-202</td>
<td>203-214</td>
<td>215-224</td>
<td>225-260</td>
</tr>
<tr>
<td>Civics EOC</td>
<td>325–375</td>
<td>376–393</td>
<td>394–412</td>
<td>413–427</td>
<td>428–475</td>
</tr>
</tbody>
</table>

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. A passing score on the Biology 1 and U.S. History EOC assessments is required for students to qualify for a Standard Diploma with a Scholar Designation.

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 NGSSS Algebra 1...
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.
### Table 3: Reports, Format of Delivery, and Grades

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Format of Delivery</th>
<th>Grade/Subject</th>
<th>Page of Report Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Reports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Retake Individual Student Report</td>
<td>Paper/Online</td>
<td>Gr 10 ELA Retake</td>
<td>7</td>
</tr>
<tr>
<td>Science Individual Student Report</td>
<td>Paper/Online</td>
<td>5, 8</td>
<td>10</td>
</tr>
<tr>
<td>EOC Individual Student Report</td>
<td>Paper/Online</td>
<td>Algebra Retake, Biology, Civics, US History</td>
<td>10</td>
</tr>
<tr>
<td><strong>School Reports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Retake School Report of Students</td>
<td>Online</td>
<td>Gr 10 ELA Retake</td>
<td>13</td>
</tr>
<tr>
<td>Science School Report of Students</td>
<td>Online</td>
<td>5, 8</td>
<td>13</td>
</tr>
<tr>
<td>EOC School Report of Students</td>
<td>Online</td>
<td>All EOC Subjects</td>
<td>13</td>
</tr>
<tr>
<td><strong>State and District Reports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Retake District Report of Schools</td>
<td>Online</td>
<td>ELA Retake</td>
<td>15</td>
</tr>
<tr>
<td>Science District Report of Schools</td>
<td>Online</td>
<td>5, 8</td>
<td>15</td>
</tr>
<tr>
<td>EOC District Report of Schools</td>
<td>Online</td>
<td>All EOC Subjects</td>
<td>15</td>
</tr>
<tr>
<td>ELA Retake District Summary</td>
<td>Online</td>
<td>ELA Retake</td>
<td>16</td>
</tr>
<tr>
<td>Science District Summary</td>
<td>Online</td>
<td>5, 8</td>
<td>16</td>
</tr>
<tr>
<td>EOC District Summary</td>
<td>Online</td>
<td>All EOC Subjects</td>
<td>16</td>
</tr>
<tr>
<td>ELA Retake State Report of Districts</td>
<td>Online</td>
<td>ELA Retake</td>
<td>17</td>
</tr>
<tr>
<td>Science State Report of Districts</td>
<td>Online</td>
<td>3–8</td>
<td>17</td>
</tr>
<tr>
<td>EOC State Report of Districts</td>
<td>Online</td>
<td>All EOC Subjects</td>
<td>17</td>
</tr>
<tr>
<td>ELA Retake State Summary</td>
<td>Online</td>
<td>ELA Retake</td>
<td>18</td>
</tr>
<tr>
<td>Science State Summary</td>
<td>Online</td>
<td>5, 8</td>
<td>18</td>
</tr>
<tr>
<td>EOC State Summary</td>
<td>Online</td>
<td>All EOC Subjects</td>
<td>18</td>
</tr>
</tbody>
</table>

### Family Portal

Families can access their student’s NGSSS EOC and 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

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 grade and 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.
### 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.

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Application of Knowledge and Ideas</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Critical Thinking and Analysis</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Conventions of Standard Language and Culture</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Skill and Usage</td>
<td>99</td>
<td>99</td>
</tr>
</tbody>
</table>

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 the student in each category.

*Please note that FCDO 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 receive different scaled scores, but not necessarily identical, valid scores. Different scaled scores result because the student’s patterns of correct answers were different. See the Florida Statewide Assessment Guide for more information.*
**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.

**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.
Recommended Resources

This section provides information and resources for students and parents/guardians.
Algebra Retake, NGSSS EOC, and Science Individual Student Reports

The Algebra 1 EOC Retake, NGSSS EOC, and Science 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

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 statewide assessment 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 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.
# 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.

## Reporting Categories

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Modeling</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Functions and Modeling</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Statistics and the Number System</td>
<td>99</td>
<td>99</td>
</tr>
</tbody>
</table>

*Please note that DOE 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 student's patterns of correct answers were different. See the [DOE ASSESSMENT GUIDE](#) for more information.*
**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.

**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, Science, and EOC Assessments School Report of Students

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

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 as well as for the EOC assessments and will display NA for all other grades and subjects.

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

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:

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 **achievement 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.
### District Report of Schools

#### Florida Statewide Assessment Reports 2023

**Algebra 1 Retake**

<table>
<thead>
<tr>
<th>District Report of Schools</th>
<th>District ID</th>
<th>DISTRICT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Admin&gt; &lt;CCYY&gt;</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

#### Percentage in Each Achievement Level

<table>
<thead>
<tr>
<th>0003 – SCHOOL THREE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Totals for First-Time Testers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>0</td>
<td>999&lt;br&gt;599</td>
</tr>
<tr>
<td>All Grades</td>
<td>0</td>
<td>999&lt;br&gt;599</td>
</tr>
</tbody>
</table>

#### School Total for Retakers

| All Grades                  |             | 999<br>599    |

#### School Total

| All Grades                  |             | 999<br>599    |

#### 3100 – SCHOOL THREE THOUSAND THREE HUNDRED

| School Totals for First-Time Testers |             |               |
| Grade 11                           | 0           | 999<br>599    |
| Grade 12                           | 0           | 999<br>599    |
| Grade 20                           | 0           | 999<br>599    |

#### School Total for Retakers

| All Grades                  |             |               |

#### School Total

| All Grades                  |             | 999<br>599    |

#### 9999 – SCHOOL NAME

| School Totals for First-Time Testers |             |               |
| Grade 10                          | 0           |               |
| Grade 11                           | 0           |               |
| Grade 12                           | 0           |               |
| Grade 20                           | 0           |               |

#### School Total for Retakers

| All Grades                  |             |               |

---

1. 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 Level 5-8 are reported. A dash (—) appears when data are suppressed.

2. Percentage Passing may not equal the percentage of Level 5 & 6 due to the alternate pass score eligibility.

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Understanding Florida Statewide Assessment Reports 2023
# District Summary Report

## Algebra I Retake District Summary

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>DISTRICTNAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District Totals for First-Time Testers

#### Grade 9

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Mean Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 10

|          | 9                  |

#### Grade 11

|          | 999                |

#### Grade 12

|          | 999                | 999             |

#### Grade 30

|          | 999                |

#### All Grades

|          | 999                | 999             |

### District Total for Retakers

#### All Grades

|          | 0                  |

### District Total

#### All Grades

|          | 999                | 999             |

### State Totals for First-Time Testers

#### Grade 9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Grade 10

|          | 999                   | 999             |

#### Grade 11

|          | 999                   | 999             |

#### Grade 12

|          | 999                   | 999             |

#### Grade 30

|          | 999                   | 999             |

#### All Grades

|          | 999                   | 999             |

### State Total for Retakers

#### All Grades

|          | 999                   |

### State Total

#### All Grades

|          | 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. Fail students would be reported at the same achievement level, the data are suppressed, with the exception that the percentage passing/levels 5-6 are reported. A dash (—) appears when data are suppressed.
*Percentage passing may not equal the percentage of Levels 5-6 due to the alternate passing score eligibility.

---

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### State Report of Districts

**Florida Statewide Assessment Reports 2023**

#### 1. District Totals for First-Time Testers

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Mean Scale Score</th>
<th>Percentage Passing</th>
<th>Level 1 425-469</th>
<th>Level 2 470-499</th>
<th>Level 3 500-511</th>
<th>Level 4 512-531</th>
<th>Level 5 532-575</th>
<th>Level 6 576-600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>999</td>
<td>999</td>
<td>999</td>
<td>999</td>
<td>999</td>
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#### 2. District Total for Retakers

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<th>Grade</th>
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<th>Mean Scale Score</th>
<th>Percentage Passing</th>
<th>Level 1 425-469</th>
<th>Level 2 470-499</th>
<th>Level 3 500-511</th>
<th>Level 4 512-531</th>
<th>Level 5 532-575</th>
<th>Level 6 576-600</th>
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#### 3. District Totals for First-Time Testers

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<th>Mean Scale Score</th>
<th>Percentage Passing</th>
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<th>Level 2 470-499</th>
<th>Level 3 500-511</th>
<th>Level 4 512-531</th>
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Understanding Florida Statewide Assessment Reports 2023
## Algebra 1 Retake
### State Summary

<Admin> <CCYY>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
<th>Mean Grade Score (425-475)</th>
<th>Percentage Passing</th>
<th>Percentage in Each Achievement Level</th>
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</thead>
<tbody>
<tr>
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<td>Grade 12</td>
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</tbody>
</table>

**State Totals for Retakers**

- **All Grades**: 999,999
- **State Total**: 999,999

**Notes:**
- 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/Less Than 50% are reported. A dash (—) appears when data are suppressed.
- Percentage passing may not equal the percentage of levels 2-4 due to the alternate passing score anchor.
- 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 = Non-High School Graduates.

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Florida Statewide Assessments

Understanding Florida Statewide Assessment Reports 2023
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 grade level (Statewide Science Assessment) 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 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.
  
  o **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.
  
  o **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.
  
  o **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.

**Science Reporting Categories**
The content of the Statewide Science 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.

**Grade 5**

• **Nature of Science**
  In this category, students are expected to evaluate investigations and experiments, organize data, identify the control group in an experiment, interpret data and analyze information, and distinguish between observations and opinions.

• **Earth and Space Science**
  In this category, students are expected to distinguish among objects in our solar system, identify categories of rocks and characteristics of minerals, differentiate between physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

• **Physical Science**
  In this category, students are expected to identify basic forms of energy; identify familiar forces; trace the conversion of electric energy into other forms of energy; and distinguish relationships among mass, force, and motion.

• **Life Science**
  In this category, students are expected to identify the function of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.
Grade 8

• Nature of Science
In this category, students are expected to identify test and outcome variables in an experiment, differentiate between experiments and investigations, analyze information to make inferences or predictions, differentiate between replication and repetition, and distinguish between theories and laws.

• Earth and Space Science
In this category, students are expected to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses; identify Earth changes due to weathering, erosion, and plate tectonics; and recognize that the Sun’s energy influences global atmospheric patterns.

• Physical Science
In this category, students are expected to classify substances by physical properties, differentiate between physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

• Life Science
In this category, students are expected to identify functions of the human body systems, classify organisms, identify ways genetic variation contributes to the scientific theory of evolution, determine probabilities for genotypic and phenotypic combinations, and distinguish relationships among organisms in a food web.

EOC Reporting Categories
The content of the 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 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.

Biology 1

• Molecular and Cellular Biology
In this category, students are expected to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structure and function of the four major categories of biological macromolecules, and differentiate the processes of photosynthesis and cellular respiration.
• Classification, Heredity, and Evolution
  In this category, students are expected to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

• Organisms, Populations, and Ecosystems
  In this category, students are expected to relate structure and function of organs and tissues in plants and animals, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

Civics

• Origins and Purposes of Law and Government
  In this category, students are expected to identify the origin, course, and development of the American legal and political traditions; the inherent conflicts involved in formulating those documents which would establish the nation; and how those concepts of the rule of law, limited government, and checks and balances remained constant through the first centuries of American history.

• Roles, Rights, and Responsibilities of Citizens
  In this category, students are expected to understand and define the concepts of citizen and citizenship with their corresponding obligations, rights, and responsibilities; explain the role of the Constitution in safeguarding individual rights and limiting government power; and evaluate the impact of relevant constitutional amendments and the significance and outcomes of landmark Supreme Court decisions.

• Government Policies and Political Processes
  In this category, students are expected to identify current political parties and formulate ideas regarding government, examine the impact of interest groups, evaluate political candidates, analyze the role of media in policy issues, identify appropriate government agencies for resolving policy debates, comprehend and differentiate concepts related to U.S. domestic and foreign policy, and describe how the United States has dealt with international conflicts.

• Organizations and Functions of Government
  In this category, students are expected to compare the different forms and systems of government, understand the role of the three branches of government, recognize the division of federal and state obligations and powers, articulate the constitutional amendment process, understand the judicial process, and compare the Constitutions of the United States and Florida.

U.S. History

• Late Nineteenth and Early Twentieth Centuries (1860–1910)
  In this category, students are expected to understand and articulate the impact of issues related to the Civil War, Reconstruction, the closing of the frontier, the industrialization of the nation, and changes in American society at the beginning of the twentieth century.

• Global Military, Political, and Economic Challenges (1890–1940)
  In this category, students are expected to understand and articulate the impact of the issues related to the rise of American military power; America’s increased involvement in world affairs; and changing social, political, and economic forces affecting the 1920s and 1930s.

• The United States and the Defense of the International Peace (1940–2010)
  In this category, students are expected to understand and articulate the impact of issues related to World War II, the Cold War, the social revolutions of the late twentieth century, and the challenges of the early twenty-first century.
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 2022, 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 will transition 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.

Understanding Florida Statewide Assessment Reports 2023
**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 Biology 1, Civics, U.S. History, and Science assessments use multiple-choice items in which four choices are given, only one of which is correct.

**Next Generation Sunshine State Standards (NGSSS)**—The core content of the science and social studies curricula taught in Florida. The NGSSS specify the core content knowledge and skills that K–12 public school students are expected to acquire in the subject areas of science, social studies, visual and performing arts, physical education, health, and foreign languages. The NGSSS benchmarks identify what a student should know and be able to do at each grade level for each subject area.

**PearsonAccess Next Reporting**—The website used for reporting scores for ELA Retake, Algebra 1 Retake, NGSSS EOC, and Science 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).