



Putting Students
FirstSM

A+

Making the Grade

WHAT EVERY PARENT SHOULD KNOW ABOUT THE
FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)

FCAT Parent Night

CORAL SPRINGS CHARTER SCHOOL

JANUARY 12, 2010



MAKING THE GRADE: WHAT IS THE FCAT?

TWO PART TEST: • FCAT SSS (Criterion)

FCAT Sunshine State Standards (FCAT SSS)

Designed to measure students' knowledge of reading, writing, mathematics, and science benchmarks from the Sunshine State Standards (SSS).

WHAT IS THE FCAT?



FCAT SSS & NRT: CONTENT BY GRADE LEVEL

FCAT Test Content by Grade Level										
Test	Contents	3	4	5	6	7	8	9	10	11
FCAT Sunshine State Standards (SSS)	Writing+		✓				✓		✓	
	Reading	✓	✓	✓	✓	✓	✓	✓	✓	
	Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	
	Science			✓			✓			✓

CONTENT BY GRADE LEVEL



FCAT SSS & NRT: TESTING SCHEDULE

TESTING SCHEDULE

Florida Comprehensive Assessment Test		
Dates	Contents	Grade Levels
February 9 – 11, 2010	FCAT Writing	Grades 8 & 10
March 9 – 19, 2010	Reading, Mathematics and Science Sunshine State Standards <u>and</u> Norm-Referenced Tests	Grades 6 – 11



FCAT SSS & NRT: TESTING SCHEDULE

TESTING SCHEDULE

Dates	Contents	Grade Levels
February 9	FCAT Writing	Grades 8 & 10
February 10 -11	Make Up Days	Grades 8 & 10
March 9	SSS Reading	Grades 6 – 10
March 10	SSS Math	Grades 6 - 10
March 11	SSS Science Make Up Day for Reading and Math	Grade 8 & 11 All Other Grades
March 12	Make Up Day	All Grades
March 15 -19	Make Up Days	All Grades



MAKING THE GRADE:

SCORES YOU WILL SEE ON THE GRADE REPORT

FCAT Sunshine State Standards (FCAT SSS)

- ✘ Mean Scale Scores (100-500)
- ✓ Achievement Levels (1-5, reading, math & science; 1-6, writing)
- ✓ Developmental Scale Scores (86-3008)
- ✓ Percentages for content subcategory (0 – 100%)



FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-5, RD & MA)

PROFICIENT (3-5)

Level 5 - This student has success with the most challenging content of the Sunshine State Standards. A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions.

Level 4 - This student has success with the challenging content of the Sunshine State Standards. A student scoring in Level 4 answers most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.

Level 3 - This student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A student scoring in Level 3 answers many of the test questions correctly but is generally less successful with questions that are the most challenging



FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-5, RD & MA)

NOT PROFICIENT (1-2)

Level 2 - This student has limited success with the challenging content of the Sunshine State Standards.

Level 1 - This student has little success with the challenging content of the Sunshine State Standards.

FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-6, WT)

PROFICIENT (3.5-6)

Level 6 - The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices), and has ample development of the supporting ideas. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.

Level 5 - The writing is focused on the topic with adequate development of the supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.



FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-6, WT)

PROFICIENT (3.5-6)

Level 4 - The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.

Level 3 - The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur. The paper may lack a sense of completeness or wholeness. Some of the supporting ideas may not be developed with specifics and details. Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.



FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-6, WT)

NOT PROFICIENT

Level 2 - The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples. The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices. Development of the supporting ideas may be inadequate or illogical. Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.

Level 1 - The writing may only minimally address the topic because there is little, if any, development of supporting ideas, and unrelated information may be included. The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the text. Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.

FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Achievement Levels (1-6, WT)

UNSCORABLE

Unscorable - The paper is unscorable because

- the response is not related to what the prompt requested the student to do,
- the response is simply a rewording of the prompt,
- the response is a copy of a published work,
- the student refused to write,
- the response is written in a foreign language,
- the response is illegible,
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed),
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt, or
- the writing folder is blank.



FCAT (SSS):

WHAT DO THE SCORES MEAN?

✓ Scale Scores (100-500)

Scale score of 300 is necessary to meet graduation requirement for 10th, 11th, or 12th graders in each of the following subjects:

- Reading
- Mathematics



FCAT (SSS):

WHAT DO THE SCORES MEAN?

Course Level Placement

Students scoring an Achievement Level 1 or 2 on the SSS FCAT will be placed in Intensive classes.



FCAT SSS: TESTING DO'S

1. Mark down test days on your calendar so you and your child are both aware of testing dates.
2. Make sure your child gets enough sleep on the night before the tests.
3. Make sure that your child gets up early enough so that he/she will be on time to school.
 - Set a back-up alarm clock
 - Set up transportation back-up
4. Ensure that your child eats a healthy breakfast and avoid heavy foods that may make him/her groggy and avoid high sugar foods that may make him/her hyper.
5. Encourage your child to do well and leave your child on a positive note.



FCAT SSS & NRT:

TESTING DO'S

6. Being anxious about your child's test is normal. Help your child to stay stress free by remaining calm around them and by avoiding conflict the morning of the test.
7. Make sure your children leave their cell phones at home because possession of a cell phone will lead to invalidation of the test.



FCAT SSS:
MAKING THE GRADE

DISCUSSION / QUESTIONS

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