



Spring 2008
 Florida Comprehensive Assessment Test®
 Writing+ Student and Parent Report
Grade 10

CARMINE J. APPLEBEE

ID **9543215678**
 School **9999-SUNSHINE HIGH SCHOOL**
 District **99-SUNSHINE DISTRICT**

Your 2008 FCAT Writing+ Score

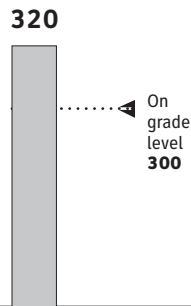
Level 5
403-500

Level 4
342-402

Level 3
300-341

Level 2
250-299

Level 1
100-249



Your FCAT Writing+ Score is **320**, which is in achievement **Level 3** for Writing+.

The FCAT Writing+ Score shows your achievement on the day you were tested. If you were to take this same test again, it is likely that your 2008 FCAT Writing+ Score would be between 300 and 340.

Achievement Levels

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

- Level 5** indicates success with the most challenging content on FCAT.
- Level 4** indicates some success with the most challenging content on the FCAT.
- 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 success with the content on the FCAT.

The score ranges for Achievement Levels are different for each grade level. Achievement Level ranges for all grades are available from school guidance counselors or refer to Understanding FCAT Reports found on www.fldoe.org.

Dear Student:

This report provides specific information about your performance on the FCAT Writing+ test. The Writing+ Score is a combination of the prompt and multiple-choice sections of the test. In order to receive an overall score, a student needs to have a valid score on both the prompt and multiple-choice sections. To learn more about your writing performance in school, talk to your teacher.

Multiple-Choice Reporting Categories

	Points Possible	Points Earned	State Mean
Focus: measures a student's knowledge of planning and drafting writing for a specific purpose and the maintenance of the central idea, theme, or unifying point.	12	8	9
Organization: measures a student's knowledge of using a plan or structure for writing and employing transitional devices to show relationships between and among ideas.	8	6	7
Support: measures a student's knowledge of the use of details in writing to explain, clarify, or define through word choice, specificity, depth, relevance, and thoroughness.	10	7	7
Conventions: measures a student's knowledge of the conventions of standard English for punctuation, capitalization, spelling, usage, and sentence structure.	13	9	8

Eje: mide el conocimiento del estudiante sobre cómo planear y redactar un texto para un fin específico y si mantiene la idea central, el tema o la unidad.

Organización: mide el conocimiento del estudiante sobre el uso de un plan o estructura para escribir y el uso de elementos de transición para demostrar relaciones entre las ideas.

Fundamentación: mide el conocimiento del estudiante sobre el uso de datos en la escritura para explicar, clarificar o definir a través de la elección de palabras, la especificidad, la profundización, la significación y la rigurosidad.

Convenciones: mide el conocimiento del estudiante sobre las convenciones del inglés estándar respecto de la puntuación, el uso de mayúsculas, la ortografía, el uso y la estructura de oraciones.

Pwen santral: evalye konesans yon elèv genyen nan planifikasyon ak nan fè redaksyon obouyon pou yon objektif byen presi e nan kenbe lide prensipal, tèm lan, oswa pwen komen an.

Òganizasyon: evalye konesans yon elèv genyen pou l itilize yon plan oswa yon estrikti pou fè redaksyon e pou l itilize metòd tranzitwa pou montre relasyon ki genyen ant lide yo.

Sipò: evalye konesans yon elèv genyen lè l itilize detay nan redaksyon pou esplike, klarifye, oswa defini atravè chwa mo yo, presizyon, pwofondè, rapò, ak atansyon li aplike nan sa l ap fè a.

Konvansyon: evalye konesans yon elèv genyen nan pwosedi estanda lang Angle a tabli pou ponktiyan, aplikasyon lèt majiskil, òtograf, izaj, ak estrikti fraz.

See the back of this report for your prompt results.





Your Writing+ Prompt Score

Writing to Explain

Your Prompt Score	
5.0	out of 6.0 points

Your response to the prompt was read independently by two people trained to score this test. Each scorer gave your writing a score based on the overall quality of your response. Your prompt score is the average of the two readers' scores.

Writing Prompt Details

Your response was based on the following topic: Choose a personal quality you think is important and explain why this personal quality is important.

About Prompt Scores

You were given 45 minutes to read the assigned topic, plan what to write, and respond. Your score is an indicator of your ability to draft a response under these conditions. To learn more about your writing skills, talk to your teacher.

Description of Grade 10 Writing Prompt Scores*

Student responses are scored by trained scorers using the holistic method to evaluate a piece of writing. In this type of scoring, trained scorers consider the overall quality of the response rather than focusing on any one aspect of the writing.

Prompt scores are based on the criteria below.

- 6.0** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. Few, if any, errors occur in conventions.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Conventions are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing focuses on the topic, though it may contain loosely related information. An organizational pattern is apparent. Support is consistently developed, but it may lack specificity. Word choice is adequate. Sentences vary in structure. Conventions are generally correct.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, though it may contain loosely related information. An organizational pattern is demonstrated. Development of the supporting ideas may be uneven. Word choice is adequate. There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing addresses the topic, but it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Errors may occur in the basic conventions.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing addresses the topic, but it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- U** Unscorable. The writing is unrelated to the assigned topic or cannot be read.
 - A = Blank Essay – Not Tested
 - B = Off-topic
 - C = Illegible, Incomprehensible or Insufficient
 - D = Foreign Language

* Translations of these descriptions are available in Spanish and Haitian Creole. Please contact your school to obtain a copy of this translation guide.

* *Puede obtener versiones traducidas de estas descripciones en español y criollo haitiano. Por favor, póngase en contacto con su escuela para obtener un ejemplar de la guía traducida.*

* *Wap jwenn tradiksyon deskripsyon sa yo nan lang Panyòl ak Kreyòl Ayisyen. Tanpri, kontakte lekòl ou a pou w sa mande yon kopi gid tradiksyon sa a.*