

2000 Florida Comprehensive Assessment Test Writing, Grade 8: District and State Results

Description of Writing Scores		Number and Percentage of Students Receiving Each Score*				
		Writing to Explain		Writing to Convince		
For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses.		Score	District Student Count N (%)	State Student Count N (%)	District Student Count N (%)	State Student Count N (%)
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, including precision in word choice. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.	6.0	85 (1%)	1,197 (1%)	59 (<0.5%)	751 (1%)
5.5:	The writing was given a 5 by one reader and a 6 by the other reader.	5.5	175 (1%)	2,174 (3%)	102 (1%)	1,276 (1%)
5.0:	The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.	5.0	773 (6%)	7,990 (9%)	514 (4%)	5,117 (6%)
4.5:	The writing was given a 4 by one reader and a 5 by the other reader.	4.5	1,339 (10%)	10,689 (12%)	687 (5%)	6,524 (8%)
4.0:	The writing focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation, capitalization, and spelling are usually correct.	4.0	4,794 (37%)	30,996 (36%)	3,428 (27%)	24,543 (29%)
3.5:	The writing was given a 3 by one reader and a 4 by the other reader.	3.5	2,065 (16%)	12,037 (14%)	2,046 (16%)	13,190 (15%)
3.0:	The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.	3.0	2,171 (17%)	13,021 (15%)	3,843 (30%)	23,258 (27%)
2.5:	The writing was given a 2 by one reader and a 3 by the other reader.	2.5	486 (4%)	2,617 (3%)	633 (5%)	3,335 (4%)
2.0:	The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.	2.0	570 (4%)	3,290 (4%)	839 (7%)	4,588 (5%)
1.5:	The writing was given a 1 by one reader and a 2 by the other reader.	1.5	122 (1%)	480 (1%)	186 (1%)	848 (1%)
1.0:	The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.	1.0	178 (1%)	730 (1%)	357 (3%)	1,454 (2%)
Response Not Related to the Assigned Topic:			19 (<0.5%)	80 (<0.5%)	38 (<0.5%)	138 (<0.5%)
No Response or Response Could Not Be Read:			121 (1%)	240 (<0.5%)	146 (1%)	302 (<0.5%)
			District	State	District	State
Number Tested on Each Type of Writing:			12,898	85,541	12,878	85,324
Average Score for Each Type of Writing:			3.6	3.8	3.3	3.5
			District		State	
Number Tested on Both Types of Writing:			25,776		170,865	
Average Score for Both Types of Writing:			3.5		3.7	

*Percentages are rounded to the nearest whole number. If the percentage is less than .5%, it is written as <0.5%.