

FCAT 2.0 Reading Achievement Levels (Grades 3–10)

FCAT 2.0 Reading developmental scale scores (140 to 302) for each Achievement Level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-181	182-197	198-209	210-226	227-260
4	154-191	192-207	208-220	221-237	238-269
5	161-199	200-215	216-229	230-245	246-277
6	167-206	207-221	222-236	237-251	252-283
7	171-212	213-227	228-242	243-257	258-289
8	175-217	218-234	235-248	249-263	264-296
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	245-255	256-270	271-302

Scores are to be reported in only two ways

- As developmental scale scores which differ by grade level
- One of five achievement levels

Soaring Scores Fcat Reading Lvl D

Steck-Vaughn Staff



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FCAT Steck-Vaughn Staff,1997-01-01 **FCAT Reading Level D 2002** Steck-Vaughn Staff,2002-11-01 **Books In Print 2004-2005** Ed Bowker Staff,Staff Bowker, Ed,2004 Children's Books in Print, 2007 ,2006 **FCAT Math Level D 10 Pack** Steck-Vaughn Staff,2002-11 **Holding Schools Accountable** Kris Sloan,2006-12-30 Sloan explores the varied contours of the educational accountability movement that has swept the United States He describes the historical origins and underlying assumptions of present day accountability measures current issues surrounding accountability relationships between the accountability and the standards movements and the role of standardized testing in each of these movements and provides a critical reading of the seemingly divided literature concerning the effects of accountability on public education This volume also focuses on the implications of accountability measures on parents families and communities including details of the varied efforts by grassroots organizations that have raised concerns over current accountability measures While there has been a substantial amount of parent and community opposition to both state and national accountability policies increasingly these organizations are offering suggestions for ways to make accountability measures better and more responsive to both community and student needs The work concludes by offering valuable suggestions about improving even strengthening accountability measures in ways that are more responsive and respectful of students their families and local communities Soaring Scores Fcat Reading LVL ,2002-11-01 *El-Hi Textbooks & Serials in Print, 2003* ,2003 **Soaring Scores Fcat Reading LVL F 2002** ,2002-11-01 *Soaring Scores Fcat Reading LVL* ,2002-11-01 FCAT Reading Level H 2002 Steck-Vaughn Staff,2002-11-01 Soaring Scores Fcat Reading LVL G 2002 ,2002-11-01 **Soaring Scores Fcat Reading LVL E 2002** ,2002-11-01 *FCAT Reading Level G 2002* Steck-Vaughn Staff,2002-11-01 *FCAT Reading Level B 2002* Steck-Vaughn Staff,2002-11-01 **Soaring Scores Fcat Reading LVL C 2002** ,2002-11-01 **Soaring Scores Fcat Reading LVL B 2002** ,2002-11-01 **El-Hi Textbooks & Serials in Print, 2005** ,2005 **Soaring Scores Leap Math Level D** Steck-Vaughn,1998-04-15 Soaring Scores ,2001

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