

**STATE BOARD OF EDUCATION**  
**Action Item**  
January 21, 2014

**SUBJECT:** Amendment to Rule 6A-1.09422, Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1008.22(3), Florida Statutes

**EXECUTIVE SUMMARY**

Section 1008.22, Florida Statutes (F.S.), requires that the State Board of Education (SBE) specify, by rule, the scale score ranges and Achievement Levels for each statewide, standardized assessment. The Commissioner's recommendations for U.S. History Achievement Level standards and passing scores for each assessment were presented to the State Board at their October 15<sup>th</sup> meeting prior to legislative review. The legislative review was completed on November 21, 2013.

The baseline administration of the U.S. History End-of-Course (EOC) Assessment occurred in spring 2013, and the performance standards must now be established for this assessment. In addition, Section 1008.22(3)(e)2., F.S., requires that the SBE designate passing scores, by rule, for each Florida Comprehensive Assessment Test<sup>®</sup> 2.0 (FCAT 2.0) assessment and each Florida EOC Assessment.

The Department convened statewide committees and used an established standard-setting process to recommend Achievement Levels for the U.S. History EOC Assessment. The standard-setting process began with a committee of 26 educators who recommended cut scores to define each Achievement Level for the assessment. The standard-setting committee of educators, most of whom were nominated by their superintendents, met August 13-16, 2013, and proposed new Achievement Level cut scores based on their review of the assessment, informed by their experience with the Next Generation Sunshine State Standards (NGSSS) and teaching Florida's students. Participants included teachers from the targeted subject area, school and district curriculum specialists, and school and district administrators. Each committee member made independent recommendations for where the cuts should be after extensive analysis, discussion with their colleagues, and a review of the simulated impact of these standards. Committee members evaluated what students should know related to each question and determined the percentage of "just-barely" prepared students at each Achievement Level who should get each item correct.

After the educators made their recommendations, the recommendations were presented to a "reactor panel," comprised of Florida education leaders, postsecondary faculty in the targeted subject area, and business/community leaders. On August 22 and 23, 2013, the reactor panel reviewed and provided feedback on the standard-setting committee's outcomes while also considering data from external assessments (NAEP U.S. History, AP U.S. History, and SAT U.S. History, in addition to the historical trend for FCAT 2.0 Reading and other Florida EOC Assessments). Both panels recommended the same cut score for each of the five Achievement Levels. The Commissioner reviewed both panels'

recommendations, as well as public input received during the rule development workshops held September 3-5, 2013, and recommends that the cut scores recommended by both the educator and reactor panels be implemented in rule.

For the 2012-13 school year, the U.S. History EOC Assessment scores were reported on a T-score scale, which ranged from 20-80. On that scale, a score of approximately 50 was the statewide average, and students received score reports that indicated whether they fell within the highest third, middle third, or lowest third compared to other students in Florida. The 2012-13 administration was used as a baseline year to collect data to use during the standard-setting process. The proposed scores for the U.S. History EOC Assessment will be reported in two ways: as scale scores and as one of five Achievement Levels. The proposed scores will also include an indication that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school. The proposed U.S. History EOC Assessment scale score ranges for each Achievement Level are shown in the table below:

<b>U.S. History EOC Assessment Scale Scores (325 to 475) for each Achievement Level:</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4*</b>	<b>Level 5</b>
325-377	378-396	397-416	417-431	432-475

\*Scoring at or above Achievement Level 4 indicates that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school.

Impact data on the percentage of students scoring at each Achievement Level based on the proposed cut scores for the U.S. History EOC Assessment are shown in the table below:

<b>U.S. History EOC Assessment Impact Data Percentage of 2013 Test Takers in Achievement Level:</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>≥3</b>
21%	22%	29%	17%	11%	57%

In addition, Senate Bill 1076, passed during the 2013 legislative session, amended s. 1008.22, F.S., requiring that the SBE establish passing scores for each FCAT 2.0 and Florida EOC Assessment in rule. Passing scores are currently established in SBE Rule 6A-1.09422(9) as the minimum score in Achievement Level 3 for all assessments required for graduation or course credit for students enrolling in grade 9 during the 2010-11 school year and beyond. Language pertaining to passing scores needs to be amended via this rule and made more specific for EOC assessments due to changes made by Senate Bill 1076 removing certain requirements pertaining to course credit, graduation, and EOC assessments. SBE Rule 6A-1.09422 now must specify that the passing score of each EOC assessment is the minimum score in Achievement Level 3. FCAT 2.0 passing score requirements must be specified for each grade and subject area.

Section 1008.22(3)1., F.S., defines Achievement Level 3 as indicating satisfactory performance, which is the threshold currently used for accountability purposes; therefore, the recommendation is that the minimum score in Achievement Level 3 be the designated passing score for Grades 3 through 9 FCAT 2.0 Reading, Grades 3 through 8 FCAT 2.0 Mathematics, and Grades 5 and 8 FCAT 2.0 Science. Pursuant to Section 1008.25(5)(b), F.S., grade 3 students scoring in Level 1 shall be retained if they do not meet a good cause exemption allowing for promotion to grade 4; the Level 3 passing designation for Grade 3

FCAT 2.0 Reading would not change this student progression requirement. Beginning with the 2012-13 school year, SBE Rule 6A-1.09981(4)(a)1. designates a score of 3.5 as the satisfactory threshold for the Writing component of school grades; therefore, the recommendation is that a score of 3.5 be the designated passing score for Grades 4, 8, and 10 FCAT 2.0 Writing. The passing score for Grade 10 FCAT 2.0 Reading was established through a standard-setting process under subsection (9) of this rule and was effective February 12, 2012.

The passing standards for the Algebra 1, Biology 1, and Geometry EOC Assessments were established under subsection (9) of this rule through a standard-setting process when each of these assessments was scheduled to be a must-pass requirement for graduation; however, the EOC assessments are not named in the subsection of the rule. Rather, subsection (9) establishes the passing standard as Achievement Level 3 for all assessments required for high school graduation or course credit. Since s. 1008.22, F.S., now requires that passing scores be established for each EOC assessment in this rule and Senate Bill 1076 removes certain graduation and course credit requirements pertaining to EOC assessments, the passing requirements for EOC assessments need to be further specified in rule as the minimum score in Achievement Level 3. As part of this amendment to passing score requirements, subsection (9) of this rule needs to be further clarified to include the high school diploma Scholar designation, authorized in s. 1003.4285, F.S., and the Credit Acceleration Program (CAP), authorized in s. 1003.429, F.S., as uses for passing scores.

Public input on the passing score recommendations for FCAT 2.0 and EOC assessments was gathered via rule development workshops and was solicited via an online form posted on the Department of Education's website.

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**Supporting Documentation Included:** Proposed Rule 6A-1.09422, Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements; Rule Workshop and Public Feedback Summary; PowerPoint Presentation; Educator and Reactor Panel lists

**Facilitator/Presenter:** Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement

6A-1.09422 Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements.

(1) The statewide program of educational assessment required by Section 1008.22(3)(e), F.S., shall be developed under the direction and supervision of the Commissioner of Education and shall be:

(a) through (2) No change.

(3) The statewide assessment program shall be administered as follows:

(a) Before the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT Reading and Mathematics. Beginning with the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT 2.0 Reading, and all eligible students in grades three through eight shall take the FCAT 2.0 Mathematics. All eligible students in grades four, eight, and ten shall take the FCAT Writing. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212 ~~1008.22(3)(e)~~, F.S., and Rule 6A-6.0909, F.A.C.

(b) Before the 2011-2012 school year, all eligible students in grades five, eight, and eleven shall take the FCAT Science. Beginning with the 2011-2012 school year, all eligible students in grades five and eight shall take the FCAT 2.0 Science. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212 ~~1008.22(3)(e)~~, F.S.

(c) through (h) No change.

(i) In accordance with the requirements of Sections 1008.22(3)(a) and (b) ~~1008.25(4)(e)~~, F.S., provisions shall be made by the Commissioner to retest students ~~the following year~~ if they do not attain passing scores on the assessments required for graduation ~~minimum performance expectations and are retained~~.

(j) The assessments shall be administered to students not less than one (1) time per year on a schedule approved by the Commissioner; however, for assessments required for graduation with a standard high school diploma, students must participate in each retake of the assessment until achieving a passing score on the required assessment or a concordant or comparative score on an alternative assessment.

(4) through (6)(e) No change.

(f) The achievement levels for the United States History EOC Assessment shall be as shown in the following table.

United States History EOC Assessment scale scores (325 to 475) for each achievement level:

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
<u>325-377</u>	<u>378-396</u>	<u>397-416</u>	<u>417-431</u>	<u>432-475</u>

(7) through (8) No change.

(9) Beginning with ~~For~~ students entering grade nine during the 2010-2011 school year ~~and beyond~~, the passing score for all assessments required for high school graduation, a high school diploma scholar designation, or for course credit under the Credit Acceleration Program (CAP) under Section 1003.4295, F.S., shall be the minimum scale score in achievement level 3. Since a level 3 score is a satisfactory performance level pursuant to Section 1008.22(3)(e) ~~1.(e)5~~, F.S., a level 3 score on an assessment that is a graduation requirement indicates that the student is on a pathway to college and career readiness.

(10) Beginning with the 2013-14 school year, passing scores shall be designated for each FCAT 2.0 and EOC

assessment pursuant to Section 1008.22(3)(e)2., F.S. For FCAT 2.0 Reading, Mathematics, and Science, the passing score shall be the minimum scale score in achievement level 3. For FCAT 2.0 Writing, the passing score shall be a score of 3.5. For Algebra 1, Biology 1, Geometry, and United States History EOC Assessments, the passing score shall be the minimum scale score in achievement level 3.

~~(11)~~(10) The Commissioner of Education shall review student performance levels annually and recommend to the State Board of Education whether to maintain the existing passing scores and achievement levels or to increase one or more of the requirements.

~~(12)~~(11) The assessments shall be administered according to a schedule approved by the Commissioner.

~~(13)~~(12) Students with disabilities may be provided test modifications or accommodations in accordance with the provisions of Rule 6A-1.0943, FAC.

~~(14)~~(13) Invalidity of a section of this rule shall not invalidate the remainder of the rule.

Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 1008.22, 1008.25, ~~1008.33~~ FS. History—New 1-24-99, Amended 10-7-01, 1-22-02, 12-23-03, 3-27-06, 3-1-07, 2-25-09, 7-19-10, 2-12-12, 2-3-13,

## U.S. History End-of-Course Assessment Standard Setting and Statewide Assessment Passing Scores

State Board of Education Rule 6A-1.09422: Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements

The following rule development workshops were conducted to solicit public feedback:

- September 3, 2013—Fort Meyers, Florida
- September 4, 2013—Lakeland, Florida
- September 5, 2013—Tallahassee, Florida

In addition, the rule development workshop presentation was posted and feedback was solicited online. Feedback was only provided to the Department via the rule development workshops. No feedback was submitted via the online form. The following summary data is based on **feedback received by October 4, 2013.**

Affiliation		
Group*	Number	Percentage
Teacher	2	18%
School/District Representative	7	64%
Business Leader	1	9%
Parent	1	9%

\* Two members of the Reactor Panel attended the workshops. They provided feedback for the passing scores but did not provide feedback for the U.S. History End-of-Course (EOC) Assessment cut score recommendations due to the conflict of interest. Two stakeholders who provided feedback for the U.S. History EOC Assessment recommendations included N/A for feedback requested on the passing score recommendations. No respondents identified themselves as “students”.

### Feedback for U.S. History EOC Assessment cut scores recommended by the Reactor Panel:

Assessment	Level 1/2 Cut			Level 2/3 Cut			Level 3/4 Cut			Level 4/5 Cut		
	Recommends	#	%	Recommends	#	%	Recommends	#	%	Recommends	#	%
U.S. History EOC Assessment	Higher	0	0%	Higher	0	0%	Higher	0	0%	Higher	0	0%
	Lower	1	11%	Lower	1	11%	Lower	2	22%	Lower	1	11%
	No Change	8	89%	No Change	8	89%	No Change	7	78%	No Change	8	89%

### Feedback for the Passing Scores recommended by the Department

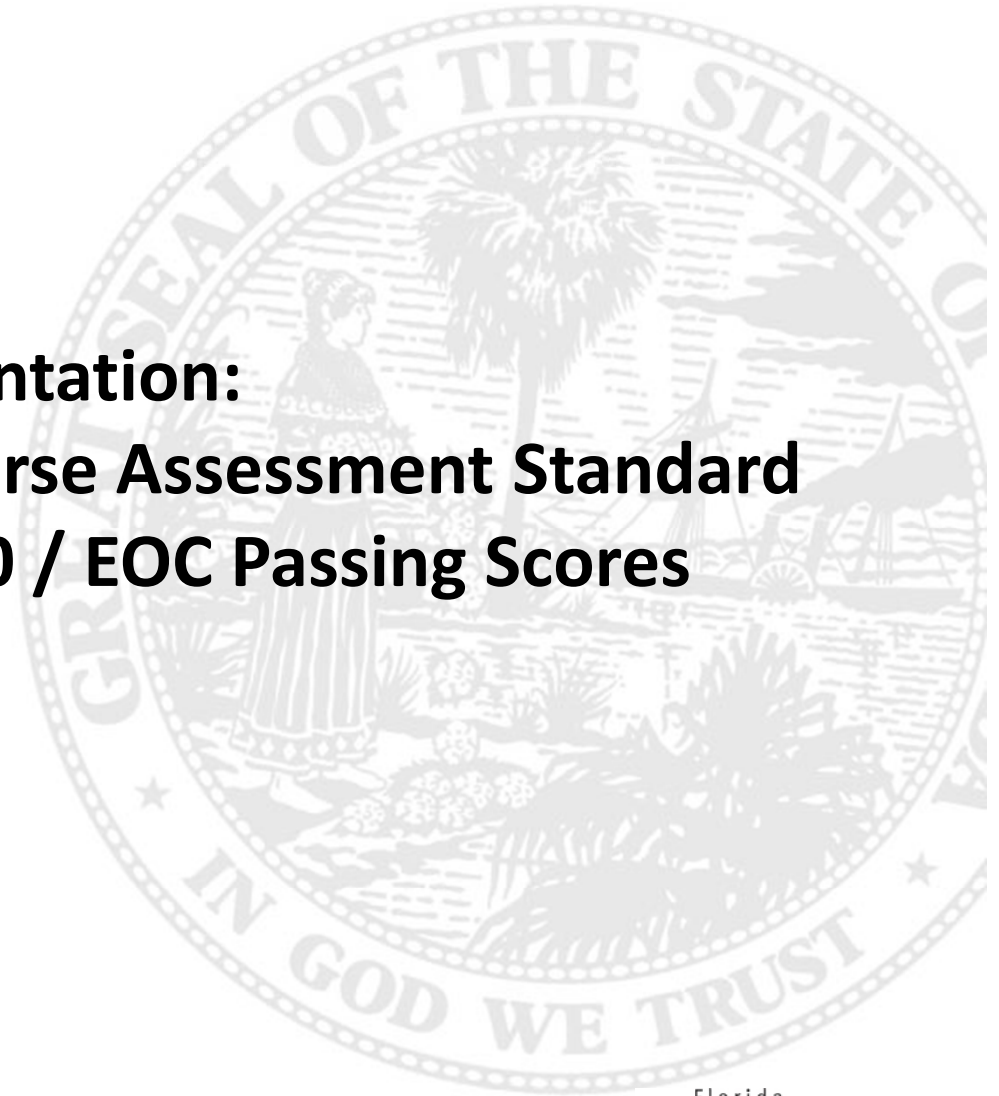
FCAT 2.0 Reading			FCAT 2.0 Mathematics			FCAT 2.0 Science			FCAT 2.0 Writing			EOC Assessments		
Recommends	#	%	Recommends	#	%	Recommends	#	%	Recommends	#	%	Recommends	#	%
Agree	8	89%	Agree	8	89%	Agree	8	89%	Agree	5	56%	Agree	9	100%
Disagree	0	0%	Disagree	0	0%	Disagree	0	0%	Disagree	2	22%	Disagree	0	0%
Neutral	1	11%	Neutral	1	11%	Neutral	1	11%	Neutral	2	22%	Neutral	0	0%

The following presentation was provided at the October 15, 2013, State Board of Education meeting prior to Legislative review

Legislative review was completed  
November 21, 2013



**Presentation:**  
**U.S. History End-of-Course Assessment Standard  
Setting and FCAT 2.0 / EOC Passing Scores**





# State Board Rule Amendment

- Establish Achievement Levels for the U.S. History End-of-Course (EOC) Assessment
- Establish passing scores for FCAT 2.0 and EOC assessments, as required by Senate Bill 1076

# FCAT 2.0 and EOC Assessments are Standards-Based Tests

- Based on Florida's content standards (Next Generation Sunshine State Standards)
- Students' scores are in comparison to achievement standards – the criteria (Criterion-Referenced Test)
- Used to measure how well students have learned the content assessed
- Used to measure the teaching and learning of important content in Florida's schools

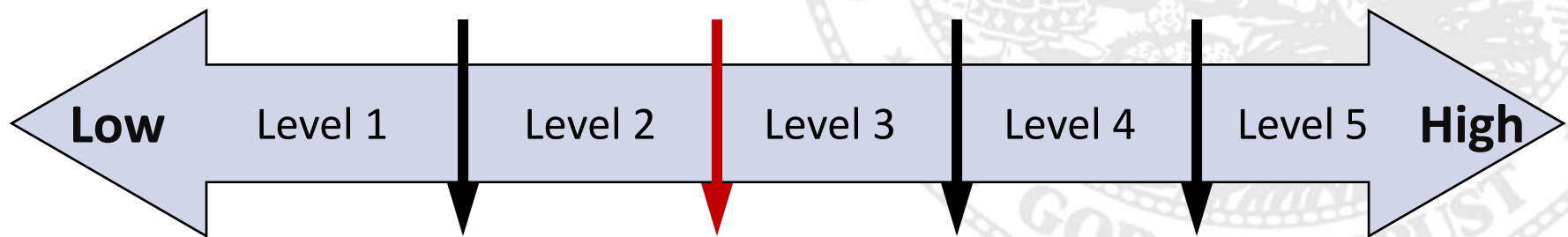
# When is Standard Setting Necessary?

- Standard setting becomes necessary whenever any of the following occur:
  - New test
  - Curriculum updates
  - Blueprint changes
  - Achievement Level Descriptions (ALDs) change
- Next Generation Sunshine State Standards – new content standards

# Achievement Levels

- Florida uses Achievement Levels
- Requires the setting of four Achievement Level cuts
- The Level 2/3 cut is the “Satisfactory” cut

Five Achievement Levels, Four Cut Points



# Florida EOC Assessment Scale Score Range

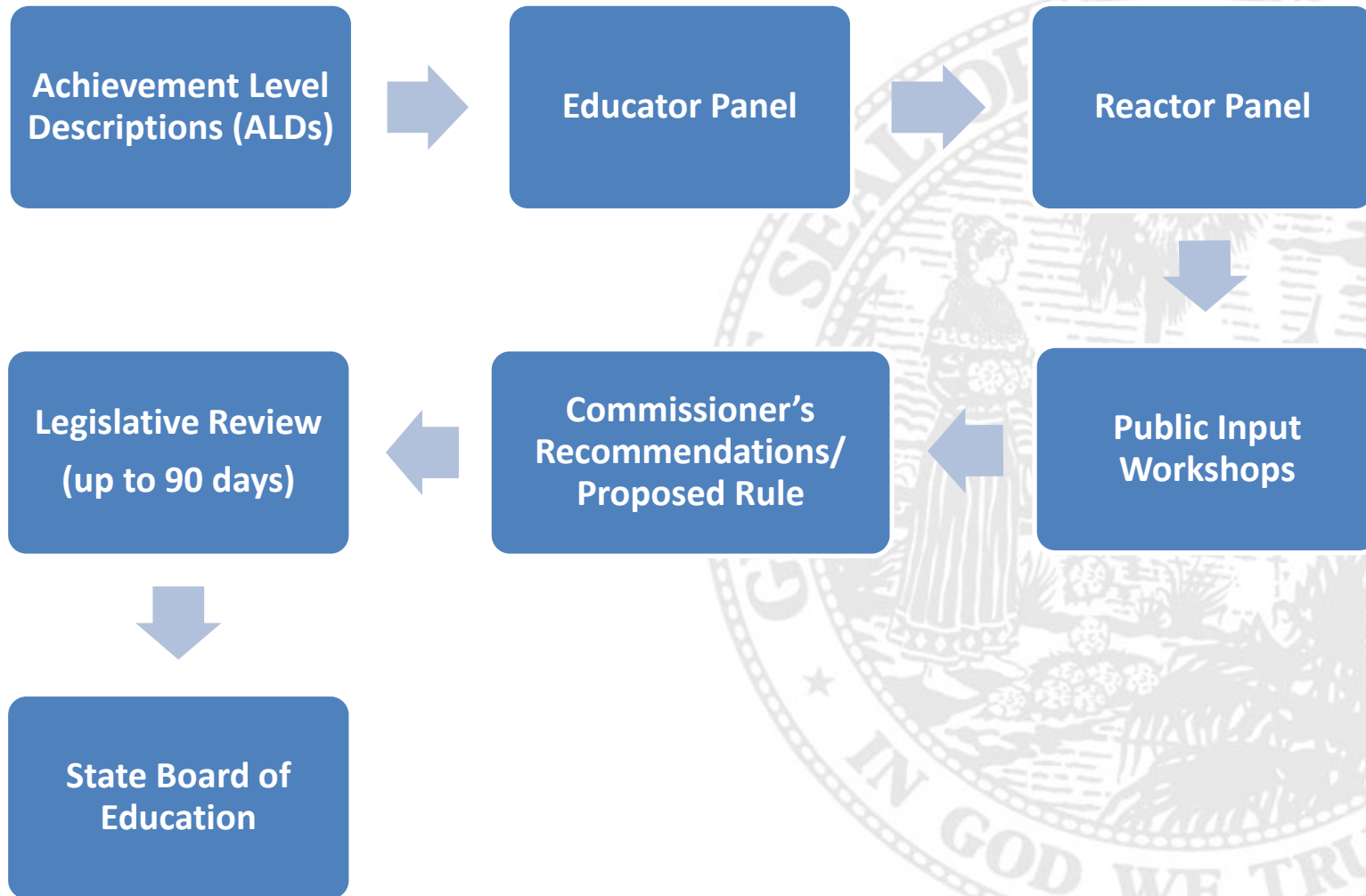
- All Florida EOC Assessments use the same scale score range
- U.S. History EOC Assessment Achievement Level cuts must be determined on this score scale

Assessments	Scale
EOC Assessments	325-475

# FCAT 2.0/EOC Assessment Policy Definitions

Achievement Level	Policy Definition
Level 5	Students at this level demonstrate mastery of the most challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 4	Students at this level demonstrate an above satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 3	<b>Students at this level demonstrate a satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i>.</b>
Level 2	Students at this level demonstrate a below satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 1	Students at this level demonstrate an inadequate level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .

# Setting Standards is a Multi-Stage Process



# Standard-Setting Timeline

Complex process with input solicited from several groups of stakeholders

- **Summer 2012:** Content experts defined U.S. History EOC Assessment Achievement Level Descriptions (ALDs).
- **March/April 2013:** ALDs posted for public comment.
- **August 13-16, 2013:** Content experts rated the difficulty of items on the test relative to student expectations, which were aggregated to derive recommended cut scores.
- **August 22-23, 2013:** Reactor Panel reviewed the Educator Panel's outcomes and provided feedback and recommendations for adopting the cut scores.
- **September 3-5, 2013:** Rule Workshops were held for gathering public input on the Educator and Reactor Panels' recommendations.
- **October 15, 2013:** Informational presentation to State Board of Education on process, outcomes, and current recommendations.
- **January 21, 2014:** The State Board of Education will consider prior information and legislator input, then will make a final cut-score decision.

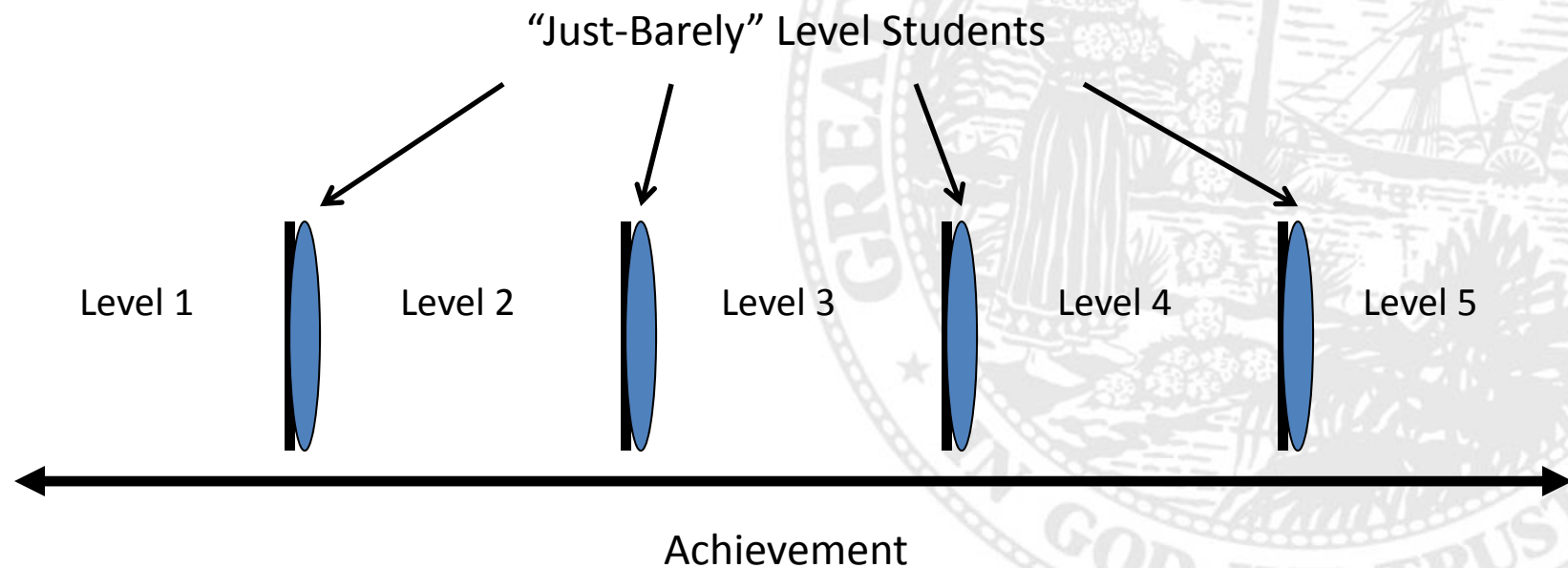


## Educator Panel: August 13-16

- 26 teachers and district-level administrators with subject-area expertise and expertise with special populations
- Panel represented Florida's diversity, including:
  - Gender
  - Race/Ethnicity
  - District Size
  - Region
  - School/District Type

## The “Just-Barely” Test Taker

- Borderline in terms of Achievement Level
- Just barely meets criteria to be classified into the Achievement Level



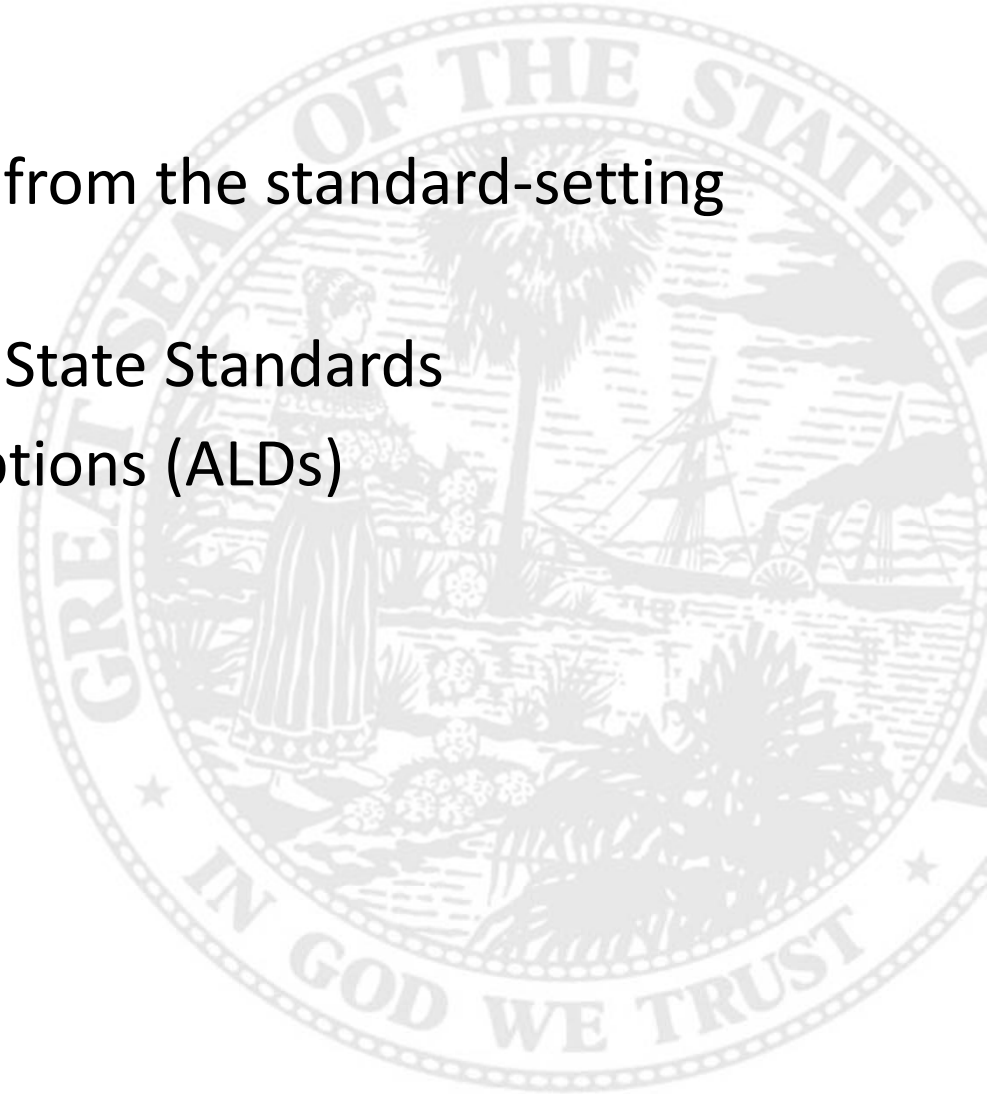
## Reactor Panel: August 22-23

- Convened a group of diverse stakeholders from across Florida
  - Business and Community Leaders
  - Education Leaders (Superintendents, School Board Members)
  - Postsecondary Faculty
  - Parents
- Provided feedback to the department on the outcomes of the Educator Panel
- Maintained Educator Panel's recommended cut scores

# Reactor Panel Review

Considered the following:

- Information and materials from the standard-setting Educator Panel meeting
- Next Generation Sunshine State Standards
- Achievement Level Descriptions (ALDs)
- External tests
- Impact data



# Recommendations and Impact Data



# Proposed U.S. History EOC Cuts Impact Data: Percentage of Students in Each Achievement Level

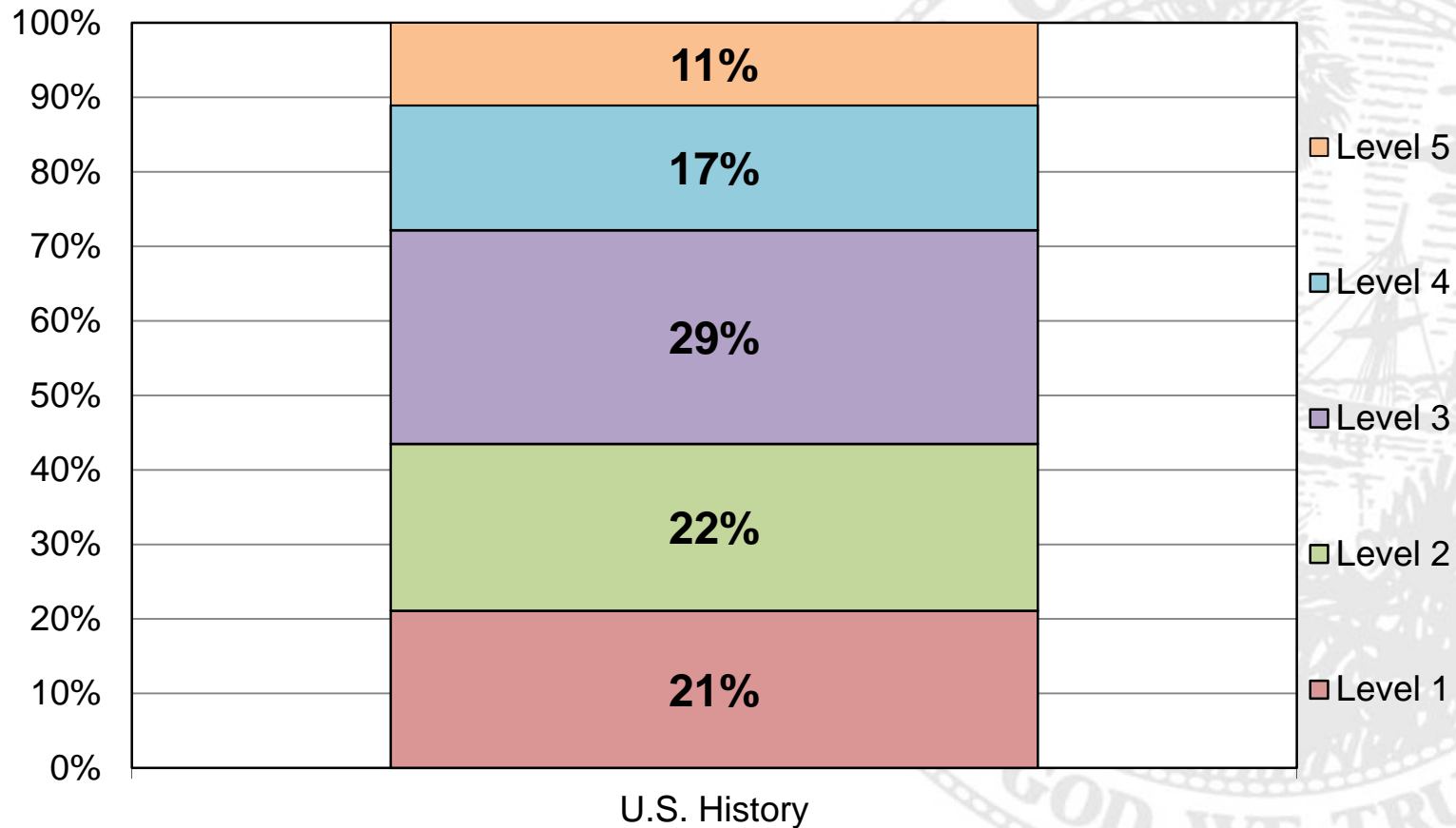
	Percentage of 2013 Test Takers in Each Achievement Level					
Source	1	2	3	4	5	≥ 3
Educator Panel	21%	22%	29%	17%	11%	57%
Reactor Panel	21%	22%	29%	17%	11%	57%
Commissioner	21%	22%	29%	17%	11%	57%

Variation at Level 2/3 cut score of 397 was 389-405

# Recommendation: All Students

## Percentage in Each Achievement Level

### Impact Data (Based on 2013 Student Performance)

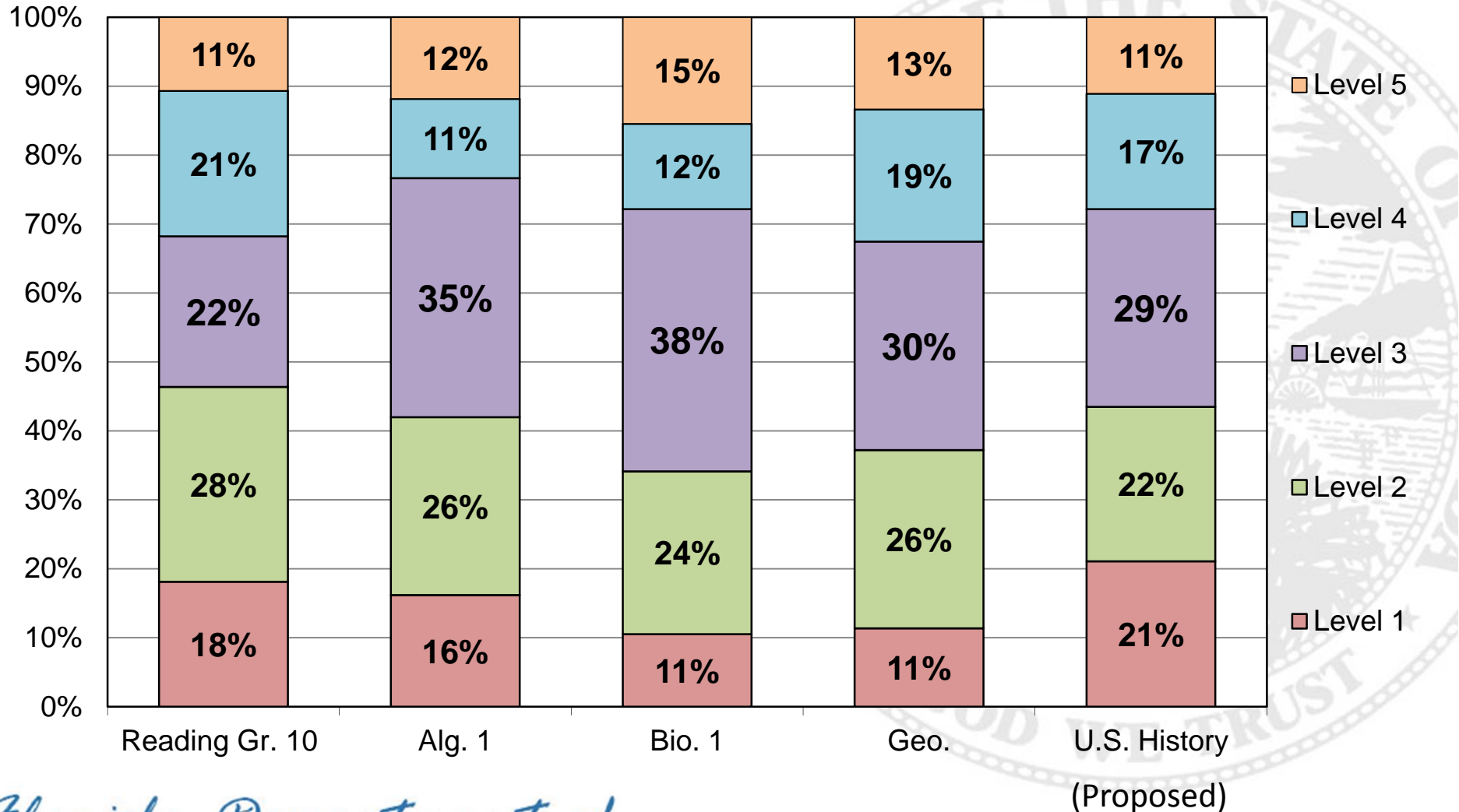


# Impact Data and Data Comparisons for Recommended Cut Scores



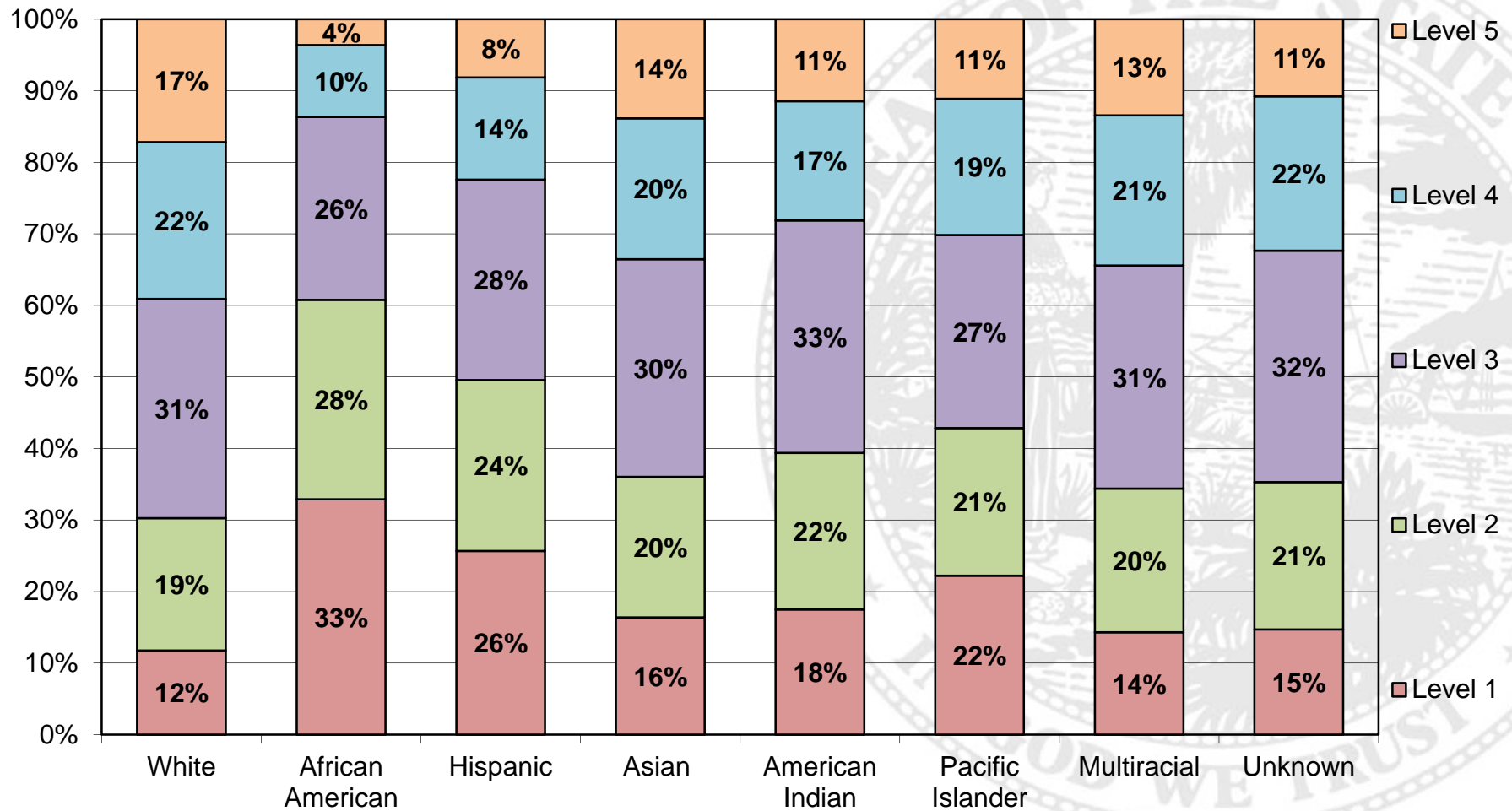
# Impact Data – Based on 2013 Student Performance

## Reading Grade 10, Algebra 1, Biology 1, Geometry, and Proposed U.S. History



Note: Percentages may not add to 100 due to rounding.

## Impact Data – Based on 2013 Student Performance U.S. History EOC Assessment, by Race/Ethnicity Percentage in each Achievement Level



Note: Percentages may not add to 100 due to rounding.

# FCAT 2.0 and EOC Assessment Passing Scores

The following slides represent the established achievement standards for the FCAT 2.0 and Florida EOC Assessments. Passing scores must now be established pursuant to Senate Bill 1076, passed during the 2013 legislative session.

# FCAT 2.0/EOC Assessment Policy Definitions

Achievement Level	Policy Definition
Level 5	Students at this level demonstrate mastery of the most challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 4	Students at this level demonstrate an above satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 3	<b>Students at this level demonstrate a satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i>.</b>
Level 2	Students at this level demonstrate a below satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .
Level 1	Students at this level demonstrate an inadequate level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> .

# Commissioner's Recommendations

To set the recommended passing scores at the “satisfactory” threshold currently used for accountability purposes:

- That FCAT 2.0 Reading (grades 3 – 10), Mathematics (grades 3 – 8), and Science (grades 5 and 8) passing scores be established as the minimum score in Achievement Level 3
- That FCAT 2.0 Writing (grades 4, 8, and 10) passing score be established as a 3.5 on a scale of 1.0 to 6.0
- That Florida EOC Assessment passing scores remain the minimum score in Achievement Level 3

# Grade 3 Reading

- Although the recommended “passing” score is a minimum of a Level 3 score, per F.S. 1008.25, “If a student’s reading deficiency...is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher...in reading for grade 3, the student must be retained.”
- Statute provides for six good cause exemptions from mandatory retention for students who score Level 1 in Grade 3 Reading.

## Educator Panel

### 2013 U.S. History End-of-Course Assessment Standard Setting

August 13 – 16, 2013

<b>Name</b>	<b>District</b>
<b>Robert Brazofsky</b>	<b>Miami-Dade</b>
<b>Travis Brown</b>	<b>St. Johns</b>
Johnnie Bush-Engram	Leon
Sandra Davis	Broward
Donna Dunakey	Charlotte
Susie Fogarty	Martin
Robin Grenz	Seminole
Sandie Hanna	Leon
John Jackson	Hillsborough
Eric Johnson	Pasco
Debra LaFontaine	Osceola
Martisha Mann-Alexander	Broward
<b>Tim Norfleet</b>	<b>St. Lucie</b>
Elizabeth Patterson	Bay
Brad Penney	Levy
Jennifer Perez-Wolfkiel	Okaloosa
Sharon Reshard	Columbia
Sanna Said	Hillsborough
Dianne Sellner	Marion
<b>Stacy Skinner</b>	<b>Orange</b>
Carol Douglas Sparks	Walton
Christopher Spinale	Brevard
Mikeol Stroh	Lee
Hannah Thompson	Sumter
Jackie Viana	Miami-Dade
Andrew Ward	Flagler

Note: Table leaders are in **bold** text.

**Reactor Panel**  
**2013 U.S. History End-of-Course Assessment Standard Setting**  
**August 22 – 23, 2013**

<b>Panel Member Number</b>	<b>Name</b>	<b>Company/District/Employer</b>	<b>County</b>
1	Steve Benton, Sr.	Superintendent	Jackson
2	Richard "Andy" Tuck	School Board Member	Highlands
3	Albert Brinkman	Brinkman Group LLC	St. Lucie
4	Dr. Wilbert Tee Holloway	School Board Member	Miami-Dade
5	Melissa Kicklighter	Florida PTA Board of Directors (Vice-President for Regions and Councils)/Parent	Duval
6	Louise A. Ball	Social Studies Curriculum Supervisor	Broward
7	Adam Giery	Florida Chamber of Commerce	Statewide
8	Dr. Ben Brotemarkel	Executive Director, Florida Historical Society	Brevard
9	Patty Hightower	School Board Member	Escambia
10	Ramona Patrick	Director of Exceptional Student Education and Student Services	Taylor
11	Leonard Bruton	Associate Dean, Palm Beach State College	Palm Beach
12	Robert "Rob" Bendus	Director of Department of State Historical Resources and State Historic Preservation Officer	Statewide
13	K.C. Smith	Florida Museum of Florida History – Florida History Fair Coordinator	Statewide
14	Amy Darty, M.A.	History Instructor, University of Central Florida	Orange
15	Janet Lamoureux	Florida PTA Board of Directors (Treasurer)/Parent	Polk