



Florida Organization of Instructional Leaders

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Office of Assessment
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Topics

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What's New

Winter 2024 Window Extension

- Due to hurricane school closures, some districts requested additional testing dates in January for Winter end-of-course (EOC) assessments, Retakes, and the Florida Civic Literacy Examination (FCLE).
- Windows: **December 2–20, 2024** and **January 6–17, 2025**
- All students participating in either Winter window should be added to TIDE by December 20.
- The test window will close on December 20 and all in-progress tests will be submitted. The window will re-open on January 6.
- Districts will receive a cumulative DSR file and aggregate files in February which will contain all records from the entire Winter window.
- Email to DACs on 11/21

FAST K–2 Updates

- Students with the exceptionality of Deaf or Hard of Hearing (DHH) may have a Florida Assessment of Student Thinking (FAST) K-2 paper-based accommodation if the IEP or Section 504 team determines it is appropriate for the student.
- Student responses must be entered in the Star Record Book in the Renaissance Growth Platform after the student completes testing.
- Paper-based accommodations are not available for Star Early Literacy. For students who are DHH for whom the Star Early Literacy tool is not accessible or applicable to their communication modality, alternatives listed on page 35 of the [2024–2025 K–2 Progress Monitoring Statewide Assessments Accommodations Guide](#) may be considered for progress monitoring.
- Email to DACs on 11/4.

FAST VPK Update

- 2024–25 VPK public school results are now available in the Florida Reporting System (FRS) under their public school district.
- Access to VPK information will allow district and school staff to monitor student participation, overall performance, and student results. However, please remember that there is at least a three-day delay as the scores flow from the Renaissance Platform to FRS. If you wish to access student reports in real time, please use the Renaissance Platform.
- Results for the private VPK providers will continue to be reported under district 92 and only state-level users have access to these results.
- Please refer to the Florida Reporting System VPK-2 Reporting Guide posted at <https://flfast.org/resource-item/en/frs-vpk-2-reporting-guide> for more information.
- Email to DACs on 11/19.

Grade 3 FAST ELA Reading Summer Administration

- Beginning 2025, we will offer Grade 3 FAST English Language Arts (ELA) Reading in the summer.
- A score of Level 2 or above can be used for promotion purposes.
- Testing window for 2025 is July 14–25.
- No remote administrations.
- Paper-based accommodations will be available for eligible students.

Science and Social Studies

- Science and Social studies assessments are fully adaptive.
 - Each item a student receives will be selected to meet blueprint requirements and will adjust item difficulty levels based on how the student responds.
- Enhanced score report language first appeared on reports in Fall 2024. More information is discussed in later slides.

No More Florida Standards Assessment (FSA)

- Spring 2024 was the last administration of Retakes aligned to the Florida Standards.
- Students with these graduation requirements participate in FAST/B.E.S.T. Retakes or may earn a concordant/comparative score.
- [Graduation Requirements for Florida's Statewide Assessments](#)



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Testing Requirements

Students to be Tested – ELA and Mathematics

- **FAST ELA Reading** – all students in grades 3–10 participate in PM1, PM2, and PM3.
- **FAST Mathematics** – all students in grades 3–8 participate in PM1, PM2, and PM3.
 - Students in middle grades enrolled in an Algebra 1 or Geometry EOC course do not participate in FAST; they are required to take the EOC only.
- **B.E.S.T. Writing** – all students in grades 4–10 participate in the spring.

Students to be Tested – EOCs

- **Algebra 1, Biology 1, Civics, Geometry, U.S. History**
 - All students enrolled in and completing a course associated with the EOC participate in the assessment.
 - Courses associated with EOCs are listed on the Fact Sheets:
 - [B.E.S.T. Algebra 1 and Geometry EOC Fact Sheet](#)
 - [Science and Social Studies EOC Fact Sheet](#)

Students to be Tested – Science

- All students enrolled in grades 5 and 8 participate in the statewide science assessment in the spring.
 - Students in grade 8 enrolled in a Biology 1 EOC course do not participate in grade 8 Science; they are required to take the EOC only.
 - Grade 5 and Grade 8 students enrolled in a science course that does not have an associated statewide EOC (e.g., physical science) are required to participate in the Statewide Science Assessment, unless they have taken the assessment in a previous grade as an above grade tester.

Students to be Tested – Retakes

- **FAST ELA Reading**

- Any student who did not pass FAST PM3 in grade 10 is eligible to participate in the FAST ELA Reading Retake.
- Retained grade 10 students and students enrolled in grade 11 or 12 take the Retake, not the grade 10 test.
- Transfer and other new students in grades 11 and 12 may take the Retake, even if they have never taken the Grade 10 assessment.

- **Algebra 1 EOC**

- Any student who still needs to pass the Algebra 1 EOC may participate in any of the four EOC administration windows.
- Students may also satisfy their graduation requirement by earning a concordant or comparative score (see [Graduation Requirements for Florida's Statewide Assessments](#)).

Students to be Tested – FCLE

- All students enrolled in a U.S. Government course are required to participate.
 - Courses associated with the FCLE are listed on the [fact sheet](#).
 - Students not enrolled in one of listed courses who wish to take the assessment to satisfy the postsecondary graduation requirement are eligible to participate.



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Enhanced Score Reports

Enhanced Reports – Science and Social Studies



Reporting

Individual Student Report

Demo, Student

Student ID: FL9999999999991 | Student DOB: 2/22/2007 | Enrolled Grade: 10
Date Taken: 10/7/2024 | Test Reason: Fall 2024-25 EOC and FAST Reading Retake

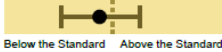
U.S. History EOC 2024-2025

Demo District(99)
Demo School(99-0001)

Scale Score: 402 **Achievement Level:** Level 3

How Did Your Student Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times within this testing window.

Category	Achievement	Achievement Level	Achievement Level Description
1. Late Nineteenth and Early Twentieth Century (1860-1910)		At/Near the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> • Compare the causes and consequences of the events leading to the Civil War. • Explain how debates over the legal status of African Americans contributed to political division during the years before and after the Civil War. • Describe the effects of the freedoms guaranteed to African Americans and other groups with the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. • Explain the significance of the economic changes that occurred on the western frontier; the political, social, and economic challenges encountered by farmers; and the solutions developed by the Populist movement. • Identify social movements (e.g., labor unions, settlement houses, Social Gospel, the Grange) that developed as a response to labor practices that characterized the Second Industrial Revolution. • Explain why specific political, economic, and social transformations occurred across the United States during the late 1800s and early 1900s. <p>Next Steps For example, have your learner:</p> <ul style="list-style-type: none"> • Sequence and describe the events that led to the secession of Southern states. • Explain ways in which Jim Crow Laws affected African American citizenship in the South despite the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution (e.g., Black Codes, sharecropping). • Discuss the business practices employed by industrialists (e.g., John D. Rockefeller and others) and how their practices led to government regulation of industry. • Examine the writings and work of muckrakers and describe how both citizens and elected leaders responded to the works selected.

Biology 1: “What These Results Mean”

Organisms, Populations, and Ecosystems

See Florida State Academic Standards SC.912.L.14.7; SC.912.L.14.26; SC.912.L.14.36; SC.912.L.14.52 [SC.912.L.14.6]; SC.912.L.16.10; SC.912.L.16.13; SC.912.L.17.5 [SC.912.L.17.2, SC.912.L.17.4, SC.912.L.17.8, SC.912.N.1.4]; SC.912.L.17.9 [SC.912.E.7.1]; SC.912.L.17.20 [SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3]; and SC.912.N.1.1 [SC.912.N.1.4, SC.912.N.1.6, SC.912.L.14.4].

Below Expectations

For example, your learner may be able to:

- Identify the basic structures of plant tissues and organs.
- Identify basic functions of the immune system and recognize that factors and/or pathogenic agents can affect individual and community health.
- Identify the basic anatomy of the human reproductive system and recognize some major changes that occur from fertilization to birth.
- Recognize that populations can be positively and/or negatively impacted by seasonal variations, succession and the amount of biodiversity in an ecosystem.
- Recognize that matter and energy move through an ecosystem.

Biology 1: “Next Steps”

Organisms, Populations, and Ecosystems

See Florida State Academic Standards SC.912.L.14.7; SC.912.L.14.26; SC.912.L.14.36; SC.912.L.14.52 [SC.912.L.14.6]; SC.912.L.16.10; SC.912.L.16.13; SC.912.L.17.5 [SC.912.L.17.2, SC.912.L.17.4, SC.912.L.17.8, SC.912.N.1.4]; SC.912.L.17.9 [SC.912.E.7.1]; SC.912.L.17.20 [SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3]; and SC.912.N.1.1 [SC.912.N.1.4, SC.912.N.1.6, SC.912.L.14.4].

Below Expectations

For example, have your learner:

- Practice matching the anatomy (structures) of a plant to their physiology (functions).
- Explore factors that affect blood flow through the cardiovascular system (e.g., diet, exercise and stress).
- Explore the basic functions of the immune system (e.g., recovery from a cold, vaccination response, wound healing).
- Practice matching the anatomy of the human reproductive system to its physiology and the major changes that occur from fertilization to birth.
- Analyze factors affecting population size, ecosystem changes and biodiversity.
- Use diagrams to trace matter through biogeochemical cycles (water cycle, carbon cycle).
- Describe energy pathways through different trophic levels of a food web or energy pyramid (e.g., producers, primary, secondary and tertiary consumers).

Interpreting the Enhanced Score Report

- The information in this report is provided for students and families and is not intended for use in or as a replacement for classroom instruction.
- Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.
- A student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the state academic standards.
- The Reporting Category Statements documents can be found on the Department website at the links below:
 - [Grade 5 Science Reporting Category Statements](#)
 - [Grade 8 Science Reporting Category Statements](#)
 - [Civics Reporting Category Statements](#)
 - [Biology 1 Reporting Category Statement](#)
 - [U.S. History Reporting Category Statements](#)



FAA Standard Setting

Florida Alternate Assessment – 2024 Reporting

- Spring 2024 scores were reported on the previous FSAA scale.
- Scores from the 2023–24 school year were not used in 2023–24 school grades or accountability calculations.
- New student performance standards (“cut scores”) were adopted by the State Board of Education in November 2024.
 - New score scales with new cut scores will be in effect for the Spring 2025 test administrations.



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Released Tests

Released Tests

- [Section 1008.22\(8\)](#), Florida Statutes (F.S.), requires the Department to publish each statewide, standardized assessment administered, excluding retakes, at least once on a triennial basis, with the initial publication occurring no later than June 30, 2024.
- The initial publication of assessments was required to include, at a minimum, the grade 3 ELA Reading and Mathematics assessments, the grade 10 ELA Reading assessment and the Algebra 1 EOC assessment.
- Additionally, the Department released Writing prompts and individual student Writing responses.
 - The Department will release public domain and commissioned passages and provide references to permissioned passages, which will not be able to be released as part of the interpretive product.

Proposed Released Test Timeline

Below is the current timeline for the release of operational tests in accordance with section 1008.22(8), F.S.

June 30, 2024	June 30, 2025	June 30, 2026
Grade 3 ELA Reading & Mathematics	Grade 5 ELA Reading & Mathematics	Grade 4 ELA Reading & Mathematics
Grade 6 ELA Reading & Mathematics	Grade 8 ELA Reading & Mathematics	Grade 7 ELA Reading & Mathematics
Grade 8 Science	Grade 5 Science	Biology 1
Grade 10 ELA Reading	Grade 9 ELA Reading	
Algebra 1	Geometry	
Civics	U.S. History	

Released Tests (cont.)

- Each released test includes content that represents an operational test blueprint for each respective grade and subject.
- Per statute, released content must have appeared on tests in the administration year immediately preceding release.
 - For ELA Reading and Mathematics assessments, this means content that was eligible to have been administered to students in either PM1, PM2 or PM3.
 - For grades 5 and 8 Science assessments and end-of-course assessments (Algebra 1, Geometry, Civics, Biology 1 and U. S. History), this means content that was eligible to have been administered to students in the spring administration immediately preceding the release.
 - Statute does not require FAST VPK–2 test content to be released.

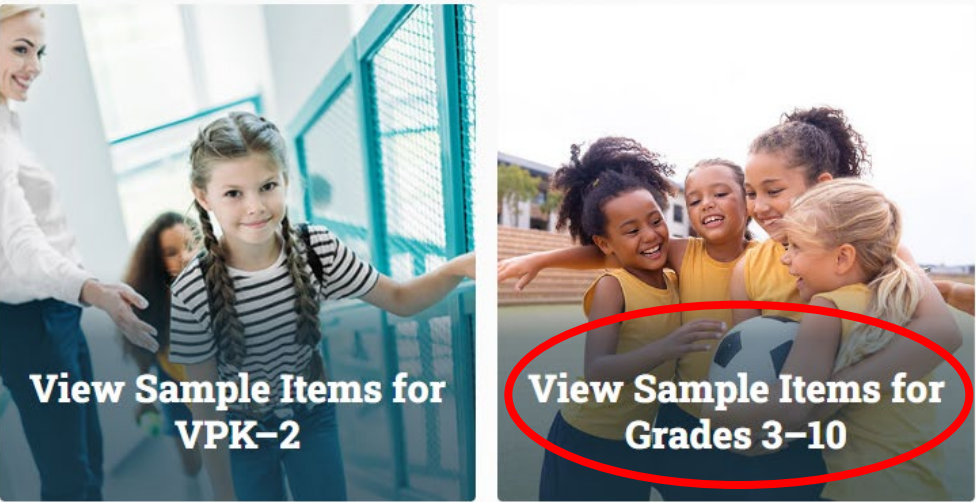
Released Tests (cont.)

- Released tests are accessed through the Sample Items card on the [Portal](#).

Prepare for the FAST

The FAST is administered to students in grades VPK-2 and 3-10.

Select the appropriate card to the right to view sample items for VPK-2 or to view sample items for Grades 3-10.



View Sample Items for VPK-2

View Sample Items for Grades 3-10

- After you log in to the sample items site and select the grade-level you want to see, select the “2024 Released Tests” tile to see the available released tests for that grade-level.

Released Tests (cont.)

- The [Test Release Support Document](#) is posted on the portal to provide additional information, including:
 - answer keys,
 - the percentage of students that answered each item correctly,
 - the reporting category that each item was reported in, and
 - item benchmark information.



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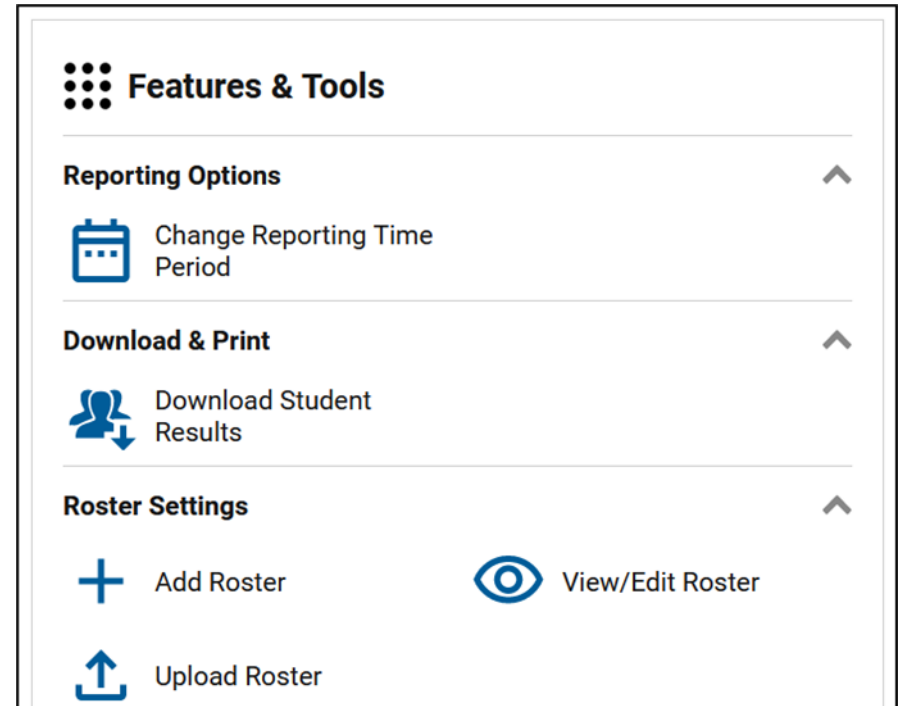
Benchmark Reporting

Downloadable Benchmark Report

- Available for grades 3–10 FAST assessments, a data file generated through the FRS provides benchmark performance by student, roster, school and district.
- Each benchmark is listed with the students in the roster who saw an item measuring that benchmark and whether the student answered the question correctly.
- The current layout was created in consultation with select District Assessment Coordinators and their respective district instructional staff.
- Modifications may be made in subsequent years based on feedback from all district users.

Downloadable Benchmark Report (cont.)

- Using the “Download Student Results” feature in FRS, schools and districts will be able to build a file by selecting the test administration, specific assessments and students.
- Users can then evaluate how the selected set of students performed on each assessed benchmark.





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Concordant/Comparative Scores

Concordant/Comparative Scores

- The concordant/comparative scores currently established in Rule 6A-1.09422, F.A.C., were originally adopted by the State Board of Education in July 2018 and are aligned to the FSA.
- In accordance with statute, now that a sufficient number of students have taken the Grade 10 FAST ELA Reading Assessment and the B.E.S.T. Algebra 1 EOC Assessment as well as various national assessments (e.g., ACT, CLT, SAT), the Department must determine new concordant/comparative scores aligned to these assessments.

Concordant/Comparative Scores (cont.)

- Studies to determine which scores on national assessments align to the passing scores for the FAST Grade 10 ELA Reading Assessment and the B.E.S.T. Algebra 1 EOC Assessment are currently underway.
- The Department anticipates presenting proposed concordant/comparative scores to the State Board of Education in summer 2025, to go into effect for the 2025–26 school year.

Concordant/Comparative Scores (cont.)

The following assessments are currently being considered:

Grade 10 FAST ELA Reading	B.E.S.T. Algebra 1 EOC*
ACT English and Reading subtests (averaged)	ACT Math
CLT10 Verbal Reasoning and Grammar/Writing sections (sum)	CLT10 Quantitative Reasoning
CLT Verbal Reasoning and Grammar/Writing sections (sum)	CLT Quantitative Reasoning
PreACT Secure Reading and English (averaged)	PreACT Secure Math
PSAT 10 Reading and Writing	PSAT 10 Math
PSAT/NMSQT Reading and Writing	PSAT/NMSQT Math
SAT Reading and Writing	SAT Math

* B.E.S.T. Geometry EOC will continue to be available as an option for meeting the Algebra 1 EOC assessment graduation requirement.

Implementation Timeline

- Students who have already met the assessment graduation requirements via the previous concordant or comparative scores will not be required to earn the new scores that will be in place under the revised rule.
- Students enrolled in high school at the time the revised scores are adopted will be able to use the old scores *or* the new scores.
- Students who enter high school *after* the adoption of the new scores will be required to meet the new scores.
- For information on current concordant/comparative scores, see the [Graduation Requirements for Florida's Statewide Assessments](#) document.



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Independent Study

Independent Study

Section 1008.22(14), F.S., requires an independent review of the coordinated screening and progress monitoring system, FAST, to be completed by **January 31, 2025**. The review must, at a minimum:

- Analyze the feasibility and validity of using PM1 or PM2 results, or both, in lieu of using the PM3 score for purposes of demonstrating a passing score, promotion to grade 4, meeting graduation requirements and calculating school grades in accordance with s. 1008.34, F.S.
- Provide options for further reducing the statewide, standardized assessment footprint.
- Analyze the feasibility and validity of remotely administering FAST.
- Look at student acceleration based on FAST results.
- Look at the incorporation of content from ELA instructional materials adopted by the Commissioner of Education pursuant to s. 1006.34, F.S., in test items within FAST.
- Analyze the impact of the FAST system in terms of student learning growth data as measured by the formula approved under s. 1012.34(7), F.S.



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New Worlds Scholarships

New Worlds Scholarship Accounts

- Parents of eligible students have access to scholarship accounts, worth **\$1,200** each, for instructional materials, curriculum, part-time tutoring, summer and after-school programs to improve literacy or mathematics skills.
- Effective July 1, 2024, the New Worlds Scholarship Accounts program expanded to include eligible **VPK-5** students who:
 - have a substantial deficiency in early literacy or early mathematics skills;
 - have a substantial deficiency in reading or mathematics;
 - exhibit characteristics of dyslexia or dyscalculia; or
 - scored below a Level 3 on the most recent statewide, standardized ELA or Mathematics assessment.



QUESTIONS?

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