



# Rule 6A-1.09430: Establishing Achievement Level Standards for Florida Standards Alternate Assessments

## Rule Development Workshop

February 20, 2017

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Accountability, Research, and Measurement



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

## Purpose of This Workshop

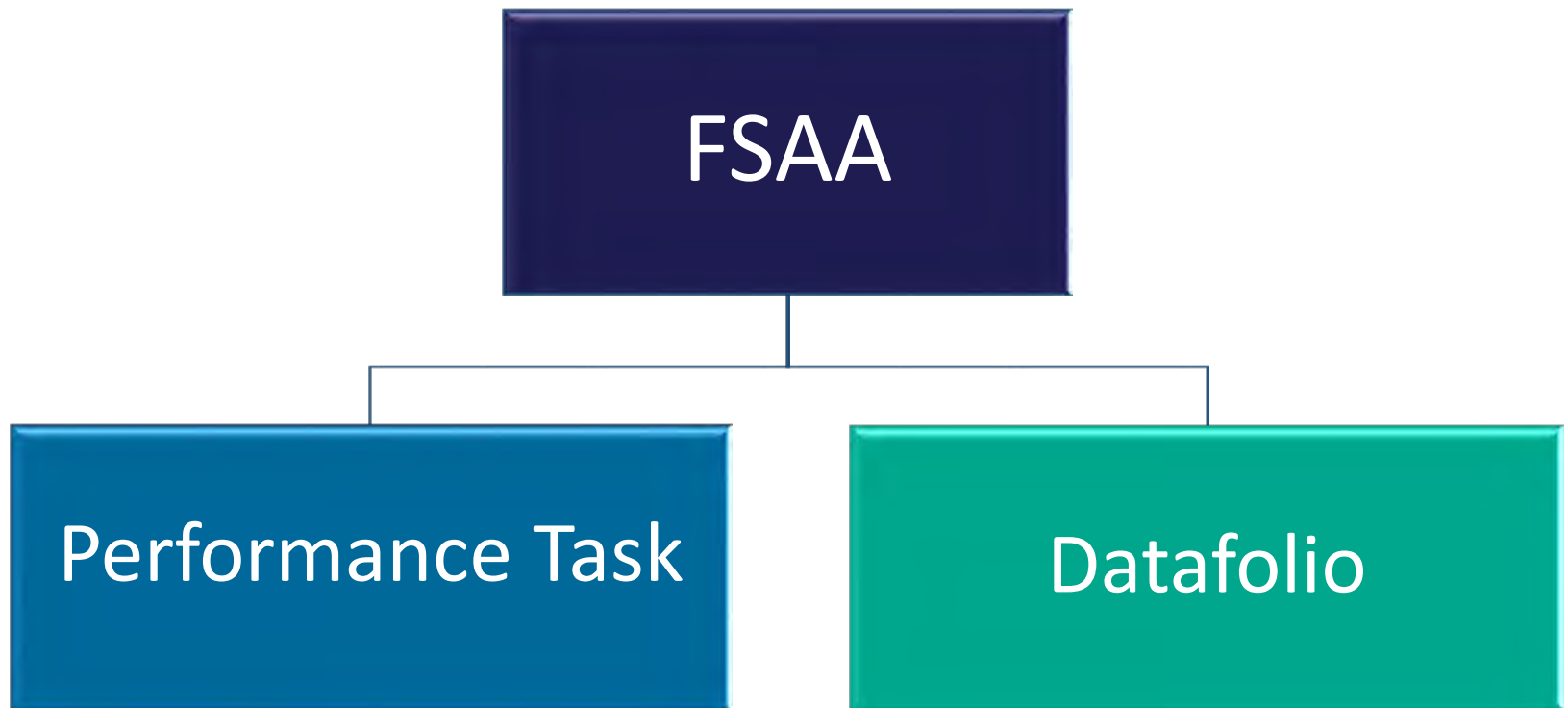
- Express the Department's intent to develop a rule amendment for consideration by the State Board of Education that establishes Achievement Level standards for Florida Standards Alternate Assessment-Performance Task (FSAA-PT)
- Obtain input from interested audiences to be considered by the Commissioner of Education in determining recommended Achievement Level standards that will be presented to the Florida Legislature for review and State Board of Education for action

# Topics

- Overview of the FSAA
- Review the achievement level standard setting process
- Review the recommendations from educator and articulation panels
- Review the impact data
- Request feedback from you



# FSAA Overview



# FSAA-Performance Task (PT) Overview

- What is the FSAA-PT?
- Who is assessed with the FSAA-PT?
- What content is assessed on the FSAA-PT?

# 2016 Content Areas & Grades Assessment

Grade Level	ELA	Mathematics	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC
3	X	X				
4	X	X				
5	X	X	X			
6	X	X				
7	X	X				
8	X	X	X			
9	X					
10	X					
High School				X	X	X

The Civics and U.S. History EOCs will be introduced in Spring 2017.

## Who Participates in the FSAA-PT?

- Approximately 25,000 students in Florida
- Students with significant cognitive disabilities
- Individual Education Plan (IEP) teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA
- IEP teams use the Assessment Participation Checklist to make this determination

## Information about FSAA-PT

- Assessments measure student achievement of Florida Standards – Access Points (FS-APs)
  - FS-APs may be accessed at <http://www.cpalms.org/Public/search/AccessPoint>
- Implemented in spring 2016 (baseline administration)
- Transition from previous generation of standards and the Florida Alternate Assessment (FAA)
- More information is available on the FDOE website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.shtml>.

## Information about FSAA-PT

- Performance or “task-based” assessment
- Administered to each student individually via paper by the student’s teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures
- Students select an answer to a question from three response options represented by pictures paired with text, numbers, and/or symbols
- Students use their primary mode of communication
- The test is untimed.

# Universal Design for Learning (UDL) and Accommodated Materials


- Elements of Universal Design are utilized during development to ensure equal access to items for all students
- Different formats/adjustments ensure access for all students:
  - Braille/Tactile materials
  - One-sided booklets
  - Object replacement
  - ASL administration


# Test Administration

Teachers enter responses online when  
administration has been completed



Student Name: \_\_\_\_\_

  
**Florida Standards  
Alternate Assessment**  
— PERFORMANCE TASK —  
**2017**

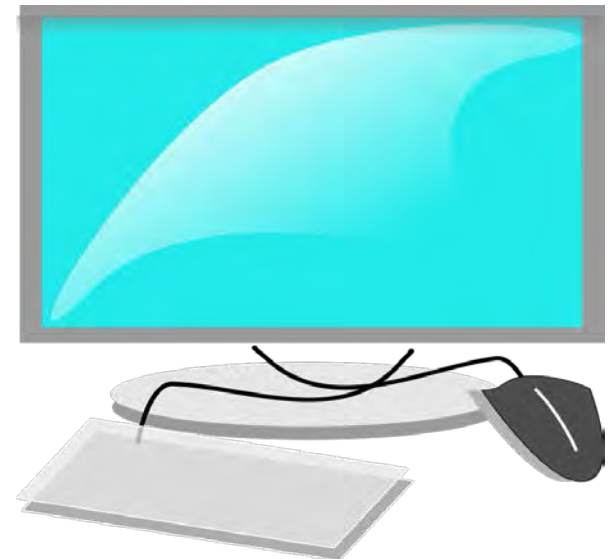
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**Grade 8  
Form A  
Test Booklet**

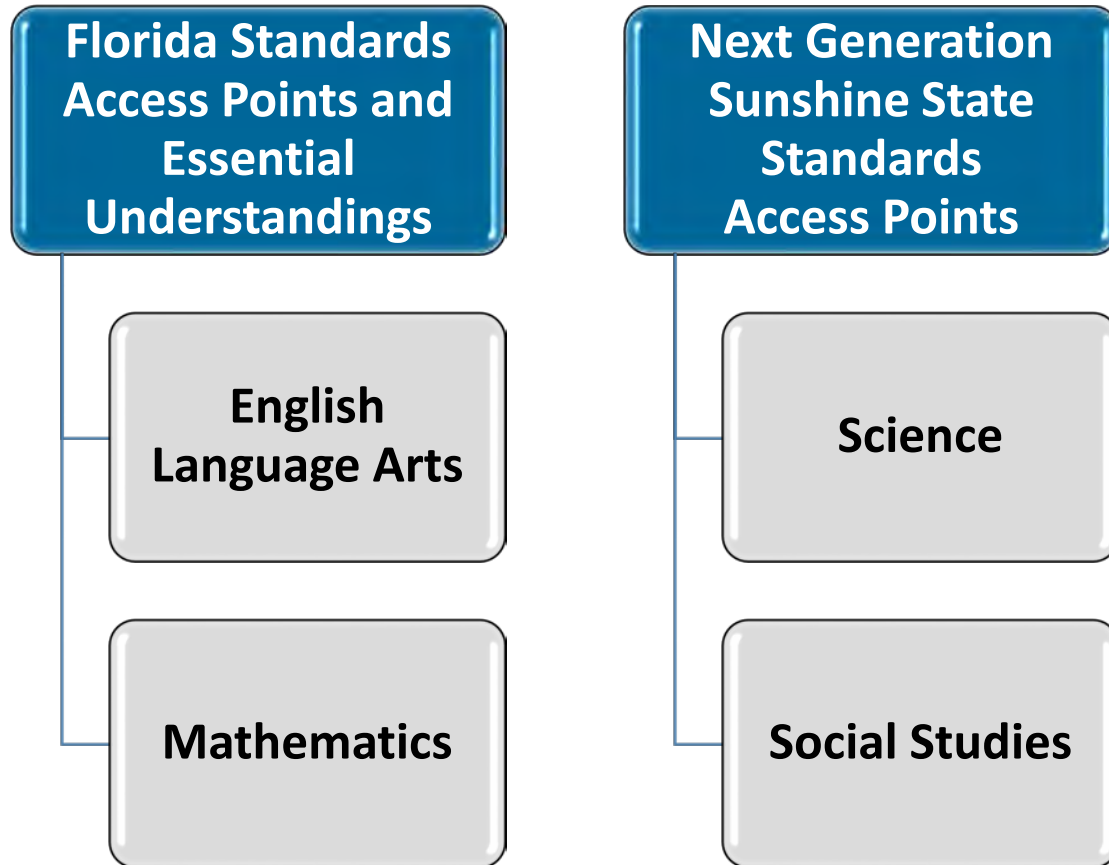
Table of Contents

English Language Arts .....	X
English Language Arts-Writing .....	X
Mathematics .....	X
Science .....	X

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO THE SCHOOL ASSESSMENT COORDINATOR.



## FSAA-PT Alignment to Access Courses





# Standard Setting Overview

## Why Are Standards Necessary?

- To define what students should know and be able to do
- To identify clear expectations for students, parents, and teachers
- To improve teaching and learning

# Types of Standards

- Content Standards: Define desired student knowledge and skills (the “what”)
  - Sunshine State Standards-Access Points (FAA)
  - **Next Generation Sunshine State Standards-Access Points (FAA and FSAA)**
  - **Florida Standards-Access Points (FSAA)**
- *Achievement*: Describe how much content knowledge a student is required to demonstrate
  - Achievement Level Standards
  - Graduation Requirement (Access Algebra 1 and Grade 10 English Language Arts [ELA])
- Accountability Standards
  - School Grading Criteria
  - Annual Measurable Objectives

## What Is Standard Setting?

- A process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made (Cizek, 2006)
- Test scores can be used to group students into meaningful Achievement Levels.
- Standard setting is the process whereby we “draw the lines” that separate the test scores into various Achievement Levels.
- Required when implementing new standards and new assessments

## Setting Standards Is Aspirational

- Standard setting is all about what students **should** know and be able to do, not about what they currently know and are able to do.
- The goal is to set standards for **all applicable students** across the state.

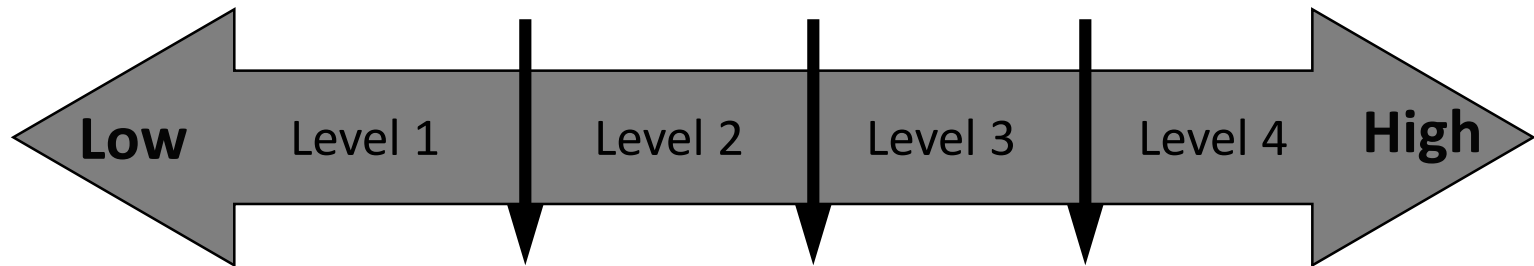
# Standard Setting Process - Achievement Level Policy Definitions

- Achievement Level Policy Definitions describe student achievement of Florida Standards at each achievement level

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a <b>limited</b> level of success with the Florida Standards Access Points.	Students at this level demonstrate a <b>satisfactory</b> level of success with the Florida Standards Access Points.	Students at this level demonstrate an <b>above satisfactory</b> level of success with the Florida Standards Access Points.

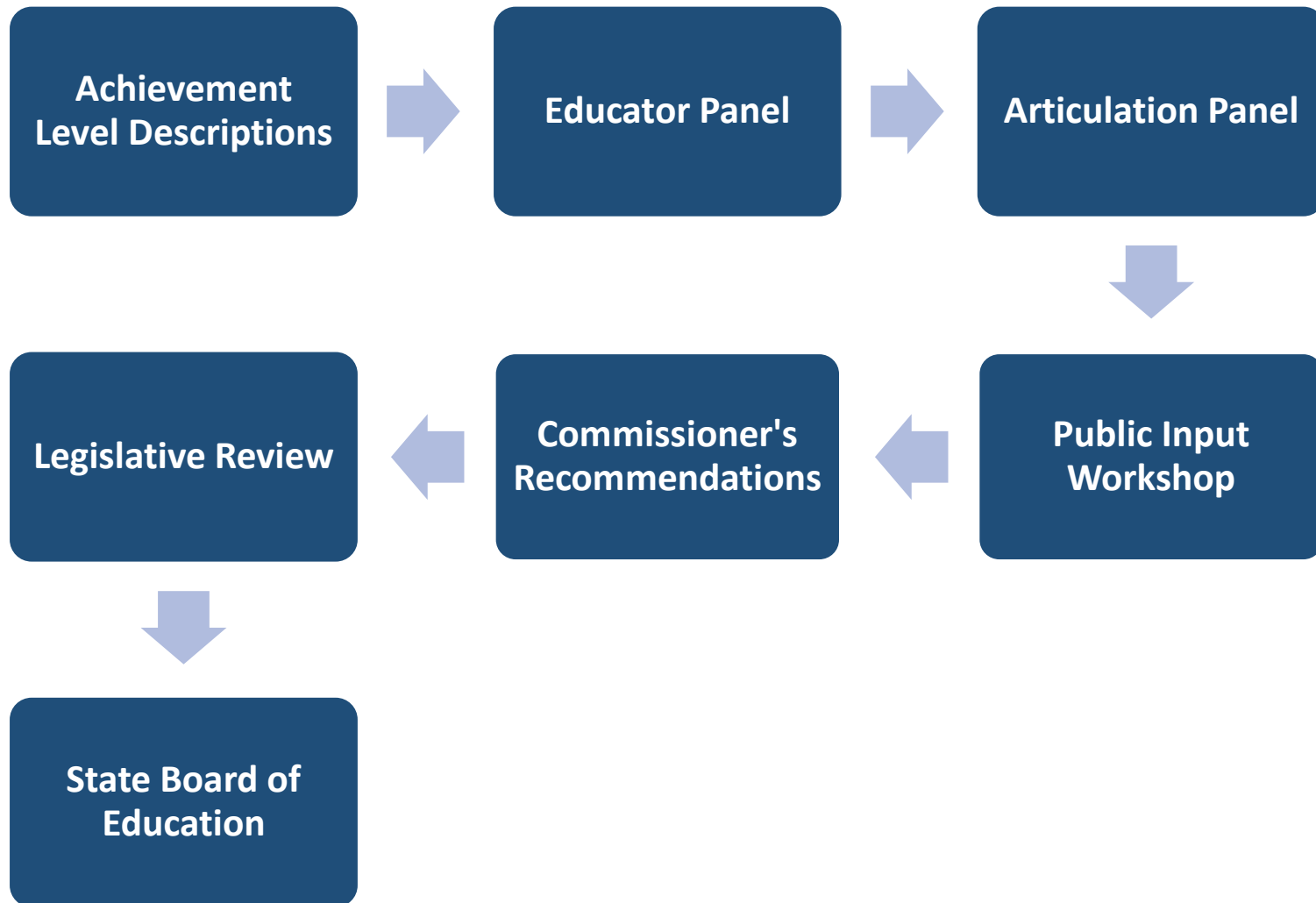
## Achievement Levels

- The four Achievement Levels require the setting of three Achievement Level “cut points”



Level 3 indicates satisfactory performance on each assessment.

# FSAA Standard Setting: A Multi-Stage Process



# We've Done This Before...

## 1998

- Reading and Mathematics Achievement Levels approved for grades 4, 5, 8 and 10

## 2001:

- Reading and Mathematics Achievement Levels approved for grades 3-10
- Grade 10 FCAT Reading and Mathematics passing scores established

## 2008:

- **Florida Alternate Assessment Achievement Levels approved**

## 2011:

- FCAT 2.0 Reading (grades 3-10) and Mathematics (3-8) Achievement Levels approved
- Algebra 1 EOC Assessment Achievement Levels approved
- Grade 10 FCAT 2.0 Reading and EOC assessment passing scores established in rule as the minimum score in Achievement Level 3

## 2012:

- FCAT 2.0 Science (grades 5 and 8) Achievement Levels approved
- Biology 1 and Geometry EOC assessments Achievement Levels approved

## 2013:

- U.S. History EOC Assessment Achievement Levels approved

## 2014:

- Civics EOC Assessment Achievement Levels approved

## 2016:

- FSA ELA, Mathematics, and EOC (Algebra 1, Geometry, Algebra 2) Achievement Levels approved

## Important Dates

- **Achievement Level Description (ALD) Panel:**  
December 5-6, 2016
  - Orlando, Florida
- **Educator Panel:** February 14-16, 2017
  - Orlando, Florida
- **Articulation Panel:** February 17, 2017
  - Orlando, Florida
- **Public Workshop:** February 20, 2017
- **Legislative review and input period:** February-May 2017
- **Anticipated State Board of Education Presentation:** May 16, 2017

## Achievement Level Description (ALD) Panel

- December 5-6, 2016
- Two-day workshop
- Twenty-four panelists
- Described achievement levels for content standards by grade and subject
  - Specify what students in each achievement level are expected to know and be able to do
  - ALDs are the link between content and achievement standards

## Educator Panel

- February 14-16, 2017
- Three-day standard-setting workshop
- Three rounds of standard setting
- Approximately 100 panelists
- Eleven rooms of 7-10 panelists per room setting standards concurrently
  - Recommending cut scores based primarily on content, though impact data is reviewed after the first two rounds of judgments

## Articulation Panel

- February 17, 2017
- One-day meeting composed of two panelists, a special educator and a content educator, from each educator panel (ELA grades 3-10 and Mathematics grades 3-8)
- Review educator panel recommended Achievement Level standards and impact data
- Approximately 14 panelists

## Standard Setting Method

### Body of Work Method:

- Panelists examine student work and make a judgment regarding the achievement level to which the student work most closely corresponds.
- Student Work Samples (Profiles) are based on actual FSAA student score profiles that represent typical patterns of item scores for students at varying ability levels.
- Panelists classify each profile into the achievement level in which they feel it belongs.

## Why the Body of Work Method?

- Allows panelists to use samples of actual student work to make their determinations
- Is especially useful for complex assessments
- Has been used successfully for setting standards on similar assessments in the past, across a number of other states, and in Florida's previous alternate assessment
- Has resulted in defensible Achievement Level standards

## Standard-Setting Method – “Body of Work - Profiles”

- Primary tool panelists used to set their cut scores
- A set of 45 profiles per grade and content was provided to each panelist. Each profile represents typical patterns of item scores for students at that ability level.
- The profiles are ordered based on ability level, from low to high ability.
- All items used in the profiles were “operational,” which meant that they contributed to students’ scores.

# Profile/Rating Form

Profile	Round 1	Round 2	Round 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1				0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
2				0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0
3				0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1
4				0	0	0	0	0	0	2	0	0	2	0	0	0	1	1	2
5				0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1
6				0	2	0	1	1	0	1	0	0	0	0	0	2	1	0	1
7				0	2	0	0	0	1	0	0	1	1	0	2	1	1	0	0
8				1	2	1	0	0	0	0	0	0	1	1	0	1	2	0	1
9				3	0	0	0	0	0	1	0	0	0	1	1	2	1	3	1
10				0	0	1	1	1	1	2	0	0	0	0	1	3	1	0	1

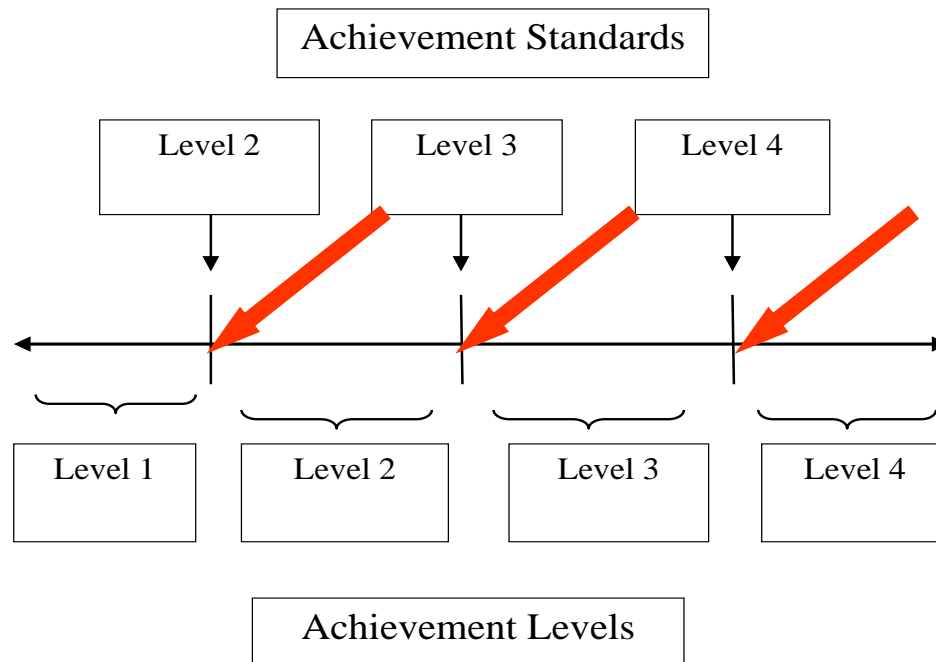
## Mechanics of the Body of Work Method

- **Practice Round:** Panelists were given a rating form with 3 profiles to **practice** categorizing into the 4 achievement levels
- **Round 1:** Beginning with the lowest ability profile, panelists independently classified each profile into an achievement level
- **Round 2:** Discussed first-round judgment as a group; independently revised profile judgments as appropriate
- **Round 3\*:** Discussed second-round judgments as a whole group; independently revised profile judgments
- **Articulation\*:** Panelists reviewed how standards appeared across grades in Grades 3-10 ELA and Grades 3-8 Mathematics and recommended adjustments accordingly.

**\*Impact data** was provided to show how many students would be in each achievement level based on recommended cut scores.

# “Just Barely” Achievement Level Description

- When considering each achievement level, we are interested in those students who just barely reach the standard
- Not typical of students in achievement level. Although just barely, they do reach the standard.
- When considering recommended cut scores, remember that the achievement level cuts describe the students that “just barely” reach the achievement standard.





## **FSAA Standard Setting Educator Panel**

# Educator Panel Overview

- Main activities
  - General Orientation: review of assessment; review of standard setting process
  - Panelists did the following:
    - reviewed the test in their grade level and content area
    - reviewed achievement level descriptions (ALDs)
    - reviewed profile/rater sheet
    - completed training round of profile classifications
  - Recommend four achievement standards in three rounds

## Educator Panel Characteristics

- The following slides describe relevant demographic characteristics of Educator Panel participants
  - Overall
  - Gender
  - Ethnicity
  - District Size

Note: Percentages in these slides may not add up to 100 due to rounding.

# Educator Panelists

ELA Grade	3/4	5/6	7/8	9/10	Total
	8	8	8	9	33

Mathematics Grade	3/4	5/6	7/8	Total
	7	8	9	24

Science Grade	5/8
	7

EOC Subject	Algebra 1	Biology 1	Geometry	Total
	10	10	9	29

## Educator Panelists – Gender (ELA)

Grade	Male		Female		Not Provided		Total
	N	Percent	N	Percent	N	Percent	
3/4	2	25%	6	75%			8
5/6			8	100%			8
7/8	1	12.5%	6	75%	1	12.5%	8
9/10	2	22%	7	78%			9
<b>Total</b>	<b>5</b>	<b>15%</b>	<b>27</b>	<b>82%</b>	<b>1</b>	<b>3%</b>	<b>33</b>

## Educator Panelists – Gender (Mathematics)

Grade	Male		Female		Not Provided		Total
	N	Percent	N	Percent	N	Percent	
3/4	1	14%	6	86%			7
5/6	1	13%	5	62.5%	2	25%	8
7/8			8	89%	1	11%	9
<b>Total</b>	2	8%	19	79%	3	13%	24

## Educator Panelists – Gender (Science)

Grade/ Subject	Male		Female		Total
	N	Percent	N	Percent	
5/8	1	14%	6	86%	7

## Educator Panelists – Gender (EOCs)

Grade	Male		Female		Not Provided		Total
	N	Percent	N	Percent	N	Percent	
Algebra 1	1	10%	8	80%	1	10%	10
Biology 1	1	10%	7	70%	2	20%	10
Geometry	2	22%	6	67%	1	11%	9
<b>Total</b>	4	14%	21	72%	4	14%	29

## Educator Panelists – Ethnicity (ELA)

Grade	White/ Caucasian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Asian/ Pacific Islander		Two or More Races		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N	%			N
3/4	2	25%	1	13%	2	25%			2	25%	1	13%			8
5/6	5	63%	1	13%	2	25%									8
7/8	4	50%	1	13%	2	25%							1	13%	8
9/10	8	89%	1	11%											9
<b>Total</b>	19	58%	4	12%	6	18%			2	6%	1	3%	1	3%	33

## Educator Panelists – Ethnicity (Mathematics)

Grade/ Subject	White/ Caucasian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N
3/4	5	71%			1	14%	1	14%			7
5/6	5	63%	1	13%					2	25%	8
7/8	4	44%	2	22%	1	11%			2	22%	9
<b>Total</b>	<b>14</b>	<b>58%</b>	<b>3</b>	<b>13%</b>	<b>2</b>	<b>8%</b>	<b>1</b>	<b>4%</b>	<b>4</b>	<b>17%</b>	<b>24</b>

## Educator Panelists – Ethnicity (Science)

Grade/ Subject	White/ Caucasian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Total
	N	%	N	%	N	%	N	%	N
5/8	4	57%	1	14%	1	14%	1	14%	7

## Educator Panelists – Ethnicity (EOCs)

Grade/ Subject	White/ Caucasian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N
Algebra 1	8	80%							2	20%	10
Biology 1	7	70%			1	10%			2	20%	10
Geometry	4	44%	1	11%	1	11%	2	22%	1	11%	9
<b>Total</b>	19	66%	1	3%	2	7%	2	7%	5	17%	29

## Educator Panelists – District Size (ELA)

Grade	Very Large		Large		Medium		Medium/ Small		Small		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
3/4	4	50%	1	13%			2	25%	1	13%			8
5/6	2	25%	2	25%	1	13%	1	13%	2	25%			8
7/8	1	13%	4	50%	1	13%	1	13%			1	13%	8
9/10	3	33%	2	22%	3	33%	1	11%					9
<b>Total</b>	10	30%	9	27%	5	15%	5	15%	3	9%	1	3%	33

## Educator Panelists – District Size (Mathematics)

Grade/ Subject	Very Large		Large		Medium		Medium/ Small		Small		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
3/4			2	29%			3	43%	2	29%			7
5/6	1	13%	4	50%	1	13%					2	25%	8
7/8	3	33%	1	11%			2	22%	2	22%	1	11%	9
<b>Total</b>	4	17%	7	29%	1	4%	5	21%	4	17%	3	13%	24

## Educator Panelists – District Size (Science)

Grade/ Subject	Very Large		Large		Medium		Medium/ Small		Small		Total
	N	%	N	%	N	%	N	%	N	%	N
5/8	2	29%	1	14%			4	57%			7

## Educator Panelists – District Size (EOCs)

Grade/ Subject	Very Large		Large		Medium		Medium/ Small		Small		Not Provided		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Algebra 1	3	30%	6	60%							1	10%	10
Biology 1	3	30%	2	20%	1	10%	2	20%			2	20%	10
Geometry	3	33%	3	33%	1	11%	1	11%			1	11%	9
<b>Total</b>	9	31%	11	38%	2	7%	3	10%			3	10%	29

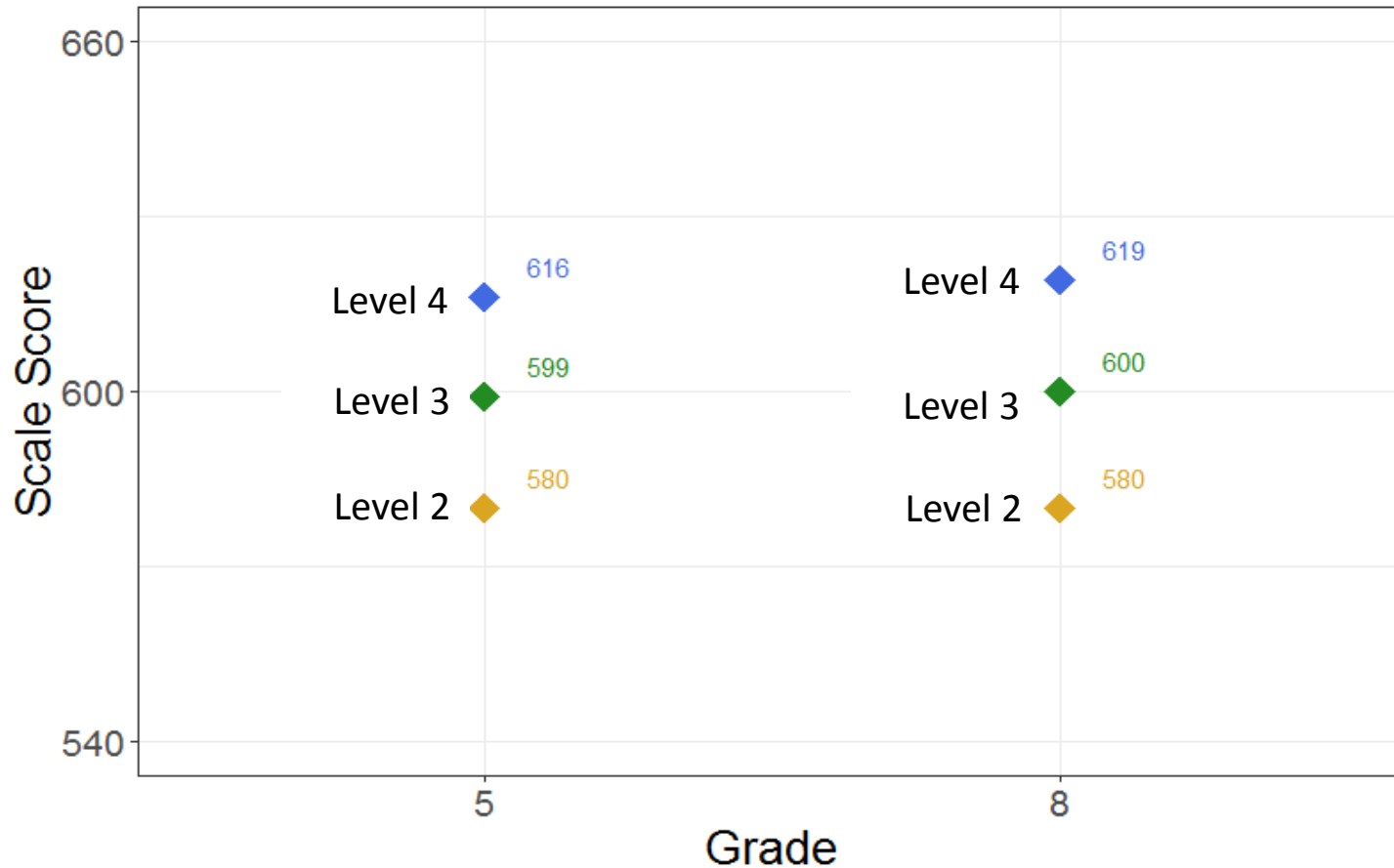
## Educator Panel – Impact Data

- Showed the percent of students that would reach each achievement level in each grade and subject.
- Introduced in round 3 after the panelists made judgments across two rounds based solely on content considerations.
- Impact data used as context to inform the panelists' recommendations but did not determine their recommendations.
- In the end, the panelists' recommendations were **content driven**.

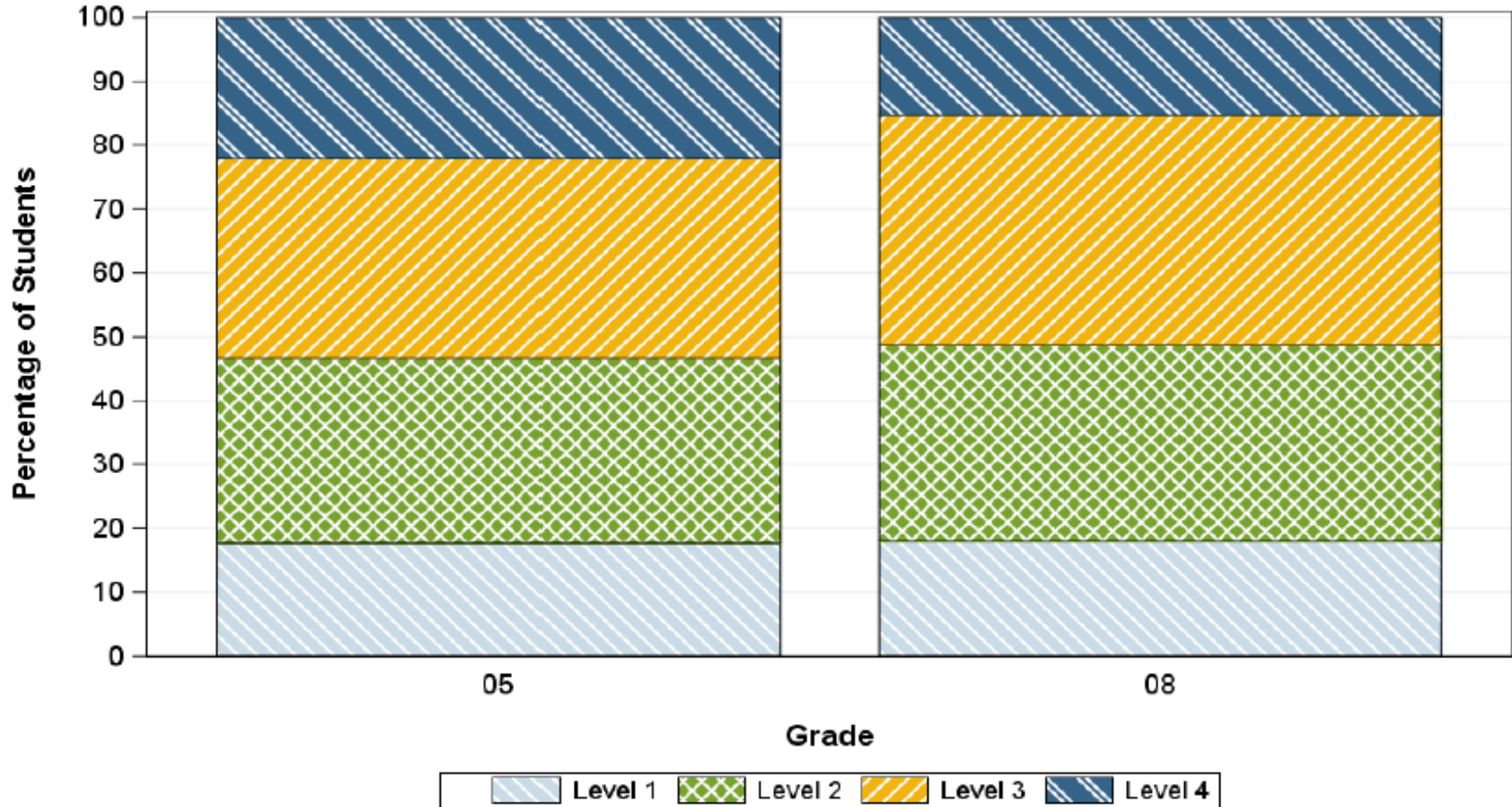
## Educator Panel – Results

- The slides that follow show the impact data for all grades and subjects as well as Achievement Level recommendations for Grades 5 and 8 Science and EOC assessments made by the Educator Panel.
- Impact data are provided to help inform your own judgments.
- As a reminder, educator panelist feedback is primarily based on **content**.
- For Grades 3-10 ELA and Grades 3-8 Mathematics, consider the educator panel's content-based recommendations and compare recommendations to the articulation panel's recommendations, which take into consideration impact data.

# Educator Panel – Recommended Science Cut Scores



# Educator Panel – Recommended Science Cut Scores

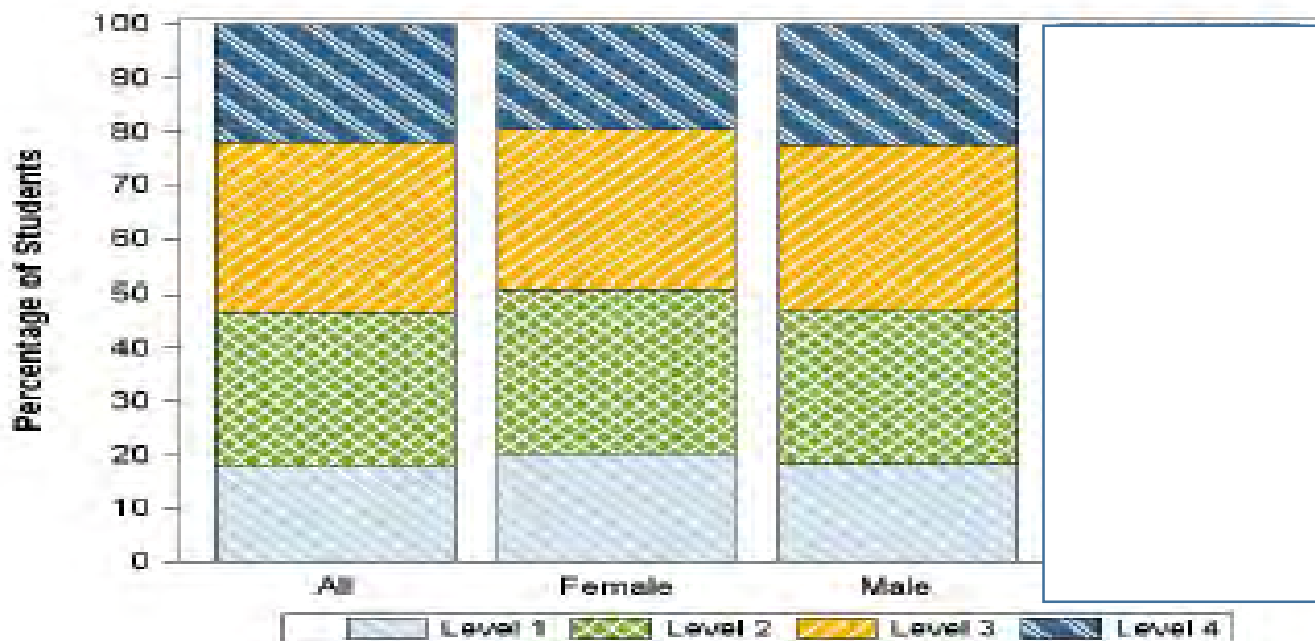


## **Educator Panel – Percentage of Students in Each Achievement Level**

<b>Achievement Levels</b>	<b>Science</b>	
	<b>05</b>	<b>08</b>
<b>Level 4</b>	22.0	15.3
<b>Level 3</b>	31.3	36.0
<b>Level 2</b>	29.0	30.7
<b>Level 1</b>	17.7	18.0

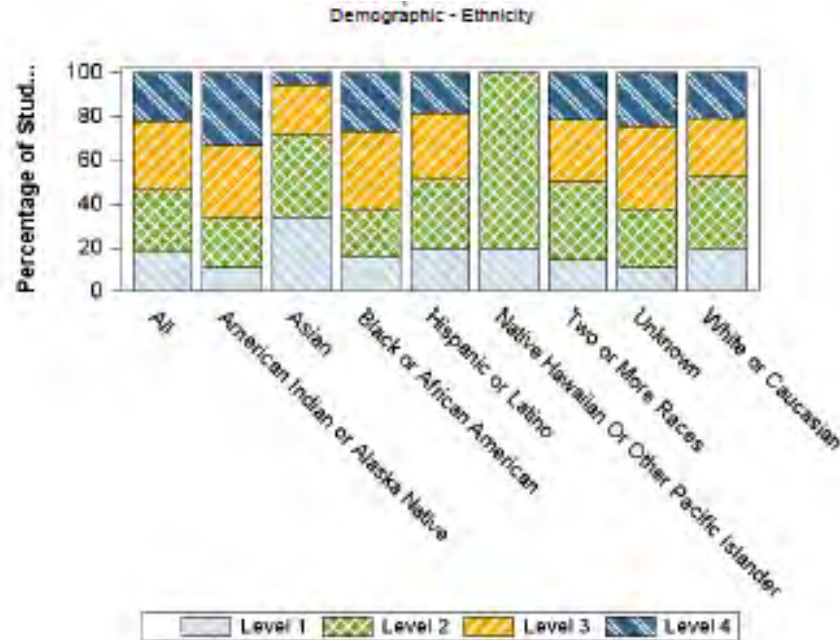
# Educator Panel – Science Grade 5 Impact Data

Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	22.0	19.8	22.5
Level 3	31.3	29.4	30.5
Level 2	29.0	30.6	28.7
Level 1	17.7	20.2	18.3

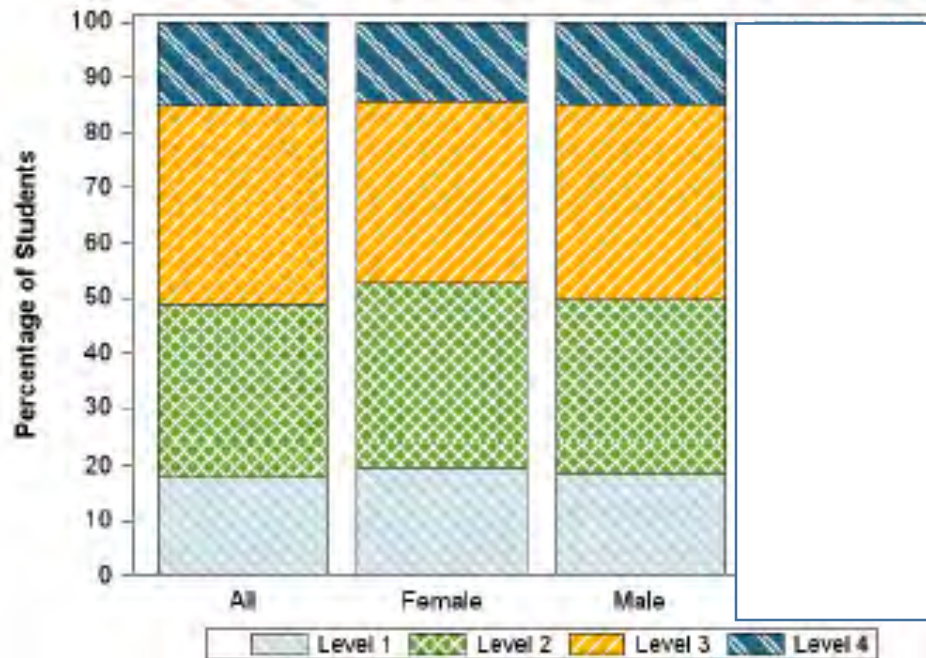
# Educator Panel – Science Grade 5 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.0	33.3	5.4	27.1	18.6	.	21.4	24.3	20.6
Level 3	31.3	33.3	23.2	34.9	29.8	.	28.6	37.8	26.8
Level 2	29.0	22.2	37.5	21.6	31.8	80.0	35.7	27.2	32.7
Level 1	17.7	11.1	33.9	16.4	19.8	20.0	14.3	10.8	19.9

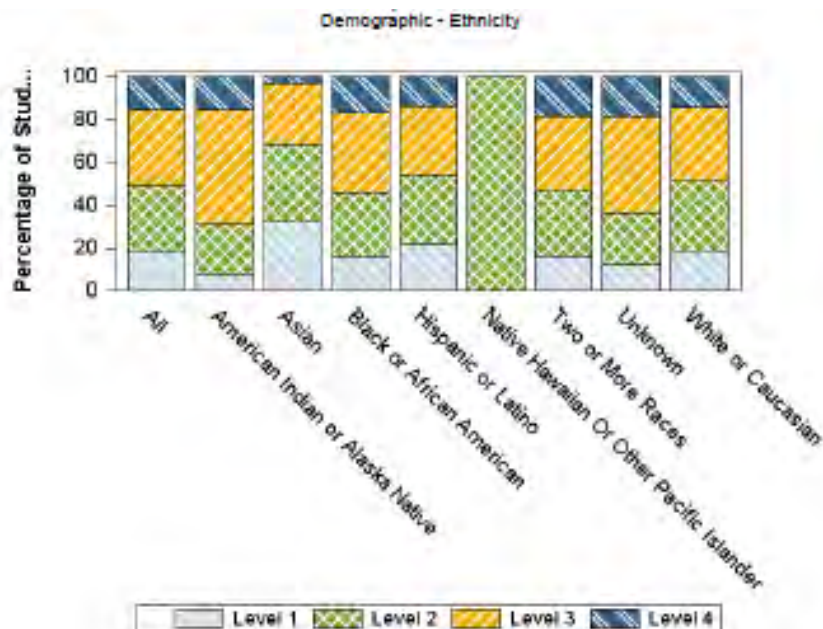
# Educator Panel – Science Grade 8 Impact Data

Demographic - Gender



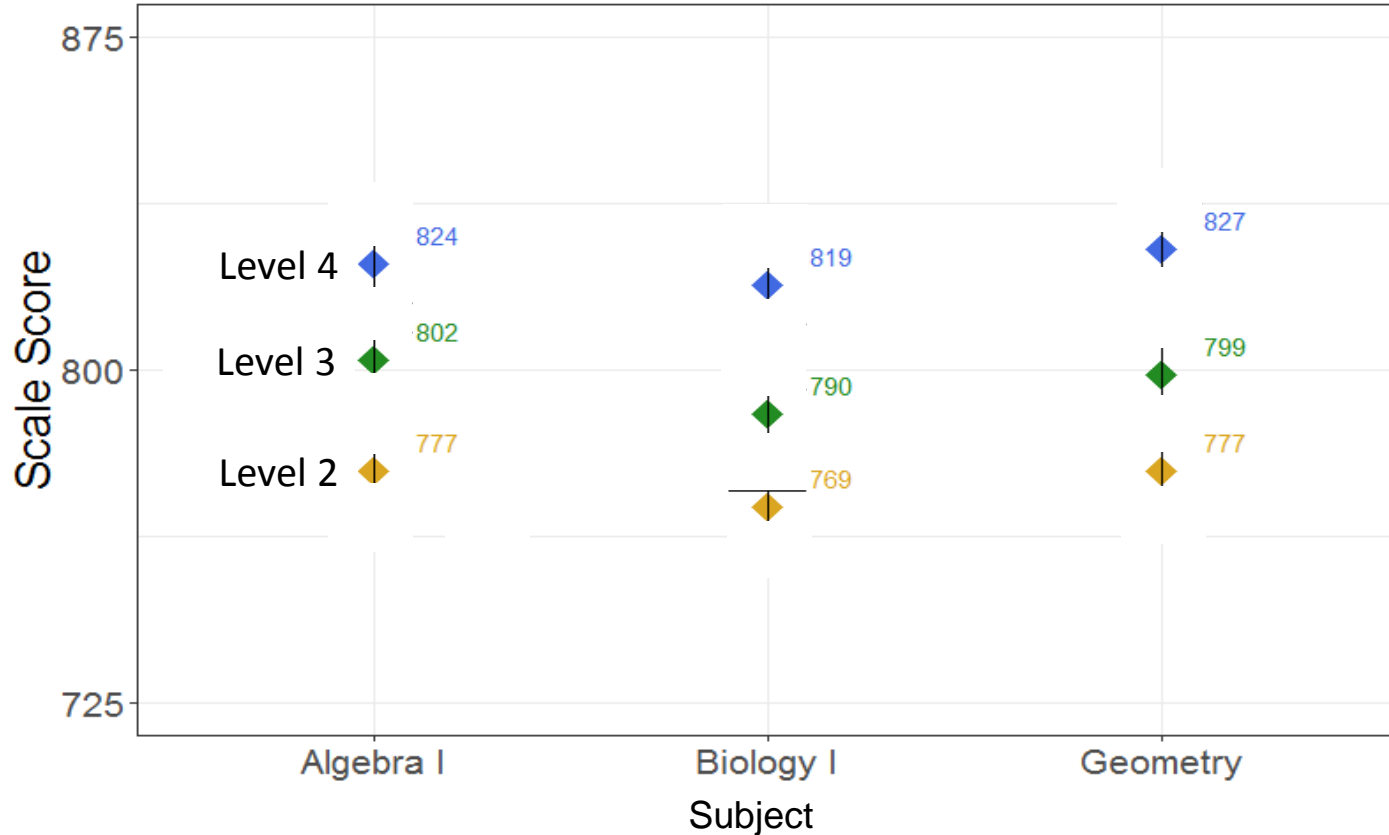
Achievement Levels	All	Female	Male
Level 4	15.3	14.3	15.1
Level 3	36.0	33.3	35.2
Level 2	30.7	32.9	31.0
Level 1	18.0	19.5	18.7

# Educator Panel – Science Grade 8 Impact Data

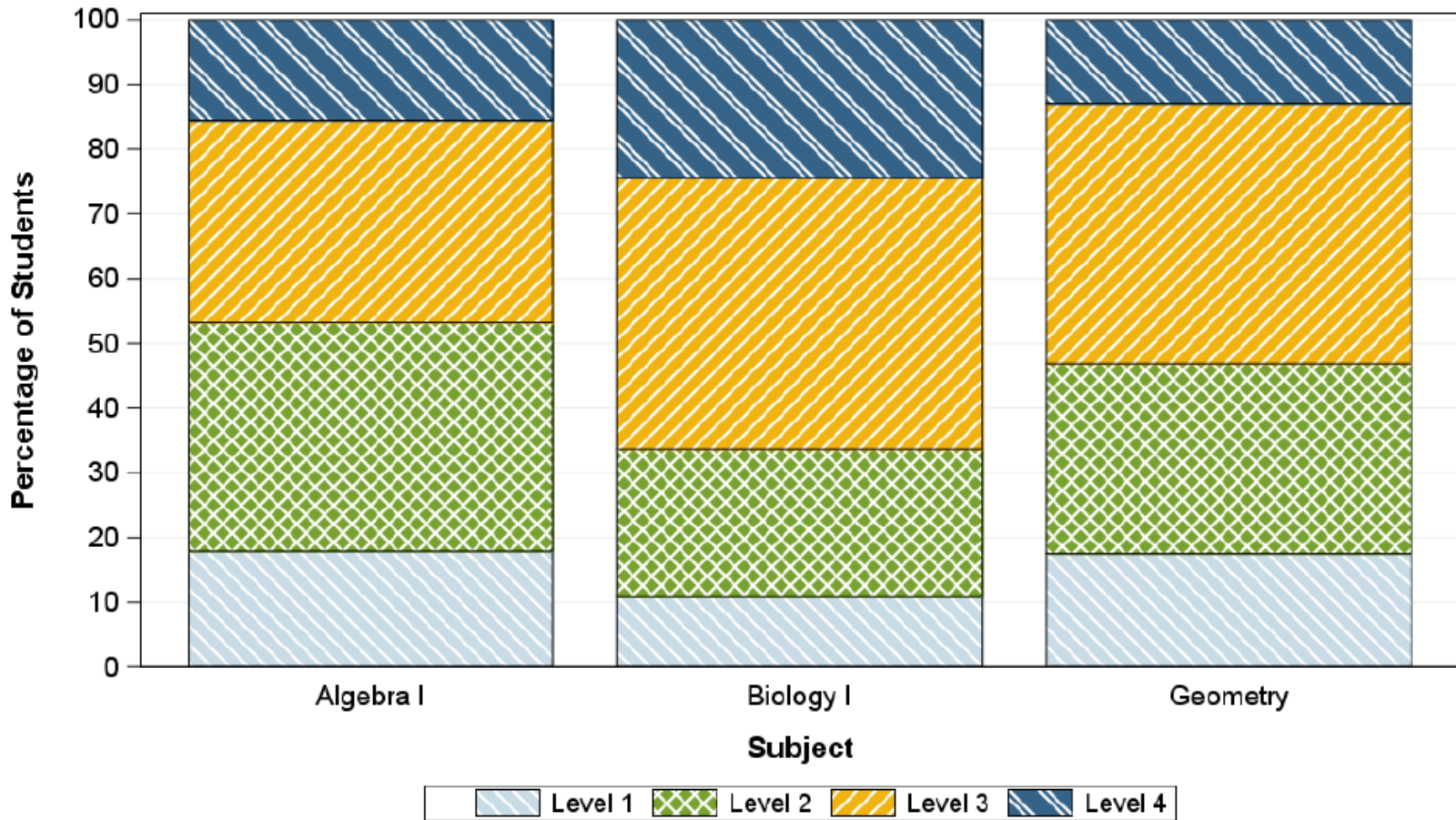


Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	15.3	15.4	3.3	16.7	13.8	-	18.4	18.3	14.5
Level 3	36.0	53.8	28.3	37.5	32.0	-	34.5	45.2	34.3
Level 2	30.7	23.1	36.7	29.4	32.8	100.0	31.0	24.7	32.4
Level 1	18.0	7.7	31.7	16.4	21.4	-	16.1	11.7	18.8

# Educator Panel – Recommended End-of-Course Cut Scores



# Educator Panel – Recommended End-of-Course Cut Scores



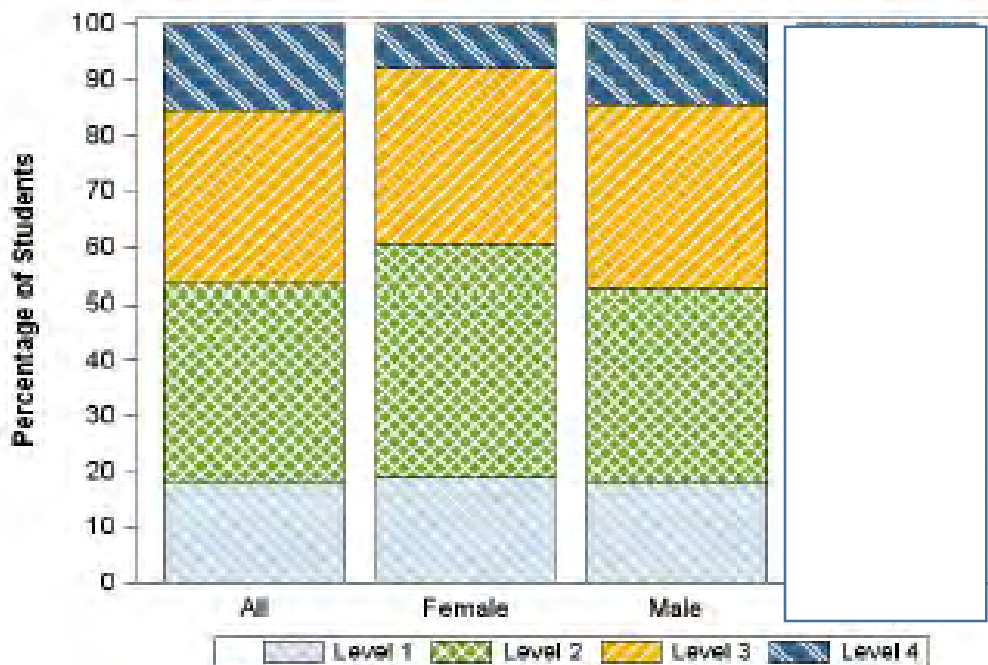
## Educator Panel – Percentage of Students in Each Achievement Level

Achievement Levels	HS		
	Algebra I	Biology I	Geometry
Level 4	15.5	24.4	12.9
Level 3	31.3	41.9	40.2
Level 2	35.3	22.8	29.4
Level 1	17.9	10.8	17.5



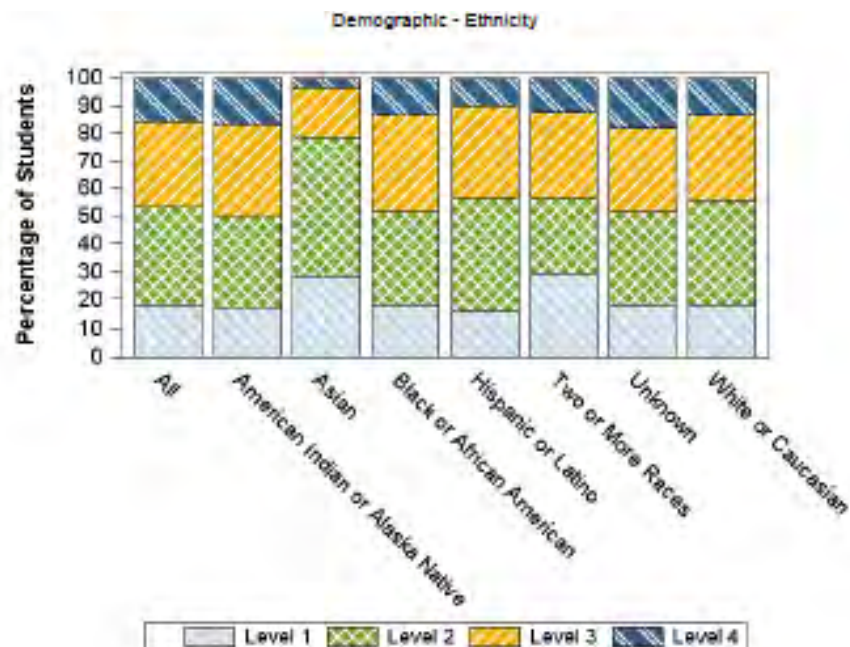
# Educator Panel – Algebra 1 EOC Impact Data

Demographic - Gender



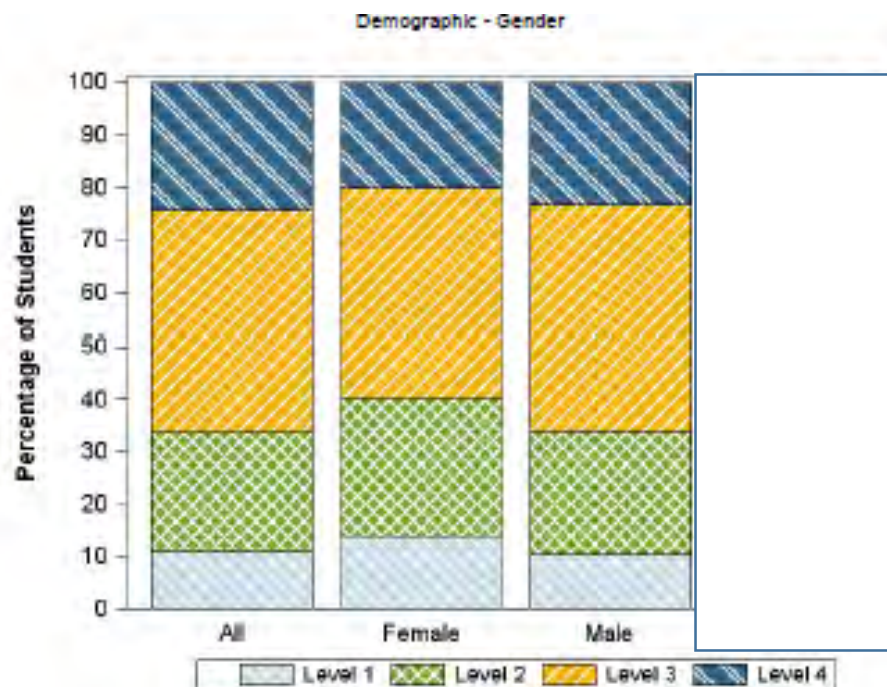
Achievement Levels	All	Female	Male
Level 4	15.5	8.1	14.7
Level 3	31.3	31.4	32.9
Level 2	35.3	41.7	34.7
Level 1	17.9	18.8	17.7

# Educator Panel – Algebra 1 EOC Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White or Caucasian
Level 4	15.5	16.7	3.6	13.5	10.2	12.5	18.3	13.4
Level 3	31.3	33.3	17.9	34.9	33.4	31.3	30.2	30.8
Level 2	35.3	33.3	50.0	33.8	41.0	27.1	33.7	37.7
Level 1	17.9	16.7	28.8	17.8	15.4	29.2	17.8	18.1

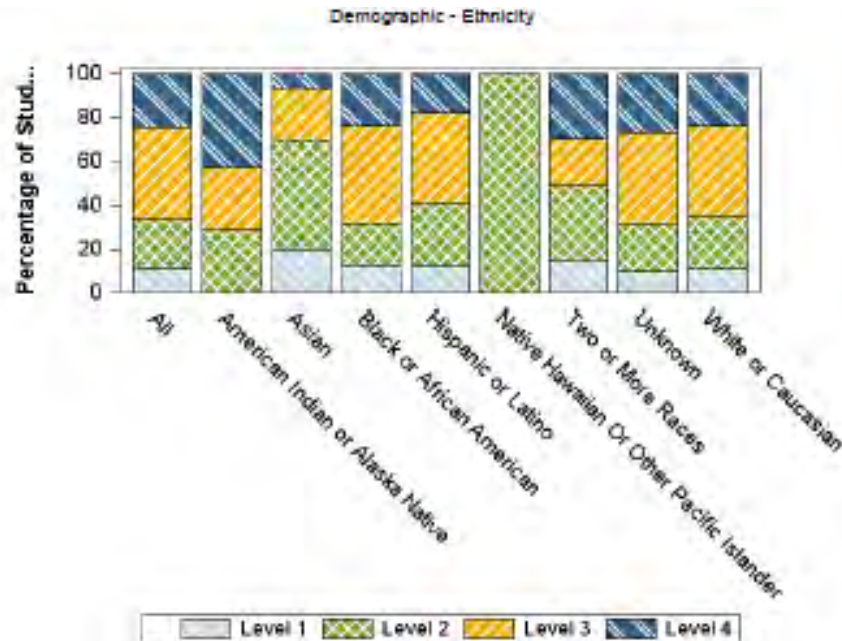
# Educator Panel – Biology 1 EOC Impact Data



Achievement Levels	All	Female	Male
Level 4	24.4	20.2	23.3
Level 3	41.9	39.9	42.6
Level 2	22.8	25.9	23.6
Level 1	10.8	14.0	10.4

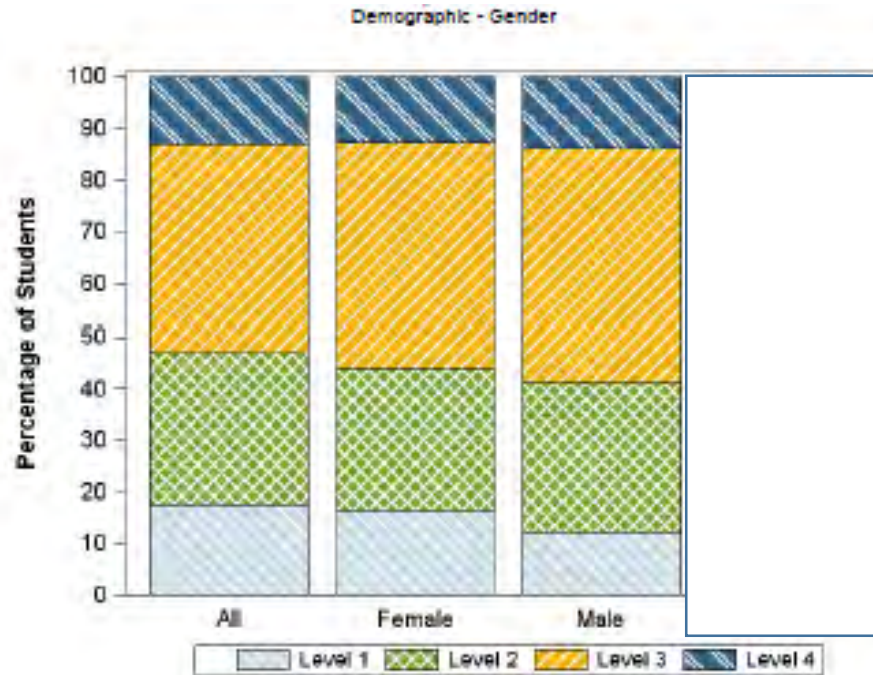


# Educator Panel – Biology 1 EOC Impact Data



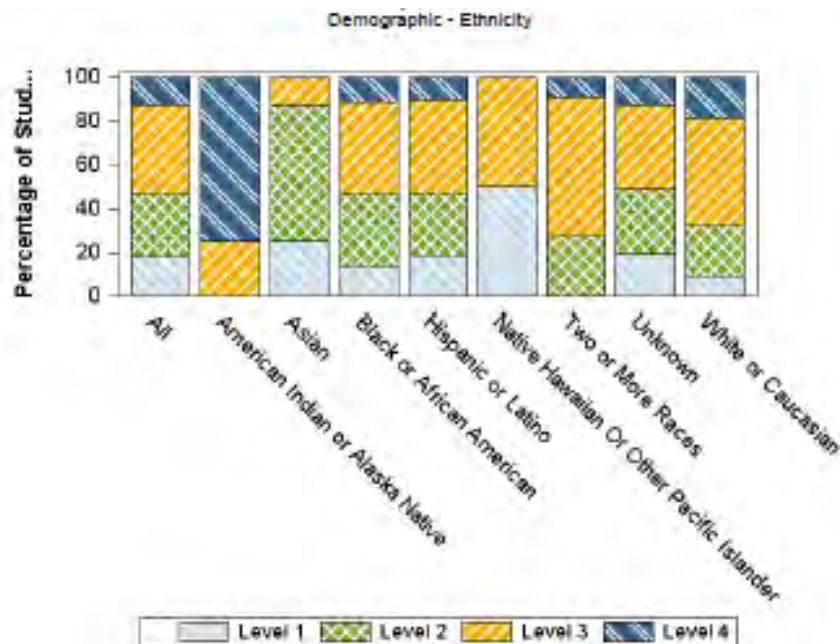
Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	24.4	42.9	6.7	23.8	18.2	-	29.8	27.0	23.7
Level 3	41.9	28.8	23.3	44.8	41.4	-	21.3	42.2	41.9
Level 2	22.8	28.8	50.0	19.9	28.4	100.0	34.0	21.0	23.5
Level 1	10.8	-	20.0	11.7	12.0	-	14.9	9.8	10.9

# Educator Panel – Geometry EOC Impact Data



Achievement Levels	All	Female	Male
Level 4	12.9	12.9	13.9
Level 3	40.2	43.3	44.8
Level 2	29.4	27.5	29.0
Level 1	17.5	16.4	12.3

# Educator Panel – Geometry EOC Impact Data

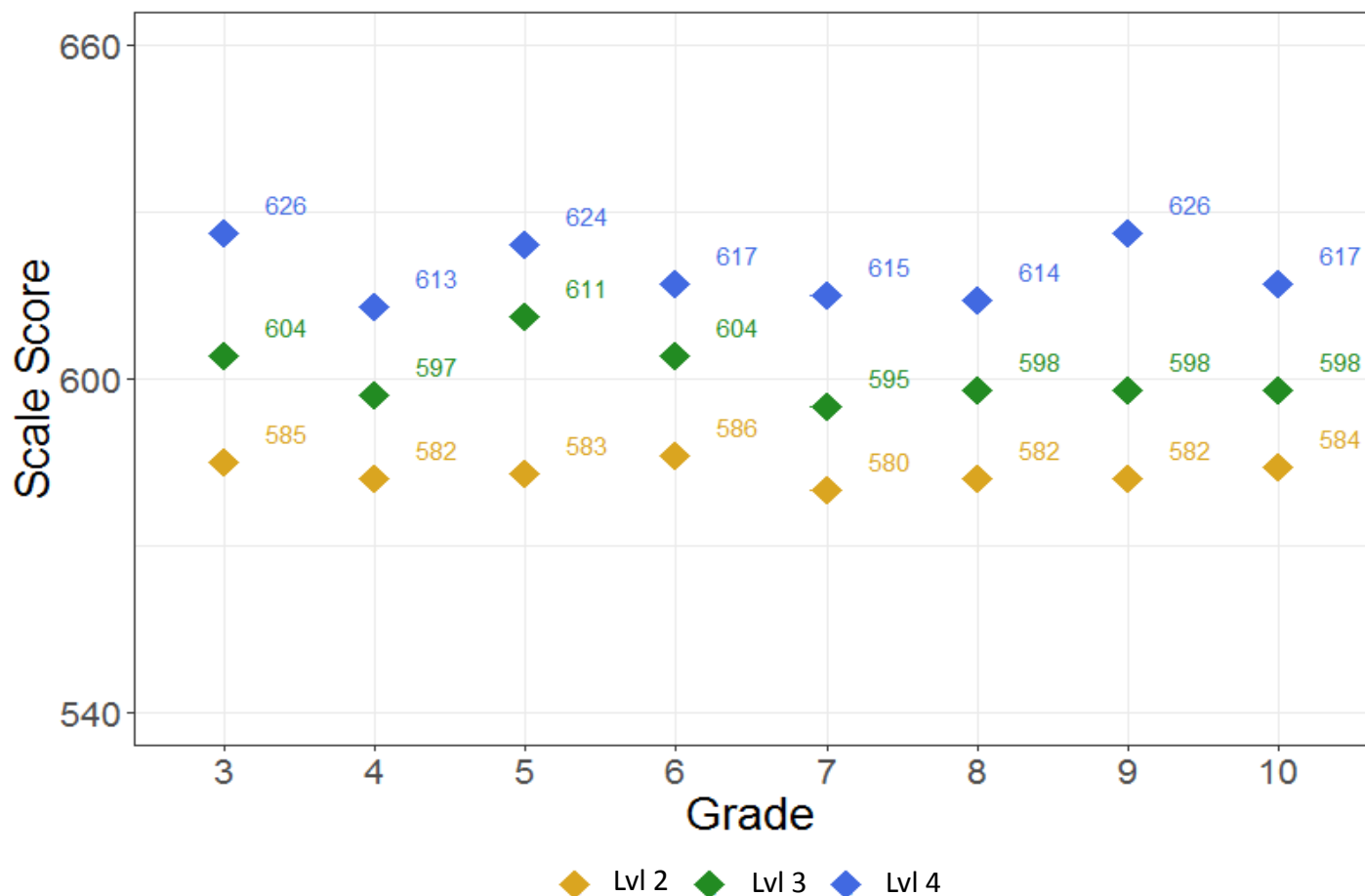


Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	12.9	75.0	0.0	11.0	10.2	0.0	9.1	12.7	18.7
Level 3	40.2	25.0	12.5	41.7	42.5	50.0	63.6	38.6	48.9
Level 2	29.4	0.0	62.5	33.7	28.7	0.0	27.3	29.7	23.1
Level 1	17.5	0.0	25.0	13.5	18.8	50.0	0.0	19.1	9.3

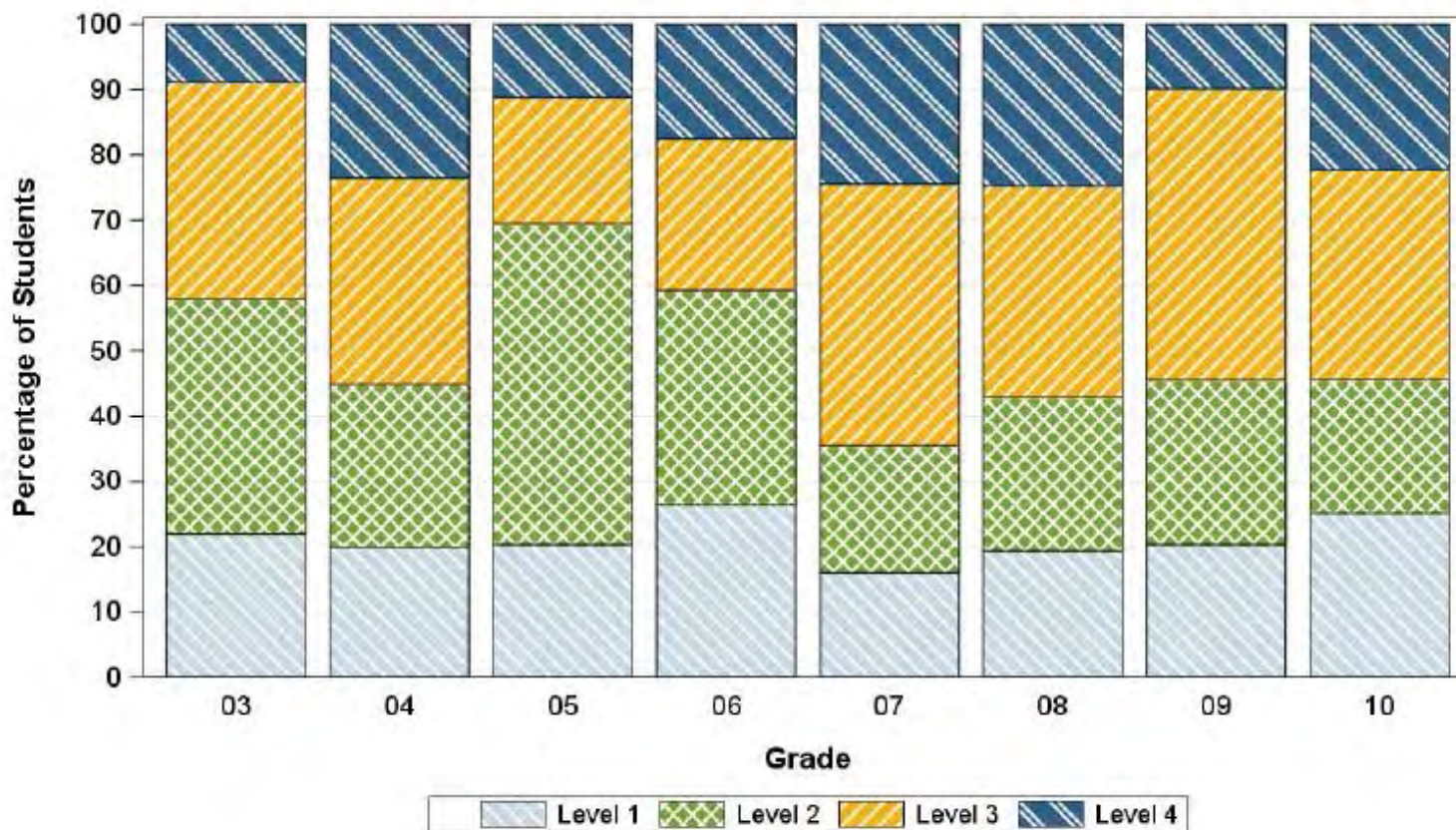
## Educator Panel Recommendations – Percent of Students at or Above Each Achievement Level

Subject	Grade	Level 2 and Above	Level 3 and Above	Level 4
Science	5	82%	53%	22%
	8	82%	51%	15%
End-of-Course	Algebra 1	82%	47%	16%
	Biology 1	89%	66%	24%
	Geometry	83%	53%	13%

## Educator Panel – Recommended ELA Cut Scores



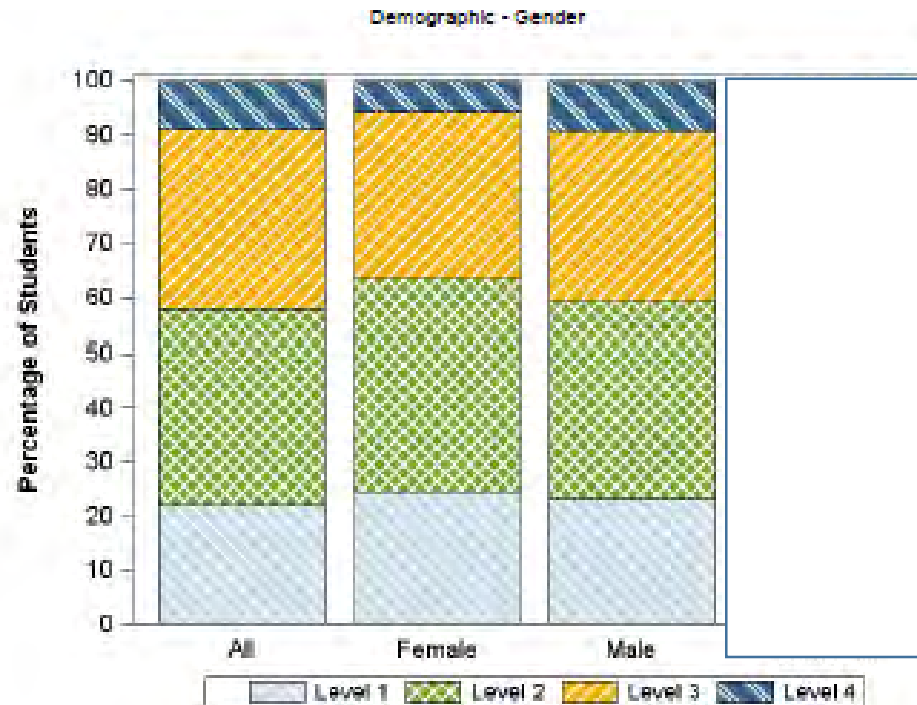
# Educator Panel – Recommended ELA Cut Scores



# Educator Panel – Percentage of Students in Each Achievement Level

Achievement Levels	English Language Arts							
	03	04	05	06	07	08	09	10
Level 4	8.8	23.5	11.1	17.5	24.4	24.7	9.8	22.2
Level 3	33.2	31.6	19.5	23.3	40.2	32.4	44.7	32.2
Level 2	36.0	25.0	49.2	32.9	19.4	23.5	25.2	20.4
Level 1	21.9	20.0	20.3	26.4	16.0	19.4	20.3	25.1

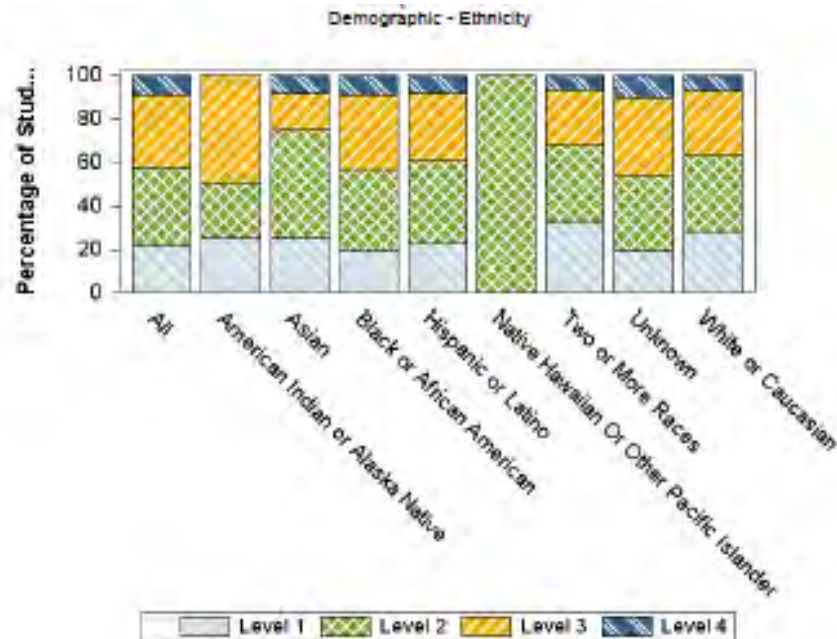
# Educator Panel – ELA Grade 3 Impact Data



Achievement Levels	All	Female	Male
Level 4	8.8	5.7	9.4
Level 3	33.2	30.9	31.3
Level 2	36.0	38.8	36.4
Level 1	21.9	24.5	23.0



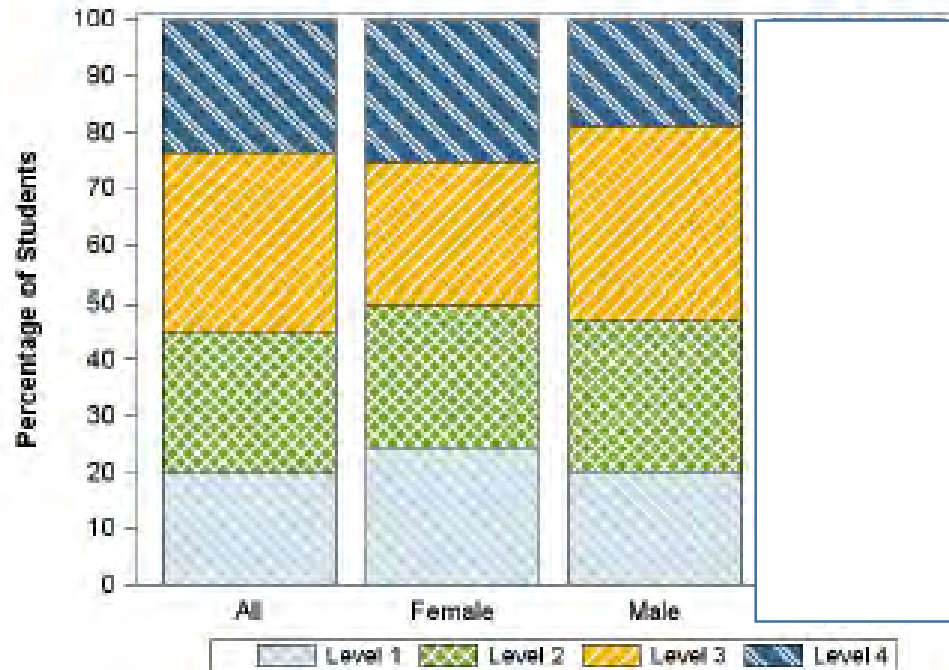
# Educator Panel – ELA Grade 3 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	8.8	-	8.3	9.1	8.2	-	6.7	10.0	7.3
Level 3	33.2	50.0	16.7	34.8	30.9	-	25.3	36.5	29.8
Level 2	36.0	25.0	50.0	37.0	38.5	100.0	36.0	34.1	35.4
Level 1	21.9	25.0	25.0	19.2	22.4	-	32.0	19.4	27.7

# Educator Panel – ELA Grade 4 Impact Data

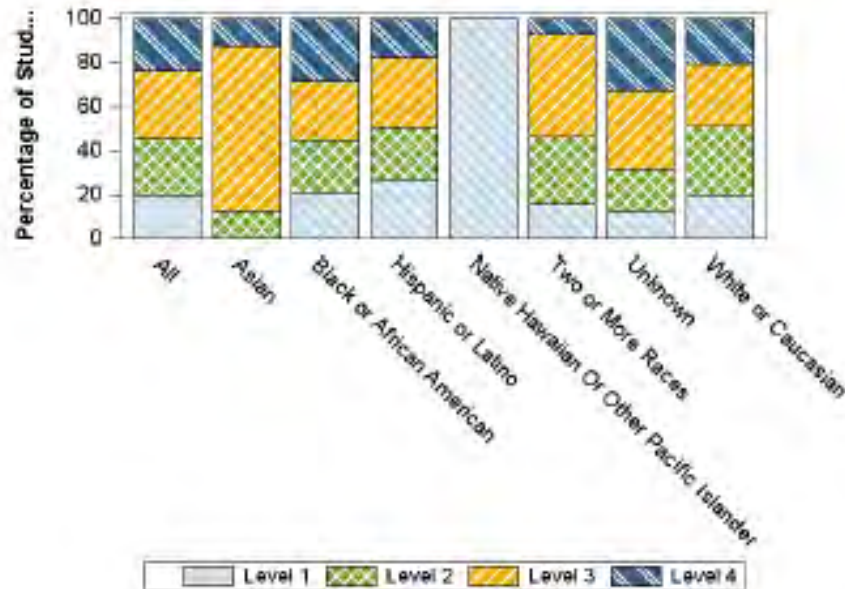
Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	23.5	25.2	18.9
Level 3	31.6	25.2	33.7
Level 2	24.9	25.2	27.2
Level 1	20.0	24.5	20.2

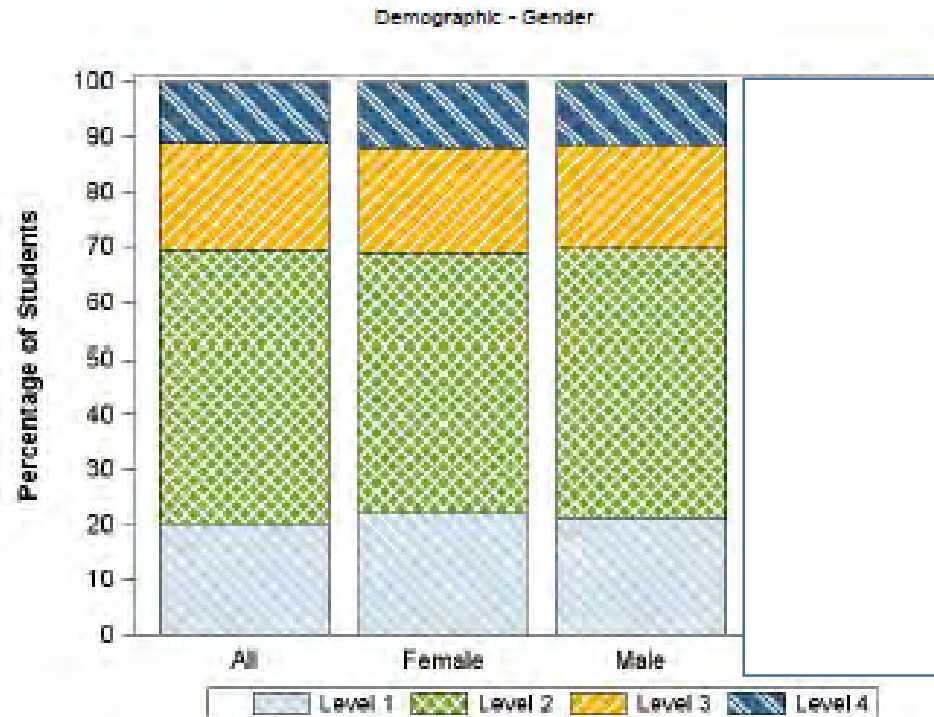
# Educator Panel – ELA Grade 4 Impact Data

Demographic - Ethnicity



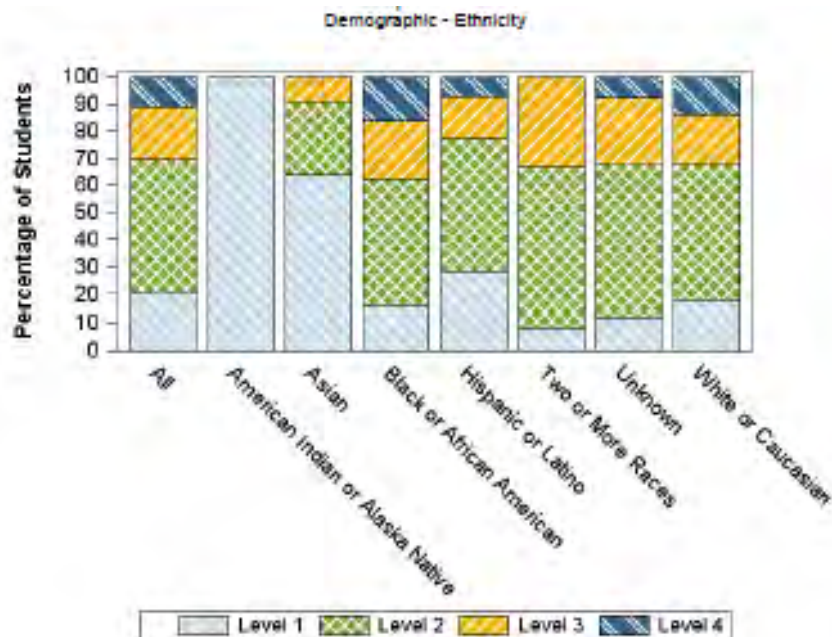
Achievement Levels	All	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	23.5	12.5	28.7	17.7		7.7	32.6	20.7
Level 3	31.6	75.0	28.7	31.9	-	46.2	35.8	28.7
Level 2	24.9	12.5	23.8	23.9	-	30.8	18.9	30.7
Level 1	20.0	-	20.8	26.5	100.0	15.4	12.6	20.0

# Educator Panel – ELA Grade 5 Impact Data



Achievement Levels	All	Female	Male
Level 4	11.1	11.9	11.5
Level 3	19.5	19.0	18.5
Level 2	49.2	46.8	48.6
Level 1	20.3	22.2	21.3

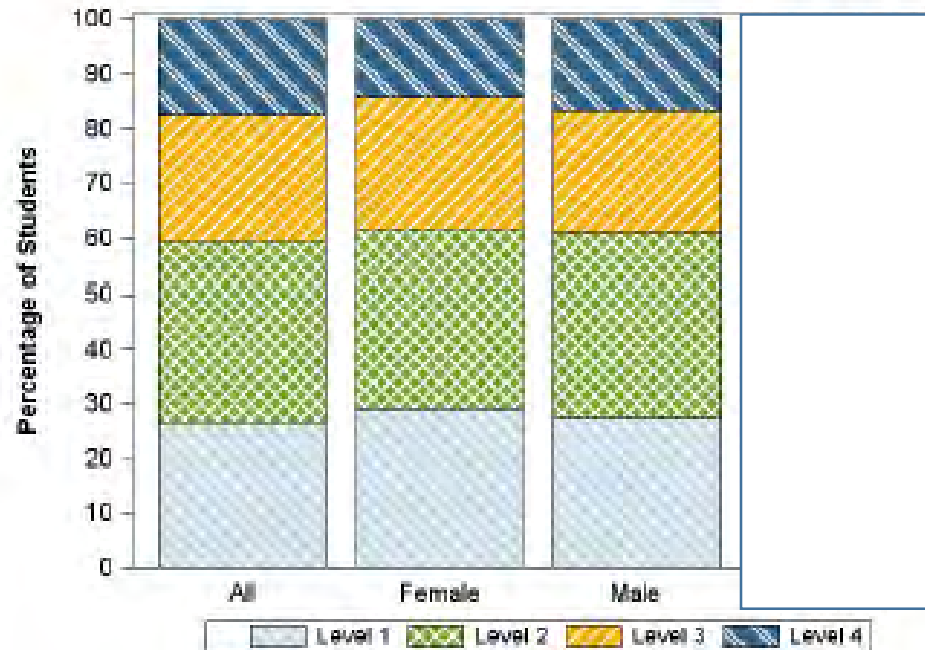
# Educator Panel – ELA Grade 5 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White or Caucasian
Level 4	11.1	-	-	15.8	7.1	-	7.6	14.1
Level 3	19.5	-	9.1	21.8	15.7	33.3	24.2	18.0
Level 2	49.2	-	27.3	46.6	48.8	58.3	56.1	50.0
Level 1	20.3	100.0	63.6	15.8	28.3	8.3	12.1	18.0

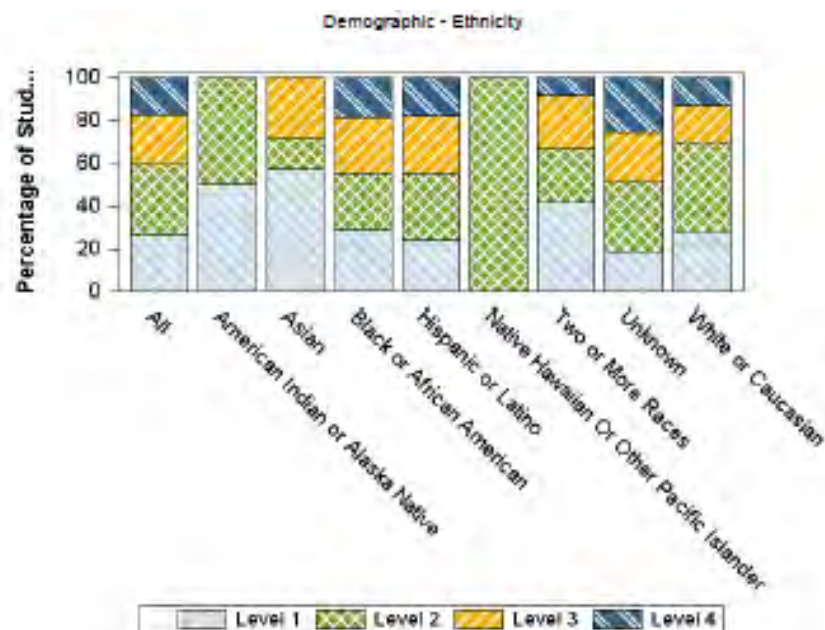
# Educator Panel – ELA Grade 6 Impact Data

Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	17.5	14.3	16.7
Level 3	23.3	24.1	22.7
Level 2	32.8	32.3	33.3
Level 1	26.4	29.3	27.3

# Educator Panel – ELA Grade 6 Impact Data

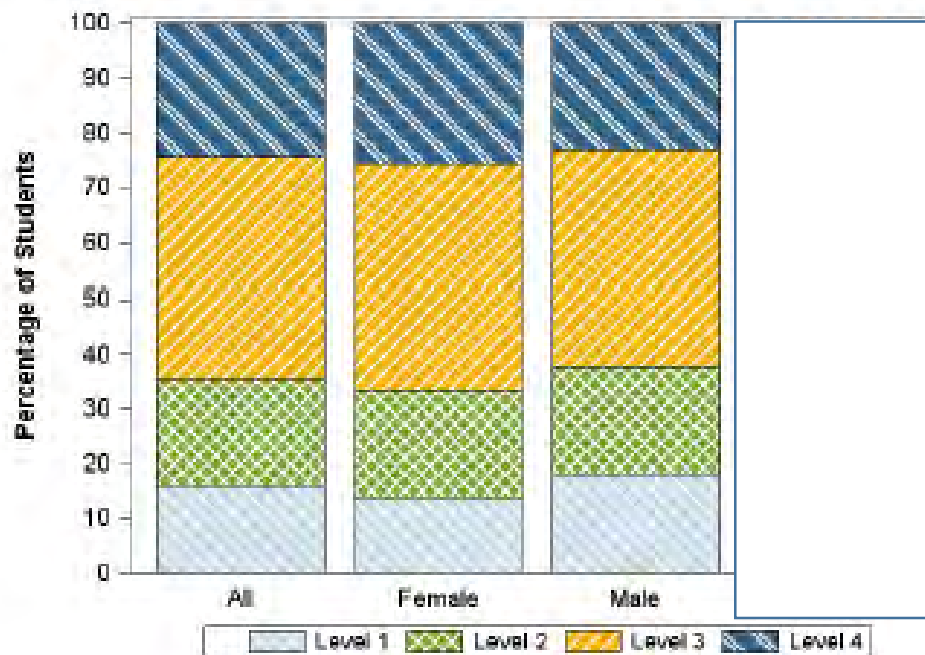


Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	17.5	-	-	18.4	18.2	-	8.3	25.0	13.2
Level 3	23.3	-	28.6	26.4	26.4	-	25.0	23.8	17.1
Level 2	32.8	50.0	14.3	26.4	31.4	100.0	25.0	32.1	41.9
Level 1	26.4	50.0	57.1	28.8	24.0	-	41.7	19.0	27.9



# Educator Panel – ELA Grade 7 Impact Data

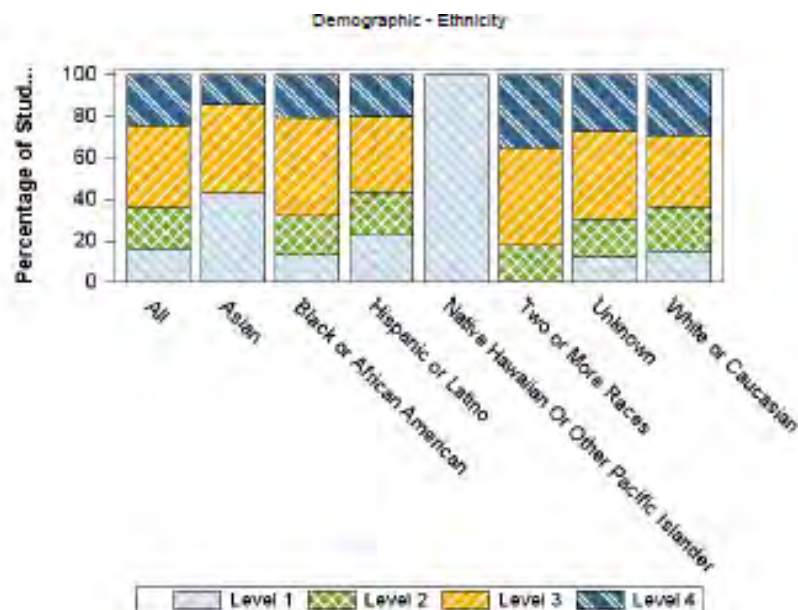
Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	24.4	25.8	23.1
Level 3	40.2	41.0	39.2
Level 2	19.4	19.7	19.6
Level 1	16.0	13.7	18.1

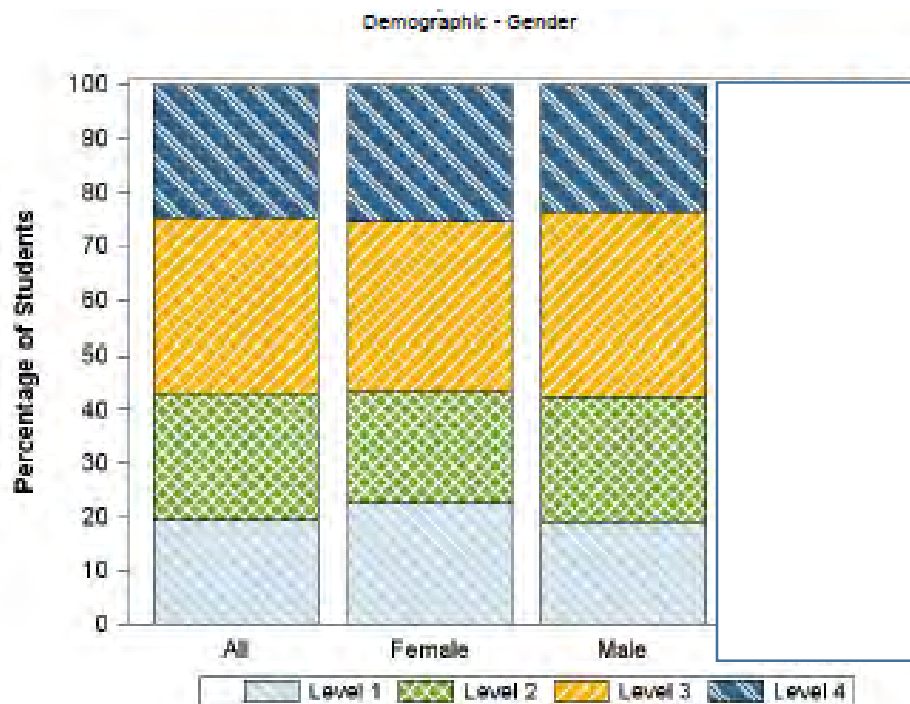


# Educator Panel – ELA Grade 7 Impact Data



Achievement Levels	All	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	24.4	14.3	20.7	20.2		35.3	27.3	28.8
Level 3	40.2	42.9	47.1	36.4		47.1	42.4	34.8
Level 2	19.4		19.0	20.2		17.6	18.2	21.2
Level 1	16.0	42.9	13.2	23.2	100.0		12.1	15.2

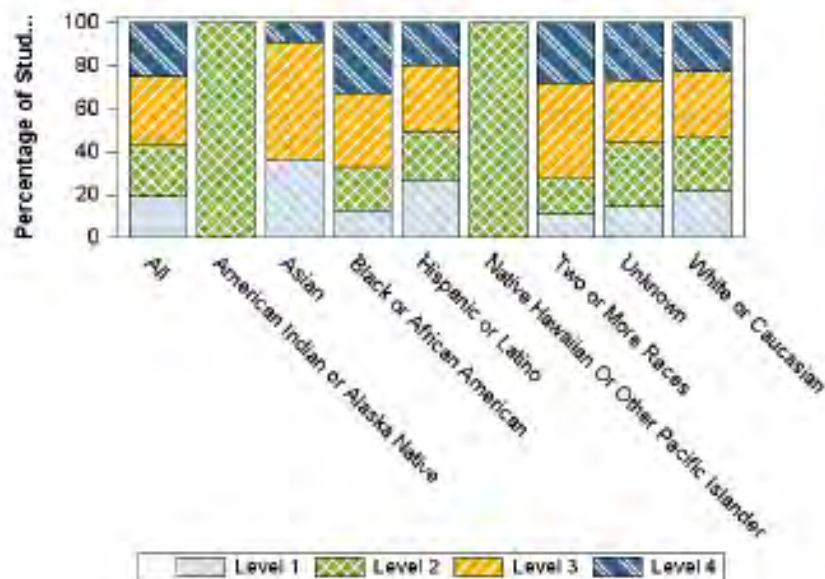
# Educator Panel – ELA Grade 8 Impact Data



Achievement Levels	All	Female	Male
Level 4	24.7	25.5	23.8
Level 3	32.4	31.2	33.8
Level 2	23.5	20.6	23.4
Level 1	19.4	22.7	19.0

# Educator Panel – ELA Grade 8 Impact Data

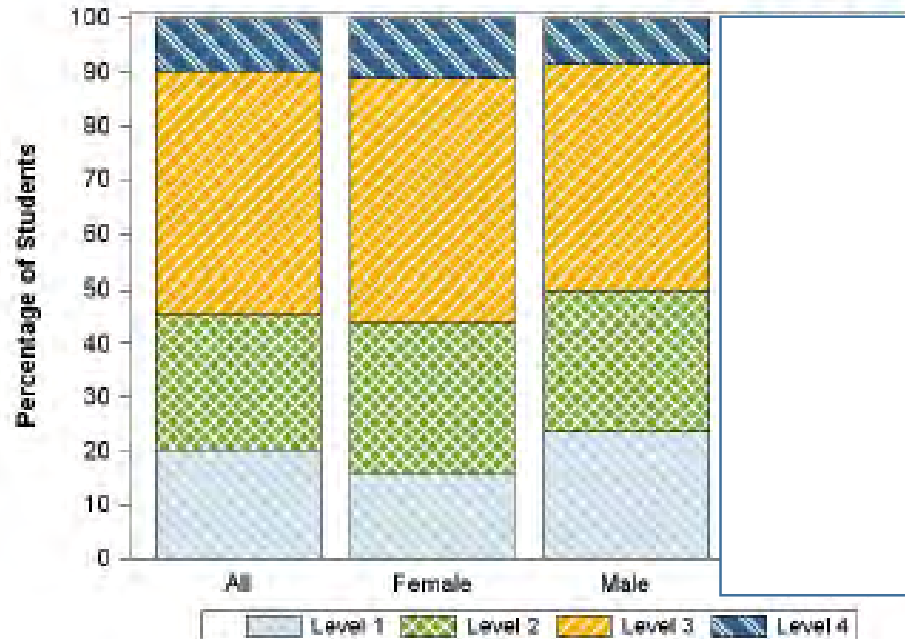
Demographic - Ethnicity



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	24.7	.	9.1	32.8	19.5	.	27.8	26.7	22.8
Level 3	32.4	.	54.5	35.2	31.3	.	44.4	29.3	30.2
Level 2	23.5	100.0	.	19.7	22.7	100.0	18.7	29.3	25.5
Level 1	19.4	.	36.4	12.3	26.6	.	11.1	14.7	21.5

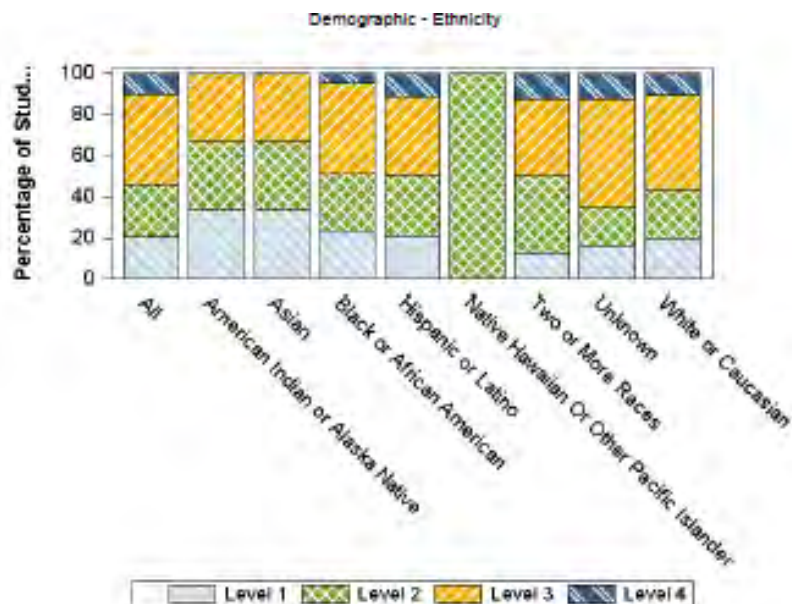
# Educator Panel – ELA Grade 9 Impact Data

Demographic - Gender



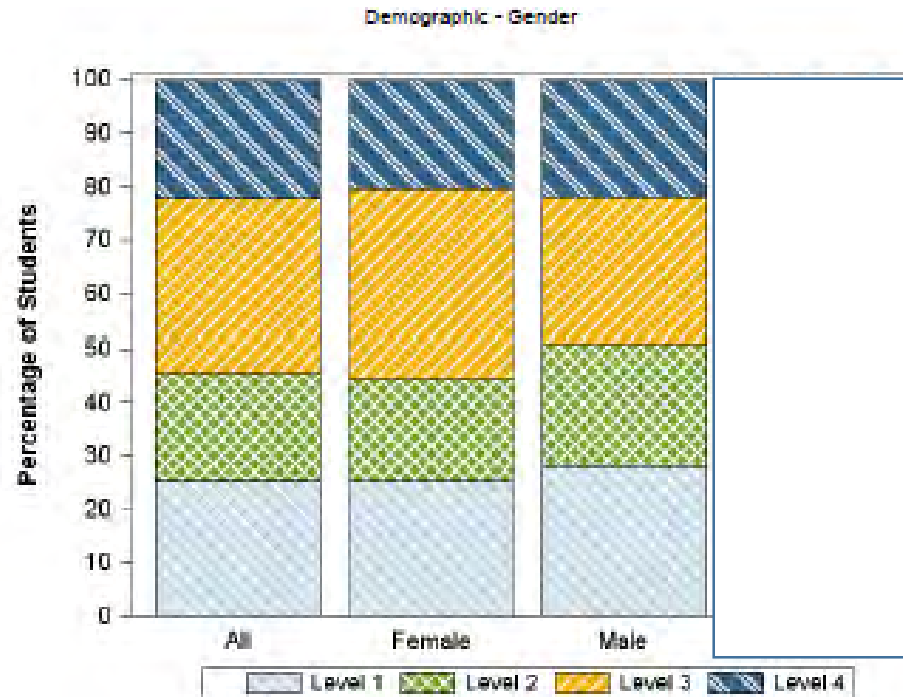
Achievement Levels	All	Female	Male	
Level 4	9.8	11.1	8.4	
Level 3	44.7	45.2	41.8	
Level 2	25.2	27.8	26.2	
Level 1	20.3	15.9	23.6	

# Educator Panel – ELA Grade 9 Impact Data



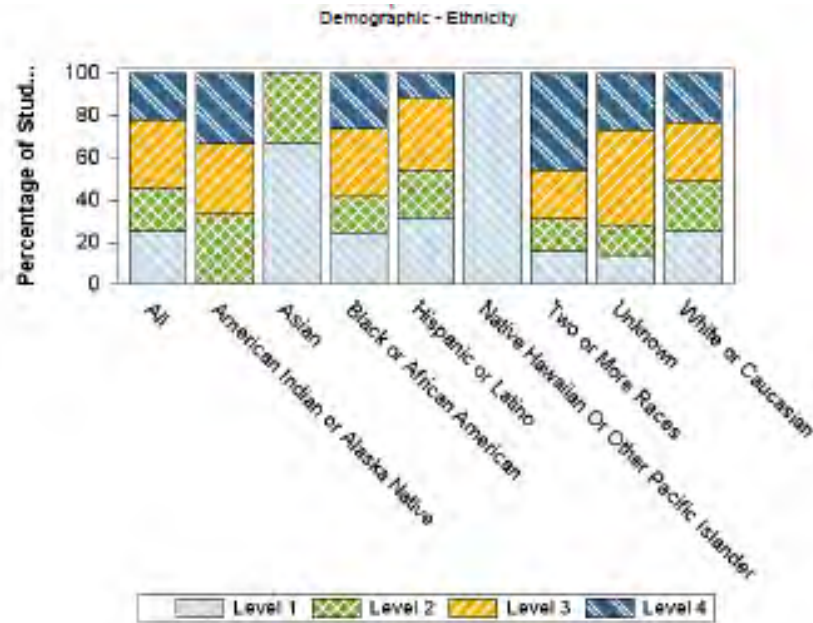
Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	9.8	-	-	4.7	11.7	-	12.5	12.6	10.8
Level 3	44.7	33.3	33.3	44.3	37.8	-	37.5	52.9	46.4
Level 2	25.2	33.3	33.3	27.4	29.7	100.0	37.5	18.4	22.9
Level 1	20.3	33.3	33.3	23.6	20.7	-	12.5	16.1	19.9

# Educator Panel – ELA Grade 10 Impact Data



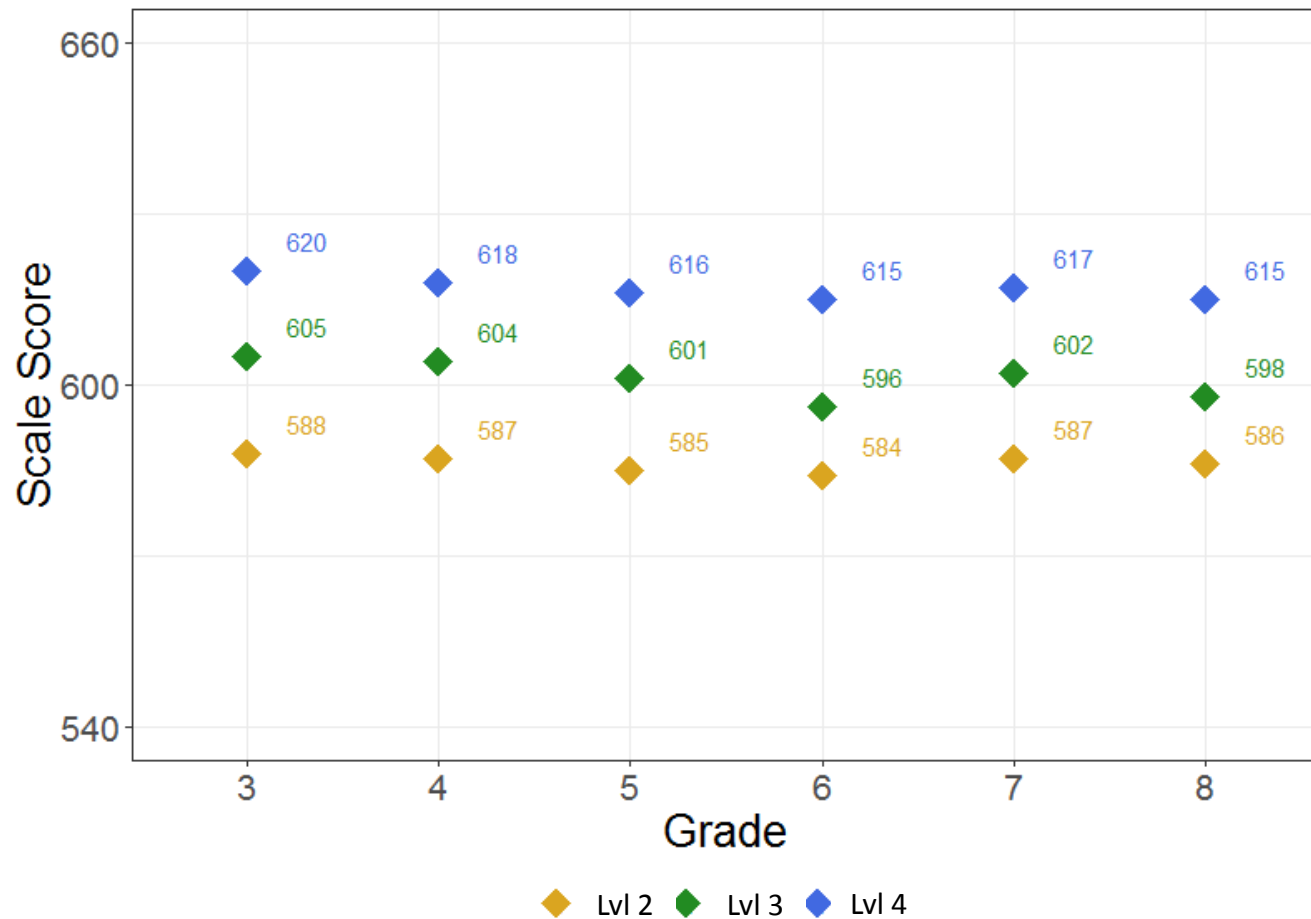
Achievement Levels	All	Female	Male
Level 4	22.2	20.4	22.2
Level 3	32.2	35.4	27.2
Level 2	20.4	19.0	22.6
Level 1	25.1	25.2	28.0

# Educator Panel – ELA Grade 10 Impact Data

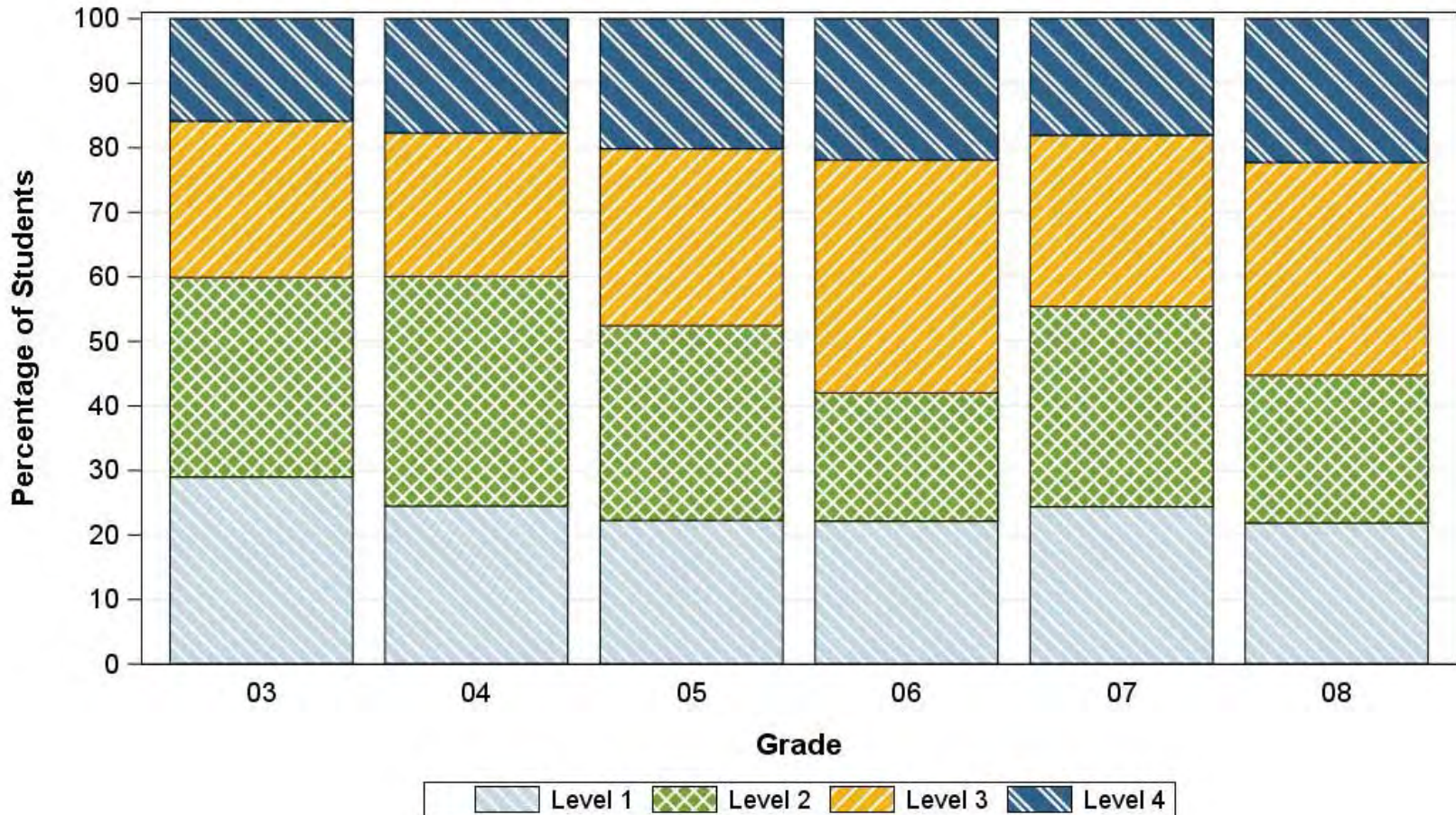


Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.2	33.3	-	26.3	11.8	-	46.2	26.7	23.1
Level 3	32.2	33.3	-	32.2	34.3	-	23.1	45.0	27.9
Level 2	20.4	33.3	33.3	16.9	22.5	-	15.4	15.0	23.8
Level 1	25.1	-	66.7	24.6	31.4	100.0	15.4	13.3	25.2

# Educator Panel – Recommended Mathematics Cut Scores



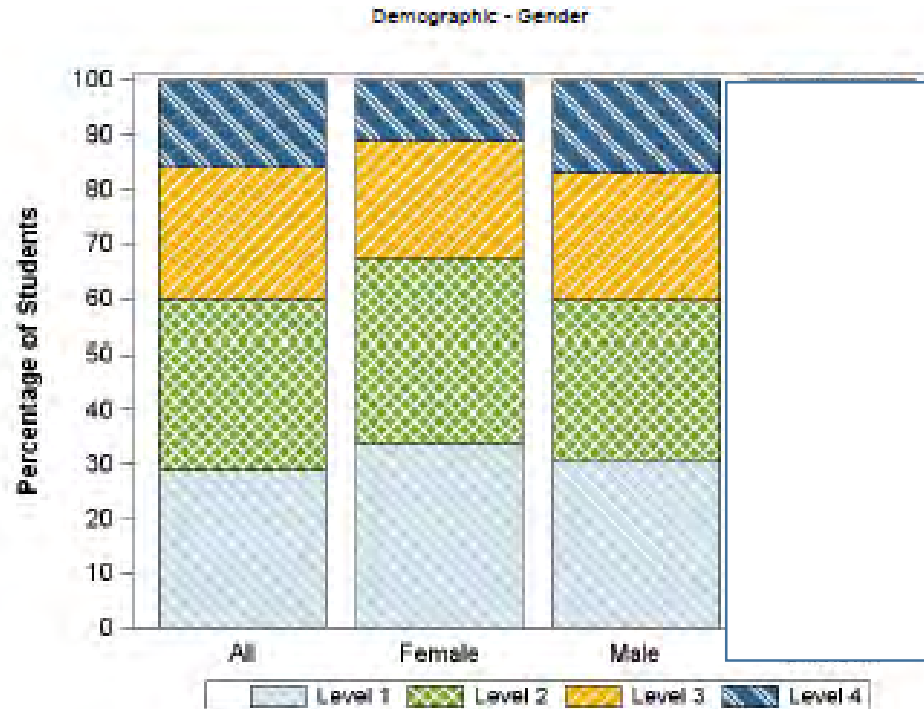
# Educator Panel – Recommended Mathematics Cut Scores



## Educator Panel – Percentage of Students in Each Achievement Level

Achievement Levels	Mathematics					
	03	04	05	06	07	08
Level 4	15.9	17.7	20.1	21.9	18.0	22.3
Level 3	24.2	22.3	27.4	36.1	26.6	33.0
Level 2	30.9	35.6	30.2	19.9	31.0	22.9
Level 1	29.0	24.5	22.3	22.2	24.4	21.9

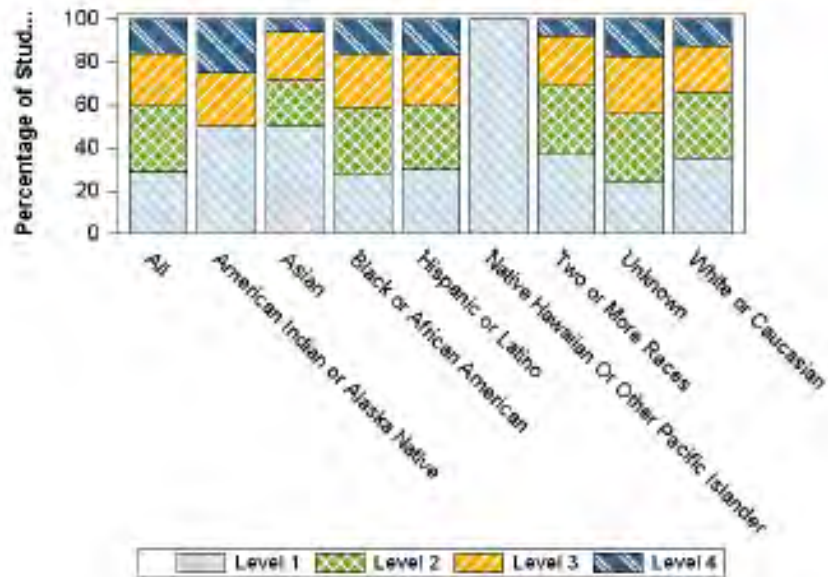
# Educator Panel – Mathematics Grade 3 Impact Data



Achievement Levels	All	Female	Male
Level 4	15.9	11.0	16.9
Level 3	24.2	21.9	23.3
Level 2	30.9	33.4	29.1
Level 1	29.0	33.7	30.7

# Educator Panel – Mathematics Grade 3 Impact Data

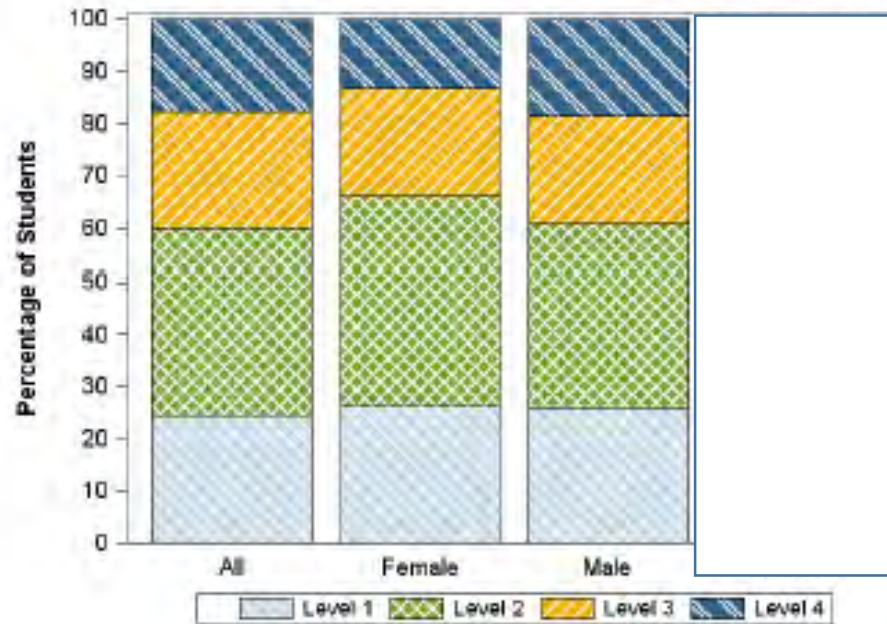
Demographic - Ethnicity



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	15.9	25.0	5.6	16.5	16.6	.	8.0	17.5	12.9
Level 3	24.2	25.0	22.2	25.2	22.8	.	22.7	26.5	20.7
Level 2	30.9	.	22.2	30.6	30.7	.	32.0	31.5	31.1
Level 1	29.0	50.0	50.0	27.8	29.8	100.0	37.3	24.5	35.3

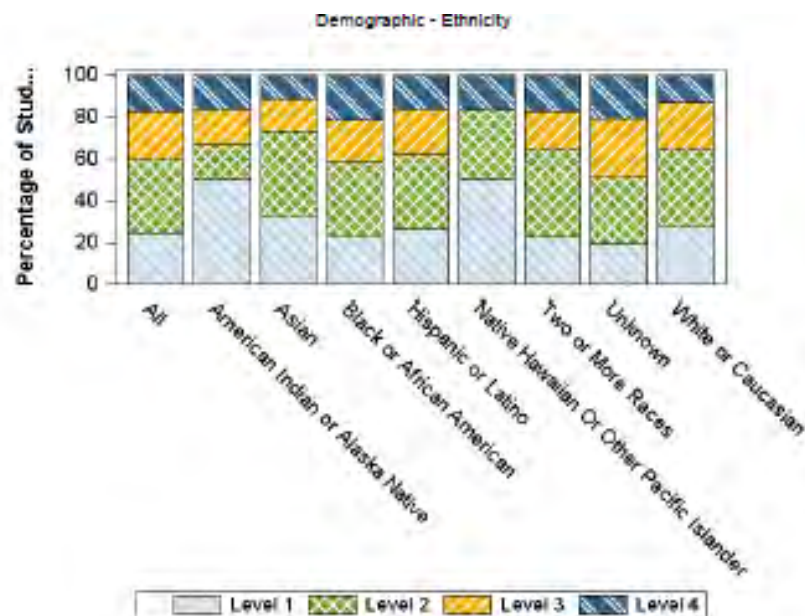
# Educator Panel – Mathematics Grade 4 Impact Data

Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	17.7	13.2	18.8
Level 3	22.3	20.7	20.8
Level 2	35.6	39.9	34.8
Level 1	24.5	26.2	25.8

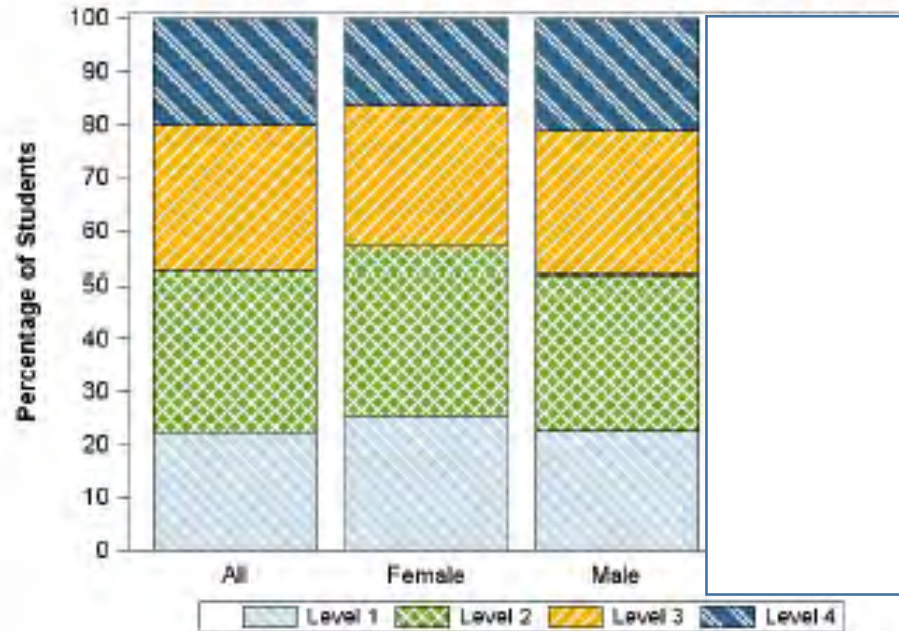
# Educator Panel – Mathematics Grade 4 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	17.7	16.7	11.5	21.5	16.5	16.7	17.3	20.7	13.3
Level 3	22.3	16.7	15.4	20.4	21.5	-	17.3	28.0	21.2
Level 2	35.6	16.7	40.4	35.1	35.9	33.3	42.7	32.2	37.6
Level 1	24.5	50.0	32.7	23.0	26.1	50.0	22.7	19.1	27.8

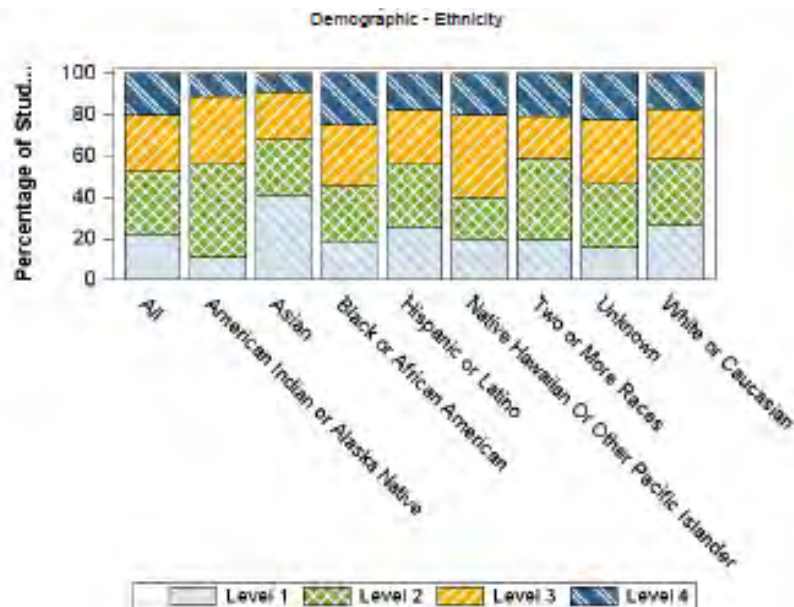
# Educator Panel – Mathematics Grade 5 Impact Data

Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	20.1	16.5	21.2
Level 3	27.4	26.3	26.9
Level 2	30.2	31.8	29.4
Level 1	22.2	25.5	22.5

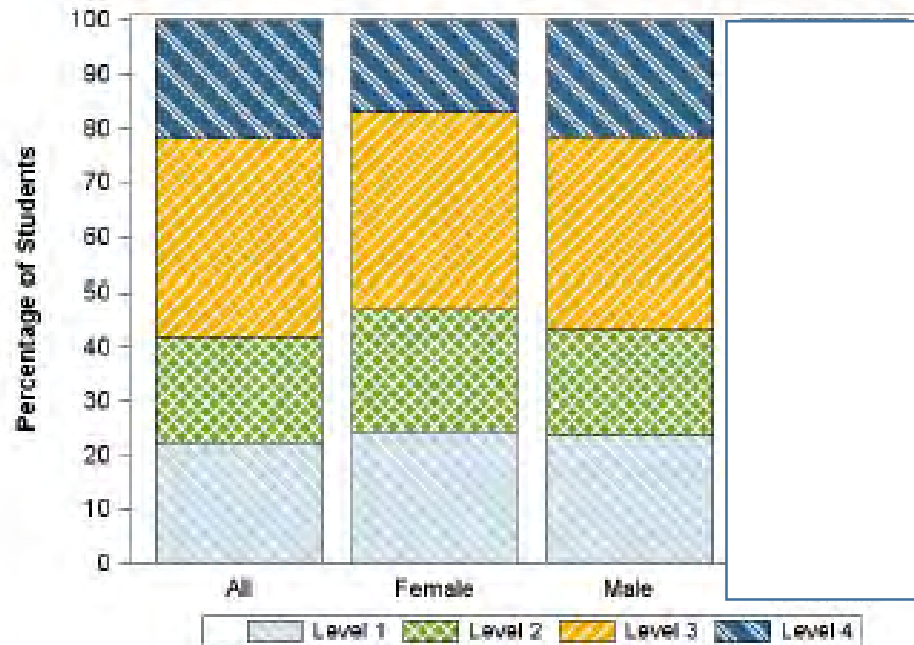
# Educator Panel – Mathematics Grade 5 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	20.1	11.1	8.9	24.9	17.9	20.0	20.5	22.8	17.3
Level 3	27.4	33.3	23.2	30.2	26.4	40.0	20.5	31.4	24.5
Level 2	30.2	44.4	26.8	27.0	30.2	20.0	39.8	30.5	32.1
Level 1	22.2	11.1	41.1	18.0	25.4	20.0	19.3	15.5	26.1

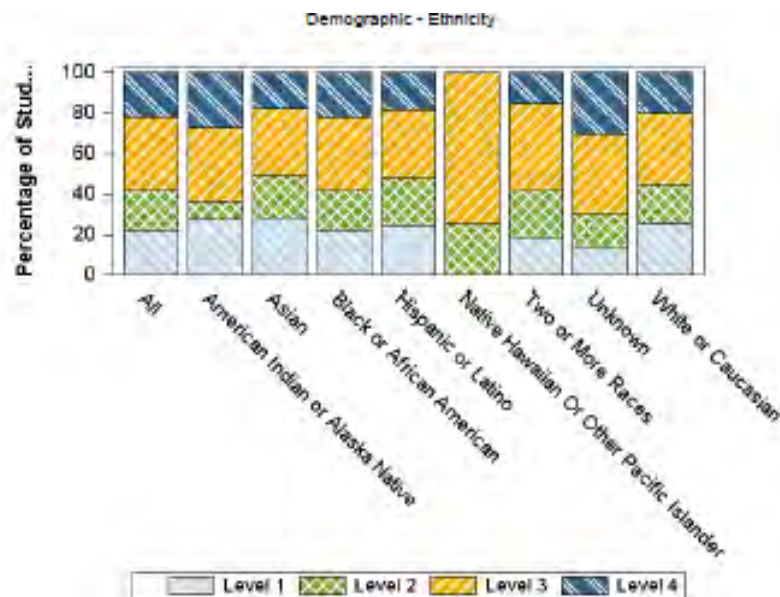
# Educator Panel – Mathematics Grade 6 Impact Data

Demographic - Gender



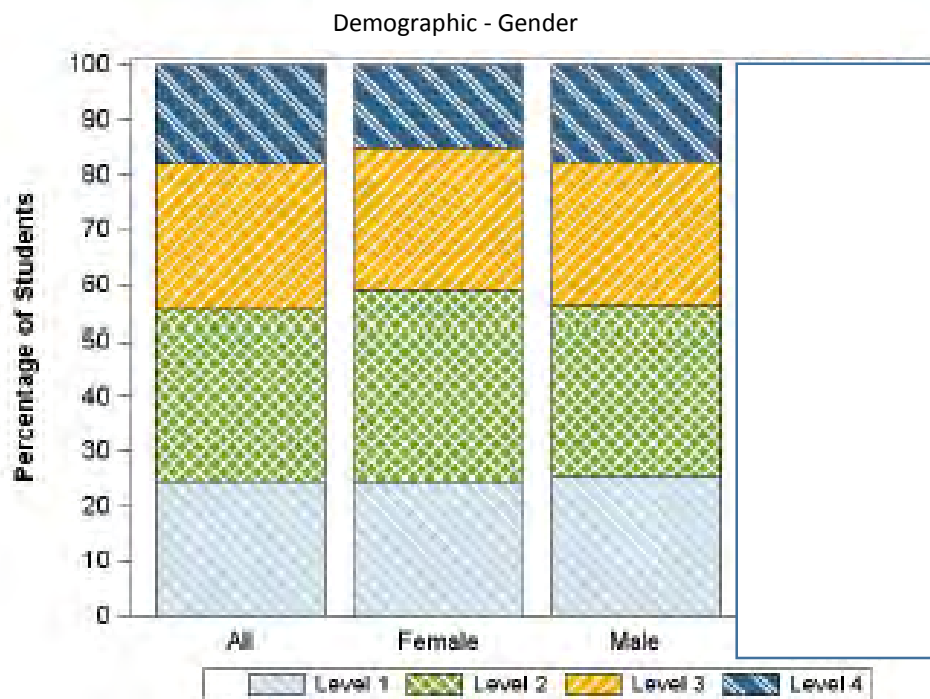
Achievement Levels	All	Female	Male	
Level 4	21.9	17.0	21.6	
Level 3	36.1	36.1	35.1	
Level 2	19.9	22.5	19.7	
Level 1	22.1	24.4	23.5	

# Educator Panel – Mathematics Grade 6 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	21.9	27.3	17.9	22.4	18.4	-	15.6	30.8	20.2
Level 3	36.1	36.4	33.3	36.2	34.0	75.0	42.9	39.5	35.2
Level 2	19.9	9.1	20.5	19.6	22.9	25.0	23.4	15.9	19.5
Level 1	22.1	27.3	28.2	21.8	24.7	-	18.2	13.8	25.1

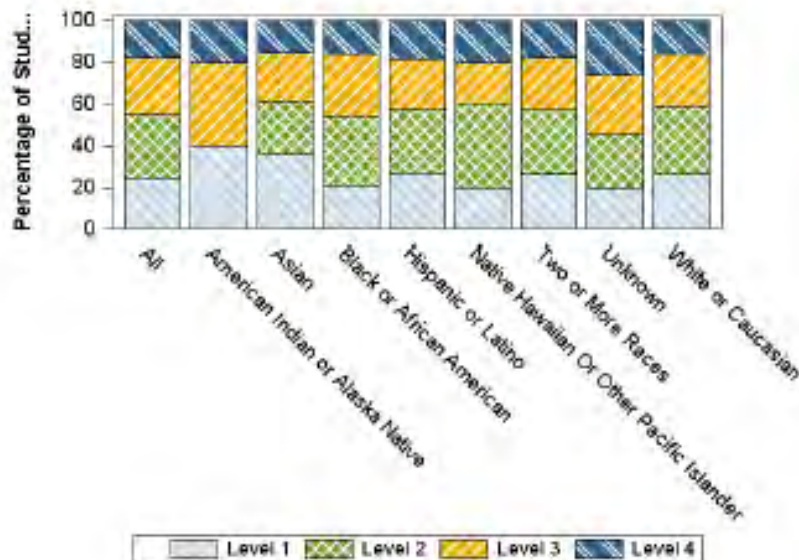
# Educator Panel – Mathematics Grade 7 Impact Data



Achievement Levels	All	Female	Male
Level 4	18.0	15.0	17.7
Level 3	26.8	26.2	26.3
Level 2	31.0	34.6	30.6
Level 1	24.4	24.2	25.4

# Educator Panel – Mathematics Grade 7 Impact Data

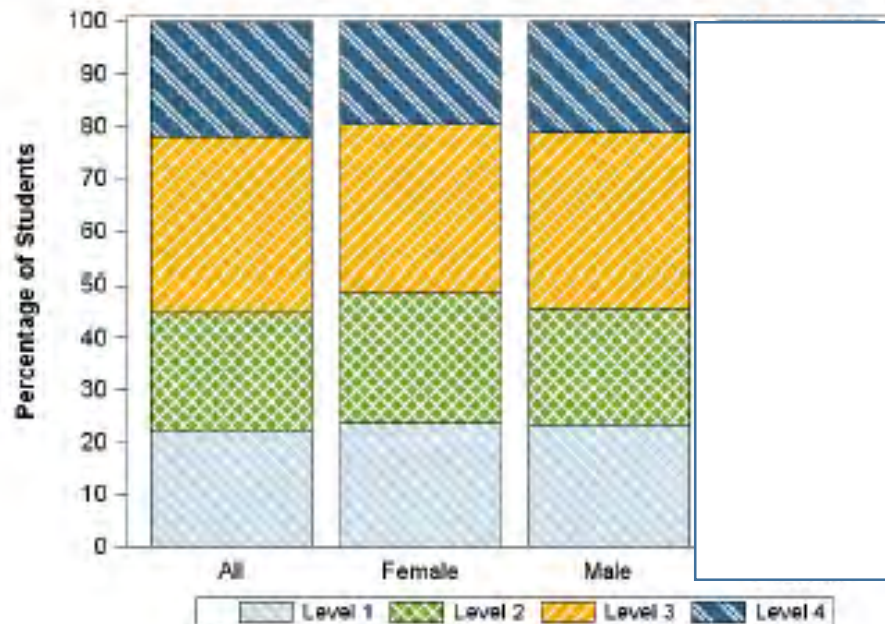
Demographic – Ethnicity



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	18.0	20.0	15.4	16.0	18.8	20.0	18.2	26.2	15.9
Level 3	26.6	40.0	23.1	30.0	24.2	20.0	24.7	28.8	25.0
Level 2	31.0		26.2	32.9	30.3	40.0	31.2	25.1	32.9
Level 1	24.4	40.0	35.4	21.1	26.8	20.0	26.0	19.8	26.1

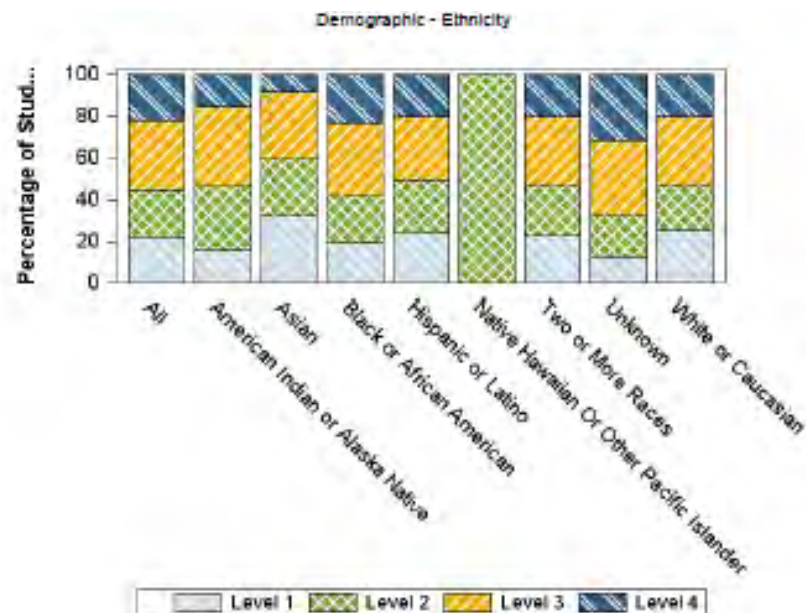
# Educator Panel – Mathematics Grade 8 Impact Data

Demographic - Gender



Achievement Levels	All	Female	Male
Level 4	22.3	19.7	21.3
Level 3	33.0	31.7	33.1
Level 2	22.9	24.9	22.5
Level 1	21.9	23.6	23.2

# Educator Panel – Mathematics Grade 8 Impact Data



Achievement Levels	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.3	15.4	8.5	23.2	20.1	-	20.2	31.7	20.2
Level 3	33.0	38.5	32.2	34.8	30.4	-	32.6	35.4	32.5
Level 2	22.9	30.8	27.1	22.5	25.1	100.0	24.7	20.2	22.1
Level 1	21.9	15.4	32.2	19.4	24.4	-	22.5	12.7	25.2

## Educator Panel Recommendations – Percent of Students at or Above Each Achievement Level

Subject	Grade	Level 2 and Above	Level 3 and Above	Level 4
ELA	3	78%	42%	9%
	4	80%	55%	24%
	5	80%	31%	11%
	6	74%	41%	18%
	7	84%	65%	24%
	8	81%	57%	25%
	9	80%	55%	10%
	10	75%	54%	22%
Mathematics	3	71%	40%	16%
	4	76%	40%	18%
	5	78%	48%	20%
	6	78%	58%	22%
	7	76%	45%	18%
	8	78%	55%	22%



## **FSAA Standard Setting Articulation Panel**

# Articulation Panel Participants

The Articulation Panel is composed of two panelists, a special educator and a content educator, from each educator panel for ELA grades 3-10 and Mathematics grades 3-8.

Articulation Panelist	Position	District
Natasha Auriemma	General Education Teacher	Charlotte
Kelsie Austin	Special Education Teacher	Clay
Dina Casabianca	Special Education Teacher	Brevard
Ashley French	General Education Teacher	Volusia
Jagathy Nair	Special Education Teacher	Palm Beach
Sheila Renea McKenzie	General Education Teacher	Washington
Brandie Padlo	Special Education Teacher	St. Johns
Jodi Richards	General Education Teacher	Charlotte
Deborah Kootsouradis	General Education Teacher	Duval
Christopher Salamone	Special Education Teacher	Pinellas

# Articulation Panel

- Differences between Educator Panel and Articulation Panel
  - Educator Panel
    - Comprised of individuals with content and special education expertise
    - Understand expectations for Florida students
    - Focus on content when making recommendations
  - Articulation Panel
    - Examine achievement level distributions across all grades (Grades 3-10 ELA and Grades 3-8 Mathematics) for consistency
    - Consider policy when making recommendations
    - Consider consequences (impacts) when making recommendations

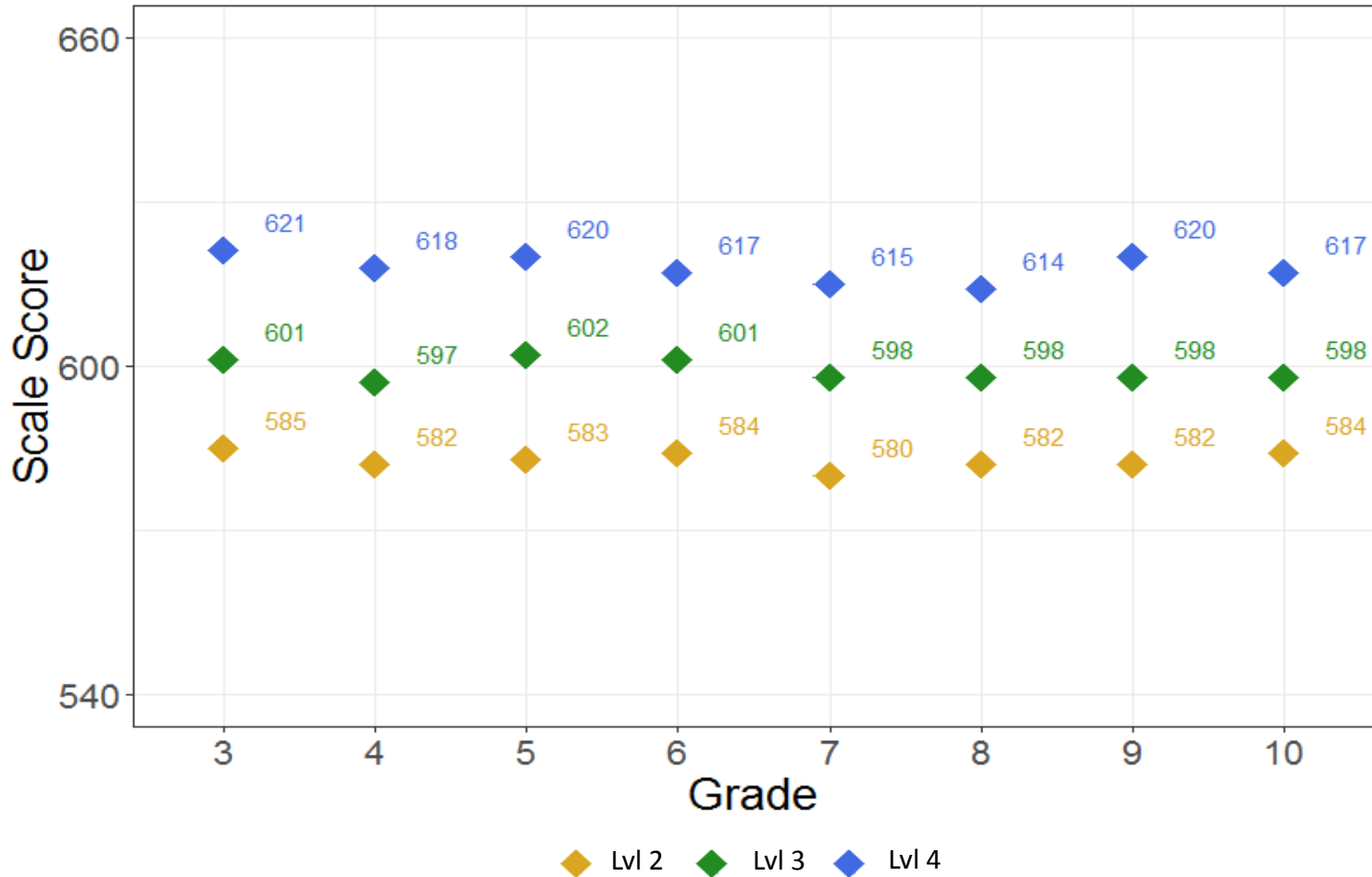
## Articulation Panel – Impact Data Review

- When reviewing impact data, the articulation panel considered the following questions:
  - Given the description of what students should know and be able to do at each Achievement Level, are the recommendations from the Educator Panel consistent with your expectations of student achievement?
  - Given your understanding of this population of students and the assessment, are the impact data based on the Educator Panel's recommendations reasonable?

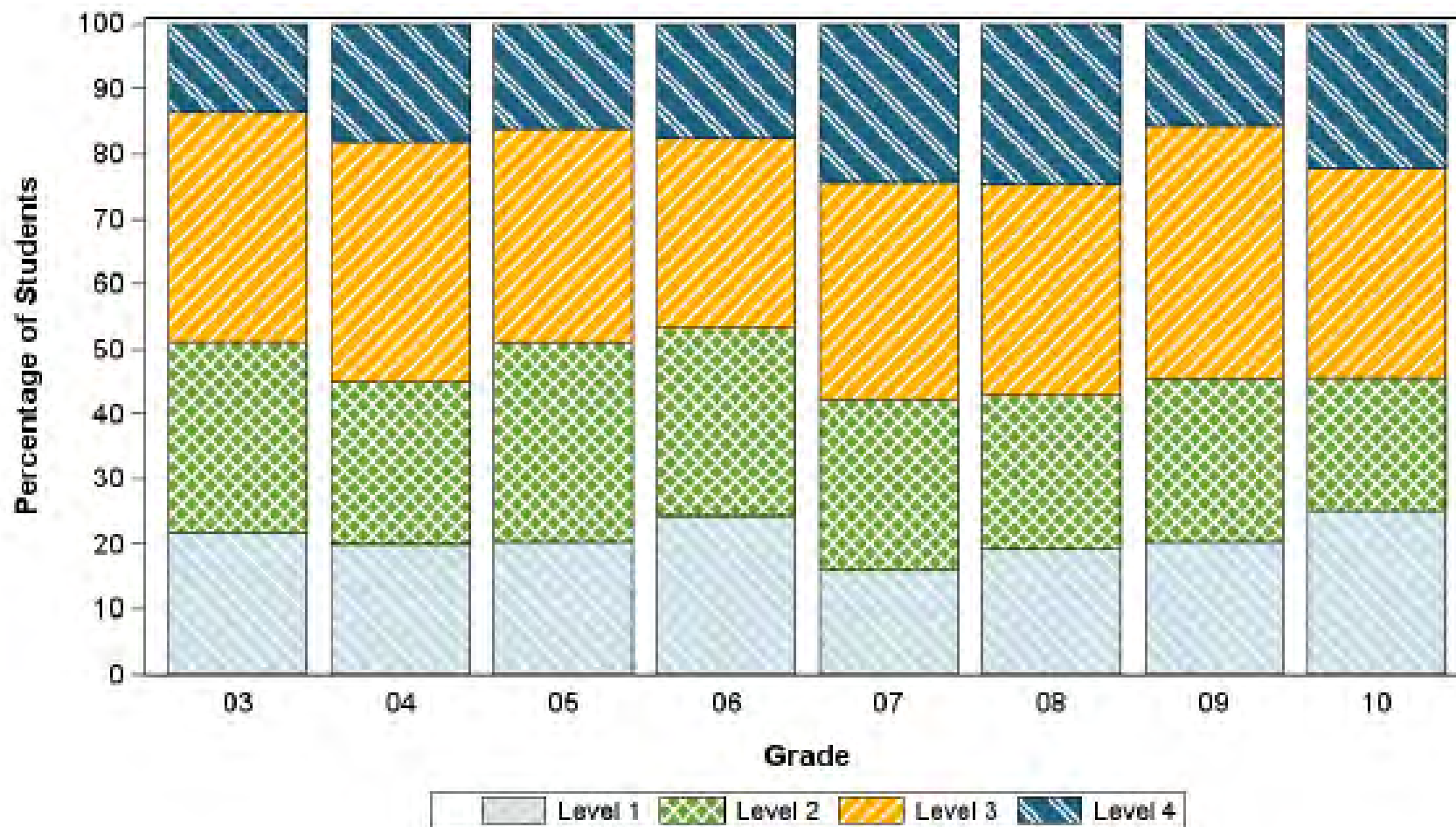
# Articulation Panel – Review of Educator Panel Recommendations

- The Articulation Panel reviewed Educator Panel Recommendations with the following guidelines in mind:
  - Unlike the Educator Panel, the Articulation Panel was asked to reach consensus on any adjusted cuts
  - If the Articulation Panel suggested modifications, the facilitator immediately provided new impact data using the proposed modifications
  - If the Articulation Panel suggested any modifications, the panelists discussed rationales for suggested changes
  - Articulation Panelists were informed their recommendations would be published and considered by the general public, the Commissioner, and the State Board of Education in determining FSAA achievement level standards

# Articulation Panel – Recommended ELA Cut Scores



## ELA Articulation Panel – Percent of Students in each Achievement Level

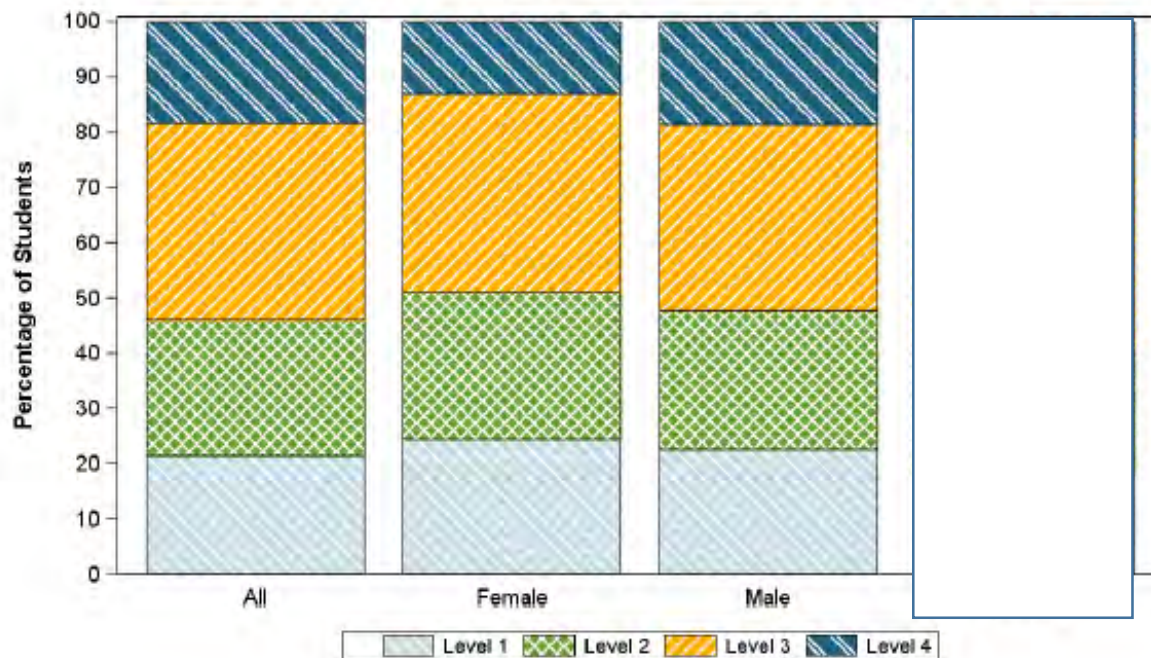


## ELA Articulation Panel – Percent of Students in each Achievement Level

Achievement Levels	English Language Arts							
	03	04	05	06	07	08	09	10
<b>Level 4</b>	13.6	18.1	16.1	17.5	24.4	24.7	15.6	22.2
<b>Level 3</b>	35.4	37.0	32.9	29.3	33.4	32.4	38.9	32.2
<b>Level 2</b>	29.1	25.0	30.8	28.9	26.2	23.5	25.2	20.4
<b>Level 1</b>	21.9	20.0	20.3	24.3	16.0	19.4	20.3	25.1

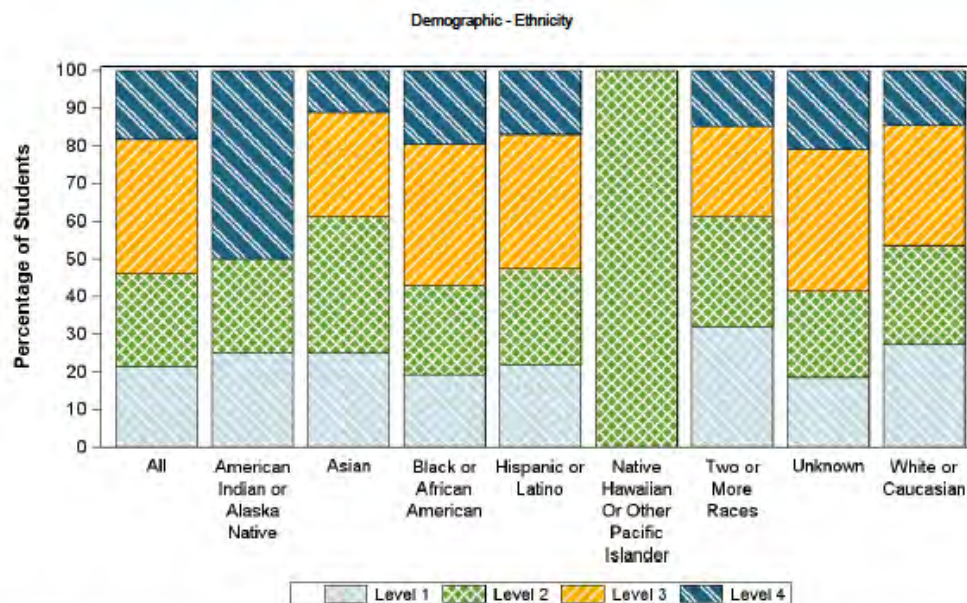
# Articulation Panel – ELA Grade 3 Impact Data

Demographic - Gender



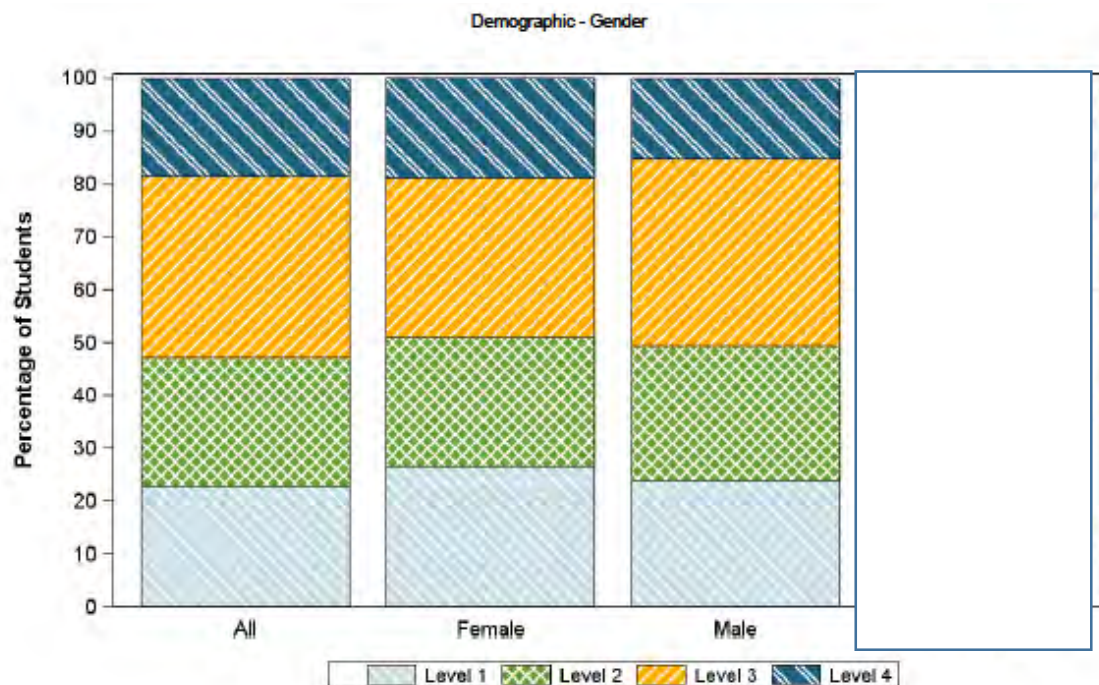
Achievement Levels	English Language Arts - Grade 03			
	All	Female	Male	
Level 4	18.3	13.1	18.6	
Level 3	35.7	35.8	33.7	
Level 2	24.6	26.7	25.1	
Level 1	21.4	24.4	22.6	

# Articulation Panel – ELA Grade 3 Impact Data



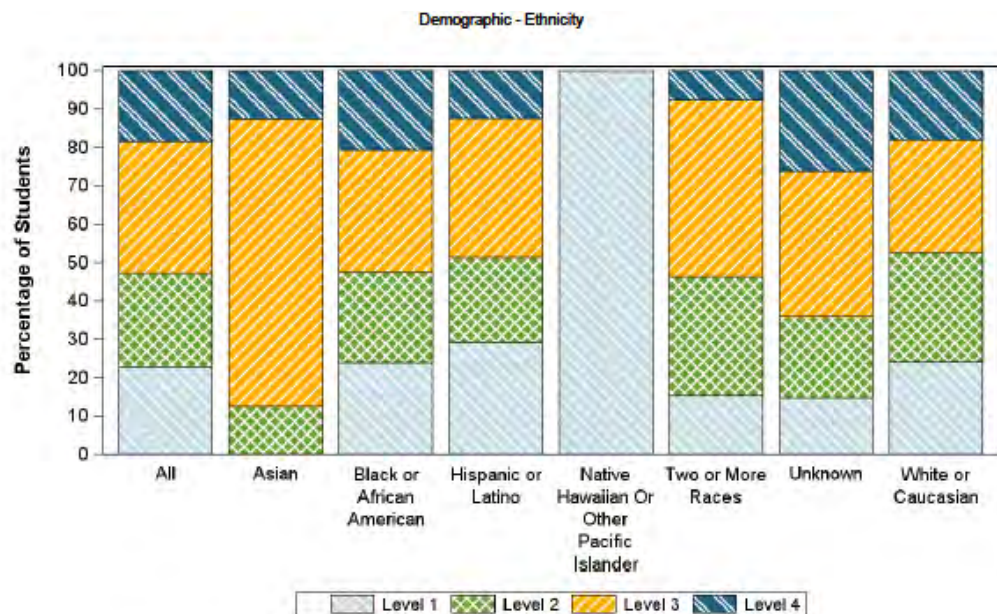
Achievement Levels	English Language Arts - Grade 03								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	18.3	50.0	11.1	19.4	16.9	.	14.7	20.9	14.4
Level 3	35.7	.	27.8	37.5	35.7	.	24.0	37.8	32.1
Level 2	24.6	25.0	36.1	23.9	25.5	100.0	29.3	22.9	26.2
Level 1	21.4	25.0	25.0	19.2	21.9	.	32.0	18.4	27.3

# Articulation Panel – ELA Grade 4 Impact Data



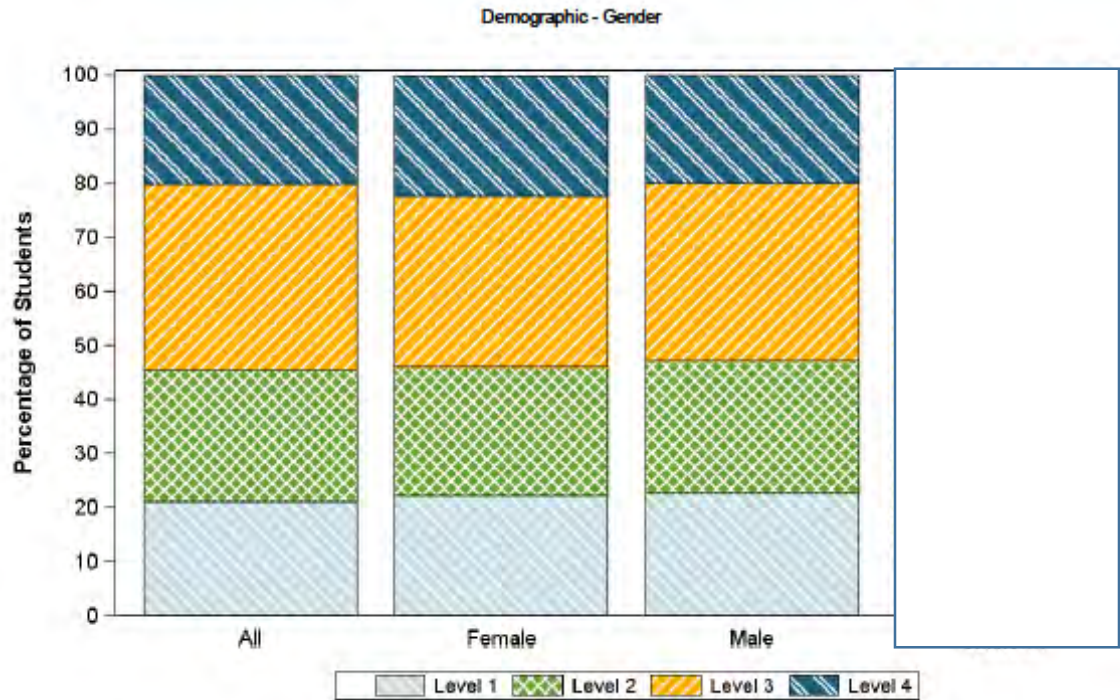
Achievement Levels	English Language Arts - Grade 04			
	All	Female	Male	
Level 4	18.5	18.9	15.2	
Level 3	34.3	30.1	35.4	
Level 2	24.3	24.5	25.5	
Level 1	22.9	26.6	23.9	

# Articulation Panel – ELA Grade 4 Impact Data



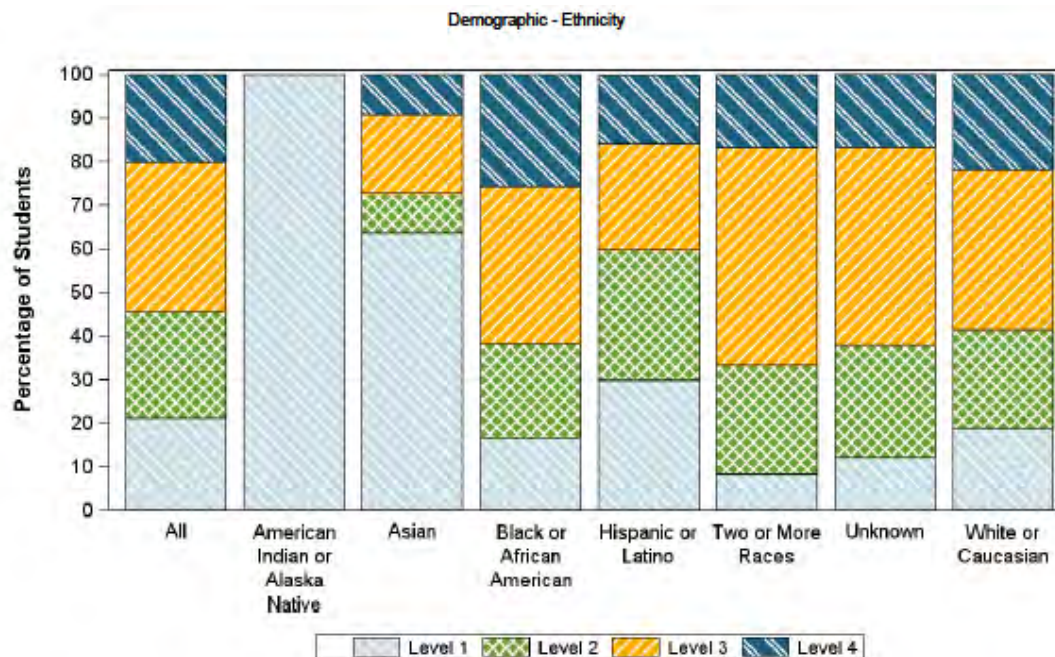
Achievement Levels	English Language Arts - Grade 04							
	All	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	18.5	12.5	20.8	12.4	.	7.7	26.3	18.0
Level 3	34.3	75.0	31.7	36.3	.	46.2	37.9	29.3
Level 2	24.3	12.5	23.8	22.1	.	30.8	21.1	28.7
Level 1	22.9	.	23.8	29.2	100.0	15.4	14.7	24.0

# Articulation Panel – ELA Grade 5 Impact Data



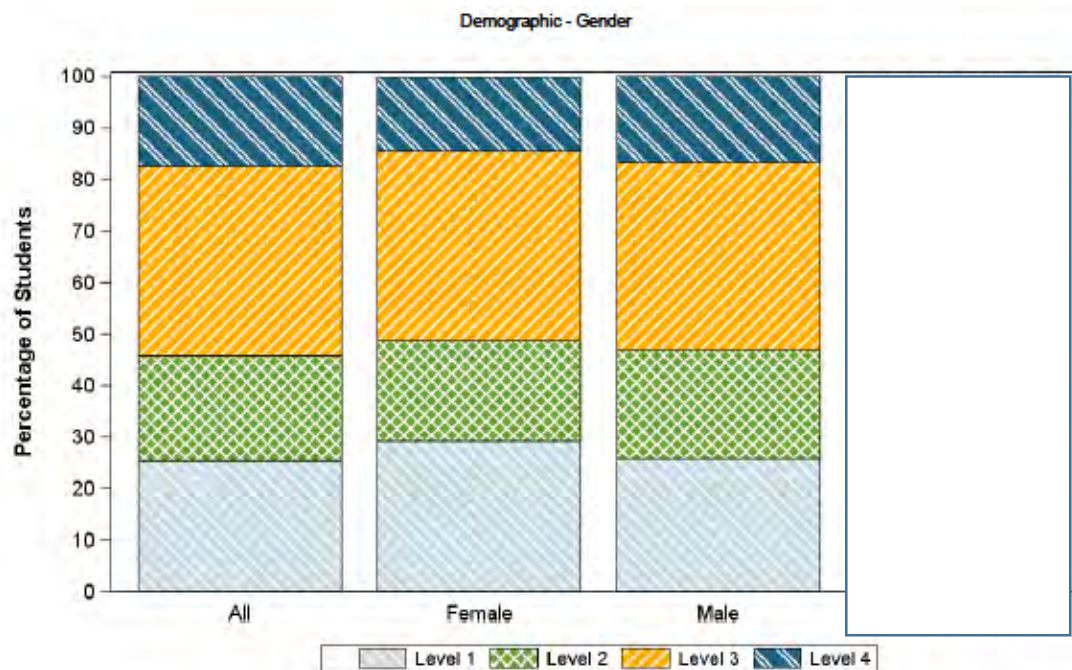
Achievement Levels	English Language Arts - Grade 05			
	All	Female	Male	
Level 4	20.1	22.2	19.9	
Level 3	34.3	31.7	32.9	
Level 2	24.5	23.8	24.5	
Level 1	21.1	22.2	22.7	

# Articulation Panel – ELA Grade 5 Impact Data



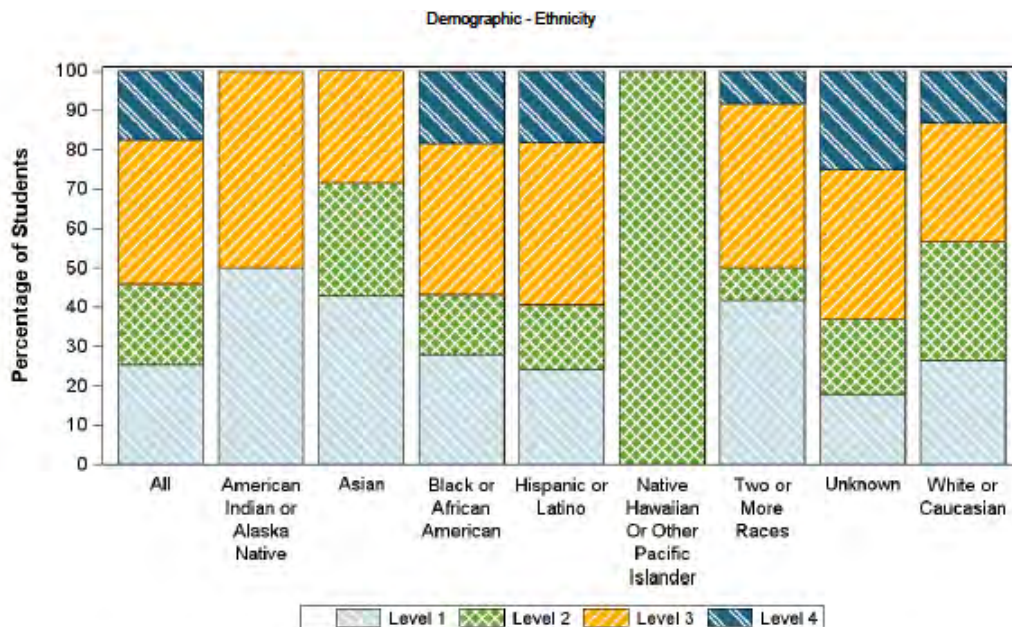
Achievement Levels	English Language Arts - Grade 05							
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White or Caucasian
Level 4	20.1	-	9.1	25.6	15.7	16.7	16.7	21.9
Level 3	34.3	-	18.2	36.1	24.4	50.0	45.5	36.7
Level 2	24.5	-	9.1	21.8	29.9	25.0	25.8	22.7
Level 1	21.1	100.0	63.6	16.5	29.9	8.3	12.1	18.8

# Articulation Panel – ELA Grade 6 Impact Data



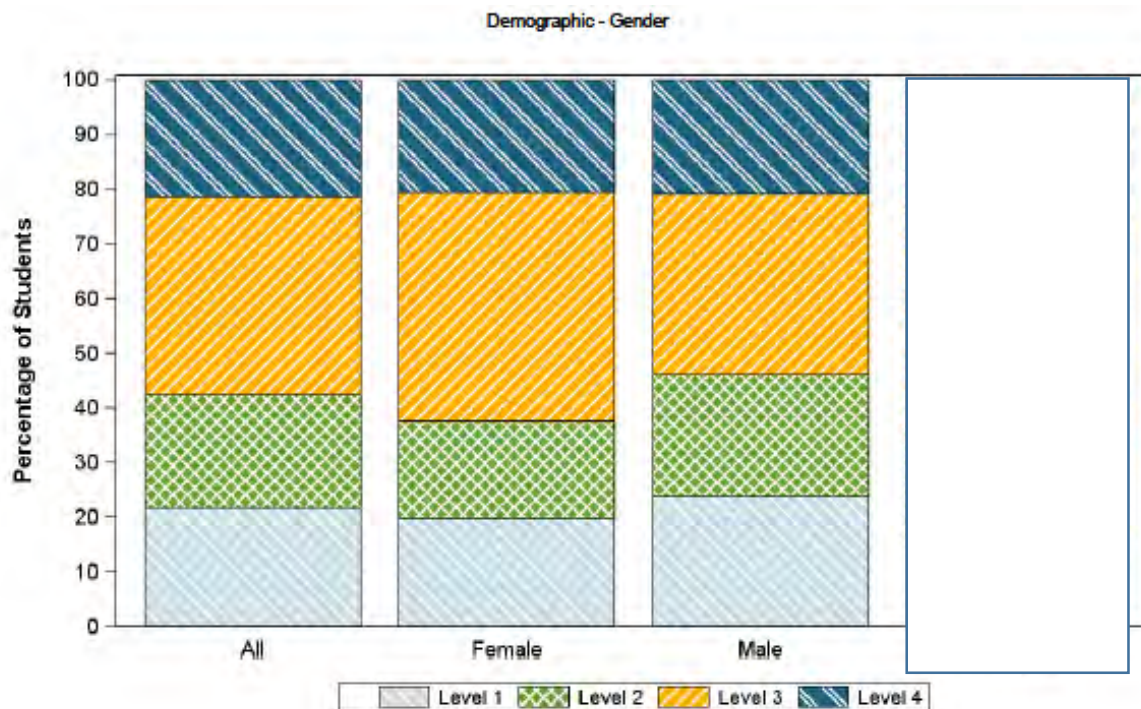
Achievement Levels	English Language Arts - Grade 06			
	All	Female	Male	
Level 4	17.5	14.3	16.7	
Level 3	36.8	36.8	36.4	
Level 2	20.4	19.5	21.2	
Level 1	25.4	29.3	25.8	

# Articulation Panel – ELA Grade 6 Impact Data



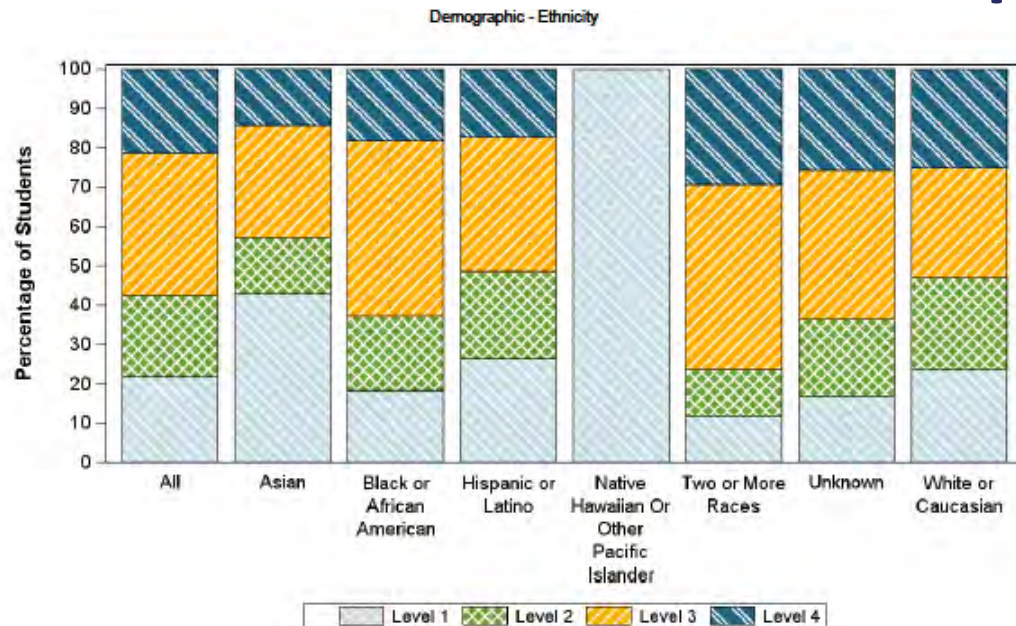
Achievement Levels	English Language Arts - Grade 06								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	17.5	.	.	18.4	18.2	.	8.3	25.0	13.2
Level 3	36.8	50.0	28.6	38.4	41.3	.	41.7	38.1	30.2
Level 2	20.4	.	28.6	15.2	16.5	100.0	8.3	19.0	30.2
Level 1	25.4	50.0	42.9	28.0	24.0	.	41.7	17.9	26.4

# Articulation Panel – ELA Grade 7 Impact Data



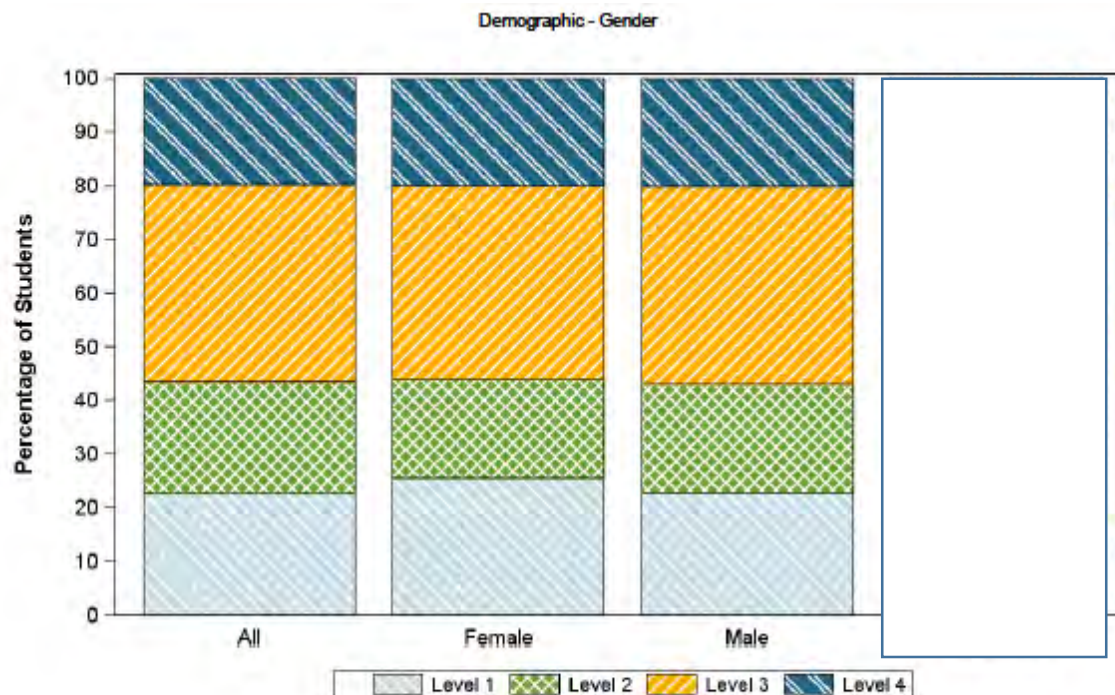
Achievement Levels	English Language Arts - Grade 07			
	All	Female	Male	
Level 4	21.4	20.5	20.8	
Level 3	36.1	41.9	33.1	
Level 2	20.8	17.9	22.3	
Level 1	21.7	19.7	23.8	

# Articulation Panel – ELA Grade 7 Impact Data



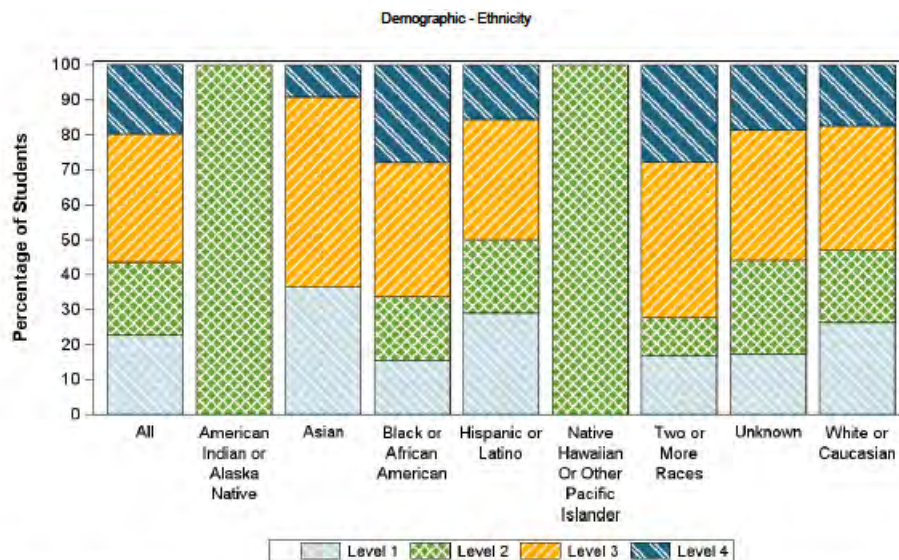
Achievement Levels	English Language Arts - Grade 07							
	All	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	21.4	14.3	18.2	17.2	.	29.4	25.8	25.0
Level 3	36.1	28.6	44.6	34.3	.	47.1	37.9	28.0
Level 2	20.8	14.3	19.0	22.2	.	11.8	19.7	23.5
Level 1	21.7	42.9	18.2	26.3	100.0	11.8	16.7	23.5

# Articulation Panel – ELA Grade 8 Impact Data



Achievement Levels	English Language Arts - Grade 08			
	All	Female	Male	
Level 4	19.8	19.9	20.0	
Level 3	36.8	36.2	36.9	
Level 2	20.8	18.4	20.3	
Level 1	22.7	25.5	22.8	

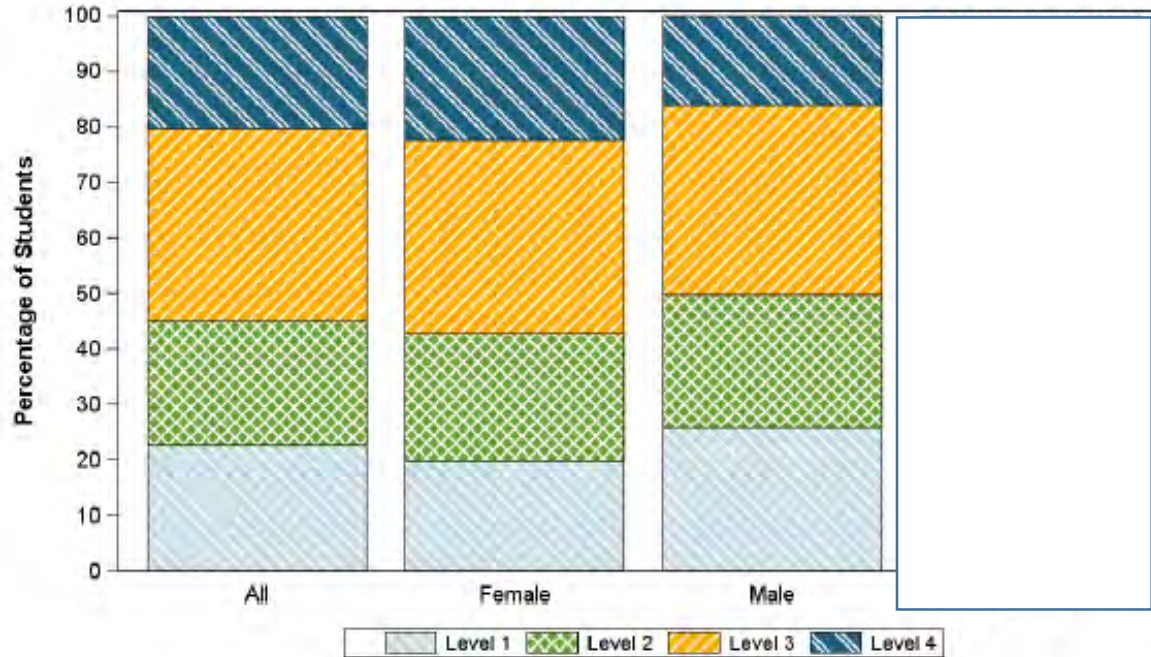
# Articulation Panel – ELA Grade 8 Impact Data



Achievement Levels	English Language Arts - Grade 08								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	19.8	-	9.1	27.9	15.6	-	27.8	18.7	17.4
Level 3	36.8	-	54.5	38.5	34.4	-	44.4	37.3	35.6
Level 2	20.8	100.0	-	18.0	21.1	100.0	11.1	26.7	20.8
Level 1	22.7	-	36.4	15.6	28.9	-	16.7	17.3	26.2

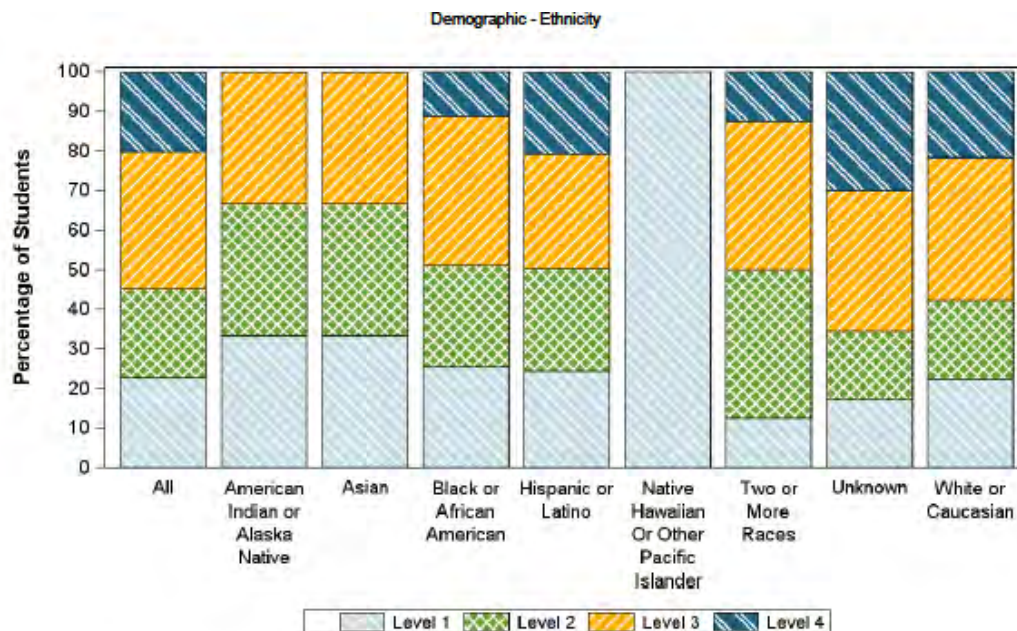
# Articulation Panel – ELA Grade 9 Impact Data

Demographic - Gender



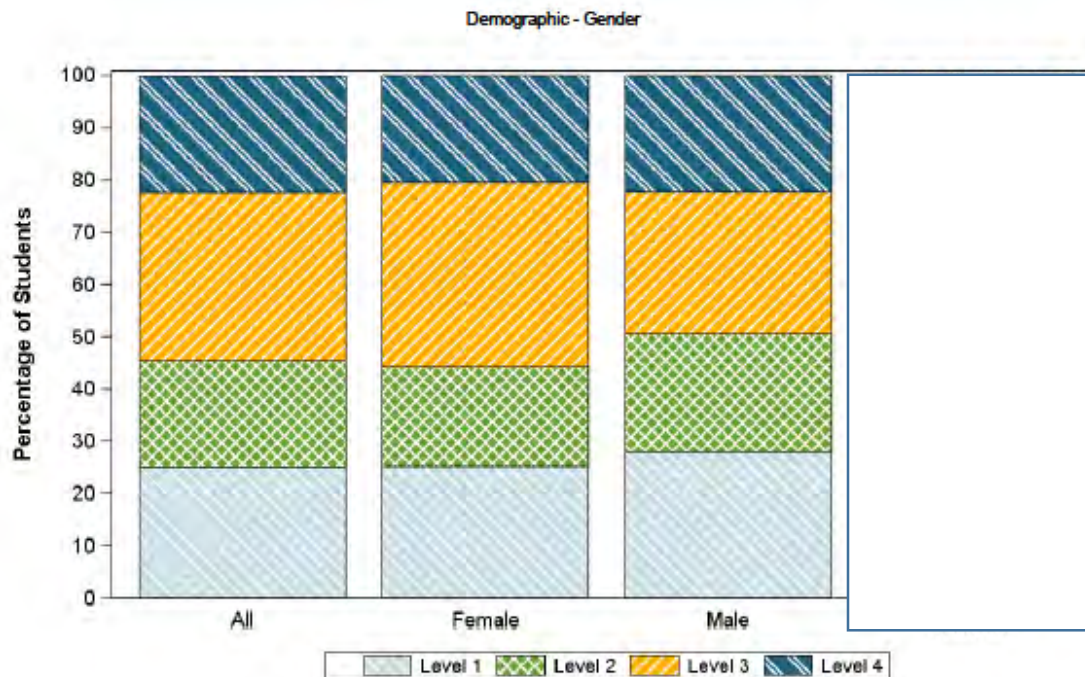
Achievement Levels	English Language Arts - Grade 09			
	All	Female	Male	
Level 4	20.1	22.2	16.0	
Level 3	34.6	34.9	34.2	
Level 2	22.5	23.0	24.0	
Level 1	22.7	19.8	25.8	

# Articulation Panel – ELA Grade 9 Impact Data



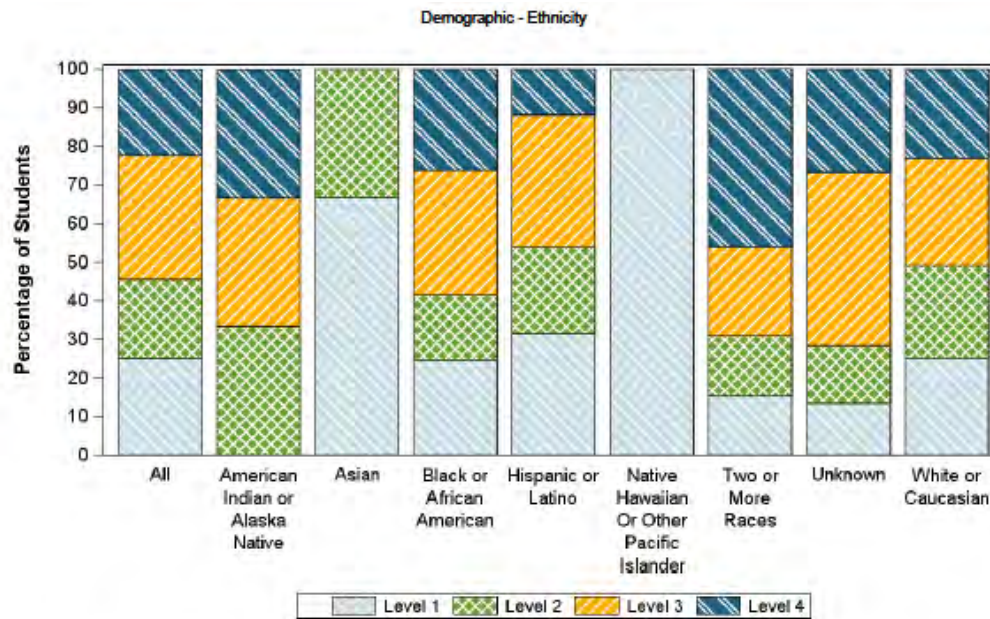
Achievement Levels	English Language Arts - Grade 09								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	20.1	-	-	11.3	20.7	-	12.5	29.9	21.7
Level 3	34.6	33.3	33.3	37.7	28.8	-	37.5	35.6	36.1
Level 2	22.5	33.3	33.3	25.5	26.1	-	37.5	17.2	19.9
Level 1	22.7	33.3	33.3	25.5	24.3	100.0	12.5	17.2	22.3

# Articulation Panel – ELA Grade 10 Impact Data



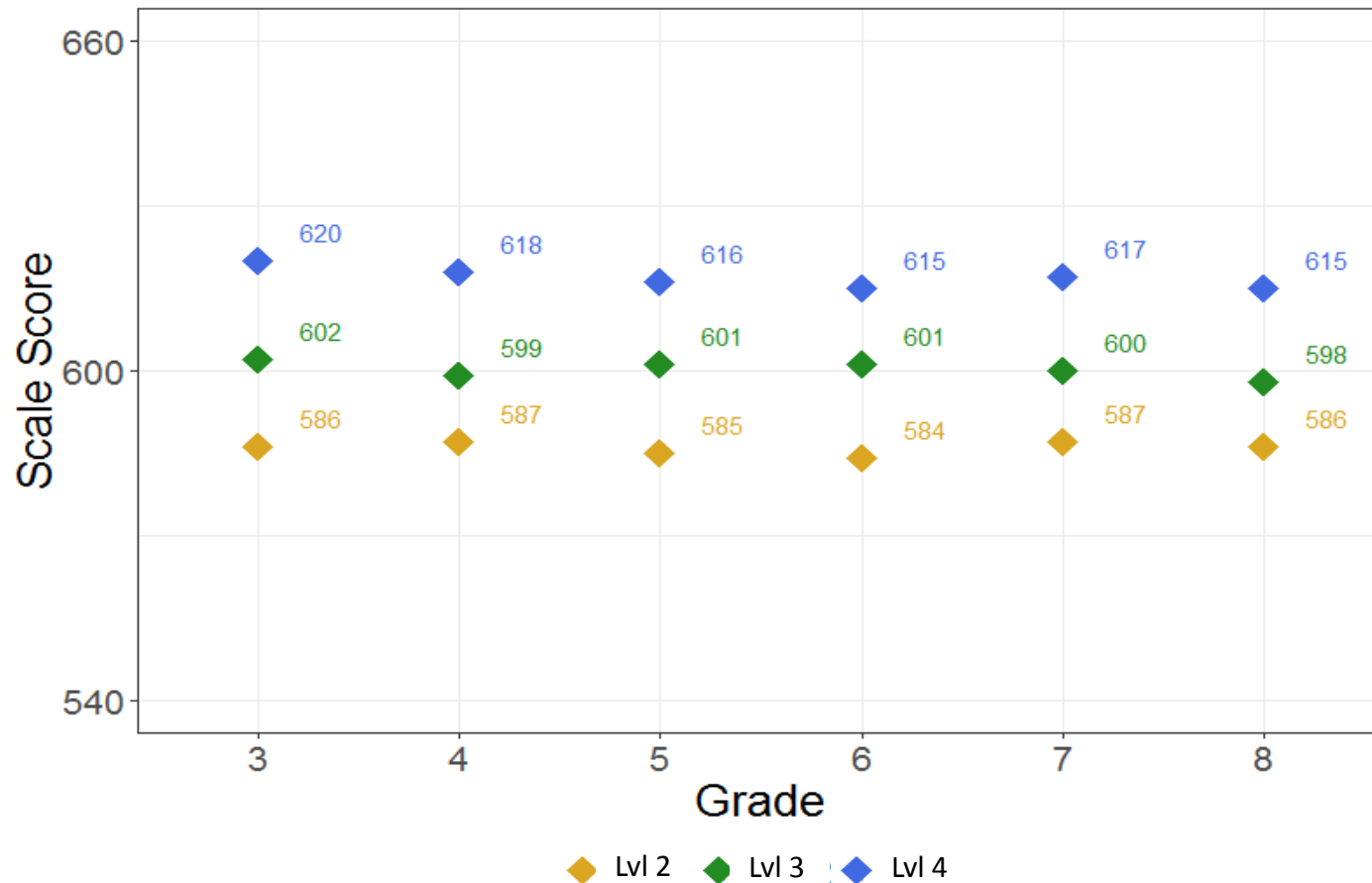
Achievement Levels	English Language Arts - Grade 10			
	All	Female	Male	
Level 4	22.2	20.4	22.2	
Level 3	32.2	35.4	27.2	
Level 2	20.4	19.0	22.6	
Level 1	25.1	25.2	28.0	

# Articulation Panel – ELA Grade 10 Impact Data

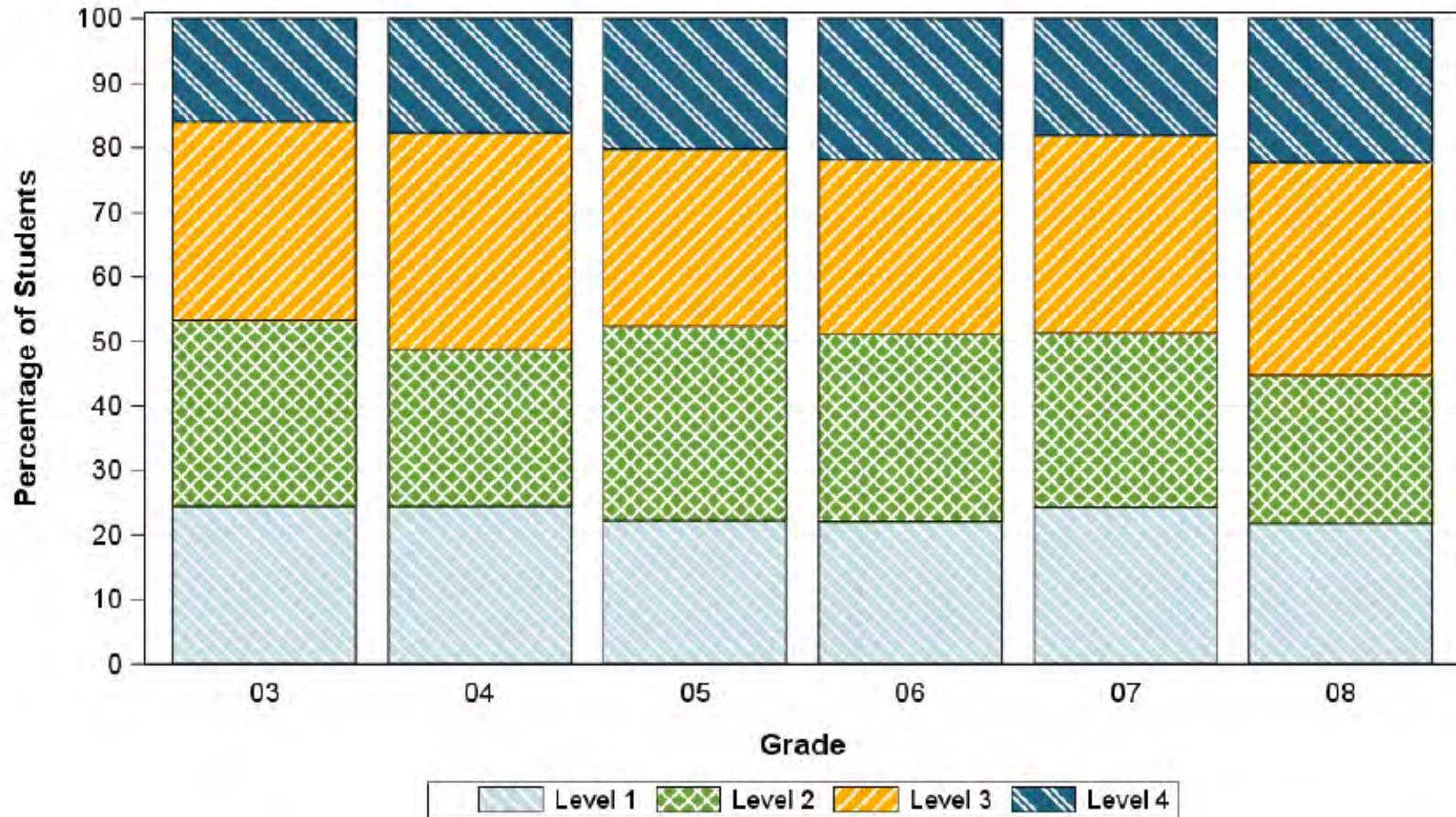


Achievement Levels	English Language Arts - Grade 10								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.2	33.3	.	26.3	11.8	.	46.2	26.7	23.1
Level 3	32.2	33.3	.	32.2	34.3	.	23.1	45.0	27.9
Level 2	20.4	33.3	33.3	16.9	22.5	.	15.4	15.0	23.8
Level 1	25.1	.	66.7	24.6	31.4	100.0	15.4	13.3	25.2

# Articulation Panel – Recommended Mathematics Cut Scores



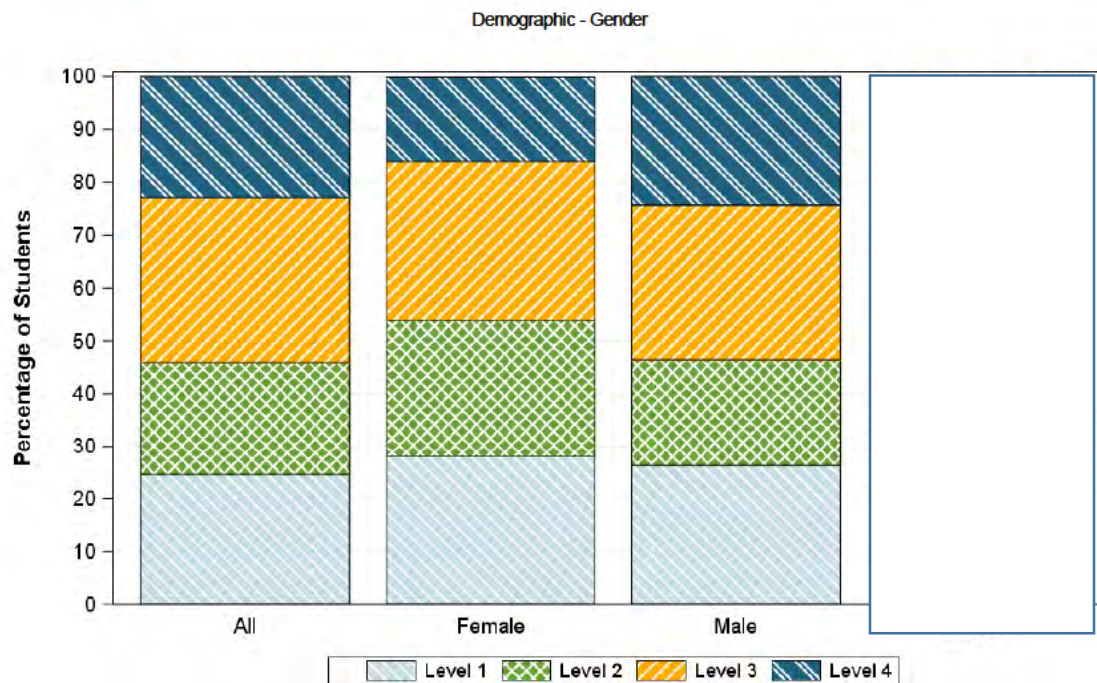
# Mathematics Articulation Panel – Percent of Students in each Achievement Level



# Mathematics Articulation Panel – Percent of Students in each Achievement Level

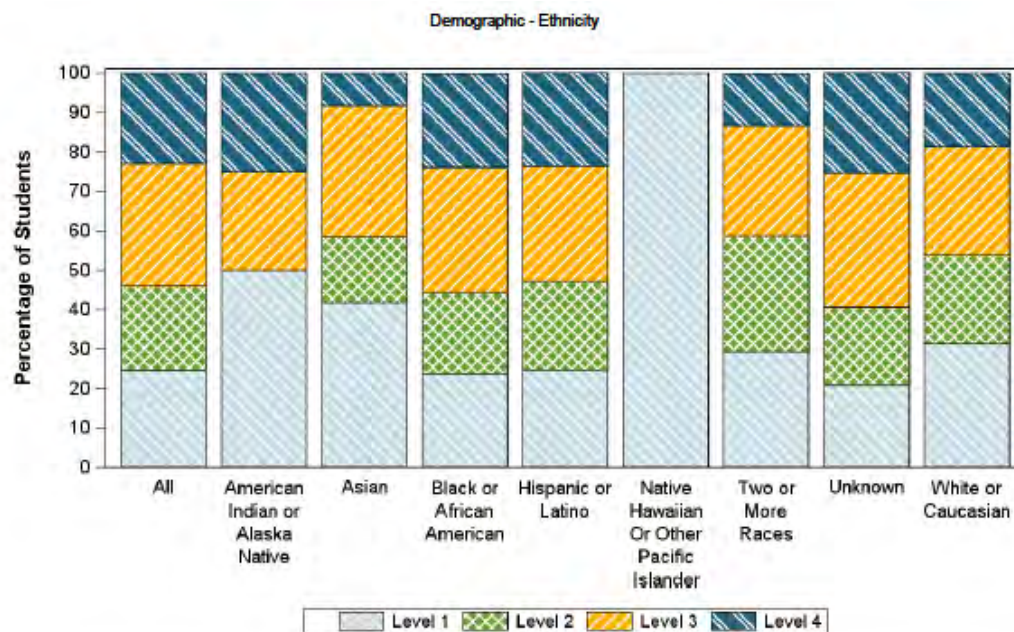
Achievement Levels	Mathematics					
	03	04	05	06	07	08
Level 4	15.9	17.7	20.1	21.9	18.0	22.3
Level 3	30.9	33.5	27.4	26.9	30.6	33.0
Level 2	28.7	24.4	30.2	29.1	27.0	22.9
Level 1	24.5	24.5	22.3	22.2	24.4	21.9

# Articulation Panel – Mathematics Grade 3 Impact Data



Achievement Levels	Mathematics - Grade 03			
	All	Female	Male	
Level 4	22.9	15.9	24.3	
Level 3	31.2	30.0	29.2	
Level 2	21.3	25.9	20.1	
Level 1	24.6	28.1	26.4	

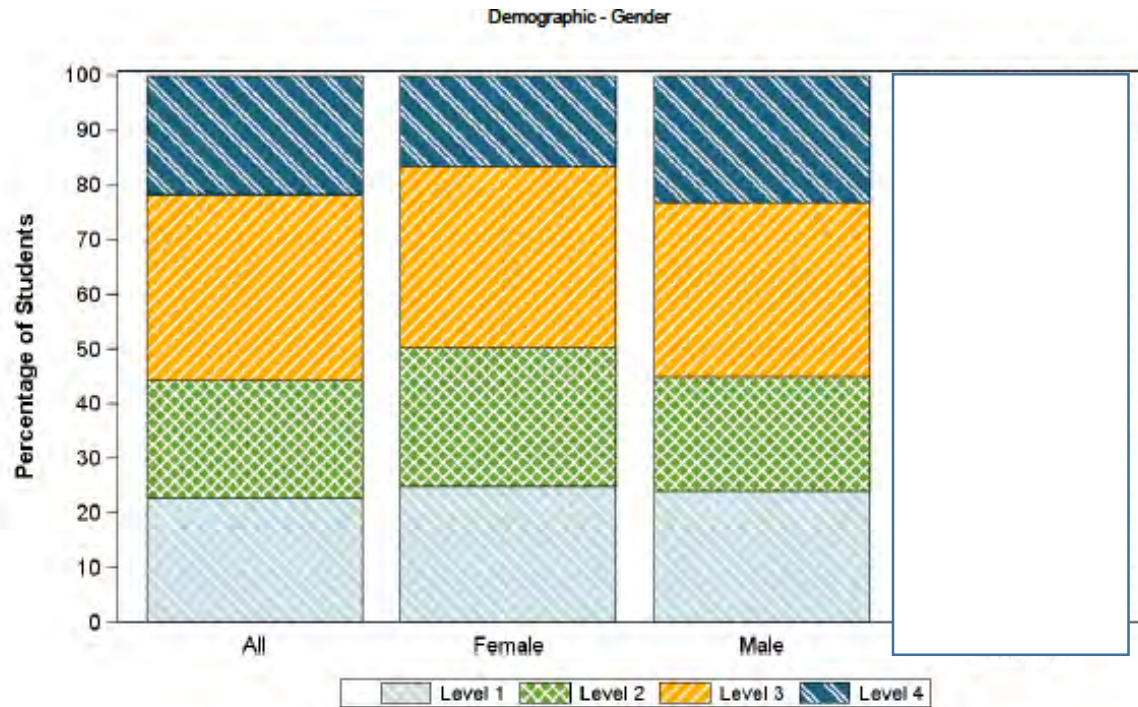
# Articulation Panel – Mathematics Grade 3 Impact Data



Achievement Levels	Mathematics - Grade 03								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.9	25.0	8.3	23.8	23.7	.	13.3	25.4	18.7
Level 3	31.2	25.0	33.3	31.7	29.2	.	28.0	34.1	27.6
Level 2	21.3	.	16.7	20.8	22.5	.	29.3	19.9	22.4
Level 1	24.6	50.0	41.7	23.6	24.7	100.0	29.3	20.7	31.3

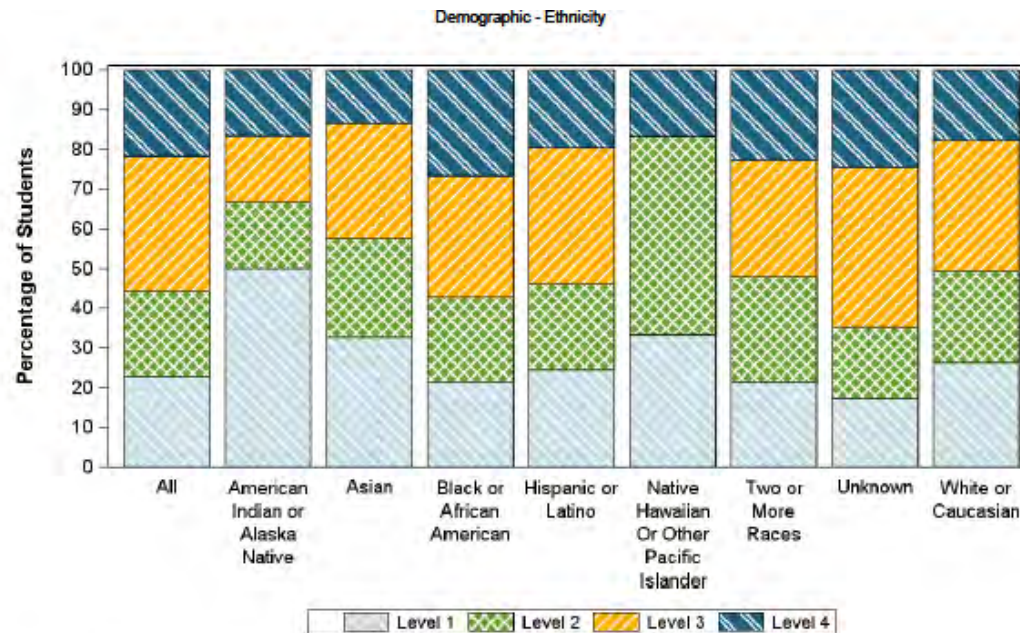


# Articulation Panel – Mathematics Grade 4 Impact Data



Achievement Levels	Mathematics - Grade 04			
	All	Female	Male	
Level 4	21.7	16.5	23.2	
Level 3	34.0	33.2	31.9	
Level 2	21.5	25.4	20.9	
Level 1	22.8	24.9	24.0	

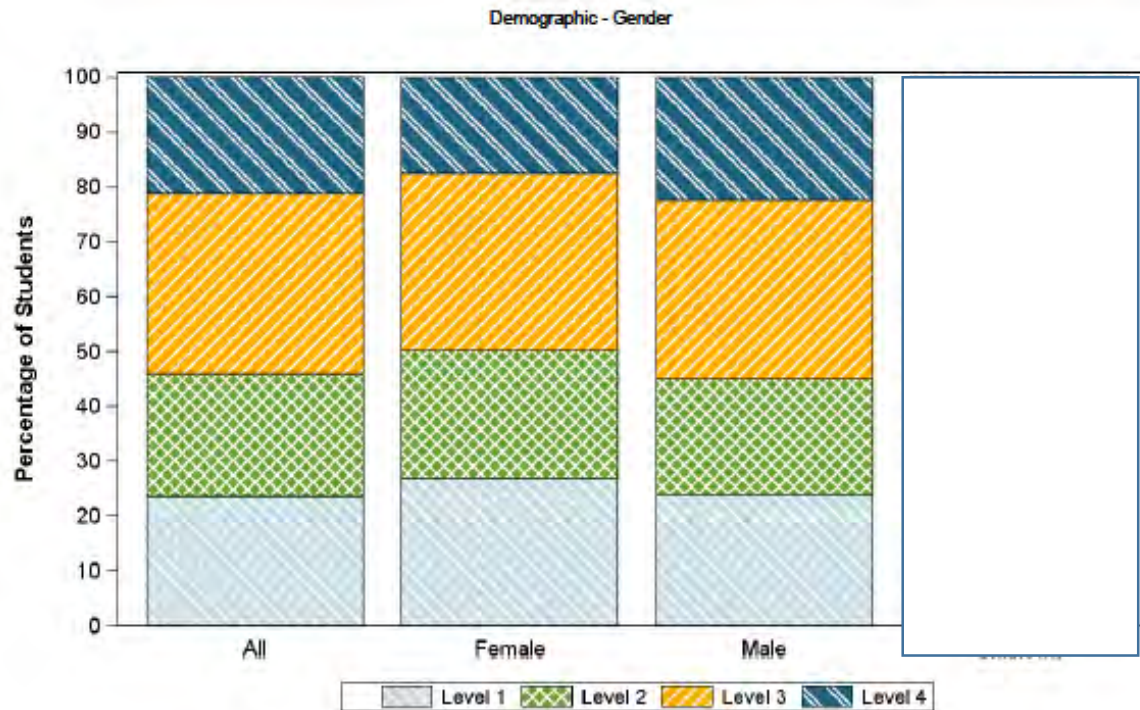
# Articulation Panel – Mathematics Grade 4 Impact Data



Achievement Levels	Mathematics - Grade 04								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	21.7	16.7	13.5	26.7	19.5	16.7	22.7	24.4	17.7
Level 3	34.0	16.7	28.8	30.5	34.4	.	29.3	40.3	32.9
Level 2	21.5	16.7	25.0	21.4	21.7	50.0	26.7	18.0	23.2
Level 1	22.8	50.0	32.7	21.4	24.4	33.3	21.3	17.3	26.2

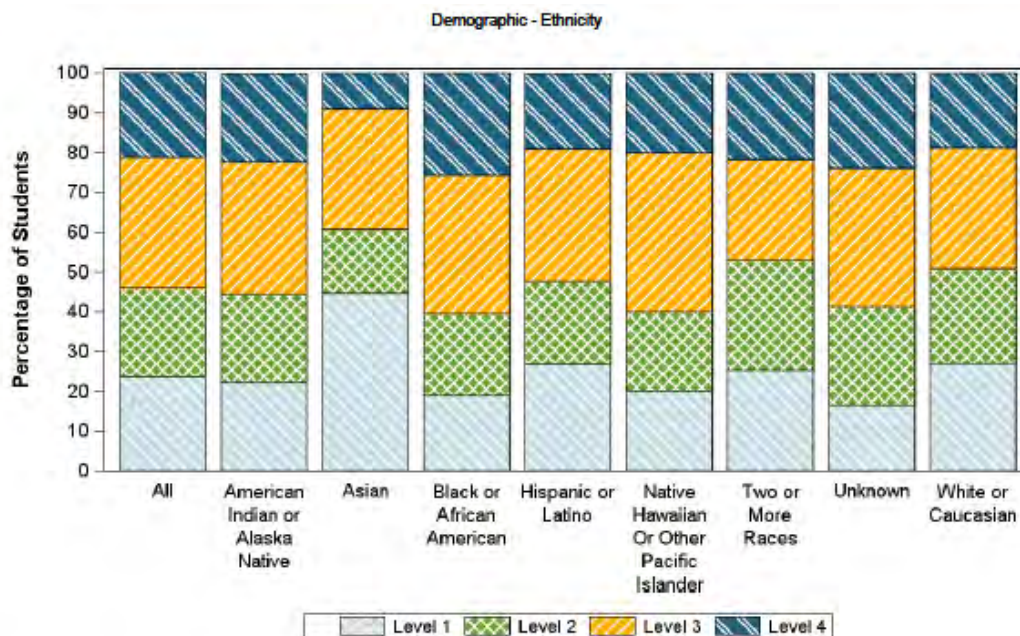


# Articulation Panel – Mathematics Grade 5 Impact Data



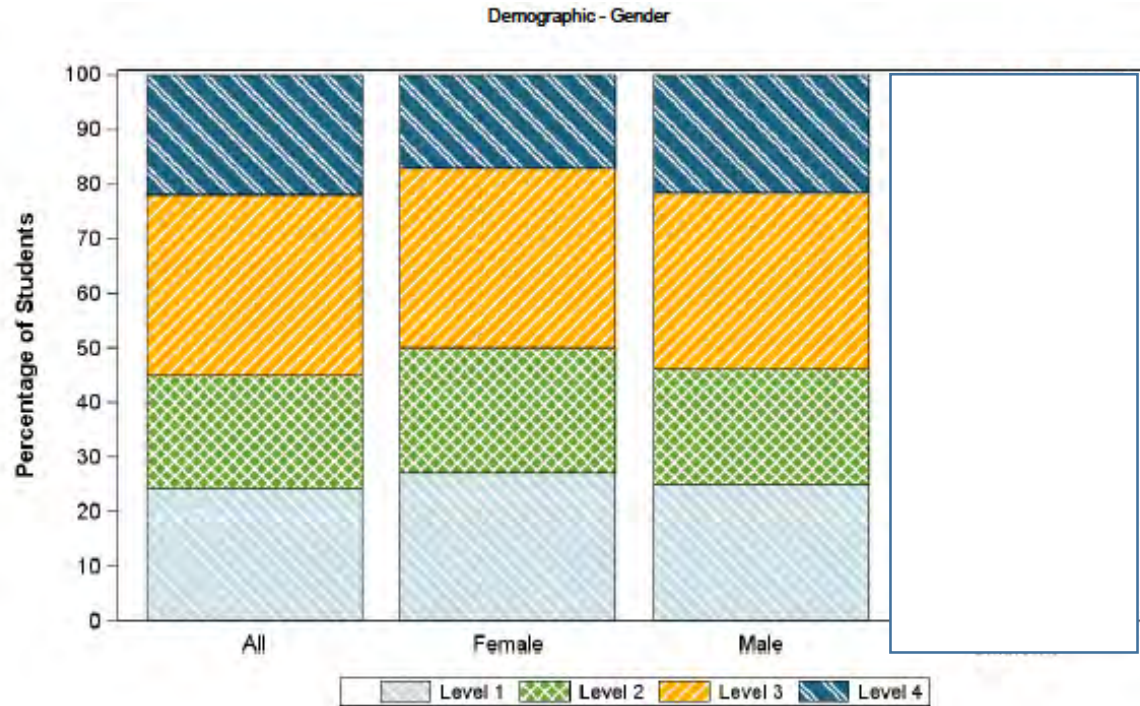
Achievement Levels	Mathematics - Grade 05			
	All	Female	Male	
Level 4	21.3	17.5	22.3	
Level 3	32.9	32.3	32.6	
Level 2	22.3	23.3	21.2	
Level 1	23.6	26.9	23.9	

# Articulation Panel – Mathematics Grade 5 Impact Data



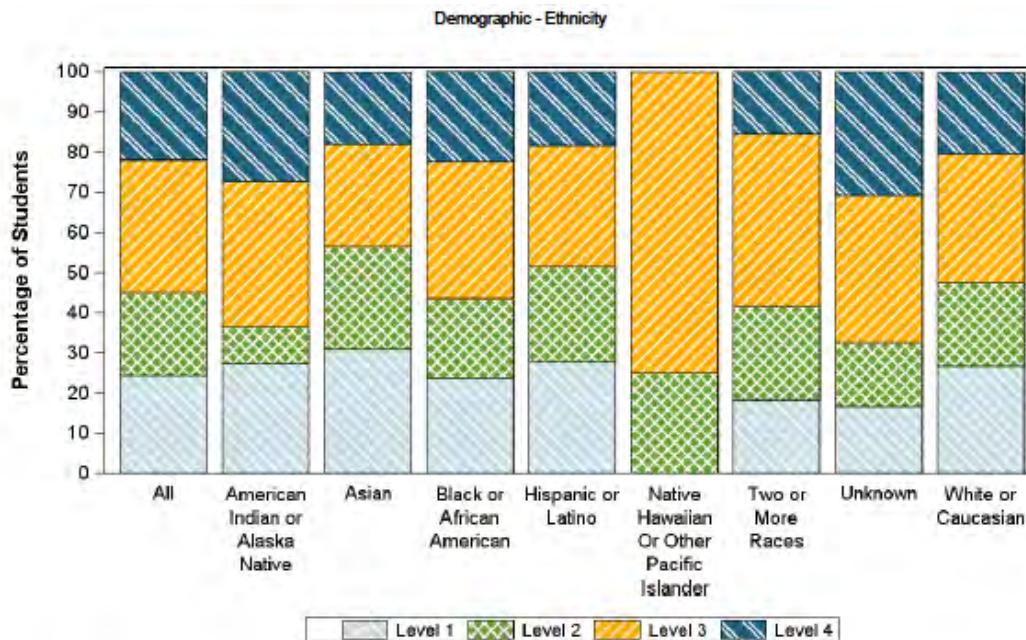
Achievement Levels	Mathematics - Grade 05								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
<b>Level 4</b>	21.3	22.2	8.9	25.7	18.9	20.0	21.7	23.9	18.8
<b>Level 3</b>	32.9	33.3	30.4	34.8	33.3	40.0	25.3	34.9	30.4
<b>Level 2</b>	22.3	22.2	16.1	20.6	20.8	20.0	27.7	24.8	23.8
<b>Level 1</b>	23.6	22.2	44.6	18.9	26.9	20.0	25.3	16.4	27.0

# Articulation Panel – Mathematics Grade 6 Impact Data



Achievement Levels	Mathematics - Grade 06			
	All	Female	Male	
Level 4	21.9	17.1	21.6	
Level 3	33.1	32.9	32.3	
Level 2	20.7	22.8	21.0	
Level 1	24.3	27.2	25.1	

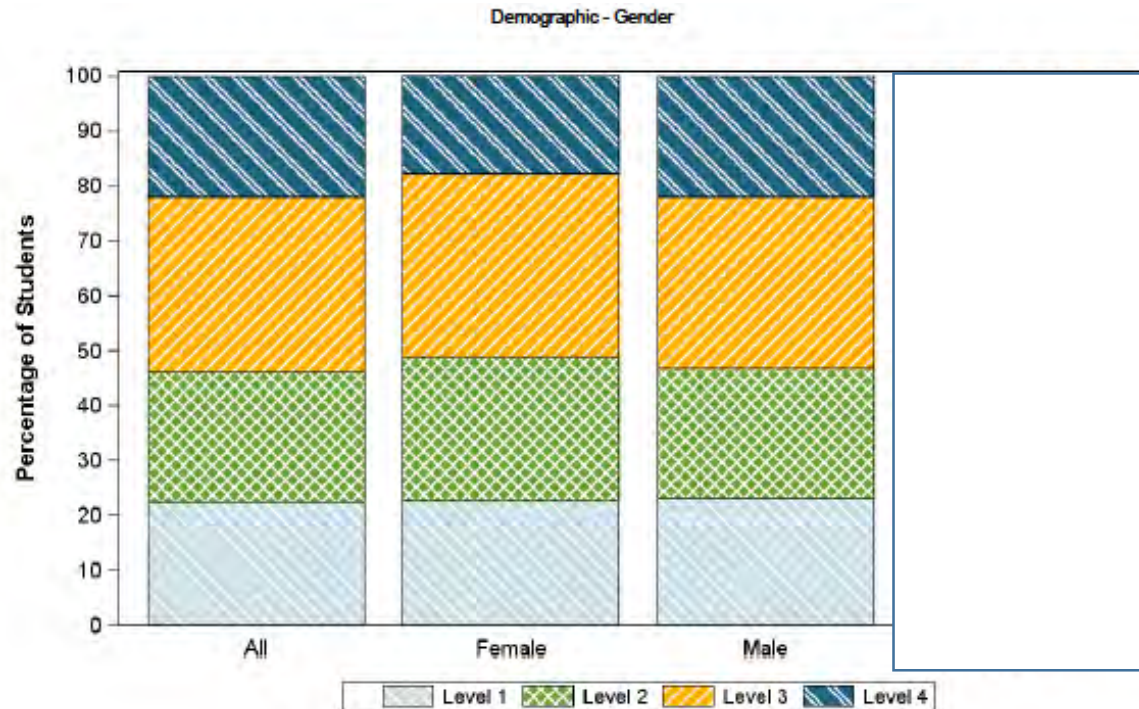
# Articulation Panel – Mathematics Grade 6 Impact Data



Achievement Levels	Mathematics - Grade 06								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	21.9	27.3	17.9	22.4	18.4	-	15.6	30.8	20.3
Level 3	33.1	36.4	25.6	34.2	30.2	75.0	42.9	36.6	32.0
Level 2	20.7	9.1	25.6	19.9	23.6	25.0	23.4	16.1	21.0
Level 1	24.3	27.3	30.8	23.6	27.8	-	18.2	16.5	26.6

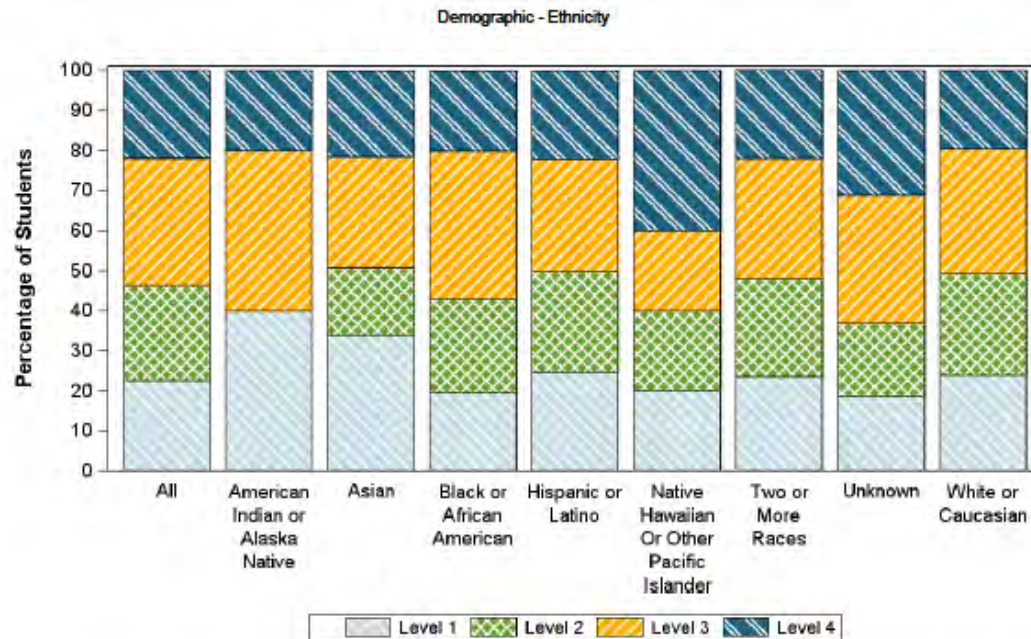


# Articulation Panel – Mathematics Grade 7 Impact Data



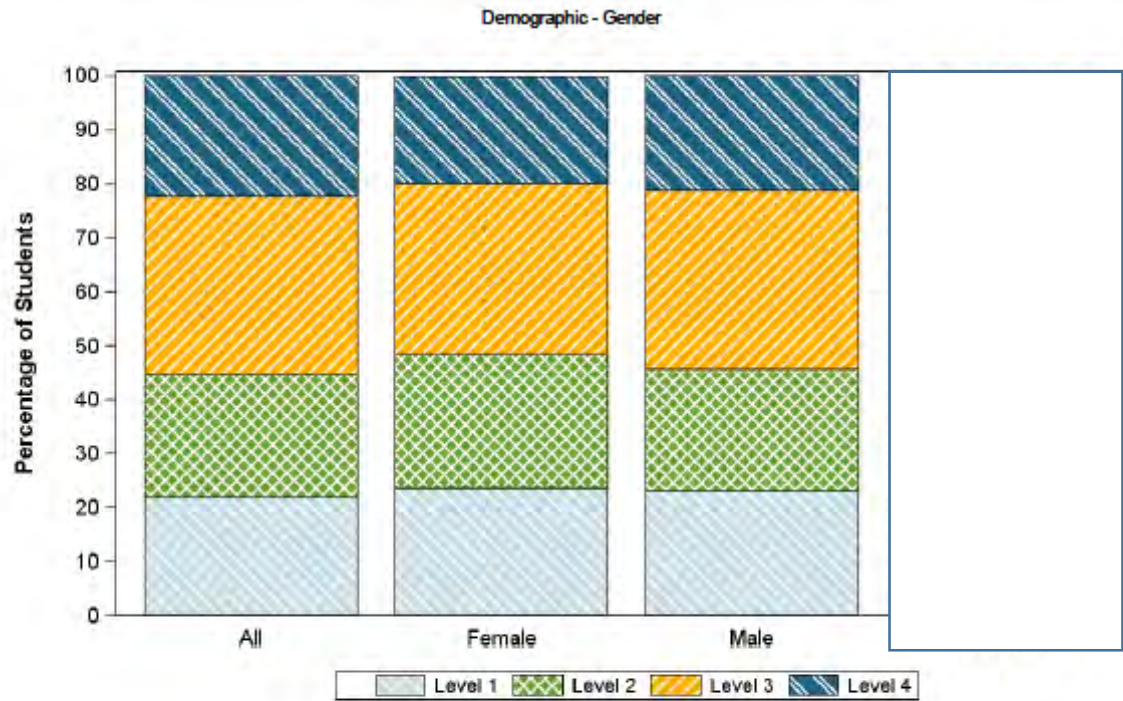
Achievement Levels	Mathematics - Grade 07			
	All	Female	Male	
Level 4	21.9	17.8	21.9	
Level 3	31.9	33.4	31.3	
Level 2	23.7	26.2	23.6	
Level 1	22.5	22.7	23.2	

# Articulation Panel – Mathematics Grade 7 Impact Data



Achievement Levels	Mathematics - Grade 07								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	21.9	20.0	21.5	20.0	22.0	40.0	22.1	31.2	19.5
Level 3	31.9	40.0	27.7	36.8	28.2	20.0	29.9	32.0	31.3
Level 2	23.7	-	16.9	23.6	25.0	20.0	24.7	18.3	25.4
Level 1	22.5	40.0	33.8	19.5	24.7	20.0	23.4	18.5	23.8

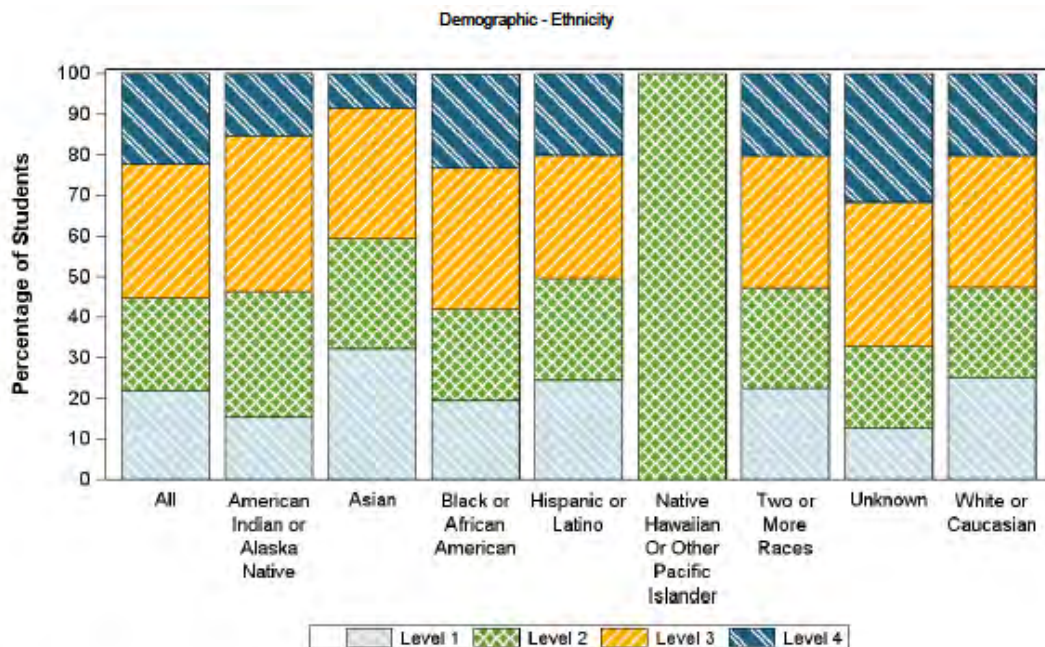
# Articulation Panel – Mathematics Grade 8 Impact Data



Achievement Levels	Mathematics - Grade 08			
	All	Female	Male	
Level 4	22.3	19.7	21.3	
Level 3	33.0	31.7	33.1	
Level 2	22.9	24.9	22.5	
Level 1	21.9	23.6	23.2	



# Articulation Panel – Mathematics Grade 8 Impact Data



Achievement Levels	Mathematics - Grade 08								
	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	22.3	15.4	8.5	23.2	20.1	-	20.2	31.7	20.2
Level 3	33.0	38.5	32.2	34.8	30.4	-	32.6	35.4	32.5
Level 2	22.9	30.8	27.1	22.5	25.1	100.0	24.7	20.2	22.1
Level 1	21.9	15.4	32.2	19.4	24.4	-	22.5	12.7	25.2

# Articulation Panel Recommendations – Percent of Students at or Above Each Achievement Level

Subject	Grade	Level 2 and Above	Level 3 and Above	Level 4
ELA	3	78%	49%	14%
	4	80%	55%	18%
	5	80%	49%	16%
	6	76%	47%	18%
	7	84%	58%	24%
	8	81%	57%	25%
	9	80%	55%	16%
	10	75%	54%	22%
Mathematics	3	76%	47%	16%
	4	76%	51%	18%
	5	78%	48%	20%
	6	78%	49%	22%
	7	76%	49%	18%
	8	78%	55%	22%



## **FSAA Recommendations as Compared to FAA, FCAT 2.0, and FSA**

## FAA, FSA, and FSAA Comparison Percent Satisfactory and Above: Reading/ELA\*

Reading Grade	2008 FAA	ELA Grade	2015 FSA	2016 FSAA
3	69%	3	53%	49%
4	67%	4	54%	55%
5	68%	5	52%	49%
6	67%	6	51%	47%
7	70%	7	51%	58%
8	66%	8	55%	57%
9	70%	9 (ELA 1)	53%	55%
10	68%	10 (ELA 2)	51%	54%

\*FSAA data from Articulation Panel

## FAA, FSA, and FSAA Comparison Percent Satisfactory and Above: Mathematics\*

Mathematics Grade	2008 FAA	2015 FSA	2016 FSAA
3	65%	58%	47%
4	65%	59%	51%
5	67%	55%	48%
6	68%	50%	49%
7	64%	52%	49%
8	63%	45%	55%

\*FSAA data from Articulation Panel

## FAA, FCAT 2.0, FSA, and FSAA Comparison Percent Satisfactory and Above: Science and EOCs\*

Science/ EOCs	2008 FAA	2012 FCAT 2.0 Science	2015 FSA	2016 FSAA
Science - 5	68%	52%		53%
Science - 8	72%	47%		51%
Science - 11	72%	N/A		N/A
Biology 1 EOC	N/A	59%		66%
Mathematics - 9	67%		N/A	N/A
Algebra 1 EOC	N/A		56%	47%
Mathematics - 10	69%		N/A	N/A
Geometry EOC	N/A		53%	53%

\*FSAA data from Educator Panel

## Commissioner's Recommendation

- The Commissioner will consider the recommendations of the Educator Panel, the Articulation Panel, and input from the public before making her recommendations.
- The Commissioner's recommendations will be provided to the legislature for the statutorily-required 90 day review period.

## State Board of Education

- Draft rule including the new FSAA-PT Achievement Level standards will be presented to the State Board of Education for adoption in May.
- The State Board will review
  - Educator Panel recommendations
  - Articulation Panel recommendations
  - Public Input
  - Commissioner's Recommendations
- The State Board will adopt new Achievement Level standards for the FSAA.

## Thank you!

- We appreciate your interest in the FSAA-PT Standard Setting process. We invite you to visit the Standard Setting page on the FDOE website to provide your feedback on the educator and articulation panels' cut score recommendations. To do so, click Rule Development Feedback Form under Florida Standards Alternate Assessment (FSAA).

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.shtml>



**[www.FLDOE.org](http://www.FLDOE.org)**

