

STATE BOARD OF EDUCATION
Action Item
January 21, 2014

SUBJECT: Approval of Amendment to Rule 6A-4.0021, Florida Teacher Certification Examinations

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.56(9), Florida Statutes

EXECUTIVE SUMMARY

Section 1012.56(9), Florida Statutes, requires the State Board of Education to specify, by rule, the examination scores required for the issuance of a professional certificate and temporary certificate. Such rules must define examination competencies and establish uniform evaluation guidelines and passing scores for the Florida Teacher Certification Examinations (FTCE).

Rule 6A-4.0021, Florida Administrative Code (F.A.C.), fulfills the above requirement by providing a description, by reference, of the competencies and skills to be assessed. These competencies and skills are included in the document "Competencies and Skills Required for Teacher Certification in Florida." As changes to general knowledge, professional education, and subject area competencies are made, a new edition of this document must be developed and incorporated, by reference, into the rule.

In addition, Rule 6A-4.0021, F.A.C., fulfills the above requirement by providing passing scores for each of the FTCE examinations. The passing scores listed within the rule provide examinees the minimum number of items that must be answered correctly to achieve a passing score. The new passing scores for the Professional Education examination and four (4) subject area examinations [English for Speakers of Other Languages (ESOL) K–12, Mathematics 6–12, Middle Grades Mathematics 5–9, and the new Prekindergarten/Primary PK–3 (Subtest 1: Developmental Knowledge, Subtest 2: Language Arts and Reading, Subtest 3: Mathematics, Subtest 4: Science)] will become effective March 1, 2014, and will remain the passing scores for all succeeding test forms for these areas.

The "Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition," will update the competencies and skills for two (2) subject area examinations: Computer Science K–12 and Technology Education 6–12. The competencies and skills for Computer Science K–12 and Technology Education 6–12 have been updated to reflect alignment with the Computer Science Teachers Association K–12 Computer Science Standards and the International Technology and Engineering Educators Association Standards for Technological Literacy, respectively, as well as the Florida Educator Accomplished Practices.

A description of the processes used to make these updates follows.

- **Computer Science K–12.** Beginning in January 2013, committee members consisting of university/college professors, district curriculum coordinators, teachers,

and industry professionals began to evaluate and revise the competencies and skills for this subject area examination as guided by Rule 6A-4.0021, F.A.C. The committees recommended changes to the competencies and skills to align to the state-approved Computer Science Teachers Association K–12 Computer Science Standards, SBE Rule 6A-1.09401, F.A.C., and the Florida Educator Accomplished Practices, Rule 6A-5.065, F.A.C. Committee members represented all regions of the state, various school districts, educator preparation programs, and instructional philosophies. Committee members were selected through a statewide recruiting effort and via recommendations from the Florida Department of Education’s Division of Career and Adult Education and the Bureau of Educator Recruitment, Development, and Retention.

- **Technology Education 6–12.** Beginning in January 2013, committee members consisting of university/college professors, district curriculum coordinators, teachers, and industry professionals began to evaluate and revise the competencies and skills for this subject area examination as guided by Rule 6A-4.0021, F.A.C. The committees recommended changes to the competencies and skills to align to the state-approved International Technology and Engineering Educators Association Standards for Technological Literacy, Rule 6A-1.09401, F.A.C., and the Florida Educator Accomplished Practices, Rule 6A-5.065, F.A.C. Committee members represented all regions of the state, various school districts, educator preparation programs, and instructional philosophies. Committee members were selected through a statewide recruiting effort and via recommendations from the Florida Department of Education’s Division of Career and Adult Education and the Bureau of Educator Recruitment, Development, and Retention.

A paperless memorandum, issued from the Commissioner of Education on January 30, 2013, notified school district superintendents, state college and university college of education deans, and deans of educator preparation programs of Florida of the revision of the competencies and skills and soliciting committee member recommendations from superintendents, principals, and deans.

Additionally, the Department will publish the final Computer Science K–12 and Technology Education 6–12 competencies and skills on the Department’s website in early 2014, at <http://www.fldoe.org/asp/ftce/ftcecomp.asp>. The publishing of these new competencies and skills is intended to provide Florida colleges of education and educator preparation institutes time to apply the changes needed to prepare students to meet the new expectations embodied in the revised examination, as well as to benefit potential examinees.

To recommend new passing scores, the Department convened representative statewide committees of K–12 teachers, university/college professors, and district curriculum coordinators with expertise in the affected areas. These committees used an established and widely accepted standard-setting methodology to recommend passing scores. The passing score changes are necessary to reflect alignment with the area competencies and skills, as well as new educator standards for effectiveness. The passing scores are reflective of the level of ability required for an individual to be considered a beginning effective teacher candidate. Based on the committee recommendations, the Department then analyzed the outcomes considering pass rates, test form difficulty, subgroup performance, and potential impacts on certification needs. By applying appropriate measurement and psychometric standards, the Department is recommending new passing scores for the indicated FTCE examinations. Table 1 shows the recommended passing scores (number correct), recommended percentage correct, and the projected pass rates for the Professional Education examination and the four (4) subject area examinations.

For example, for the Mathematics 6–12 subject area examination, it is recommended to set the required number correct needed to 48 out of 74 items (65%), which is higher than the current standard of 41 out 74 items (55%). Based on the sample used to set these standards, it is projected that the first-time examinee passing rate for the examination will be approximately 46%, which is lower than previous passing rates of 65%. These projected changes in passing rates are due to the increases in the required percentage correct and the increased difficulty of the examinations.

Table 1. Recommended Passing Scores and the Projected Pass Rates

Examination	Recommended Number Correct	Recommended Percentage Correct	Projected Passing Rates
Professional Education	85/120	71%	71%
ESOL K–12	81/120	68%	51%
Mathematics 6–12	48/74	65%	46%
Middle Grades Mathematics 5–9	52/75	69%	44%
PreK–3 Subtest 1: Developmental Knowledge	38/60	63%	73%
PreK-3 Subtest 2: Language Arts and Reading	41/60	68%	47%
PreK-3 Subtest 3: Mathematics	32/50	64%	59%
PreK-3 Subtest 4: Science	30/50	60%	72%

Note: Projected pass rates (for the recommended cut scores) were calculated based on examinees taking examinations in May 2013 for Professional Education, and from May to June 2013 for ESOL K–12. Projected pass rates (for the recommended cut scores) for Mathematics 6–12, Middle Grades Mathematics 5–9, and all Prekindergarten/Primary PK–3 subtests were calculated based on examinees taking examinations from July to August 2013.

Rule amendments are requested to adopt the 20th edition of the document, “Competencies and Skills Required for Teacher Certification in Florida,” effective April 1, 2014, and the adoption of new passing scores for the Professional Education examination and four (4) subject area examinations will become effective March 1, 2014.

Supporting Documentation Included: Proposed Rule 6A-4.0021, Florida Teacher Certification Examinations and Florida Teacher Certification Examinations Rule Changes Presentation. Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition (under separate cover)

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

6A-4.0021 Florida Teacher Certification Examinations.

(1) Scope. This rule governs the written examinations for teacher certification. Additional requirements for certification are specified in Chapter 6A-4, F.A.C.

(2) Description of the examinations and competencies to be demonstrated.

(a) The Florida Teacher Certification Examinations shall be developed by the Commissioner of Education.

(b) The written examinations shall include subtests of English language skills, reading, writing, mathematics, professional skills, and subject area specialty. These examinations may contain multiple-choice questions and questions requiring the examinee to write an answer or demonstrate a proficiency.

(c) The following competencies are to be demonstrated by means of the written examinations:

1. ~~Before January 1, 2013, the general knowledge competencies and skills as contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Sixteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00247>), which is hereby incorporated by reference and made a part of this rule effective July 1, 2012. Beginning~~ July 1, 2013, the general knowledge competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Eighteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-01498>),” which is incorporated by reference and made part of this rule effective July 1, 2013. Beginning March 1, 2014, the general knowledge competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Nineteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-02390>), which is incorporated by reference and made part of this rule effective March 1, 2014. Beginning April 1, 2014, the general knowledge competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition,” (INSERT LINK), which is incorporated by reference and made part of this rule effective April 1, 2014. These publications may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

2. ~~Before January 1, 2013, the professional education test competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Sixteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00247>), which is hereby incorporated by reference and made a part of this rule. Beginning~~ July 1, 2013, the professional education competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Eighteenth Edition,”

<http://www.flrules.org/Gateway/reference.asp?No=Ref-01498>), which is incorporated by reference and made part of this rule. Beginning March 1, 2014, the professional education competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Nineteenth Edition,” (5-21-13), which is incorporated by reference and made part of this rule. Beginning April 1, 2014, the professional education competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition,” (INSERT LINK), which is incorporated by reference and made part of this rule effective April 1, 2014. These publications may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

3. ~~Before January 1, 2013, the subject area competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Sixteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00247>) which is hereby incorporated by reference and made a part of this rule. Beginning January 1, 2013, the subject area competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Seventeenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00716>), which is incorporated by reference and made part of this rule effective January 1, 2013. Beginning July 1, 2013, the subject area competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Eighteenth Edition,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-01498>), which is incorporated by reference and made part of this rule. Beginning March 1, 2014, the subject area competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Nineteenth Edition,” (5-21-13), which is incorporated by reference and made part of this rule. Beginning April 1, 2014, the subject area competencies and skills contained in the publication “Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition,” (INSERT LINK), which is incorporated by reference and made part of this rule effective April 1, 2014. These publications may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.~~

(3) through (7) No changes.

(8) Scoring the professional education test.

(a) Effective July 2003, the passing score for the professional education test shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to an examination raw score that results in an examinee

passing rate of ninety-one (91) percent, which was the passing rate of teacher candidates who took the professional education test for the first time during the 2001-2002 examination administration year. In the event that fewer than fifty (50) examinees are tested in the July 2003 administration, the passing score shall be sixty (60) percent of the items.

(b) Effective July 1, 2005, the passing score for the professional education test shall be a scaled score of at least two hundred (200). This scaled passing score will be equivalent to eighty (80) correct items on the July and October 2003 test administrations.

(c) Effective March 1, 2014, the passing score for the Professional Education examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-five (85) correct items on the test form used for standard setting and administered in May 2013.

(9) Scoring of the subject area specialty examinations.

(a) through (t) No change.

(u) Effective September 1, 2012, the passing score for the Biology 6-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-three (83) correct items on the test form used for standard setting and administered between January 2011 and April 2012.

(v) ~~(y)~~ Effective September 1, 2012, the passing score for the Chemistry 6-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of seventy-one (71) correct items on the test form used for standard setting and administered between January 2011 and April 2012.

(w) Effective September 1, 2012, the passing score for the Middle Grades General Science 5-9 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-four (84) correct items on the test form used for standard setting and administered between January 2011 and April 2012.

(x) Effective September 1, 2012, the passing score for the Earth-Space Science 6-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-three (83) correct items on the test form used for standard setting and administered between January 2011 and April 2012.

(y) Effective September 1, 2012, the passing score for the Physics 6-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of sixty (60) correct items on the test form used for standard setting and administered between January 2011 and April 2012.

(z) Effective September 1, 2012, the passing score for the Physical Education K-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-five (85) correct items on the test form used for standard setting and administered in January and February 2012.

(aa) Effective September 1, 2012, the passing score for the Health K-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-three (83) correct items on the test form used for standard setting and administered between January and March 2012.

(bb) Effective March 1, 2014, the passing score for the English for Speakers of Other Languages K-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of eighty-one (81) correct items on the test form used for standard setting and administered in May and June 2013.

(cc) Effective March 1, 2014, the passing score for the Mathematics 6-12 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of forty-eight (48) correct items on the test form used for standard setting and administered in July and August 2013.

(dd) Effective March 1, 2014, the passing score for the Middle Grades Mathematics 5-9 examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to a raw score of fifty-two (52) correct items on the test form used for standard setting and administered in July and August 2013.

(ee) Effective March 1, 2014, the passing score for the new Prekindergarten/Primary PK-3 subtests listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered in July and August 2013:

1. Prekindergarten/Primary PK-3 Subtest 1: Developmental Knowledge: thirty-eight (38) correct items.
2. Prekindergarten/Primary PK-3 Subtest 2: Language Arts and Reading: forty-one (41) correct items.
3. Prekindergarten/Primary PK-3 Subtest 3: Mathematics: thirty-two (32) correct items.
4. Prekindergarten/Primary PK-3 Subtest 4: Science: thirty (30) correct items.

(ff) ~~(bb)~~ The Commissioner of Education shall review the passing score for each of the General Knowledge Subtests, each of the subject area specialty examinations, and the professional education test not less than once every five (5) years and determine whether to recommend to the State Board of Education to maintain or change the existing passing scores.

(10) through (11) No change.

Rulemaking Authority 1012.55(1), 1012.56, 1012.59 FS. Law Implemented 1012.55, 1012.56, 1012.59 FS. History—
New 8-27-80, Amended 1-11-82, 1-6-83, 5-3-83, 10-5-83, 10-15-84, Formerly 6A-4.021, Amended 12-25-86, 4-26-
89, 4-16-90, 7-10-90, 4-22-91, 10-3-91, 8-10-92, 11-28-93, 4-12-95, 7-1-96, 9-30-96, 10-1-99, 7-17-00, 7-16-01, 3-
24-02, 7-16-02, 3-24-03, 7-21-03, 12-23-03, 7-13-04, 5-24-05, 5-23-06, 5-21-07, 5-19-08, 7-21-08, 7-9-09, 6-22-10,
6-21-11, 11-22-11, 8-23-12, 5-21-13, 10-22-13.

SBE Rule 6A-4.0021
Florida Teacher Certification Examinations
Rule Changes

State Board of Education
January 21, 2014



Rule Authority: SBE Rule 6A-4.0021

- The Florida Teacher Certification Examinations shall be developed by the Commissioner of Education.
- The Commissioner of Education shall review the passing score for each of the General Knowledge Subtests, each of the subject area specialty examinations, and the Professional Education test not less than once every five (5) years and determine whether to recommend to the State Board of Education to maintain or change the existing passing scores.

Changes to the Florida Teacher Certification Examinations (FTCE)

- RTTT Project: “Improve the rigor of teacher certification examinations, both content and cut scores, [by] focusing on examinations that include STEM subject content and reading.”
- Update Florida’s competencies and skills across Subject Area Examinations, the Professional Education exam, and the General Knowledge exam over the next 3 years to conform with updated standards.
- Set passing scores for all revised exams to align with adopted standards at the appropriate level needed by a beginning effective teacher candidate (BETC).

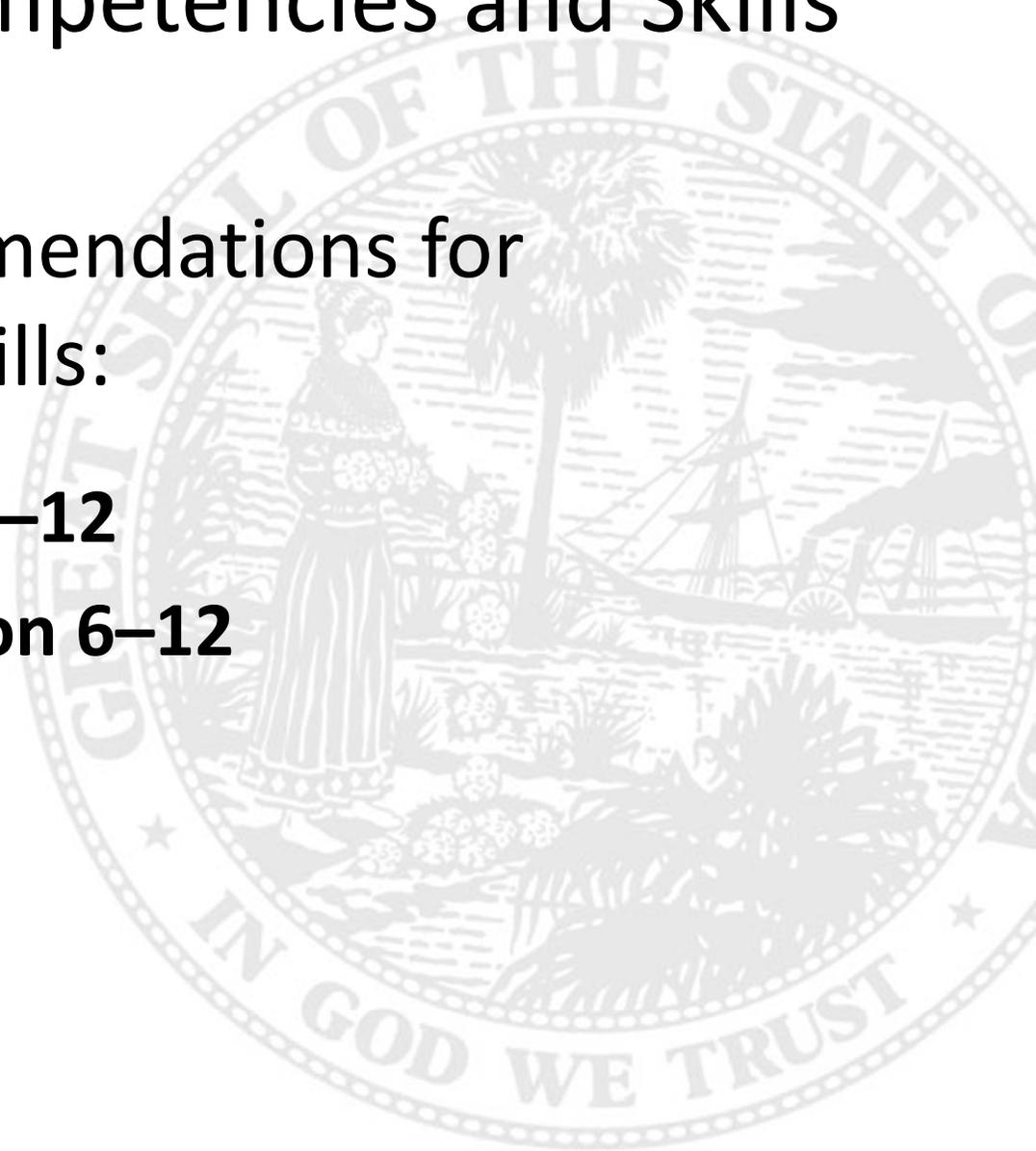
Changes to the FTCE

“Elements and Components of Rigor”

- Alignment to more rigorous standards
- Inclusion of more rigorous content including subject area specific content pedagogy
- Development and implementation of a new threshold descriptor: the beginning effective teacher candidate (BETC)
- Construction of more rigorous test items both in difficulty and complexity
- Modification of test formats (subtests) to ensure sufficient content coverage across critical subject areas (math, science, language arts and reading)
- Implementation of new, more rigorous passing scores for all revised examinations

FTCE Changes: Competencies and Skills

- January 2014 Recommendations for Competencies and Skills:
 - **Computer Science K–12**
 - **Technology Education 6–12**



FTCE Changes: Passing Scores

- January 2014 Recommendations for Passing Scores:
 - Professional Education
 - English for Speakers of Other Languages K–12
 - Mathematics 6–12
 - Middle Grades Mathematics 5–9
 - New Prekindergarten/Primary PK–3 *(4-subtest model)*
 - Subtest 1: Developmental Knowledge;
 - Subtest 2: Language Arts and Reading;
 - Subtest 3: Mathematics;
 - Subtest 4: Science *(Must pass all 4 subtests)*

Upcoming FTCE Changes: Passing Scores

- Recommendations for Passing Scores 2014 :
 - **General Knowledge (GK) Test**
 - **New Elementary Education K–6** (4-subtest model)
 - Subtest 1: Language Arts and Reading;
 - Subtest 2: Social Science;
 - Subtest 3: Science;
 - Subtest 4: Mathematics (*Must pass all 4 subtests*)
 - **English 6–12**
 - **Middle Grades English 5–9**
 - **Computer Science K–12**
 - **Technology Education 6–12**

Florida Teacher Certification Examinations Rule Updates

- Adopt “Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition,” which includes updated competencies and skills for selected examinations.
- Adopt new passing scores for selected examinations.

Florida Teacher Certification Exam Rule Updates

- Adopt “Competencies and Skills Required for Teacher Certification in Florida, Twentieth Edition.” Includes changes to:
 - Computer Science K–12 aligned to the Computer Science Teachers Association K–12 Computer Science Standards
 - Technology Education 6–12 aligned to the International Technology and Engineering Educators Association Standards for Technological Literacy

Computer Science K–12 & Technology Education 6–12

- Statewide subject matter experts (SMEs) recommended revisions to the competencies and skills to increase the rigor of the Computer Science K-12 and Technology Education 6-12 examinations, including **content** and **content pedagogy** in both subject areas.
- Skills test the appropriate level of content knowledge that a **beginning effective teacher candidate**(BETC) needs in order to effectively teach students in kindergarten through twelfth grade for Computer Science, and sixth through twelfth grade for Technology Education.

Standard-Setting Process

- Standard setting is the process of “drawing lines” that separate the test scores into passing and non-passing
- Standard setting is necessary whenever any of the following occur:
 - New test
 - Curriculum updates
 - Test construction guidelines change
 - Changes occur in the level of performance needed for beginning teachers
 - Establish a threshold for identifying examinees who have the knowledge needed to be a beginning effective teacher

Target Candidate

A beginning effective teacher candidate (BETC) demonstrates sufficient knowledge of subject matter, curriculum, research-based instructional strategies, professional responsibilities and standards, and use of student data to inform practice so that the candidate has a high likelihood of positively impacting the learning, as well as the behavior and dispositions, of diverse students.

Subject Matter Experts Demographics

Test Field	Ethnicity	Gender	Profession	Region
Professional Education Number of Attendees = 15	Black/African American 33.3% Hispanic 20% White 33.3% Asian 6.7% Other 6.7%	Female 73.3% Male 26.7%	Public School 33.4% District 33.3% College Faculty 33.3%	North 13.4% Central 33.3% South 53.3%
ESOL Number of Attendees = 16	Black/African American 12.5% Hispanic 18.8% White 50% Asian 6.3% American Indian/Alaska Native 6.3% Other 6.3%	Female 75% Male 25%	Public School 25% District 31.3% College Faculty 43.8%	North 37.5% Central 25% South 37.5%
Mathematics 6-12 Number of Attendees = 16	Black/African American 19% Hispanic 13% White 56% Asian 6% Other 6%	Female 75% Male 25%	Public School 62% District 19% College Faculty 19%	North 38% Central 37 % South 25%
Middle Grades Mathematics 5-9 Number of Attendees = 12	Black/African American 17% Hispanic 8% White 67% Asian 8%	Female 83% Male 17%	Public School 50% District 8% College Faculty 42%	North 33% Central 25% South 42%
PK3 Subtest 1: Developmental Number of Attendees = 10	Black/African American 30% White 70%	Female 90% Male 10%	Public School 70% District 10% College Faculty 20%	North 40% Central 40% South 20%
PK3 Subtest 2: LA/Reading Number of Attendees = 9	Black/African American 22% White 78%	Female 100%	Public School 44% District 33% College Faculty 23%	North 56% Central 33% South 11%
PK3 Subtest 3: Mathematics Number of Attendees = 8	Black/African American 25% Hispanic 13% White 62%	Female 87% Male 13%	Public School 63% College Faculty 37%	North 50% Central 25% South 25%
PK3 Subtest 4: Science Number of Attendees = 8	Black/African American 13% Hispanic 13% White 62% Other 12%	Female 88% Male 12%	Public School 63% District 25% College Faculty 12%	North 50% Central 37% South 13%

Standard-Setting Process

Conducted in 3 Steps:

Step 1: Subject Matter Experts (SMEs) take the new test form aligned to the State Board of Education (SBE)-approved competencies and skills

- SMEs are K–12 classroom teachers, college/university faculty, and district curriculum coordinators.
- Mathematics 6-12, MG Mathematics 5-9, Professional Education, and ESOL exams are aligned to 2011 SBE-approved competencies and skills, while the new Prekindergarten/Primary PK–3 exam is aligned to the 2012 SBE-approved competencies and skills.

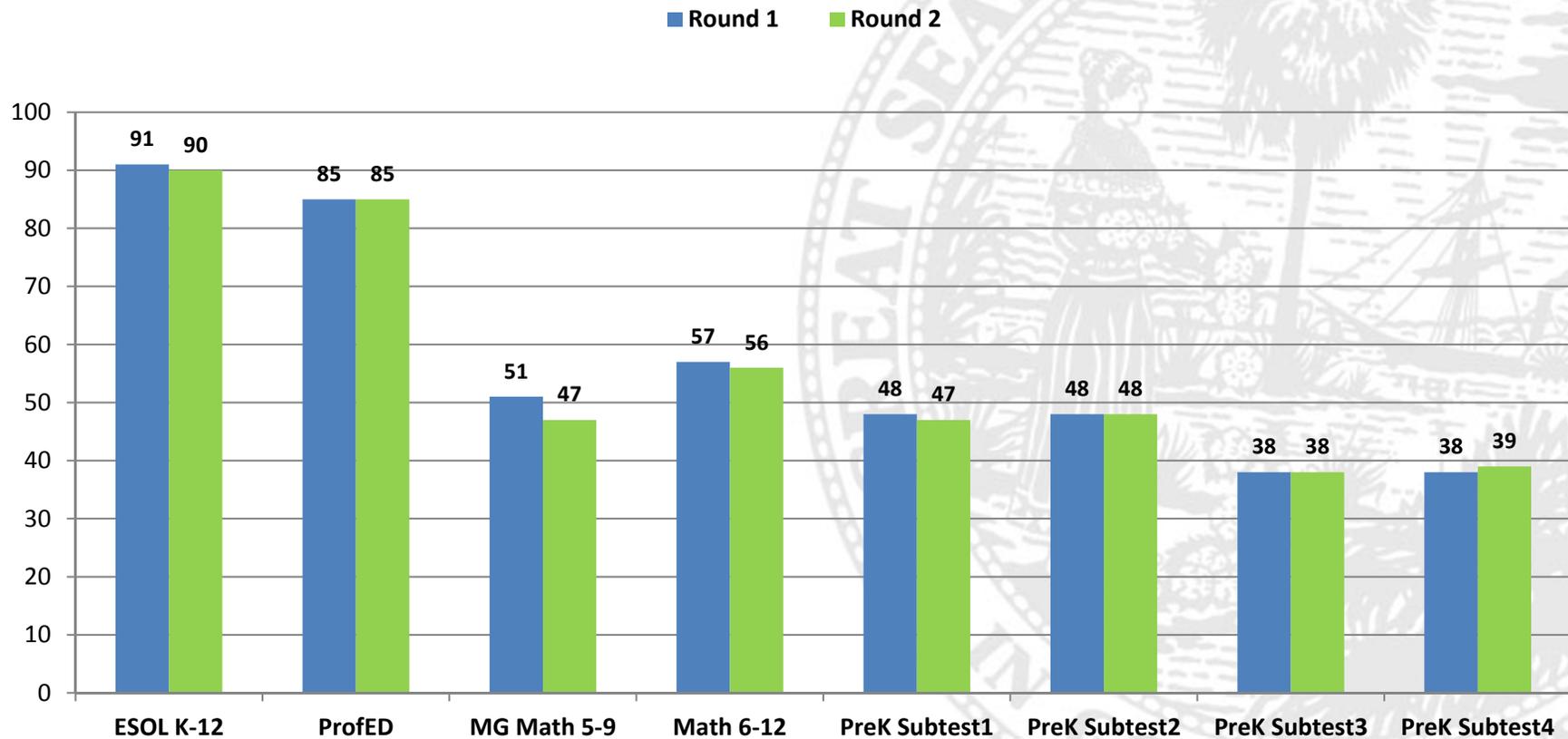
Item-Based Rating Procedures (Two Rounds)

Step 2: Subject Matter Experts (SMEs) make 2 rounds of judgments on every test item.

- SMEs consider the knowledge and skills that beginning effective teacher candidates should be able to demonstrate.
 - **Given the knowledge and skills required in this question, what percentage of beginning effective teacher candidates would get this item correct?**
- Provide an item-level rating for each test item
 - Items are rated independently
- Using these independent ratings, median passing scores were calculated for each round.

Passing Scores Based on Item Level Judgment

Round 1 & Round 2 Comparison



Test-Level Passing Score Judgment Procedures

Step 3: Passing Score Recommendation

- Review and consider the data in Round 2 passing score summary and impact analysis reports.
- Consider the purpose of the FTCE program, the test blueprint, and the test items.
- Consider the requirements for an examinee who is just at the level of knowledge and skills required to be a beginning effective teacher candidate.
- Recommend the minimum number of multiple-choice items on the test that should be answered correctly to receive a passing score.

Committee Test Level Recommendations

Examination	Recommended Number Correct	Recommended Percentage Correct
Professional Education	85/120	71%
ESOL K-12	81/120	68%
Mathematics 6-12	52/74	70%
MG Mathematics 5-9	56/75	75%
PreK-3 Subtest 1: Developmental Knowledge	42/60	70%
PreK-3 Subtest 2: Language Arts and Reading	47/60	78%
PreK-3 Subtest 3: Mathematics	38/50	76%
PreK-3 Subtest 4: Science	36/50	72%

Passing Scores

- Changes to Passing Scores Impact:
 - Student matriculation (*e.g., college enrollment, academic progress*)
 - Certification: passing scores are required for the subject area specialty exams, the Professional Education exam, and the General Knowledge exam (all subtests)
 - Employment within Florida public schools
 - Diversity of Certified Educators
 - (*e.g., African American, Hispanic, White*)

Revisions to Test Level Committee Recommendations

- The Office of Assessment analyzed the committee recommendations considering:
 - pass rates,
 - test form difficulty,
 - subgroup performance, and
 - potential impacts on certification needs.
- Using the appropriate measurement and psychometric guidelines, the following passing score recommendations were made.

Recommended Passing Scores Based on Standard Setting Committee Feedback

Examination	Recommended Number Correct	Recommended Percentage Correct
Professional Education	85/120	71%
ESOL K-12	81/120	68%
Mathematics 6-12	48/74	65%
MG Mathematics 5-9	52/75	69%
PreK-3 Subtest 1: Developmental Knowledge	38/60	63%
PreK-3 Subtest 2: Language Arts and Reading	41/60	68%
PreK-3 Subtest 3: Mathematics	32/50	64%
PreK-3 Subtest 4: Science	30/50	60%

Impact Data and Passing Rates

Examination	Linked Passing Score	N	Current Passing Rates	Recommended Passing Score	N	Projected Passing Rates
Professional Education	63% (76/120)	947	88%	71% (85/120)	947	71%
ESOL K-12	58% (70/120)	179	80%	68% (81/120)	179	51%
Mathematics 6-12	55% (41/74)	332	65%	65% (48/74)	332	46%
MG Mathematics 5-9	53% (40/75)	223	79%	69% (52/75)	223	44%
PreK-3 Subtest 1: Developmental Knowledge	47% (28/60)	193	93%	63% (38/60)	193	73%
PreK-3 Subtest 2: Language Arts and Reading	37% (22/60)	193	96%	68% (41/60)	193	47%
PreK-3 Subtest 3: Mathematics	36% (18/50)	193	94%	64% (32/50)	193	59%
PreK-3 Subtest 4: Science	38% (19/50)	193	96%	60% (30/50)	193	72%

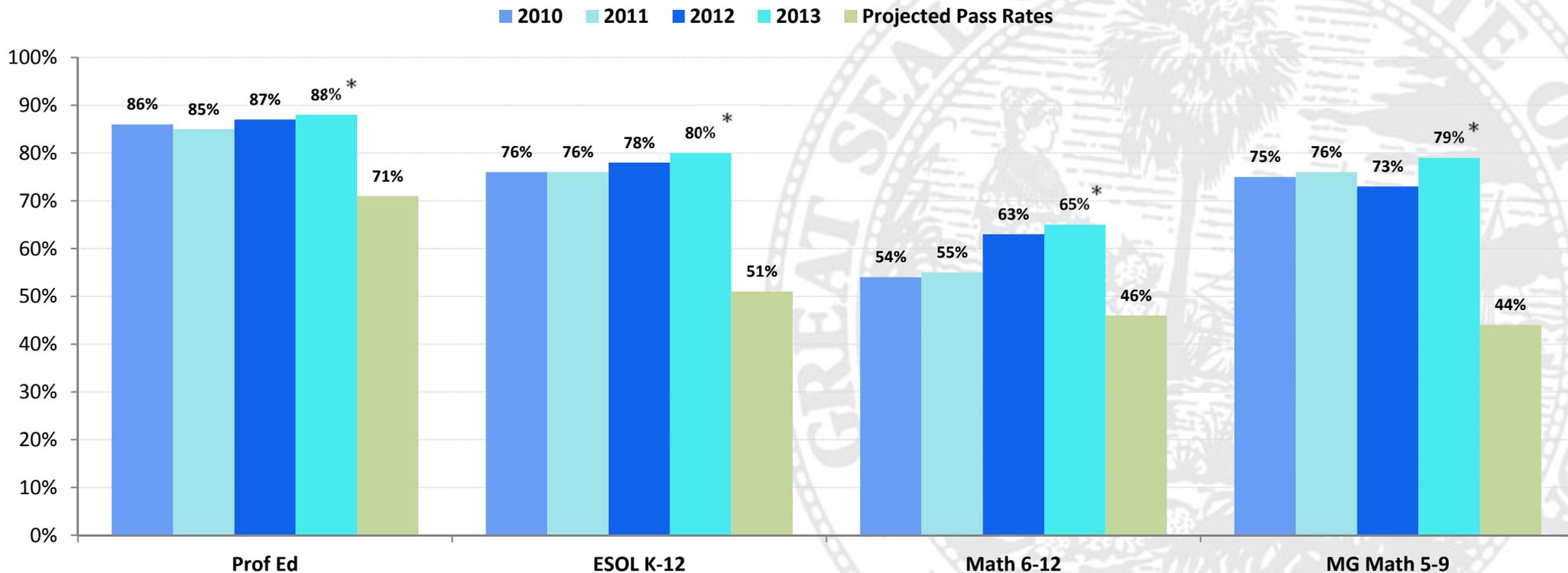
N=Number of first-time examinees

Note: Projected passing rates were calculated based on first-time examinees taking exams in May 2013 for Professional Education, from May to June 2013 for ESOL, and from July to August 2013 for Mathematics 6-12, MG Mathematics 5-9, and PreK-3 all subtests. Current passing rates are based on the linked passing scores during the transition period.

Variation in Passing Rates

- Factors that potentially impact pass rates for FTCE/FELE exams:
 - Variability in Examinee Populations
 - Average Test Difficulty
 - Exam Construct
 - Examinee Educational Background and Experience
 - Current Passing Scores

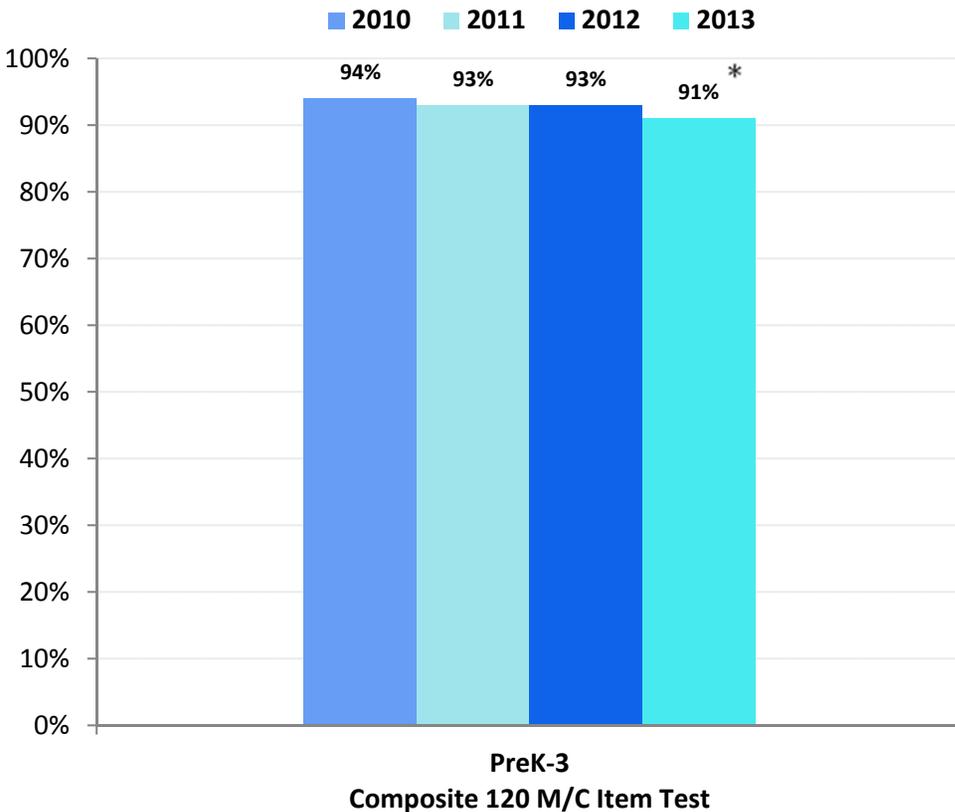
Historical Examinee Pass Rates vs. Projected Pass Rates (First-Time Examinees 2010-2013)



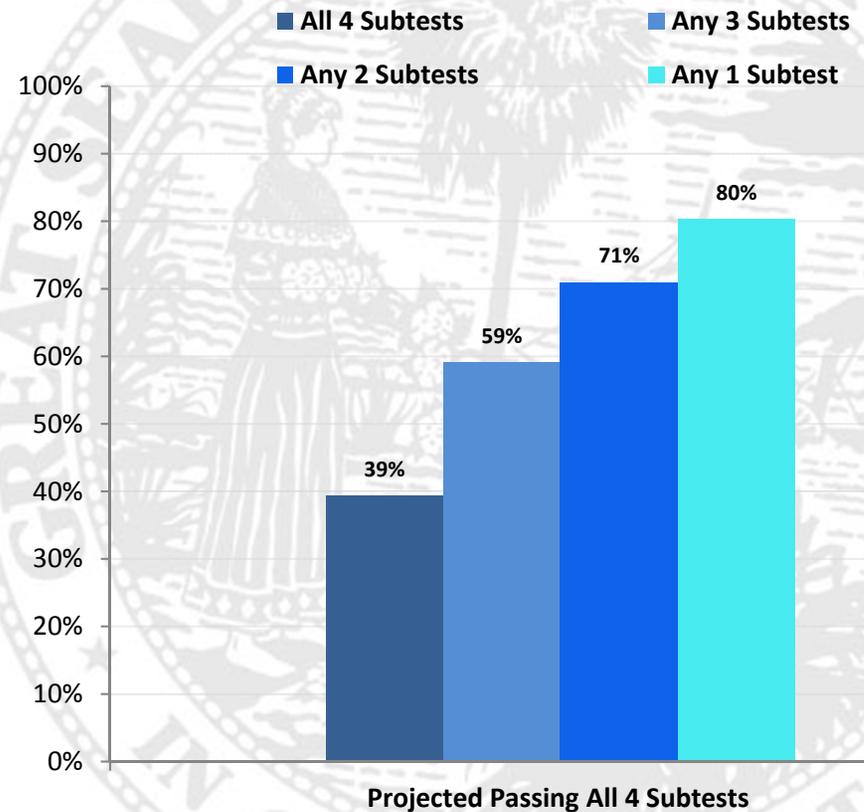
* Pass rates for 2013 are based on the linked passing scores of the new generation base forms. Linking is employed to maintain pass rate consistency for new generation test forms during impact data collection periods. New generation test forms were administered in May 2013 for Professional Education, from May to June 2013 for ESOL, and from July to August 2013 for Mathematics 6-12, MG Mathematics 5-9, and PreK-3 (all subtests).

Note: Projected pass rates are based on the recommended passing scores.

Historical Examinee Pass Rates vs. Projected Pass Rates (Prekindergarten/Primary PK-3)



* Pass rates for 2013 are based on the linked passing scores of the new generation base forms for all four subtests.



- Subtest 1: Developmental Knowledge (60 M/C Items)**
- Subtest 2: Language Arts and Reading (60 M/C Items)**
- Subtest 3: Mathematics (50 M/C Items)**
- Subtest 4: Science (50 M/C Items)**

New Generation Test Forms

Impact Data and Projected Passing Rates

Examination	Linked (Current) Passing Score	Recommended Passing Score	Subgroup	Linked (Current) Passing Rates		Projected Passing Rates	
				N	%	N	%
Professional Education (May 2013 Administration Only)	63% (76/120)	71% (85/120)	Total	947	88%	947	71%
			Female	700	90%	700	75%
			Male	222	81%	222	59%
			Black	93	78%	93	51%
			Caucasian	578	94%	578	80%
			Hispanic	152	71%	152	51%
ESOL K-12 (May and June 2013 Administrations Only)	58% (70/120)	68% (81/120)	Total	179	80%	179	51%
			Female	143	85%	143	53%
			Male	34	59%	34	38%
			Black	13	N/A	13	N/A
			Caucasian	108	87%	108	56%
			Hispanic	39	64%	39	33%
Mathematics 6-12 (July and August 2013 Administrations Only)	55% (41/74)	65% (48/74)	Total	223	65%	223	46%
			Female	116	59%	116	43%
			Male	99	69%	99	48%
			Black	30	37%	30	13%
			Caucasian	129	72%	129	53%
			Hispanic	39	59%	39	44%
MG Mathematics 5-9 (July and August 2013 Administrations Only)	53% (40/75)	69% (52/75)	Total	332	79%	332	44%
			Female	201	80%	201	43%
			Male	122	76%	122	44%
			Black	55	65%	55	25%
			Caucasian	183	83%	183	52%
			Hispanic	46	78%	46	33%

New Generation Test Forms

Impact Data and Projected Passing Rates (cont.)

Examination (July and August Administrations Only)	Linked (Current) Passing Score	Recommended Passing Score	Subgroup	Linked (Current) Passing Rates by Subtest		Projected Passing Rates by Subtest	
				N	%	N	%
PreK-3 Subtest 1: Developmental Knowledge	47% (28/60)	63% (38/60)	Total	193	93%	193	73%
			Female	174	93%	174	74%
			Male	13	N/A	13	N/A
			Black	38	79%	38	39%
			Caucasian	104	99%	104	89%
Hispanic	32	91%	32	59%			
PreK-3 Subtest 2: Language Arts and Reading	37% (22/60)	68% (41/60)	Total	193	96%	193	47%
			Female	174	96%	174	46%
			Male	13	N/A	13	N/A
			Black	38	89%	38	13%
			Caucasian	104	99%	104	62%
Hispanic	32	94%	32	34%			
PreK-3 Subtest 3: Mathematics	36% (18/50)	64% (32/50)	Total	193	94%	193	59%
			Female	174	94%	174	59%
			Male	13	N/A	13	N/A
			Black	38	79%	38	26%
			Caucasian	104	98%	104	76%
Hispanic	32	97%	32	44%			
PreK-3 Subtest 4: Science	38% (19/50)	60% (30/50)	Total	193	96%	193	72%
			Female	174	95%	174	71%
			Male	13	N/A	13	N/A
			Black	38	84%	38	34%
			Caucasian	104	100%	104	89%
Hispanic	32	97%	32	56%			

Note 1: N=number of examinees tested. Pass rates were not included for N less than 30 examinees.

Note 2: Linking is employed to maintain pass rate consistency for new generation test forms during impact data collection periods.