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MEMORANDUM

TO: Florida College System Chief Academic and Student Affairs Officers

FROM: Dr. Carrie E. Henderson, Executive Vice Chancellor *CEH*

DATE: August 21, 2018

SUBJECT: Postsecondary Education Readiness Test (PERT) Update

Given recent policy and contract changes related to PERT, I wanted to provide you with an update and confirm that PERT continues to serve as the primary, low-cost, common placement testing option for many students to demonstrate readiness for college-level work. After numerous extensions, the Florida Department of Education's contract with McCann Associates Holdings, LLC, that set the price for PERT, will expire on September 30, 2018. For college placement testing, colleges will continue to use standard scores for PERT that will remain in Rule 6A-10.0315, Florida Administrative Code (F.A.C.), along with alternative common placement tests including SAT, ACT and ACCUPLACER. In an email to the Florida Association of College Test Administrators on July 24, 2018, McCann President Mark Shay stated that McCann Holdings, LLC will "maintain the contractual rate of \$0.94 per unit for the foreseeable future." Colleges may work with McCann Associates Holdings, LLC individually or as a consortium to implement a contract to set the price.

On May 16, 2018, the State Board of Education approved revisions to Rule 6A-1.09422, F.A.C., to remove PERT as a concordant option for the Algebra I End-of-Course Assessment (EOC) for students entering high school in 2018-19 and thereafter. High school students attending prior to 2018-19 will be able to use PERT as a concordant score for the Algebra I EOC. High school students will be able to satisfy the Algebra I EOC through other concordant scores that remain in the rule, including ACT and SAT scores.

For any questions regarding PERT, please contact Dr. Karinda Barrett, Associate Vice Chancellor for Academic and Student Affairs, at Karinda.barrett@fldoe.org or 850-245-9523.

CH/kb

Attachments

cc: FCS Business Officers
FCS Testing Administrators

6A-10.0315 Common Placement Testing and Instruction.

(1) The purpose of this rule is to establish the test scores a student must achieve to demonstrate readiness to perform college-level work pursuant to Section 1008.30, F.S. A student who demonstrates readiness by achieving or exceeding standard test scores established herein and enrolls in a Florida College System institution within two (2) years after achieving such scores shall not be required to retest or complete developmental education at a Florida College System institution. "Developmental education" prepares students for college level reading, writing and mathematics courses. A student admitted to a Florida College System institution whose score on a common placement test indicates a need for developmental education must be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice. Colleges must allow students to enroll in developmental education courses.

(a) Further in accordance with Section 1008.30, F.S., a student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the United States Armed Services shall not be required to take a common placement test and shall be considered exempt. Exempt students shall not be required to enroll in developmental education instruction in a Florida College System institution. However, an exempt student may opt to be assessed and to enroll in developmental education, and the college shall provide such assessment and courses upon the student's request.

(b) Non-exempt students who have not earned credit for college level coursework for reading, writing, and mathematics shall be tested for proficiency prior to the completion of initial registration. Non-exempt students earning scores less than those listed below shall enroll in developmental education in the area of the deficiency.

(2) Exempt and non-exempt students meeting or exceeding standard scores on any of the following tests, using the highest score in the case of multiple scores, may be enrolled in college level courses. Institutions shall accept scores on the public high school transcript as an official record of scores.

	Standard Score
Florida Postsecondary Education Readiness Test (PERT)	
Reading	106
Writing	103
Mathematics	114
ACCUPLACER, The College Board	
Reading Comprehension	83
Sentence Skills	83
Elementary Algebra	72
SAT, The College Board	
Prior to March 1, 2016	
Critical Reading	440
Mathematics	440
Since March 1, 2016	
Reading Test	24
Writing and Language Test	25
Math Test	24
ACT with Writing or ACT, Inc.	
Reading	19
English	17
Mathematics	19
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	
Through March 2017	
Demonstrates readiness for college-level coursework in reading and writing	262

(3) Students whose first language is not English may be placed in developmental education prior to the required common placement testing, if such instruction is otherwise demonstrated as being necessary. Such students shall require common placement testing.

(4) Student records and test scores are confidential education records under Section 1002.221, F.S. Institutions are required to

comply with Section 1002.221, F.S., in maintaining confidentiality of these records.

(5) The Commissioner shall report to the State Board of Education each year the results of common placement testing.

Rulemaking Authority 1001.02(6), 1008.30(3), (4) FS. Law Implemented 1001.02, 1008.30 FS. History--New 7-15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-17-88, 7-25-91, 10-18-94, 8-28-95, 6-25-96, 3-28-00, 2-12-12, 8-21-12, 6-27-13, 10-22-13, 11-29-16.

6A-1.09422 Statewide, Standardized Assessment Program Requirements.

(1) Definitions. For the purpose of this rule, the following definitions shall apply:

(a) "Achievement level." Scores are reported by achievement levels, which are five (5) categories of achievement that represent the success students demonstrate with the content assessed. Achievement levels range from one (1) through five (5), with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on the assessment. The minimum score in achievement level 3 is the designated passing score for all assessments described in subsection (3), of this rule, pursuant to section 1008.22(3)(e)2., F.S. Achievement level scale score ranges are established in paragraphs (5)(a)-(c), of this rule.

(b) "Baseline year." The first school year in which an assessment is administered operationally, as referenced for each assessment in subsection (5), of this rule. Achievement levels are established for an assessment after the baseline year, and results from the baseline administration are used to establish the achievement standards.

(c) "Eligible students." All students except those who are prohibited from taking an assessment pursuant to section 1008.22(3)(b)2., F.S., and those who are exempted from the assessment pursuant to sections 1008.212, 1008.22(10), F.S., and Rule 6A-6.0909, F.A.C. Pursuant to section 1008.22(3), F.S., participation in the assessment program is mandatory for all eligible students attending public schools, including adult students seeking a standard high school diploma under section 1003.4282, F.S., and students in the Department of Juvenile Justice education programs, except as otherwise provided by law.

(2) The statewide, standardized assessment program required by section 1008.22, F.S., shall be developed under the direction and supervision of the Commissioner of Education and shall be:

(a) Kept secured at all times, in accordance with the provisions of Rule 6A-10.042, F.A.C.

(b) Provided to all school districts as computer-based or paper-based tests, according to section 1008.22(3)(d)1., F.S. Paper-based tests must be provided in the quantity needed for the students in the district for assessments that are not administered in computer-based format, and for students requiring paper-based accommodations in accordance with Rule 6A-1.0943, F.A.C.

(c) Administered in accordance with standard written instructions appropriate for the assessment. The written instructions shall be issued by the Commissioner in the form of test administration manuals and other written communications, as required, and provided to school districts in sufficient time prior to each assessment.

(d) Be aligned to the student performance standards adopted in Rule 6A-1.09401, F.A.C.

(3) The assessment program shall include comprehensive assessments in English Language Arts (ELA), Mathematics and Science, end-of-course (EOC) assessments, and pursuant to section 1008.22(3)(e)3., F.S., retake administrations of former assessments required for graduation.

(a) The statewide ELA assessments shall measure reading skills in grade three and reading and writing skills in grades four through ten.

(b) The statewide Mathematics assessments shall measure students' mathematics skills in grades three through eight.

(c) The statewide Science assessments shall measure students' science skills in grades five and eight.

(d) The EOC assessments shall consist of assessments measuring the skills specified in five (5) courses: Algebra 1, Geometry, Biology 1, United States History, and Civics.

(e) The FCAT 2.0 Reading retake with a baseline administration of 2010-2011 shall measure reading skills in grade ten and shall continue to have retake administrations through the 2017-2018 school year.

(f) The Algebra 1 EOC assessment retake with a baseline administration of 2010-2011 shall measure Algebra 1 skills required in the Algebra 1 course, including course equivalents contained from 2010-2011 to 2013-2014, and shall continue to have retake administrations through the 2016-2017 school year.

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

(a) Beginning with the 2014-2015 school year, all eligible students in grades three through ten shall take the statewide ELA assessment.

(b) Beginning with the 2014-2015 school year, all eligible students in grades three through eight shall take the statewide Mathematics assessment.

(c) Beginning with the 2011-2012 school year, all eligible students in grades five and eight shall take the statewide Science assessment.

(d) Beginning with the 2014-2015 school year, all eligible students enrolled in a high school Algebra 1 or equivalent course must take the Algebra 1 EOC assessment with a baseline administration of 2014-2015 and all eligible students enrolled in a high

school Geometry or equivalent course must take the Geometry EOC assessment.

(e) Beginning with the 2011-2012 school year, all eligible students enrolled in a high school Biology 1 or equivalent course must take the Biology 1 EOC assessment.

(f) Beginning with the 2012-2013 school year, all eligible students enrolled in a high school United States History or equivalent course must take the United States History EOC assessment.

(g) Beginning with the 2013-2014 school year, all eligible students enrolled in a middle school civics education course must take the Civics EOC assessment.

(h) Provisions shall be made by school districts to administer the assessment to students who are absent on the designated testing dates according to directions specified by the Commissioner. The directions shall be issued in the form of test administration manuals and other written communications, as required, and provided to school districts in sufficient time prior to each assessment.

(i) Provisions shall be made by the Commissioner to permit the assessment to be administered to home school students and private school students pursuant to sections 1002.39 and 1002.395, F.S., under conditions which preserve the security of the assessment and require the public school districts to be responsible for the test administration procedures and requirements of Rule 6A-10.042, F.A.C.

(j) Provisions shall be made by school districts to administer the retake assessments to students if they do not attain passing scores on the assessments required for graduation. Pursuant to section 1008.22(3)(e)3., F.S., assessments required for graduation may not be discontinued until the graduation, based on normal student progression, of students participating in the final, regular administration of the former assessment.

(5) Examinee scores on the statewide ELA and Mathematics assessments shall be reported by the use of scale scores and achievement levels defined by the baseline assessment administered during the 2014-2015 school year. Examinee scores on the statewide Science assessment shall be reported by the use of scale scores and achievement levels defined by the baseline assessment administered during the 2011-2012 school year. Examinee scores on EOC assessments shall be reported by the use of scale scores and achievement levels defined by the baseline assessment administered as follows: Algebra 1 EOC assessment (2014-2015), Algebra 1 EOC assessment for retake students (2010-2011), Geometry EOC assessment (2014-2015), Biology 1 EOC assessment (2011-2012), United States History EOC assessment (2012-2013), and Civics EOC assessment (2013-2014).

(a) The achievement levels for the comprehensive statewide assessments shall be as shown in the following tables.

Statewide ELA assessment scale scores (240 to 412) for each achievement level:					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	240-284	285-299	300-314	315-329	330-360
4	251-296	297-310	311-324	325-339	340-372
5	257-303	304-320	321-335	336-351	352-385
6	259-308	309-325	326-338	339-355	356-391
7	267-317	318-332	333-345	346-359	360-397
8	274-321	322-336	337-351	352-365	366-403
9	276-327	328-342	343-354	355-369	370-407
10	284-333	334-349	350-361	362-377	378-412
Statewide Mathematics assessment scale scores (240 to 393) for each achievement level:					
Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	240-284	285-296	297-310	311-326	327-360
4	251-298	299-309	310-324	325-339	340-376
5	256-305	306-319	320-333	334-349	350-388
6	260-309	310-324	325-338	339-355	356-390
7	269-315	316-329	330-345	346-359	360-391
8	273-321	322-336	337-352	353-364	365-393

Statewide Science assessment grade-level scale scores (140 to 260) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

(b) The achievement levels for the EOC assessments shall be as shown in the following tables.

Algebra 1 EOC assessment (baseline 2014-2015) scale scores (425 to 575) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
425-486	487-496	497-517	518-531	532-575

Geometry EOC assessment scale scores (425 to 575) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
425-485	486-498	499-520	521-532	533-575

Biology 1 EOC assessment scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-368	369-394	395-420	421-430	431-475

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

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

Civics EOC assessment scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-375	376-393	394-412	413-427	428-475

(6) In accordance with section 1008.22(3)(e)3., F.S., for students who took the statewide Grade 10 FSA ELA (2014-15) or FSA Algebra 1 EOC (2014-15) prior to the adoption on February 9, 2016, of the achievement levels and scale scores defined herein, the alternate passing score for the Grade 10 FSA ELA is 349 and above, which corresponds to the passing score of 245 and above on Grade 10 FCAT 2.0 Reading retake; the alternate passing score for the FSA Algebra 1 EOC is 489 and above, which corresponds to the passing score of 399 and above for the Algebra 1 EOC retake (2010-11).

(7) For students who took the statewide Geometry EOC (2014-15) prior to the adoption on February 9, 2016, of the achievement levels and scale scores defined herein, the alternate passing score shall be 492 and above, which corresponds to the passing score of 396 and above for the previous Geometry EOC (2010-11), which was last administered December 2014.

(8) Concordant and comparative scores shall be applied to the statewide assessment program as follows:

(a) Concordant scores shall be applied for the grade 10 Reading or ELA assessment, as appropriate, according to this subsection:

1. Beginning with students who entered grade 9 in the 2010-11 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA ELA Assessment, as applicable, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the respective section of the SAT or ACT. For eligible students, the concordant passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, twenty-four (24) on the 10 to 40 scale of the SAT Reading Subtest section, or nineteen (19) on the 1 to 36 scale on the ACT Reading section. Eligible students may also use concordant scores set forth in subparagraph (8)(a)2. of this rule.

2. Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Grade 10 FSA ELA Assessment, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and eighty (480) on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

(b) Comparative scores shall be applied for the Algebra 1 EOC assessment, as appropriate, according to this subsection:

1. Beginning with students entering grade 9 in the 2011-12 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Mathematics

section of the Postsecondary Education Readiness Test (PERT). For eligible students, the comparative passing scale score for the PERT shall be a score equal to or greater than ninety-seven (97) on the 50 to 150 scale. Eligible students may also use comparative scores set forth in subparagraph (8)(b)2. of this rule.

2. Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.

(c) When a student or adult earns a passing score on the respective section of the alternative assessment used to meet the graduation requirement(s), it shall be recorded in their cumulative record. Regardless of whether they have already been awarded a certificate of completion, a student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement (the grade 10 Reading, the grade 10 ELA, or the Algebra 1 EOC) shall be awarded a standard high school diploma if the student or adult earns or has earned a concordant or comparative score for an alternative assessment, set forth in subparagraph (8)(a) and (b). A student or adult may retest until they earn a passing score on the respective statewide assessment or a concordant or comparative score on an alternative assessment.

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

(10) Students with disabilities may be provided test modifications or accommodations in accordance with the provisions of Rule 6A-1.0943, F.A.C. Requirements for the alternate assessment for students with significant cognitive disabilities are established in Rule 6A-1.0943, F.A.C.

(11) English Language Learners (ELLs) may be provided test accommodations in accordance with the provisions of Rule 6A-6.09091, F.A.C. Requirements for the annual English language proficiency assessment for ELLs are established in Rule 6A-6.09021, F.A.C.

Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 1003.4282, 1008.22, 1008.25 FS. History—New 1-24-99, Amended 10-7-01, 1-22-02, 12-23-03, 3-27-06, 3-1-07, 2-25-09, 7-19-10, 2-12-12, 2-3-13, 2-25-14, 2-17-15, 2-9-16, 1-1-18, 6-28-18.