

**STATE BOARD OF EDUCATION**  
**Action Item**  
January 14, 2015

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

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Section 1008.22(3), Florida Statutes

**EXECUTIVE SUMMARY**

Section 1008.22, Florida Statutes, requires that the State Board of Education specify, by rule, the scale score ranges and Achievement Levels for each statewide, standardized assessment. The baseline administration of the Civics End-of-Course (EOC) Assessment occurred in spring 2014, and the performance standards must now be established for this assessment.

The Department convened statewide committees and used an established standard-setting process to recommend Achievement Levels for the Civics EOC Assessment. The standard-setting process began with a committee of 26 educators who recommended cut scores to define each Achievement Level for the assessment. The standard-setting committee of educators, all of whom were nominated by their superintendents, met July 22-25, 2014, and proposed new Achievement Level cut scores based on their review of the assessment, informed by their experience with the Next Generation Sunshine State Standards (NGSSS), and teaching Florida's students. Participants included teachers from the targeted subject area, school and district curriculum specialists, and school and district administrators. Each committee member made an independent recommendation for the cuts after extensive analysis, discussion with colleagues, and a review of the simulated impact of these standards. Committee members evaluated what students should know related to each question and determined the percentage of "just-barely" prepared students at each Achievement Level that should correctly respond to each item.

After the educators made their recommendations, these recommendations were presented to a "reactor panel," comprised of Florida education leaders, postsecondary faculty in the targeted subject area, and business/community leaders. From July 31 – August 1, 2014, the "reactor panel" reviewed and provided feedback on the standard-setting committee's outcomes while also considering data from external assessments (historical trend for Grade 7 FCAT 2.0 Reading and other Florida EOC Assessments).

The educator panel proposed cut scores as follows: level 2 cut of 381; level 3 cut of 394; level 4 cut of 410; and level 5 cut of 425. The reactor panel proposed cut scores as follows: level 2 cut of 376; level 3 cut of 394; level 4 cut of 413; and level 5 cut of 428. Both panels proposed the same level 3 cut score of 394. The Commissioner reviewed both panels' recommendations, as well as public input received during the rule development workshops held August 19-21, 2014, and recommends that the cut scores recommended by reactor panel be implemented in rule.

For the 2013-14 school year, the Civics EOC Assessment scores were reported on a T-score scale, which ranged from 20-80. On that scale, a score of approximately 50 was the statewide average, and students received score reports that indicated whether the student fell within the highest third, middle third, or lowest third compared to other students in Florida. The 2013-14 administration was used as a baseline year to collect data to use during the standard-setting process. The proposed scores for the Civics EOC Assessment will be reported in two ways: as scale scores and as one of five Achievement Levels. The proposed Civics EOC Assessment scale score ranges for each Achievement Level are shown in the table below:

<b>Civics EOC Assessment Scale Scores (325 to 475) for each Achievement Level:</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
325-375	376-393	394-412	413-427	428-475

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

<b>Civics EOC Assessment Impact Data Percentage of 2014 Test Takers in Achievement Level:</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>≥3</b>
19%	20%	27%	19%	15%	61%

As previously established in rule 6A-1.09422(10), the passing score for the Algebra 1, Biology 1, Geometry, and United States History EOC Assessments shall be the minimum scale score in achievement level 3. The standard setting process also considered the minimum scale score in achievement level 3 as “passing” for Civics.

Public input on the Civics Achievement-Level cut scores was gathered via rule development workshops and was solicited via an online form posted on the Department of Education’s website. Legislative staff reviewed the proposed cut scores and had no changes.

One additional revision is being made to make the rule consistent with statute (removing the reference to college and career readiness indicators).

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**Supporting Documentation Included:** Proposed Rule 6A-1.09422; rule workshop and public feedback summary; PowerPoint Presentation; Educator and Reactor Panel lists

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

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

(1) through (5) No change.

(6) Examinee scores on the FCAT 2.0 Reading and Mathematics shall be reported by the use of scaled scores and achievement levels defined by the baseline assessment administered during the 2010-2011 school year. Examinee scores on the FCAT 2.0 Science shall be reported by the use of scaled 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 scaled scores and achievement levels defined by the baseline assessment administered as follows: Algebra 1 EOC Assessment (2010-2011), Geometry EOC Assessment (2011-2012), Biology 1 EOC Assessment (2011-2012), United States History EOC Assessment (2012-2013), and Civics EOC Assessment (2013-2014). Achievement levels range from 1 through 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. ~~Scoring at or above achievement level 4 on a Florida EOC Assessment indicates that a student is high achieving and has the potential to meet college readiness standards by the time the student graduates from high school.~~

(a) through (f) No change.

(g) The achievement levels for the Civics EOC Assessment shall be as shown in the following table.

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

(7) through (8) No change.

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

(10) Beginning with the 2013-14 school year, passing scores shall be designated for each FCAT 2.0 and EOC assessment pursuant to Section 1008.22(3)(e)2., F.S. For FCAT 2.0 Reading, Mathematics, and Science, the passing score shall be the minimum scale score in achievement level 3. For FCAT 2.0 Writing, the passing score shall be a score of 3.5. For Algebra 1, Biology 1, Geometry, ~~and~~ United States History, and Civics EOC Assessments, the passing score shall be the minimum scale score in achievement level 3.

(11) through (14) No change.

Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 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,

## Rule Development Workshops Public Input Summary

### Civics End-of-Course Assessment Standard Setting

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

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

- August 19, 2014—West Palm Beach, Florida
- August 20, 2014—Tavares, Florida
- August 21, 2014—Tallahassee, Florida

In addition, the rule development workshop presentation was posted and feedback was collected. The following summary data is based on **feedback received by 8:00am on Tuesday, September 2, 2014.**

Affiliation		
Group*	Number	Percentage
Teacher	6	86%
School/District Representative	1	14%

\*Each respondent was counted once, even if a respondent selected multiple affiliations. Any educational/leadership affiliations were counted first. No respondents were identified as parents, students, or business leaders.

Assessment	Level 1/2 Cut			Level 2/3 Cut*			Level 3/4 Cut			Level 4/5 Cut		
	Recommends	#	%	Recommends	#	%	Recommends	#	%	Recommends	#	%
<b>Civics EOC Assessment</b>	Higher	0	0%	Higher	1	13%	Higher	2	29%	Higher	2	29%
	<b>Lower</b>	<b>6</b>	<b>86%</b>	<b>Lower</b>	<b>6</b>	<b>75%</b>	<b>Lower</b>	<b>4</b>	<b>57%</b>	<b>Lower</b>	<b>4</b>	<b>57%</b>
	No Change	1	14%	No Change	1	13%	No Change	1	14%	No Change	1	14%

\*For the Level 2/3 Cut, one of the respondents indicated both “Higher” and “Lower,” which explains why there are 8 responses for this cut and only 7 for the others.



## Establishing Achievement-Level Cut Scores for the Civics EOC Assessment

State Board of Education, January 14, 2015

**Juan Copa**

Deputy Commissioner

Division of Accountability, Research, and Measurement

Florida Department of Education



## State Board Rule Amendment

- Establishes Achievement-Level cut scores for the Civics End-of-Course (EOC) Assessment
- Revise references to “college and career readiness” to reflect changes to statute.

# EOC Assessments are Standards-Based Tests

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

## When is Standard Setting Necessary?

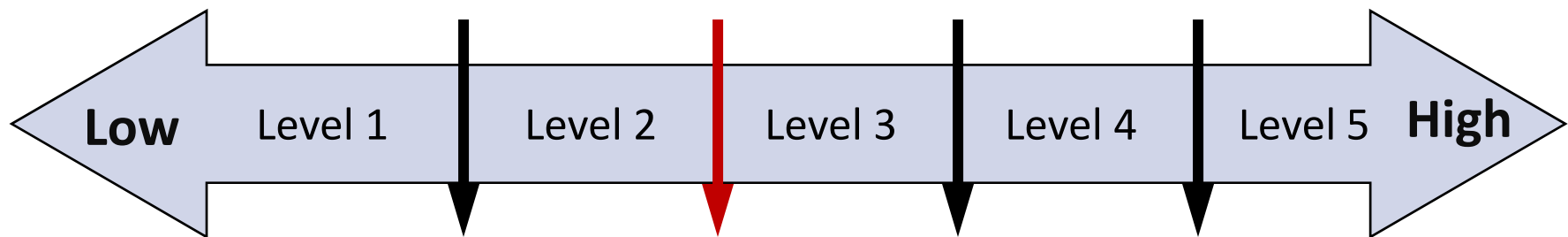
- Standard setting becomes necessary whenever any of the following occur:
  - New test
  - New standards adoption
  - Blueprint changes (e.g., item types, benchmarks, percentage of test per reporting category)
  - Achievement Level Descriptions (ALDs) change



## Achievement Levels

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

### Five Achievement Levels, Four Cut Points



## Florida EOC Assessment Scale Score Range

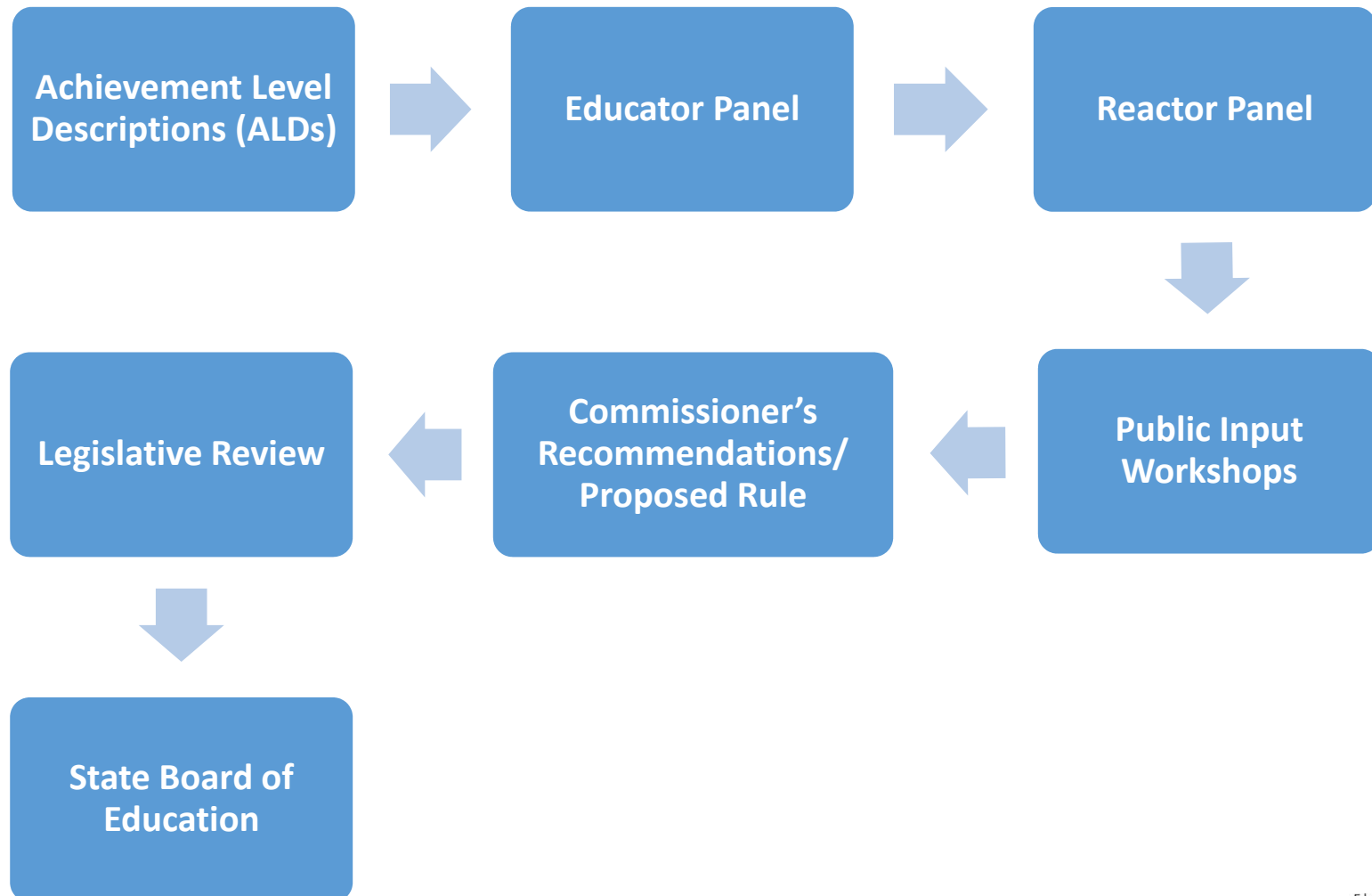
- All Florida EOC Assessments use the same scale score range
- Civics EOC Assessment Achievement Level cuts are determined on this score scale

Assessments	Scale
EOC Assessments	325-475

# EOC Assessment Policy Definitions

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

## Setting Standards is a Multi-Stage Process



## Standard-Setting Timeline

Complex process with input solicited from several groups of stakeholders

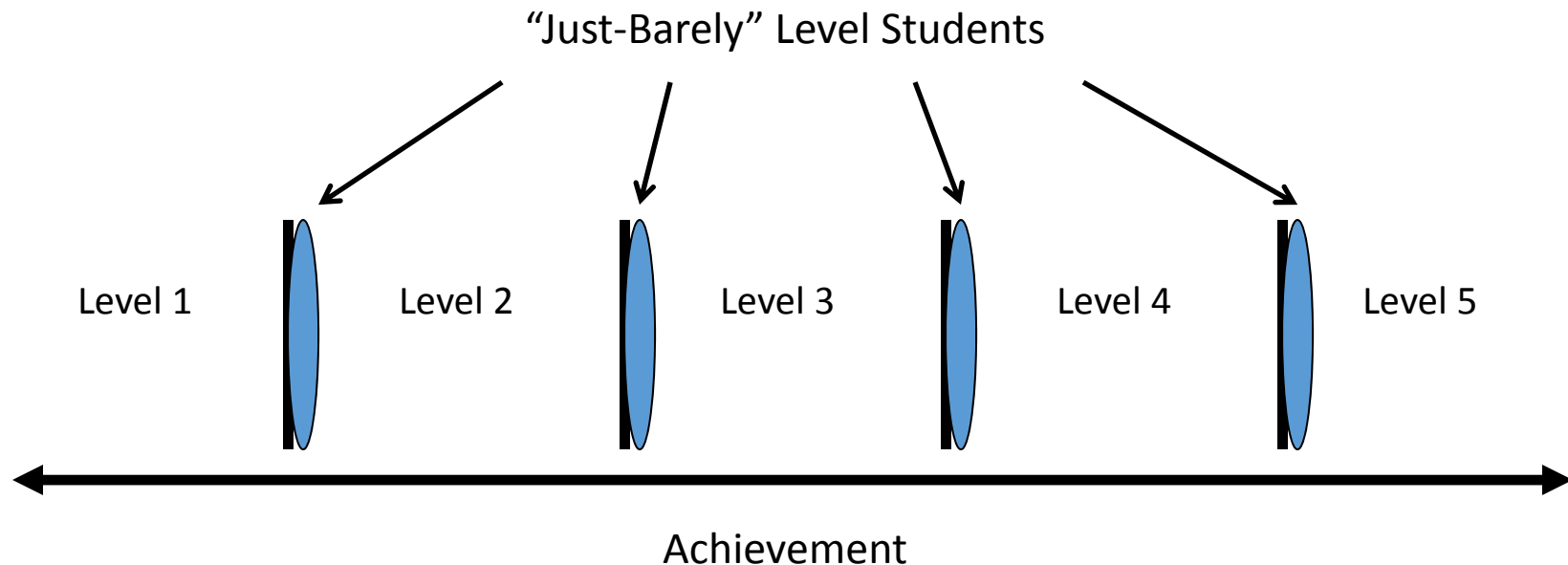
- **Summer 2013:** Content experts defined Civics EOC Assessment Achievement Level Descriptions (ALDs).
- **March/April 2014:** Civics EOC Assessment ALDs were posted for public comment.
- **April/May 2014:** Florida students participated in the baseline Civics EOC Assessment.
- **July 22-25, 2014:** Content experts rated the difficulty of items on the test relative to student expectations, which were aggregated to derive recommended cut scores.
- **July 31-August 1, 2014:** Reactor panel reviewed the Educator Panel's outcomes and provided feedback and recommendations for adopting the cut scores.
- **August 19-21, 2014:** State Board of Education Rule Workshops held for gathering public input on the Reactor Panel's recommendations.
- **September 19, 2014:** Recommended cut scores provided to the House and Senate for feedback.
- **November 18, 2014:** The State Board of Education will review the results from each panel as well as the Commissioner's recommendations and legislator input, and will make a final cut-score decision.

## Educator Panel: July 22-25

- 26 teachers and district-level administrators with subject-area expertise and expertise with special populations
- Panel represented Florida's diversity, including:
  - Gender
  - Ethnicity
  - District Size
  - Region
  - School Zone Type (i.e., urban, suburban, rural, virtual)

## The “Just-Barely” Test Taker

Educator Panel participants made judgments based on their experience with students who should *just barely* meet the criteria to be classified into each Achievement Level. These judgments were used to determine the Achievement Level cut scores.



## Reactor Panel: July 31- August 1

- Convened a group of diverse stakeholders from across Florida
- Provided feedback to the department on the outcomes of the Educator Panel



## Reactor Panel Review

Considered the following:

- Information and materials from the standard-setting Educator Panel meeting
- *Next Generation Sunshine State Standards*
- Achievement Level Descriptions (ALDs)
- External tests
  - Grade 7 FCAT 2.0 Reading
  - Other Florida EOC Assessments
- Impact data
  - By gender
  - By ethnicity



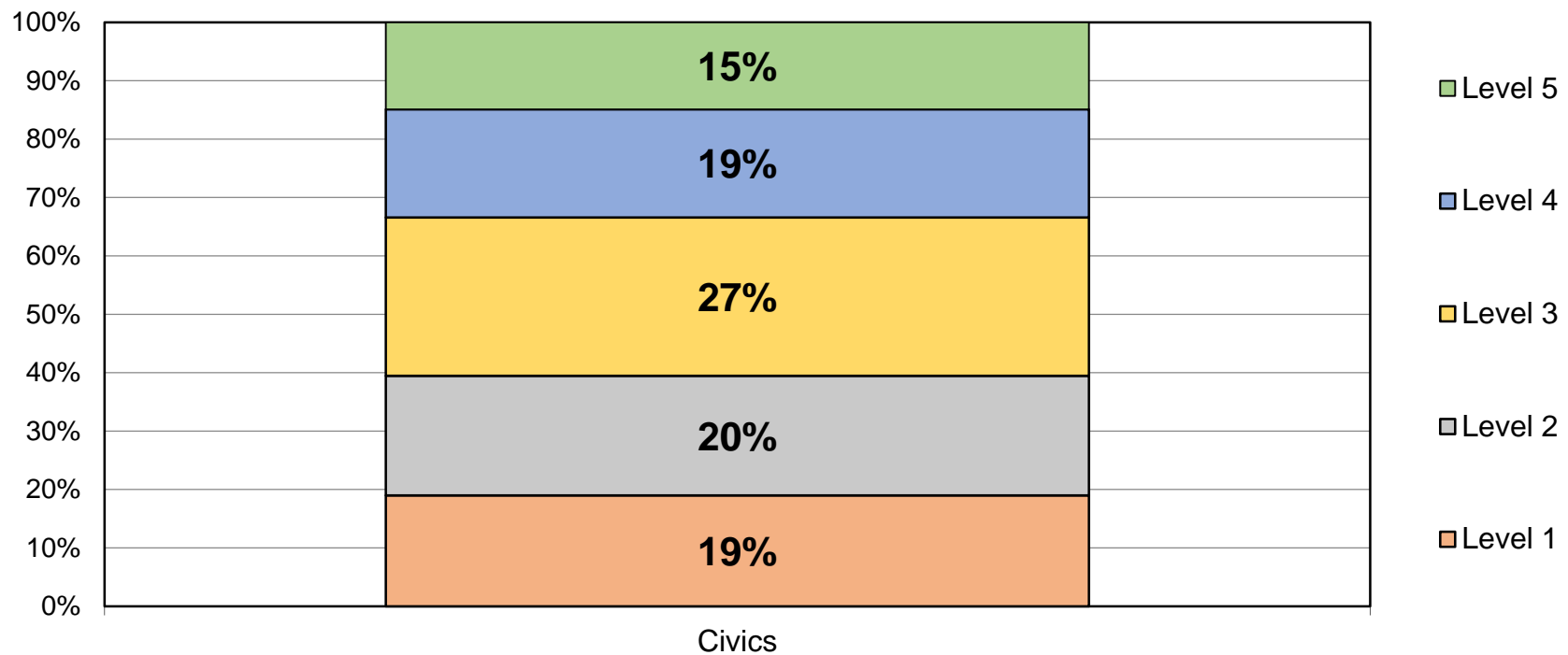
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## Recommendations and Impact Data

## Civics EOC Achievement-Level Cuts Impact Data: Percentage of Students in each Achievement Level

	Percentage of 2014 Test Takers in Each Achievement Level					
	1	2	3	4	5	$\geq 3$
Educator Panel	24%	16%	23%	20%	18%	61%
Reactor Panel	19%	20%	27%	19%	15%	61%
Commissioner's Recommendation	19%	20%	27%	19%	15%	61%

## Recommendation: All Students Percentage in Each Achievement Level Impact Data (Based on 2014 Student Performance)



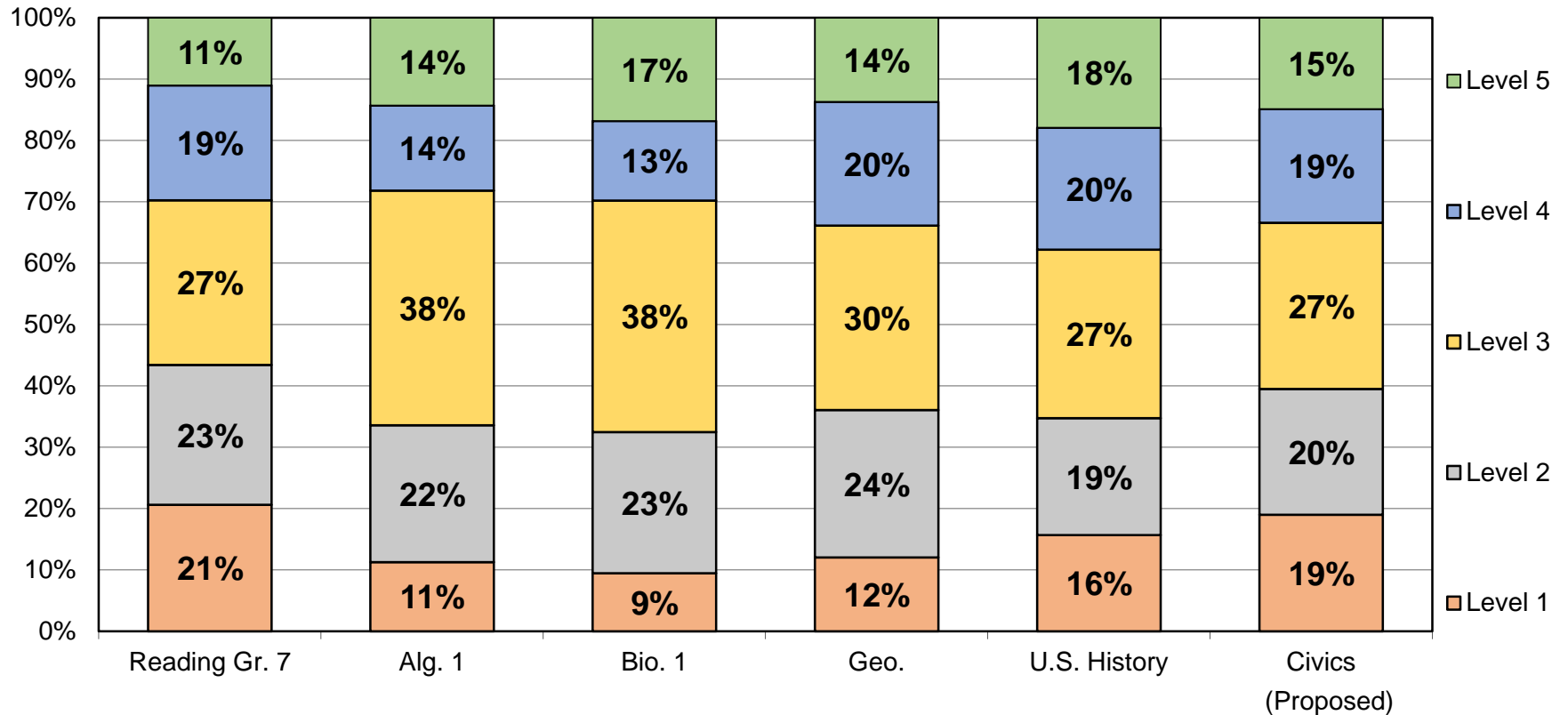


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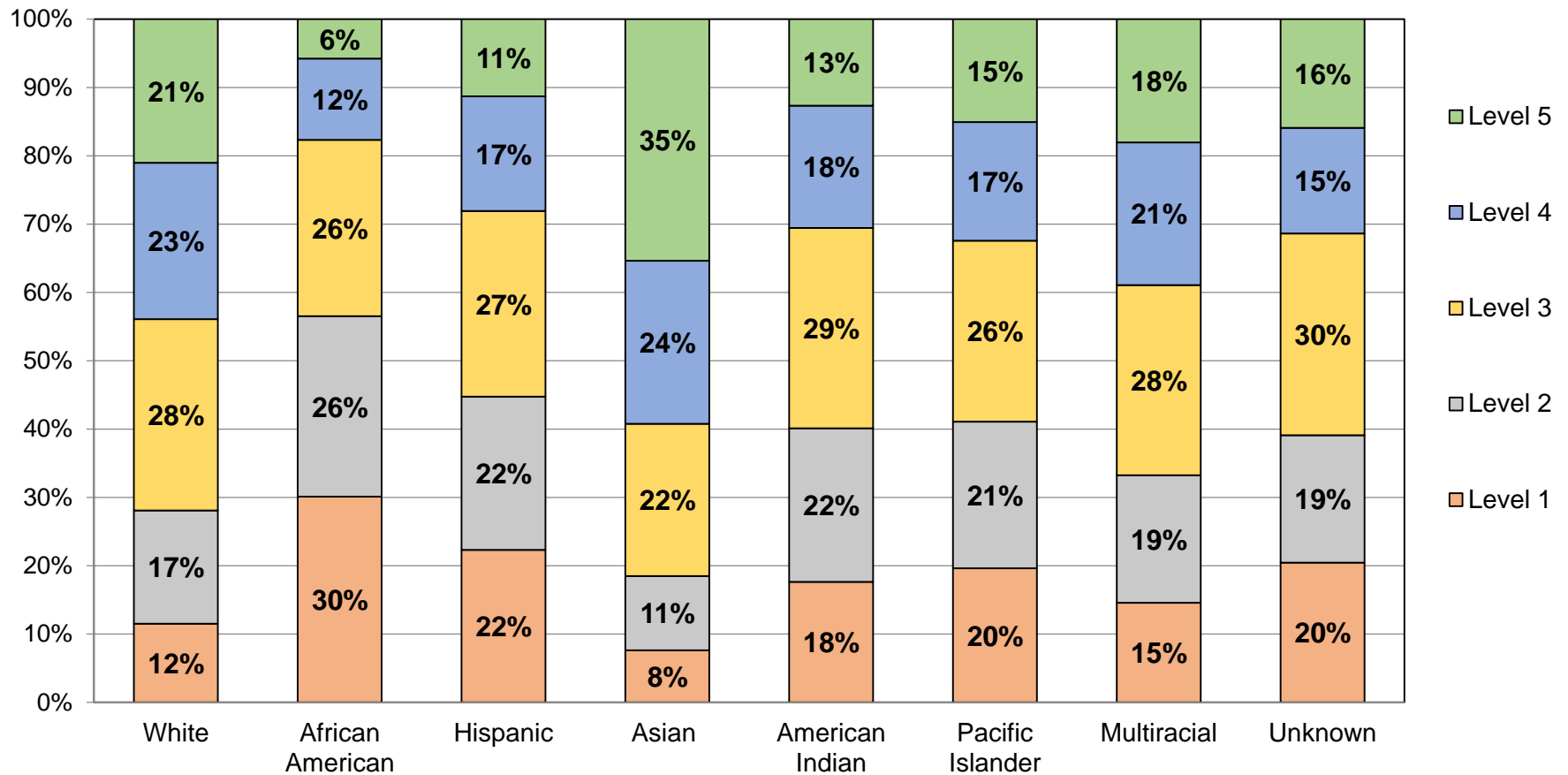
## Impact Data and Data Comparisons for Recommended Cut Scores

# Impact Data – Based on 2014 Student Performance

## Reading Grade 7, Algebra 1, Biology 1, Geometry, U.S. History, and Proposed Civics



## Impact Data – Based on 2014 Student Performance Civics EOC by Ethnicity





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



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





## Educator Panel

### 2014 Civics End-of-Course Assessment Standard Setting

**July 22 – 25, 2014**

First Name	District
<b>Cherie Arnette</b>	<b>Escambia</b>
Jennifer Auriemma	Okaloosa
Robert Brazofsky	Miami-Dade
<b>Travis Brown</b>	<b>St. Johns</b>
Sue Clarke	Brevard
Angelita Dennis	Martin
Christy Disinger	Volusia
Jeri Flowers	Liberty
Martha Ford	Hillsborough
Kristen Fuqua	Pasco
Ilene Haney	Seminole
Tracy Jefferson	Gadsden
Eric Leopold	Pinellas
Jorge Lugo	Indian River
Stephanie MacDougall	Orange
Kathy Marcucci	Hernando
Lesia Mathews	Gadsden
Jennifer Mikelaitis	Statewide (Florida Virtual School)
Virginia Parra	Marion
Peggy Renihan	Washington
Eric Silenzi	Manatee
<b>Mikeol Stroh</b>	<b>Lee</b>
<b>Jackie Viana</b>	<b>Miami-Dade</b>
Roger Walker	Leon
Ron Wetherington	Leon
Robert Worthington	St. Johns

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



**Reactor Panel**  
**2014 Civics End-of-Course Assessment Standard Setting**  
**July 31 – August 1, 2014**

<b>Panel Member Number</b>	<b>Name</b>	<b>Company/District/Employer</b>
1	Carlene H. Anderson	Superintendent, Walton County School District
2	Annette Boyd Pitts	The Florida Law Related Education Association, Inc.
3	Roderic Brame	Pasco
4	Karen Denbroeder	Florida State University
5	Braulio Colon	Helios Education Foundation
6	Matthew Carter	Ramos & Sparks Group
7	Douglas Dobson	University of Central Florida
8	Mindy Haas	Florida PTA
9	Bobby L. James	School Board of Marion County
10	Dr. M. Todd Smallwood	State College of Florida
11	Jacob Oliva	Superintendent, Flagler Schools
12	David Mica	Florida Petroleum Council
13	Terri Susan Fine	University of Central Florida
14	Melba Luciano	Superintendent, School District of Osceola County
15	Ralph Yoder	Superintendent, Calhoun County School Board
16	Maureen Wilt	Florida Power and Light Company
17	Dr. Joseph Smiley	St. Petersburg College
18	Genelle Yost	Superintendent, St. Lucie County School Board