



Rule 6A-1.09422: Establishing Concordant and Comparative Scores for the B.E.S.T. Assessments

**Rule Development Workshop
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Statutory Requirements

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Section 1003.4282, Florida Statutes (F.S.)

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(a) *Four credits in English Language Arts (ELA).*—The four credits must be in ELA I, II, III, and IV. A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

(b) *Four credits in mathematics.*—

1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.

Statutory Requirements (cont.)

Section 1008.22, F.S.

(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT and ACT that if achieved satisfy the graduation requirement that a student pass the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC) ASSESSMENT.—The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.



Current Concordant and Comparative Score Requirements

Current Concordant/Comparative Scores

- The concordant/comparative scores currently established in Rule 6A-1.09422, Florida Administrative Code (F.A.C.), are aligned to the Florida Standards Assessments (FSA).
- In accordance with statute, now that a sufficient number of students have taken the Grade 10 Florida Assessment of Student Thinking (FAST) ELA Reading Assessment and the Benchmark for Excellent Student Thinking (B.E.S.T.) Algebra 1 EOC Assessment as well as various national assessments (e.g., ACT, CLT, SAT), the Department must determine new concordant/comparative scores aligned to these assessments.

Current Concordant/Comparative Scores (cont.)

The current concordant/comparative scores were adopted by the State Board of Education (SBE) in May 2018:

Concordant Scores for the FSA Grade 10 ELA Assessment	
SAT Evidence-Based Reading and Writing (EBRW)	480
ACT English and Reading subtests (averaged)	18
Comparative Scores for the FSA Algebra 1 EOC Assessment	
PSAT/NMSQT Mathematics	430
SAT Mathematics	420
ACT Mathematics	16

Current Concordant/Comparative Scores (cont.)

In July 2020, the SBE approved an additional amendment that allowed for a passing score on the statewide, standardized Geometry EOC to be used as a comparative score for the Algebra 1 EOC.

Concordant Score for the FSA Algebra 1 EOC Assessment	
Geometry EOC	Level 3

Current Concordant/Comparative Scores (cont.)

- During the 2023 Legislative Session, House Bill 1537 was adopted and, among other measures, required the SBE to establish, in rule, a concordant and comparative passing score for the Classic Learning Test (CLT) to satisfy ELA and Mathematics assessment graduation requirements, beginning with students who entered grade 9 in the 2020–2021 school year.
- Accordingly, Rule 6A-.109422, F.A.C., was amended in July 2023, to include the following CLT scores:

Comparative Score for the FSA Grade 10 ELA Assessment	
CLT Verbal Reasoning and Grammar/Writing sections sum	36
Concordant Score for the FSA Algebra 1 EOC Assessment	
CLT Quantitative Reasoning section	11



Proposed Concordant/Comparative Scores Aligned to B.E.S.T. Assessments

Proposed Concordant Scores for the FAST Grade 10 ELA Assessment

Assessment	Assessment Scale	Concordant Score
SAT Reading and Writing section	200–800	490
PSAT/NMSQT Reading and Writing section	160–760	470
PSAT 10 English and Writing section	160–760	470
ACT English and Reading subject test (averaged)	1–36	18
PreACT Secure English and Reading subject test (averaged)	1–36	18
CLT Grammar/Writing and Verbal Reasoning subject tests (sum)	0–80	39
CLT10 Grammar/Writing and Verbal Reasoning subject tests (sum)	0–80	39

- 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 or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

Proposed Comparative Scores for the B.E.S.T. Algebra 1 EOC Assessment

Assessment	Assessment Scale	Concordant Score
SAT Math	200–800	420
PSAT/NMSQT Math	160–760	430
PSAT 10 Math	160–760	430
ACT Math	1–36	16
PreACT Secure Math	1–36	16
CLT Quantitative Reasoning	0–40	14
CLT10 Quantitative Reasoning	0–40	14
Statewide, Standardized Geometry EOC	Achievement Level 1–5	Achievement Level 3

Rule Implementation Timeline

- The proposed rule would allow students who entered grade 9 in the 2022–2023 school year (who would be seniors during the 2025–2026 school year) to use either the previous or the newly-adopted concordant/comparative scores to meet their assessment graduation requirements.
- Students who enter grade nine in the 2025–2026 school year, or students who entered grade 9 in the 2023–2024 through 2024–2025 school years and have not yet earned a concordant score by the time the rule becomes effective, would be required to use the B.E.S.T.-aligned concordant/comparative scores.

Thank you!

We appreciate your interest in the rule amendment process. We invite you to provide your feedback on the update to the concordant/comparative score for the assessment graduation requirements.

To comment on this rule development, please go to <https://web02.fldoe.org/rules>.



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