



**Approval of Amendment to Rule 6A-1.09422, F.A.C.,
Statewide, Standardized Assessment Program Requirements**

**State Board of Education
October 18, 2023**



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Purpose of the Proposed Amendment

- This proposed amendment establishes the performance standards, or cut scores, for the new assessments implemented during the 2022-2023 school year:
 - Florida Assessment of Student Thinking (FAST)
 - English Language Arts Grades K-10
 - Mathematics Grades K-8
 - End-of-course assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.)
 - Algebra 1
 - Geometry

Commissioner's Recommendations

- On September 1, 2023, Commissioner Manny Diaz, Jr. submitted his recommended cut scores to the Legislature for review, as required by state law, at least 45 days prior to the scheduled State Board of Education action (October 18, 2023).
- The Commissioner's recommended cut scores, if adopted, will give students and their families a clear picture of academic readiness for the next steps, providing Florida's students the best opportunity they have ever had to take control of their academic journey.
- The Commissioner's recommendations take into account the invaluable work and input of parents, educators, superintendents, school board members, college presidents and the general public, as well as Florida's historical performance on assessments.
- If approved by the State Board of Education, Florida will adopt rigorous expectations for our students, and as history has demonstrated, when the bar is raised for Florida's students, our teachers and students rise to the challenge.

New Assessments Implementation Timeline

Event	Date
Governor DeSantis signed Senate Bill 1048 (2022 Session) into law, the groundbreaking legislation which replaced the Florida Standards Assessment (FSA) with progress monitoring to measure students' growth.	March 15, 2022
The new FAST progress monitoring assessment system (administered three times a year, as required by law) and the new B.E.S.T.-aligned end-of-course (EOC) assessments in Algebra 1 and Geometry are administered.	August/September 2022 (PM1) December 2022/January 2023 (PM2) May 2023 (PM3, EOCs)
Results of the first year of the new assessment results are released using a temporary provisional scale, which is linked to the former assessment system, as required by law.	June 2023
Educator panels , consisting of hundreds of educators from across the state, convened to establish recommendations for new performance expectations ("cut scores") on the new assessments.	July 24-28, 2023
A reactor panel of stakeholders convened to review the educator recommendations and establish their recommendations for the new cut scores.	August 3-4, 2023
A rule development workshop was held to gather public input on new cut scores.	August 11, 2023
Based on the input received and Florida's historical performance on assessments, Commissioner Diaz established his recommendations for the new cut scores and submitted them to the Legislature for their statutorily-required 45-day review period.	September 1, 2023
The State Board of Education is scheduled to act on the Commissioner's recommendation establishing new cut scores for the new assessments.	October 18, 2023

The First Year of FAST Progress Monitoring

- Florida's **first in the nation** statewide progress monitoring system was successfully launched during the 2022-2023 school year.
- Teachers, students and parents were provided **real-time, immediate and actionable data** at the beginning, middle and end of the school year to drive student improvement.
- Since this is a new assessment system, year-over-year comparisons were not possible, but within-year comparisons demonstrated that **substantial gains** were achieved by Florida's students during the school year – evidence that **progress monitoring is working**.
- Once **new cut scores** are set, a baseline will be established, and the ability to compare performance over time will once again be possible.

What is Performance Standard Setting (Setting “Cut Scores”)?

- **Performance Standard Setting** is the process whereby “lines are drawn” to separate the test scores into various Achievement Levels (i.e., “cut scores”) classifying student performance into meaningful categories of academic readiness.
- This process is **required** when implementing new content standards and new assessments.
 - Florida adopted new content standards in English Language Arts and Mathematics (Benchmarks for Excellent Student Thinking or B.E.S.T.) in February 2020.
 - Florida implemented new assessments of those content standards (FAST progress monitoring and updated Algebra 1 and Geometry end-of-course [EOC] assessments) in the 2022-2023 school year.

Why are Performance Standards (“Cut Scores”) Necessary?

- Performance standards:
 - Define what students should know and be able to do; and
 - Identify clear expectations for students, parents and teachers.
- Whether a student wants a job-ready certificate, a 2-year credential, a 4-year degree or all of the above, it is critical that along that journey, Florida schools give students and their families a clear picture of academic readiness for the next steps.

Achievement Levels: ELA Reading and Mathematics

- For ELA Reading and Mathematics assessments, including the Algebra 1 and Geometry EOC assessments, there are five Achievement Levels, as required by law, which requires the setting of four Achievement Level cuts.

Five Achievement Levels, Four Cut Points

Low

Level 1

Level 2

Level 3

Level 4

Level 5

High

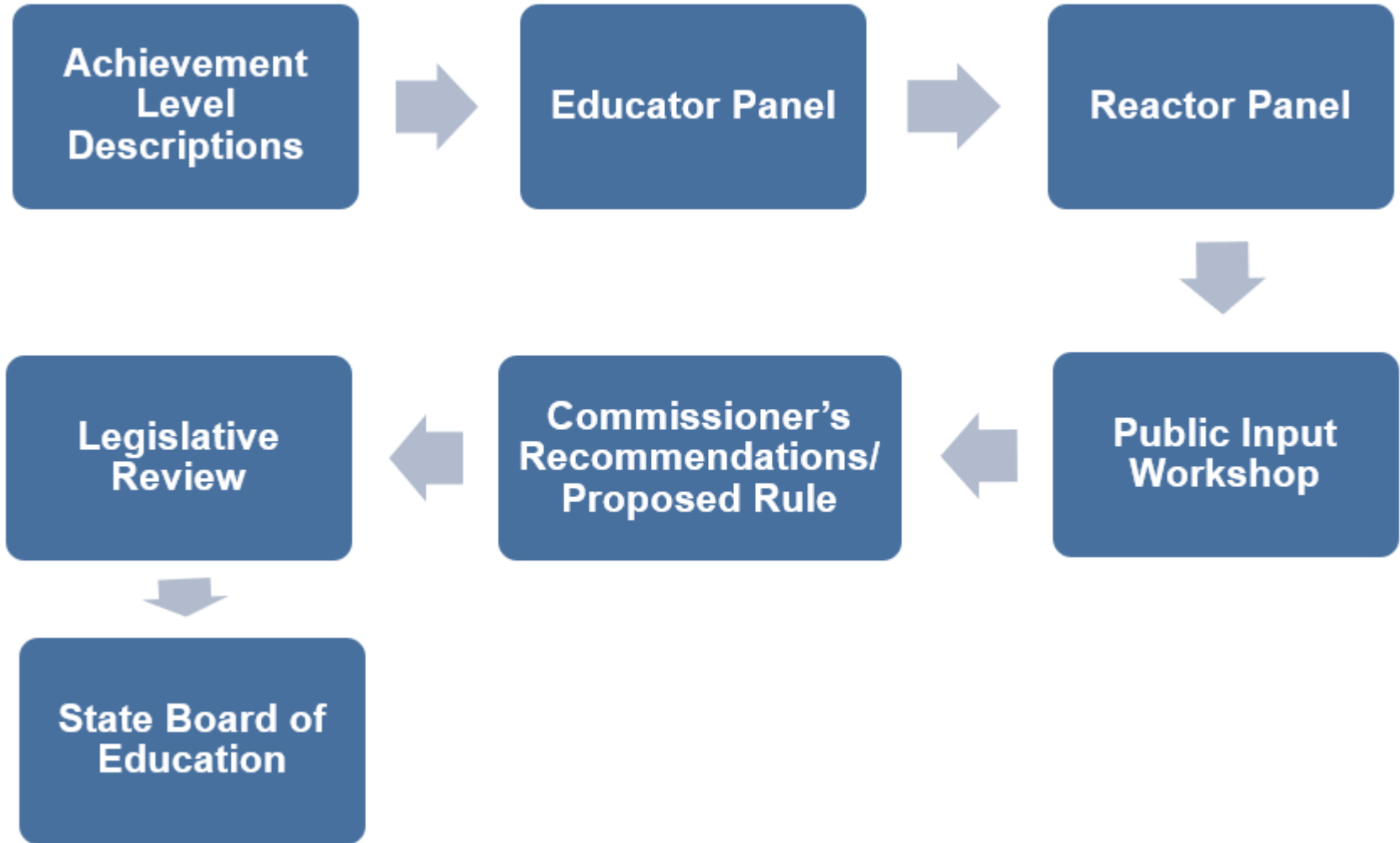
As defined in state law, Level 3 indicates On-Grade-Level performance on each assessment.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

The Process of Establishing Performance Standards (Setting “Cut Scores”)

Standard Setting: A Multi-Stage Process



Educator Panels

- After the baseline administration of the new assessment, the first step in setting cut scores was to convene panels of educators tasked to make recommendations on where the cut points should be set.
- Over a period of one week in July 2023, nearly 400 educators from across the state convened in Orlando to complete this task for the new assessments.
- Over several rounds of evaluation, panels specific to each assessment (e.g., Grade 3 ELA Reading, Algebra 1 EOC) made recommendations for the cut scores based on:
 - Test content,
 - How consistent their recommendations appeared across grade levels (articulation),
 - How their recommendations impacted student performance (impact data), and
 - How their recommendations compared to Florida performance on other assessments (benchmarking).
- At the conclusion of the rounds of evaluation, the final recommendations of the educator panels were established based on the **median** value of participants' judgements on each panel.

Reactor Panel

- After the work of the educator panels was complete, a reactor panel of stakeholders was convened to react to and evaluate the recommendations made by the educator panels.
- Over a period of two days, the 14 reactor panelists met to review the educator panels' recommendations through their lens of perspectives, which included early learning, K-12 education, higher education, parental interests, business interests and community interests.
- Whereas the role of the educator panels was largely content expertise, the role of the reactor panel was to consider broader policy and impact in making recommendations.
- As with the recommendations of the educator panels, the final recommendations of the reactor panel were established based on the **median** value of participants' judgements on the panel.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Commissioner's Recommendations

Level 3 Scale Score Cut – FAST ELA

Grade	2023 B.E.S.T. Educator/Reactor Panel	2023 Recommendation
3	201	201
4	211	213
5	219	222
6	224	225
7	228	232
8	237	238
9	240	242
10	245	247

The Conditional Standard Error of Measurement (CSEM) is +/- 4 scale score points. The CSEM is the standard deviation of an examinee's observed score that would be expected over repeated parallel measurements of an examinee with a fixed, unchanging true score. The recommended cut points are within the CSEM of the educator/reactor recommendation (which is the median of their committee judgements).

Level 3 Scale Score Cut – FAST/B.E.S.T. Mathematics

Grade/Subject	2023 B.E.S.T. Educator/Reactor Panel	2023 Recommendation
3	198	198
4	211	211
5	220	222
6	227	229
7	234	235
8	242	244
Algebra 1	396	400
Geometry	404	404

The Conditional Standard Error of Measurement (CSEM) is +/- 4 scale score points. The CSEM is the standard deviation of an examinee's observed score that would be expected over repeated parallel measurements of an examinee with a fixed, unchanging true score. The recommended cut points are within the CSEM of the educator/reactor recommendation (which is the median of their committee judgements).

Commissioner's Recommendations and NAEP

- The National Assessment of Educational Progress (NAEP) is a congressionally mandated assessment and serves as the only assessment that measures what U.S. students know and can do in various subjects across the nation, with results released as **“The Nation’s Report Card.”**
- NAEP uses a representative sample of students, and for **Reading and Mathematics in Grades 4 and 8**, results are reported for the nation, states and jurisdictions, and selected urban districts, **allowing for state-by-state comparisons.**
- NAEP has four achievement levels (*Below Basic, Basic, Proficient and Advanced*), while Florida’s statewide assessments have, as required by state law, five achievement levels, with Level 3 defined as on-grade-level.
- ***Proficient* on NAEP means competency over challenging subject matter, and does not mean the same as being “on grade level,” which refers to performance on local curriculum and standards.***

*A Closer Look at NAEP, National Assessment Governing Board

<https://www.nagb.gov/content/dam/nagb/en/documents/a-closer-look-at-naep.pdf>

Benchmarking: Comparing Commissioner's Recommendations to NAEP

Grade/ Subject	Commissioner's Recommendation (Percent At or Above On-Grade-Level [Level 3 and Above])	Commissioner's Recommendation (Percent At or Above Proficient [Level 4 and Above])	2022 NAEP (Percent At or Above Proficient)	2022 NAEP (Percent At or Above Basic)
Grade 4 ELA/Reading	52%	31%	39%	71%
Grade 4 Mathematics	58%	38%	41%	81%
Grade 8 ELA/Reading	48%	26%	29%	69%
Grade 8 Mathematics	41%	21%	23%	58%

Level 3 is defined in state law as “on-grade-level.” The State Board of Education defined Level 4 as “Proficient” in January 2016.

Next Steps

- If approved, the new cut scores will be reported beginning with PM2 results in December and January.
 - The new cut scores will also be applied to PM1 results from this school year in order to provide an “apples to apples” comparison going forward to drive improvement.
- Scores earned by students prior to the adoption of the new cut scores will still remain in effect for students.
 - For example, a passing score earned by a student last spring under the provisional scale and cut points remains a passing score for the student.
- Only students who take assessments for the first time following the adoption of the new cut scores will be subject to the new scores.
 - For example, a 10th grade student (who is scheduled to graduate in 2026) who takes the Grade 10 ELA PM3 assessment for the first time in Spring 2024 will be subject to the new cut scores.



www.FLDOE.org



www.FLDOE.org