Rule 6A-1.09422, F.A.C.: Establishing the Classic Learning Test as a Concordant/Comparative Score

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.

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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

Legislative Action on Concordant and Comparative Scores

- Adopted during the 2023 Legislative Session, House Bill (HB) 1537 establishes, in state law, the concordant and comparative scores that students who are in the 2022-2023 graduating class may use if they have not yet earned their required passing score to graduate.

- The bill also establishes, in state law, the concordant and comparative scores available to students beginning with those who entered grade 9 in the 2020-2021 school year (i.e., beginning with students expected to graduate in 2023-2024).

- This language will expire from statute on July 1, 2025.

Legislative Action on Concordant and Comparative Scores (cont'd)

- HB 1537 requires that the State Board of Education establish, in rule, a concordant and comparative passing score for the Classic Learning Test (CLT) in order to satisfy ELA and mathematics assessment graduation requirements, beginning with students who entered grade 9 in the 2020-2021 school year.

Assessment Graduation Requirements as Established in HB 1537

Concordant and Comparative Scores for Students in the 2022-2023 Graduating Class

Grade 10 ELA Assessment Requirement	
SAT Evidence Based Reading and Writing (EBRW)	430
SAT Reading Subtest	24
ACT Reading	19
ACT English and Reading subtests*◆ (averaged)	18
Algebra 1 EOC Assessment Requirement	
PERT	114
PSAT/NMSQT Mathematics	430
SAT Mathematics	420
ACT Mathematics	16
Geometry EOC	Level 3

*For the ACT English and Reading subtests, if the average of the two subject test scores results in a decimal of 0.5, the scores shall be rounded up to the next whole number.

◆The scores for the English and Reading subject test on the ACT are not required to come from the same test administration.

Concordant and Comparative Scores for Students Beginning With Those Who Entered Grade 9 in 2020-2021 (i.e., Beginning With Students Expected to Graduate in 2023-2024)

Grade 10 ELA Assessment Requirement	
SAT Evidence Based Reading and Writing (EBRW)	480
ACT English and Reading subtests*◆ (averaged)	18
Algebra 1 EOC Assessment Requirement	
PSAT/NMSQT Mathematics	430
SAT Mathematics	420
ACT Mathematics	16
Geometry EOC	Level 3

*For the ACT English and Reading subtests, if the average of the two subject test scores results in a decimal of 0.5, the scores shall be rounded up to the next whole number.

◆The scores for the English and Reading subject test on the ACT are not required to come from the same test administration.

Classic Learning Test

Introduction to the Classic Learning Test

- The Classic Learning Test (CLT) is a college entrance exam designed for 11th and 12th graders.

- The CLT consists of three sections: Verbal Reasoning (VR); Grammar & Writing (GW); and Quantitative Reasoning (QR).

  - These sections evaluate English, grammar, and mathematical skills, providing measures of achievement and aptitude in each area.

- The overall CLT scale ranges from 0-120, and the sections contain scaled scores from 0-40.

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CLT Concordant and Comparative Scores

- HB 1537 requires the State Board of Education to establish in Rule a concordant passing score for the Grade 10 ELA that is the sum of the Grammar/Writing and Verbal Reasoning subject tests on the CLT and a comparative passing score for the Algebra 1 EOC on the Quantitative Reasoning subject test on the CLT.

- The CLT concordant and comparative score would be applicable as an additional option to satisfy assessment graduation requirements beginning with students who entered grade 9 in the 2020-2021 school year.

CLT Concordant and Comparative Scores (cont.)

- Eligible students may meet the grade 10 ELA assessment graduation requirement by earning a sum equal to or greater than 36 on the 0 to 80 scale of the combined Verbal Reasoning and Grammar/Writing sections of the CLT.
  - The scores for the Grammar/Writing and Verbal Reasoning subject tests on the CLT are not required to come from the same test administration.

- Eligible students may meet the Algebra 1 EOC assessment graduation requirement by earning a score equal to or greater than 11 on the 0 to 40 scale of the Quantitative Reasoning section of the CLT.

Proposed Amendment to Rule 6A-1.09422, F.A.C.

Proposed Amendment Language: Grade 10 ELA

(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 2018-19 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 2019-20 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.

2. Students and adults who are in the 2022-23 graduating class, including students who entered grade 9 in 2019-20 school year, and who have not yet earned the required passing score on the the the grade 10 statewide, standardized 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, the Reading subtest of the SAT or the ACT, 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 thirty (430) on the 200 to 800 scale, and the concordant passing scale score for the SAT Reading subtest shall be equal to or greater than twenty four (24) on the 10 to 40 scale. The concordant passing scale score for the Reading section of the ACT shall be a score equal to or greater than ninteen (19) on the 1 to 36 scale, and the concordant passing score on the average of the English and Reading subtest scores of the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the average of the ACT English and Reading subtests, 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.

3. Beginning with students who entered grade 9 in the 2020-21 school year, students and adults who have not yet earned their required passing score on the grade 10 statewide, standardized 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, or the sum of the Verbal Reasoning and the Grammar/Writing sections of the Classic Learning Test (CLT). 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, 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, and the concordant passing scale score for the sum of the Grammar/Writing and the Verbal Reasoning subject tests of the CLT shall be a score equal to or greater than thirty-six (36) on the 0 to 80 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 or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

Proposed Amendment Language: Algebra 1 EOC

(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 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 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 2019-20 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 or on the Geometry EOC assessment. 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, equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section, equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, or equal to or greater than 499 on the 425 to 575 scale for the Geometry EOC assessment. Students who are eligible for the Algebra 1 EOC alternate passing score of 489 under subsection (6) or the Geometry EOC alternate passing score of 492 under subsection (7) may use the Geometry EOC alternate passing score of 492 as a comparative score to satisfy this requirement.~~

2. Students and adults who are in the 2022-23 graduating class, including students who entered grade 9 in the 2019-20 school year, and who have not yet earned the 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 PERT, the PSAT/NMSQT, the SAT or the ACT, or on the statewide, standardized Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than one hundred and fourteen (114) on the 50 to 150 scale for the PERT Mathematics section, equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section, equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, or equal to or greater than an achievement level 3 on the level 1 to level 5 achievement level scale for the statewide, standardized Geometry EOC assessment.

3. Beginning with students who entered grade 9 in the 2020-21 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 PSAT/NMSQT, the SAT or the ACT, on the statewide, standardized Geometry EOC assessment, or on the Quantitative Reasoning section of the CLT. 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, equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section, equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, equal to or greater than an achievement level 3 on the 1 to level 5 achievement level scale for the statewide, standardized Geometry EOC assessment, or equal to or greater than eleven (11) on the 0 to 40 scale for the CLT Quantitative Reasoning section.

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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