

**STATE BOARD OF EDUCATION**  
**Consent Item**  
November 20, 2024

**SUBJECT:** Approval of Amendment to Rule 6A-1.09430, Statewide, Standardized Alternate Assessment Program Requirements

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Sections 1008.22 and 1008.25, Florida Statutes (F.S.)

**EXECUTIVE SUMMARY**

Section 1008.22(3)(e), F.S., requires that the State Board of Education specify, by rule, the Achievement Levels for each statewide, standardized assessment, including the statewide, standardized alternate assessments. The baseline administration for the Florida Alternate Assessment (FAA) in English Language Art (ELA) and Mathematics aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Access Points occurred during the 2023–2024 school year, and the achievement levels must now be established for the grades 3–10 ELA, grades 3–8 Mathematics, and Access Algebra 1 and Geometry end-of-course (EOC) assessments.

The Department convened statewide committees and used an established standard-setting process to recommend achievement levels for each FAA—Performance Task ELA and Mathematics grade-level/subject test. The standard-setting process began with a committee of approximately 100 educators who recommended standards by which to define each achievement level for the assessment. The standard-setting committee of educators, most of whom were nominated by their district alternate assessment coordinator, met July 9–13, 2024, and proposed new achievement level standards based on their review of the assessments, informed by their experience with the B.E.S.T. Access Points and teaching Florida’s students. Participants included special education and content area specialists. Each committee member made independent recommendations after extensive analysis, discussion with their 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 students at each achievement level who should answer each item correctly.

After the educators made their recommendations, the recommendations were presented to an “articulation panel” composed of a subset of approximately 40 panelists from the larger educator meeting. The articulation panel met July 13, 2024, and reviewed the educators’ recommended achievement level standards and impact data and provided recommended achievement level standards for FAA—Performance Task ELA and Mathematics assessments. The articulation panel allows panelists to view the educator panels’ recommended achievement level standards across adjacent grade levels in each content area to ensure that the standards are coherent and consistent across grade-levels.

In addition to the standard setting process that took place for the FAA—Performance Task, a committee met to perform standards validation for the FAA—Datafolio. A committee consisting of eight educators for each grade band met July 15–16, 2024. Because there

were no changes to the FAA—Datafolio assessment, a standard-setting process was not required. However, the committee met to allow panelists to review the performance levels and either approve the existing performance levels or recommend changes. Minor adjustments were suggested for the FAA—Datafolio scoring pattern.

The Commissioner reviewed both panels' recommendations. The achievement level standards proposed reflect the Commissioner's final recommendations based on the input from the educator panel, the articulation panel, and the public.

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**Supporting Documentation Included:** Proposed Rule 6A-1.09430, F.A.C.

**Facilitators/Presenters:** Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement