



# Statewide Assessment Update

Florida Organization of Instructional Leaders

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## Topics

- Updated Resources
- Science and Social Studies Updates
- Reporting
- Benchmark Reporting
- Released Tests
- Florida Alternate Assessment
- Other Assessment Updates



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# Updated Resources

## Resources

- The [Statewide Assessments Guide](#) has been updated for the 2023-24 school year.
- [Florida's Statewide Grades 3-10 and EOC Computer-Adaptive Tests FAQ](#) provides comprehensive information about how our CATs work.
- [Florida Statewide Assessments Computer-Adaptive Testing Video](#) is another resources for parents and school staff to better understand CAT testing in Florida.

## Resources

- [Understanding Florida Statewide Assessment Reports](#) now contains information for Science and Social Studies assessments (reported in FRS for the first time in spring 2024).
- [K–2 Parent Quick Guide](#) helps parents understand Star reports and Florida Assessment of Student Thinking (FAST) equivalent scores.



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# Science and Social Studies Updates

## Science and Social Studies Assessments

- The spring 2024 administration of Science and Social Studies assessments is the first step toward computer-adaptive delivery in the 2024–25 school year.
  - The spring 2024 assessments draw from a common item bank, cover the full test blueprints and are reported on the existing scales. Each item a student receives is randomly selected to meet blueprint requirements and cover a range of item difficulty levels.
  - Beginning in spring 2025 and beyond, the tests will be fully adaptive at the item level, similar to Mathematics tests.
- We will not conduct a new standard setting for these assessments, but we will perform quality assurance analyses in the summer of 2024.

## Science and Social Studies Assessments

- Statewide Science will continue to be a summative assessment offered only in the spring. It is not part of the FAST progress monitoring system.



## Science and Social Studies Assessments

- The spring 2024 Science and Social Studies assessments contain multiple-choice items only.
  - Science assessments contain some context-dependent (CD) sets where students respond to several items associated with the same stimuli. Students will see one or two of these sets in a test attempt.
- The same parent/educator reports and information available in the FRS for FAST and B.E.S.T. assessments will be available for Science and Social Studies assessments in spring 2024.
  - However, there is no enhanced score report language for Science and Social Studies assessments yet. Those resources are being developed for use in the 2024–25 school year.



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# Reporting

## 2023–24 Reporting

- Students who take a B.E.S.T. EOC assessment for the first time this winter and beyond are required to earn a passing score on the new B.E.S.T. scale.
  - Algebra 1 graduation requirement: passing score of 400 (Level 3)
  - Geometry comparative score or Scholar designation: passing score of 404 (Level 3)
- Students who take Grade 10 FAST ELA Reading (PM3) in spring 2024 and beyond are required to earn a passing score of 247 (Level 3) on the new FAST scale.

# 2023–24 Reporting

- **PM1**

- Grades 3–10 FAST scores were originally reported on the provisional scale that was used in 2022–23.
- These scores have since been updated on the FAST scale in FRS for apples-to-apples comparisons between PM1 and PM2.

- **PM2 and beyond**

- Grades 3–10 FAST scores will be reported on the new FAST scale.
- K–2 FAST scores will be reported on the FAST scale with achievement levels *and* on the Unified scale.

- [Establishing the B.E.S.T. Score Scale FAQ](#)

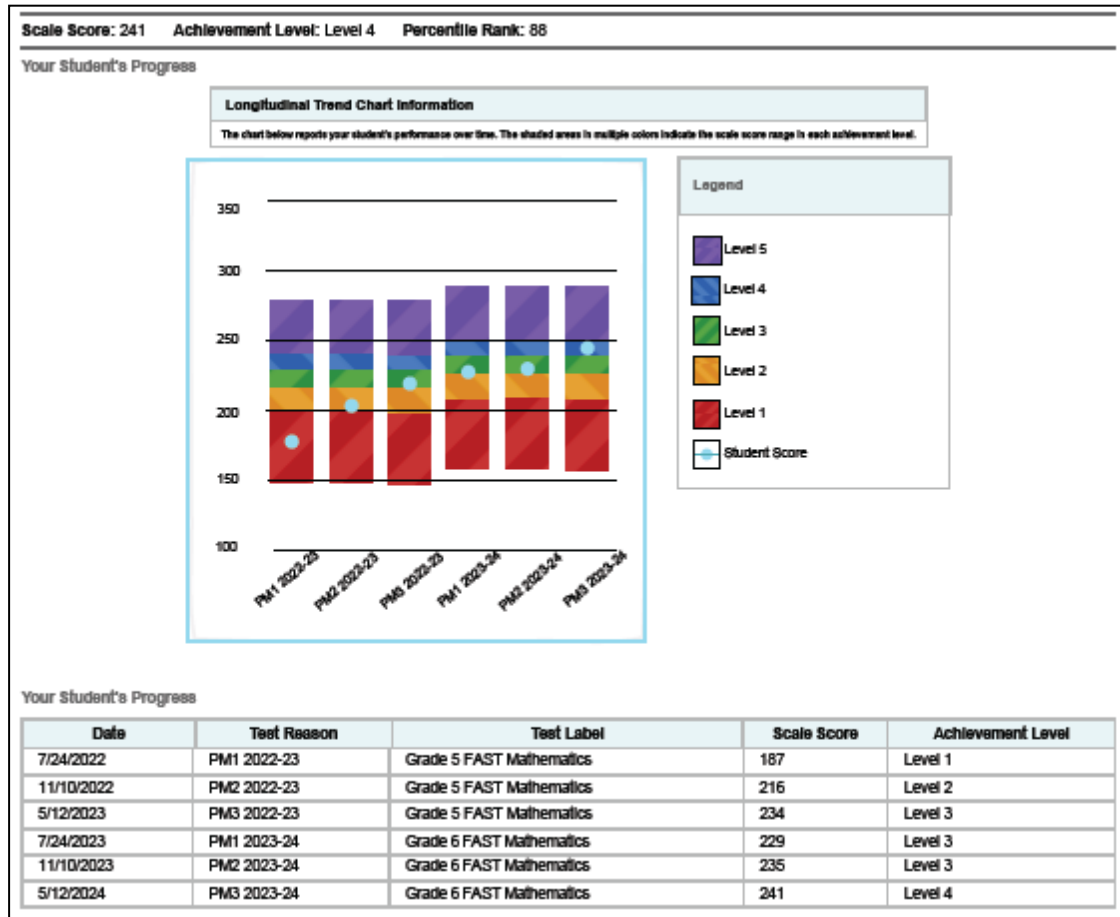
## 2023–24 Reporting: Alternate Passing Scores

- Students whose graduation requirements were for previous assessments (e.g., FSA) or students who participated in an administration of a FAST or B.E.S.T. assessment prior to the adoption of cut scores for that assessment are eligible to use an alternate passing score linked to the passing score on the previous assessment for the purpose of meeting an assessment graduation requirement.
- APS Eligibility:
  - B.E.S.T. EOCs
    - Any student who participated in a B.E.S.T. EOC prior to the adoption of the B.E.S.T. scale.
    - Students whose graduation requirement is FSA Algebra 1\*.
  - FAST ELA Reading
    - Any student who was enrolled in grade 10 in the 2022–23 school year.
    - Students who participated in Spring 2023 FAST Grade 10 ELA Reading PM3 (including accelerated students).
    - Students whose graduation requirement is FSA ELA\*.
- [Graduation Requirements for Florida’s Statewide Assessments](#)

\*Spring 2024 will be the last administration of FSA ELA and FSA Algebra 1 EOC retakes.

# Spring 2024 Reporting

Longitudinal Chart on individual student reports (ISRs) – all previous PMs appear.

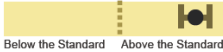


# Spring 2024 Reporting

- **Enhanced Score Reports** describe student performance in each reporting category of the FAST assessment and B.E.S.T. EOC assessments, as well as suggestions for ways that parents can help students make progress in their learning.
- For each of the reporting categories, three tiers of text have been created based on the B.E.S.T. Standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators:
  - Below Expectations
  - At/Near Expectations
  - Above Expectations
- The reports classify student performance into one of the three tiers based on the students' answers to items that measure the benchmarks associated with that reporting category.

# Spring 2024 Reporting

- Enhanced Score Report language for Reading and Mathematics tests:

Scale Score: 340		Achievement Level: Level 4		Percentile Rank: 72	
<p><b>How Did Your Student Perform on Different Areas of the Test?</b></p> <p>The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times within this testing window.</p>					
Category	Performance	Achievement Level	Achievement Level Description		
1. Reading Across Genres & Vocabulary		Above the Standard	<p><b>What These Results Mean</b> For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> <li>Analyze how figurative language adds to implied meaning of the text(s).</li> <li>Summarize a story or an informational text to include complex or implied details (such as the plot and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding.</li> <li>Compare and contrast information from primary (firsthand) and/or secondary (secondhand) sources and explain how the sources support the same topic.</li> <li>Apply knowledge of word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, recognize the connection between affixes and parts of speech, and use multiple strategies to determine the meaning of complex and unfamiliar words and phrases.</li> </ul> <p><b>Next Steps</b> Ask your learner to read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> <li>Analyze how using multiple instances of figurative language contributes to the meaning of complex text(s).</li> <li>Explain how concise and specific details support the theme and/or central idea to enhance the understanding of the text.</li> <li>Explain how the similarities and differences between two primary (firsthand) and secondary (secondhand) sources contribute to an overall understanding of the same topic.</li> <li>Explain the parts of an unknown word that may help with understanding what the word means, or that changes the meaning of the word, and the connection to complex parts of speech.</li> <li>Explain how the use of multiple strategies can help determine the meaning of an unknown word or phrase.</li> </ul>		
			<p><b>What These Results Mean</b> For example, your learner may be able to:</p> <ul style="list-style-type: none"> <li>Explain how a text structure (chronological order, comparison, cause and effect, problem/</li> </ul>		

- Enhanced reports for Science and Social Studies will be available in Spring 2025.



# Interpreting the Enhanced Score Report

- The information in this report is provided for students and families and is not intended for use in or as a replacement for classroom instruction.
- Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.
- A student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the B.E.S.T. Standards.
- The Reporting Category Statements documents can be found the FDOE website at the links below:
  - [ELA](#)
  - [Mathematics](#)



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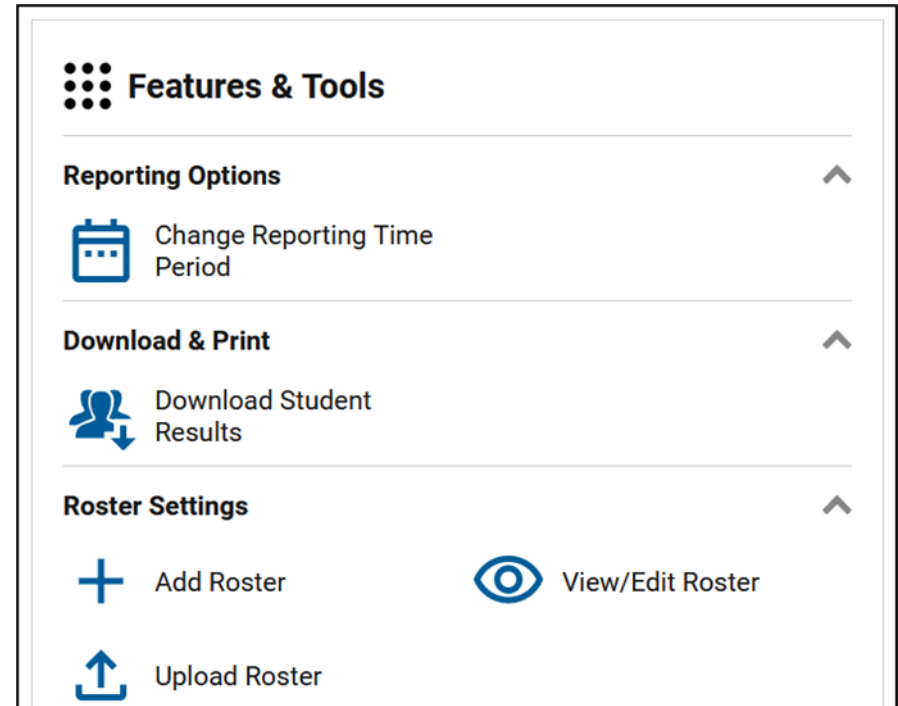
# Benchmark Reporting

## Downloadable Benchmark Report

- Available in fall 2024 for grades 3–10 FAST assessments, a data file generated through FRS will provide benchmark performance by student, roster, school and district.
- Each benchmark will be listed with the students in the roster who saw an item measuring that benchmark and whether the student answered the question correctly.
- The current layout was created in consultation with select District Assessment Coordinators and their respective district instructional staff.
- Modifications may be made in subsequent years based on feedback from all district users.

## Downloadable Benchmark Report (cont.)

- Using the Download Student Results feature in FRS, schools and districts will be able to build a file by selecting the test administration, specific assessments and students.
- Users can then evaluate how the selected set of students performed on each assessed benchmark.





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# Released Tests

## Released Tests

- [Section 1008.22\(8\)](#), Florida Statutes (F.S.), requires the Department to publish each statewide, standardized assessment administered, excluding retakes, at least once on a triennial basis, with the initial publication occurring no later than June 30, 2024.
- The initial publication of assessments must include, at a minimum, the grade 3 ELA Reading and Mathematics assessments, the grade 10 ELA Reading assessment and the Algebra 1 EOC assessment.
- Additionally, the Department plans to release Writing prompts and individual student Writing responses.
  - The Department will release public domain and commissioned passages and provide references to permissioned passages, which will not be able to be released as part of the interpretive product.

## Released Tests (cont.)

- Each released test will include content that represents an operational test blueprint for each respective grade and subject.
- Per statute, released content must have appeared on tests in the administration year immediately preceding release.
  - For ELA Reading and Mathematics assessments, this means content that was eligible to have been administered to students in either PM1, PM2 or PM3.
  - For grades 5 and 8 Science assessments and end-of-course assessments (Algebra 1, Geometry, Civics, Biology 1 and U. S. History), this means content that was eligible to have been administered to students in the spring administration immediately preceding the release.
  - Statute does not require FAST VPK–2 test content to be released.

# Proposed Released Test Timeline

Below is a proposed timeline for the release of operational tests in accordance with section 1008.22(8), F.S.

June 30, 2024	June 30, 2025	June 30, 2026
Grade 3 ELA Reading & Mathematics	Grade 5 ELA Reading & Mathematics	Grade 4 ELA Reading & Mathematics
Grade 6 ELA Reading & Mathematics	Grade 8 ELA Reading & Mathematics	Grade 7 ELA Reading & Mathematics
Grade 8 Science	Grade 5 Science	Biology 1
Grade 10 ELA Reading	Grade 9 ELA Reading	
Algebra 1	Geometry	
Civics	U.S. History	





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# Florida Alternate Assessment

## Florida Alternate Assessment (FAA) Standard Setting

- In the 2023–24 school year, the FAA Performance Task and Datafolio are aligned to the B.E.S.T. Access Points in ELA and Mathematics.
- The Department and Pearson, the FAA assessment vendor, will conduct standard setting activities in July 2024.
  - July 9–12: Performance Task Educator Panels
  - July 15–16: Datafolio Educator Panels
- FAA scores for Spring 2024 will be reported using the existing scale.



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# Other Assessment Updates

# Independent Study

Section 1008.22(14), F.S., requires an independent review of the coordinated screening and progress monitoring system, FAST, to be completed by **January 31, 2025**. The review must, at a minimum:

- Analyze the feasibility and validity of using PM1 or PM2 results, or both, in lieu of using the PM3 score for purposes of demonstrating a passing score, promotion to grade 4, meeting graduation requirements and calculating school grades in accordance with s. 1008.34, F.S.
- Provide options for further reducing the statewide, standardized assessment footprint.
- Analyze the feasibility and validity of remotely administering FAST.
- Look at student acceleration based on FAST results.
- Look at the incorporation of content from ELA instructional materials adopted by the Commissioner of Education pursuant to s. 1006.34, F.S., in test items within FAST.
- Analyze the impact of the FAST system in terms of student learning growth data as measured by the formula approved under s. 1012.34(7), F.S.

# Classic Learning Test (CLT) Concordant and Comparative Scores

- In July 2023, the State Board of Education adopted an amendment to Rule 6A-1.09422, F.A.C., codifying the use of CLT scores as comparative/concordant scores for graduation.
  - 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.

# Assessment Questions/Topics Heard at FOIL This Week

- Updated national norms for Grade 3 promotion (especially for STAR and i-Ready)
  - Implementation dates?
  - 50<sup>th</sup> Percentile on STAR Reading – 986 (old) vs 978 (new)
  - General expected patterns of identification for interventions
- Transitioning students from STAR Early Literacy to STAR Reading, especially in Kindergarten
- Kindergarten Ready score (690 vs 707)
- *Potential* metrics for FAST within-year growth
  - State percentile ranks (continue to provide for grade 3 and up)
  - “Typical” growth, by achievement level?
  - Probability of being “on track” (not at student level)?

## Questions?

- Vince Verges: [vince.verges@fldoe.org](mailto:vince.verges@fldoe.org), or
- [assessment@fldoe.org](mailto:assessment@fldoe.org)



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