

FCAT Writing+ Achievement Levels and Graduation Standard - 2006

Setting Standards of Achievement for FCAT Writing+ Grades 4, 8, and 10

Purpose: FCAT Writing+ Achievement Levels (performance standards cut scores) must be established for grades 4, 8, and 10. Spring 2007 reports of results will include these levels. A graduation standard must be established for grade 10 [ref. 1008.22 (3) (c) 5, Florida Statutes]. The 2006-07 school year ninth-grade cohort must meet this standard in order to graduate (Class of 2010).

Timeline for the Process

1. Teachers and instructional leaders gather to review prompts/items and student performance; Standard Setting for FCAT Writing+ Grades 4, 8, and 10 (teachers and instructional leaders) – Tallahassee, September 26 – 29, 2006
2. Advertise intent to revise rule and dates/locations of workshops – October 13, 2006
3. Business leaders, policy makers, and educational administrators meet to review recommendations of educators– Tallahassee, October 11, 2006
4. Staff review of input and recommendations – October-November, 2006
5. Regional Rule Development Workshops – November, 2006
 - a. October 24 4:00 – 6:00 pm, Doubletree Hotel, Tallahassee
 - b. November 8, 4:00 – 6:00 pm, Hyatt Regency Jacksonville Riverfront, Jacksonville
 - c. November 9, 4:00 – 6:00 pm, Seminole County School Board Office, Sanford
6. Draft State Board of Education Rule – November, 2006
7. Workshop for State Board of Education – December 12, 2006
8. Advertisement of Rule – December 15, 2006
9. Florida State Board of Education Rule Adoption – January 16, 2007

Educator and Business Leaders/ Policymakers Meetings

1. Three groups of 15-20 teachers and instructional leaders
2. Participants are elementary, middle, and high-school teachers or curriculum specialists
3. One group of approximately 20 business leaders, university faculty, and education administrators (an abbreviated process, similar to educator review process)
4. Participants review sets of selected student responses to essay and test items arranged by order of difficulty on the 100-500 FCAT scale
5. Sets of responses are sorted into proposed Achievement Levels
6. Process: iterative procedures with 3 rounds of review and discussion to refine judgment
7. Process: individual judgments – collective reports and discussion
8. Projected impact data for various groups are reviewed
 - o Student performance for standard students in grades 4, 8, and grade 10 (2006 results)
 - o Student performance for subgroups (gender, race/ethnicity)

Achievement Levels represent the success a student has with the challenging content of the Sunshine State Standards. Professional judgment is used to evaluate what students must know to respond to each item correctly and, given the items, which scores represent the cut for each level of achievement or performance.

Level 1	Level 2	Level 3	Level 4	Level 5
<u>Little</u> success	<u>Limited</u> success	<u>Partial</u> success Inconsistent performance - success on the easy questions, but little success on the most challenging questions	<u>Successful</u> Answers most of the questions correctly but has only partial success with the most challenging questions	<u>Successful with most challenging content</u> Answers most questions correctly, including the most challenging questions