

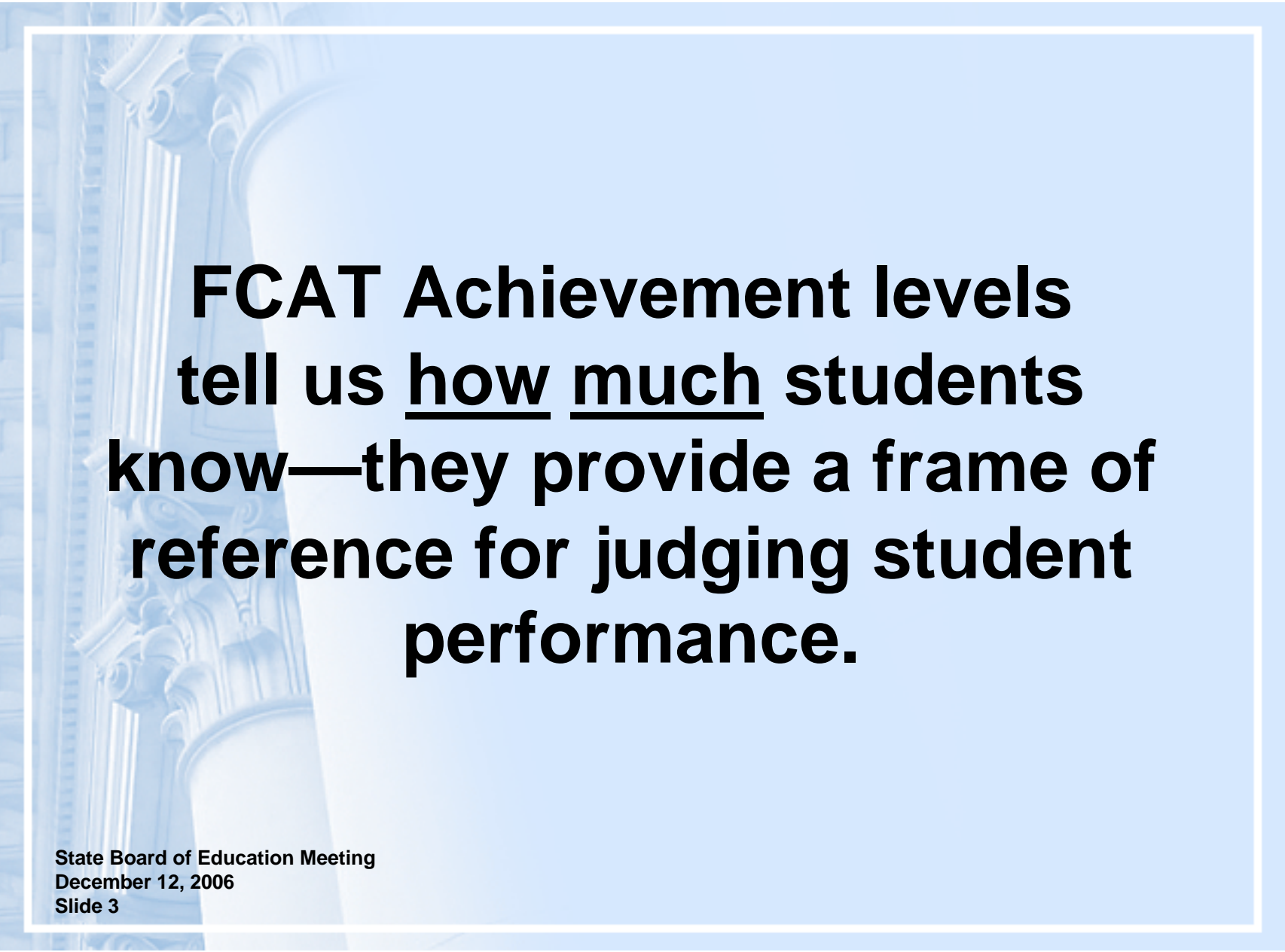


# FCAT Writing+ Standard Setting

**State Board of Education Meeting  
December 12, 2006**

# Topics

- **Overview of the Process**
  - “Standard-Setting” Process
  - Historical Data
- **FCAT Writing+ Recommendations**
  - Background
  - Recommendations
  - Impact data
  - Discussion

The background of the slide features a light blue gradient with a faint, semi-transparent image of classical architectural columns on the left side. The main text is centered and reads: 

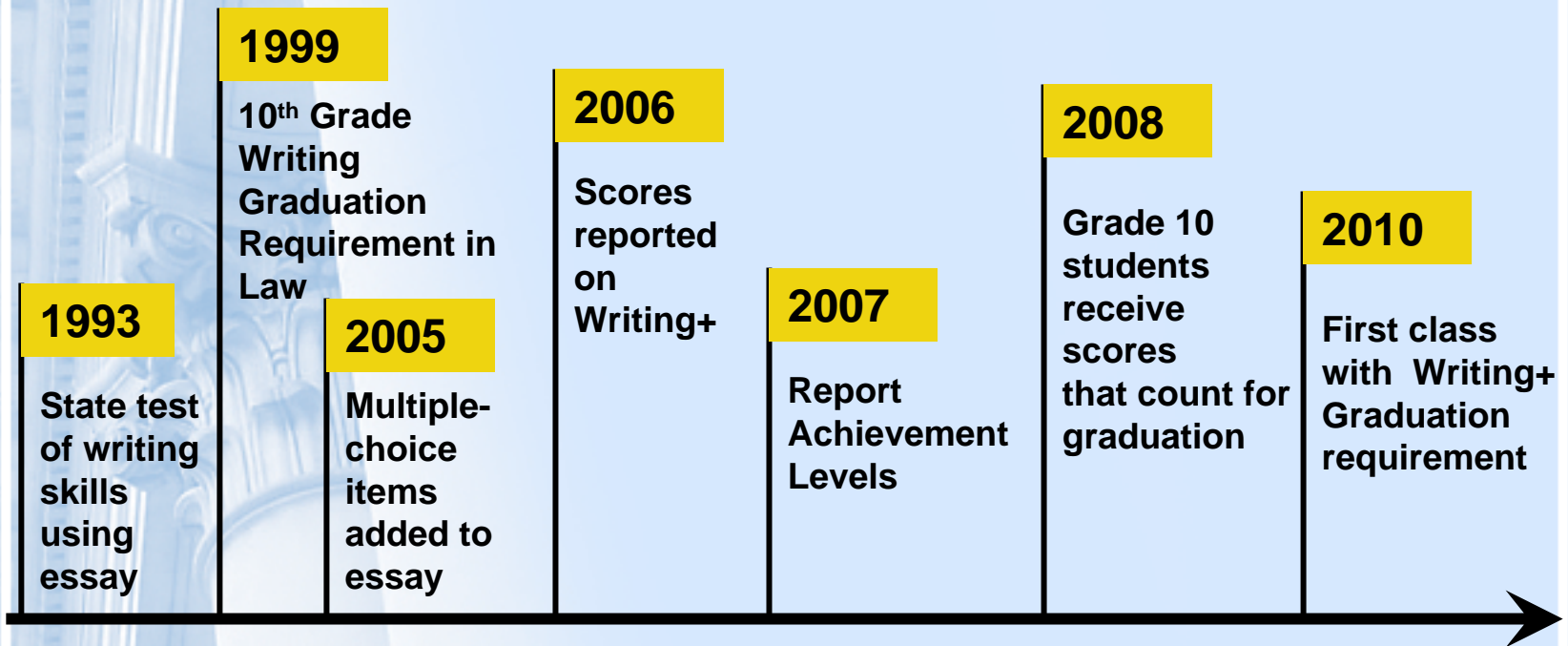
**FCAT Achievement levels  
tell us how much students  
know—they provide a frame of  
reference for judging student  
performance.**

# We've done this before...

- 1998:
  - **Reading and Mathematics Achievement Standards approved for grades 4, 5, 8, and 10.**
- 2001:
  - **Grade 10 passing scores established.**
  - **Reading and Mathematics Achievement Standards approved for grades 3-10.**
- 2006:
  - **Science Achievement Standards approved for Grades 5, 8 , & 11.**

# FCAT Writing+

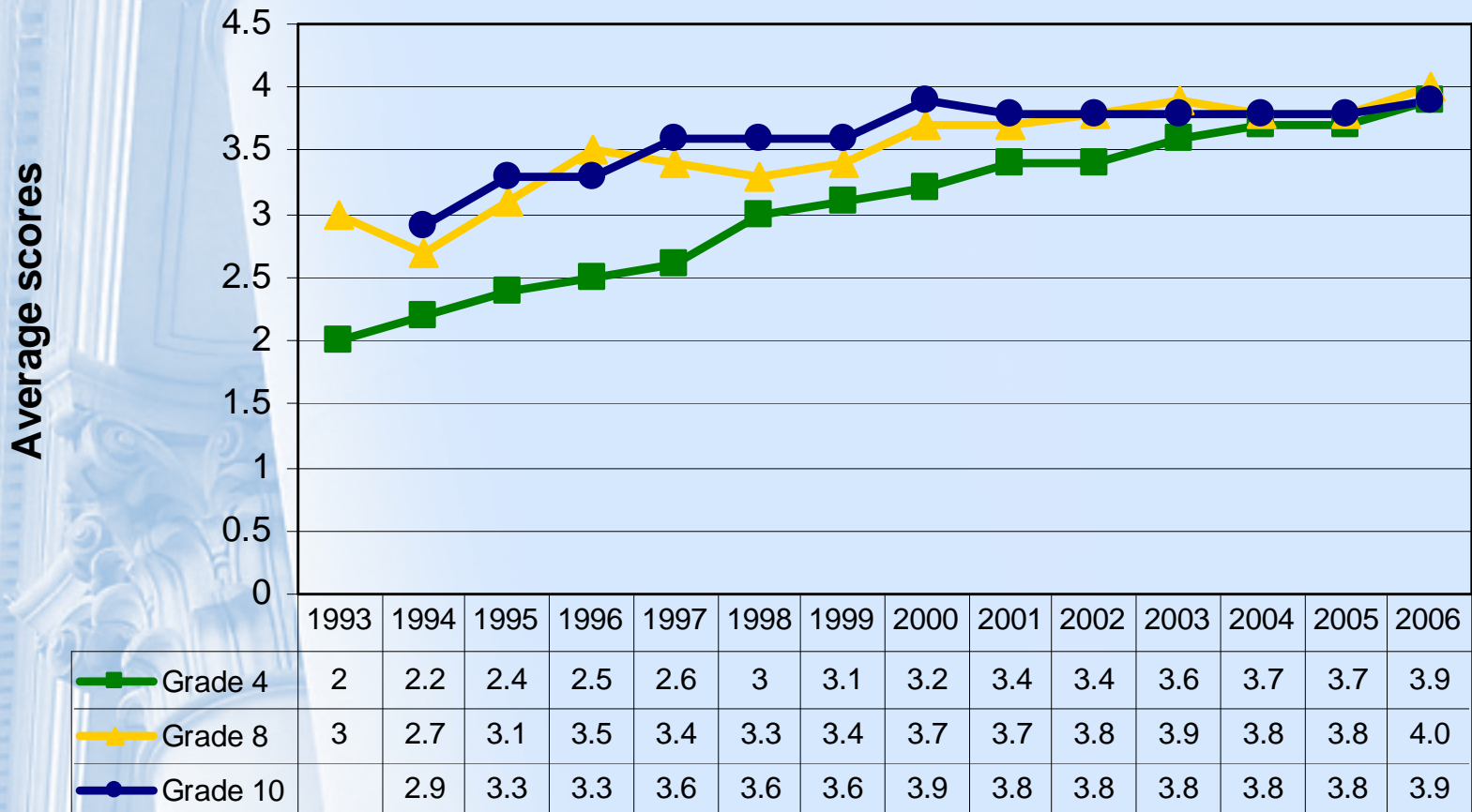
## Measures the Sunshine State Standards in Writing



# The Essay Portion

- **“On demand” draft writing in a 45 minute time period**
- **No knowledge of topic in advance**
- **Planning sheet and two lined pages for draft**
- **Grade 4: Narrative and Expository Modes**
- **Grade 8 and 10: Expository and Persuasive Modes**
- **Scored by trained readers on a scale of 1 to 6**

## FCAT Writing Average Essay Scores by Grade



# FCAT Writing+ Items

## Combined essay and multiple-choice portions

### Conventions Example:

Read the sentence in the box:

**John, after giving Megan a book for her birthday, said she could exchange it if she wanted.**

Which sentence below expresses the same meaning as the sentence in the box?

- A. John said she could exchange it, if she wanted, after giving Megan a book for her birthday.
- B. After giving Megan a book for her birthday, John said she could exchange it if she wanted.
- C. If she wanted, after giving Megan a book for her birthday, John said she could exchange it.

### Support Example (Sample-Based):

Read the sentence below from the essay:

**Sometimes I helped them carry their things when they were leaving the hospital.**

Which words should replace the word “things” so that the reader knows specifically what was being carried?

- F. heavy bags
- G. various junk
- H. personal stuff
- I. assorted items

# FCAT Writing+ Scores

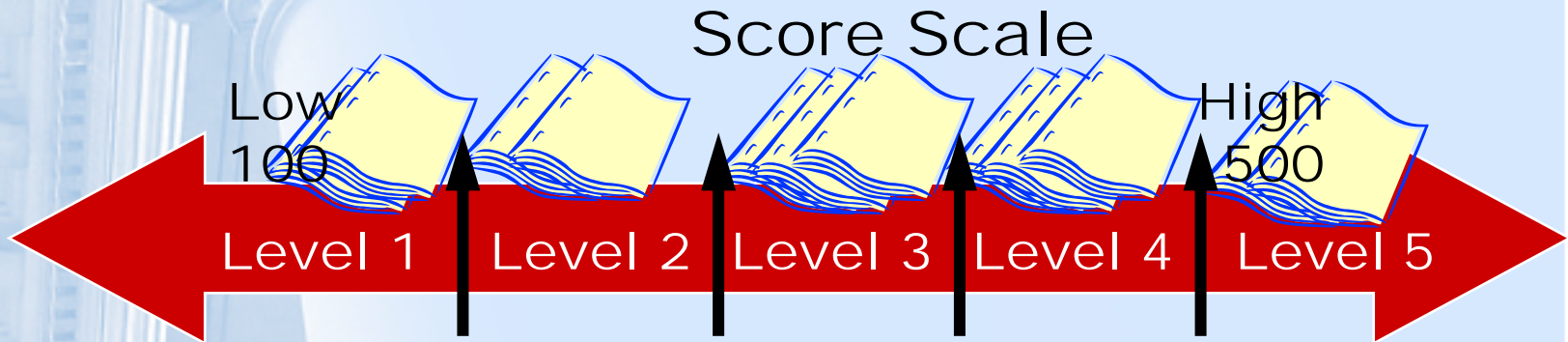
- **Scores students receive:**
  - a whole-test scale score (between 100 and 500);
  - a subscore for the essay (a rubric score of 1 to 6); and
  - subscores based on the multiple-choice items (points correct out of points possible) for:
    - Focus,
    - Organization,
    - Support, and
    - Conventions.
- **Total is a Composite Score**

[FCAT Writing+ composite score.ppt](#)

# FCAT Writing+ Standard Setting Timeline

<b>September 2006</b>	<b>Educator Panel</b>
<b>October 2006</b>	<b>Business Leader and Policymaker Panel</b>
<b>October-November 2006</b>	<b>Regional Workshops</b>
<b>December 2006</b>	<b>State Board of Education Presentation</b>
<b>January 2007</b>	<b>Public Hearing and State Board Adoption</b>

# Five Achievement Levels—Four Cut Points



**Information: Review of Test Content and Student Work**

→ **1<sup>st</sup> Judgment**: Rangefinding Round One Judgment

**Information: Review of median cut scores, impact on all students**

→ **2<sup>nd</sup> Judgment**: Rangefinding Round Two Judgment

**Information: Review of median cut scores, impact on subgroups,  
and student work close to median cut scores**

→ **Final Judgment**: Pinpointing Round Judgment

# Business Leaders and Policymakers Reactor Panel

- **11 Panel Members, including:**
  - **State Senator, Superintendent and other School District Leaders, Community College Representative, Healthcare Profession Administrator, Television Production Company Owner, Attorney**
- **Reviewed educators' recommendations and considered desired characteristics of high school graduates ready for the workplace or post-secondary education.**
- **Reacted to proposed standards.**

# Rule Development Workshops

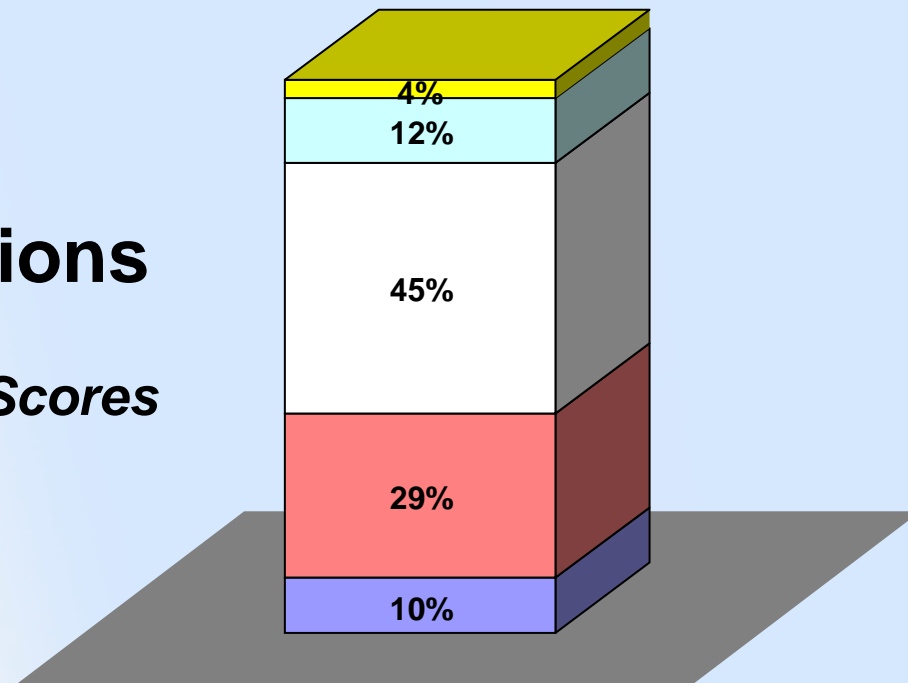
- **39 Reactors, including:**
  - Teachers, District Curriculum Specialists/Supervisors, District Assessment Coordinators, Reading Coaches, and an Assistant Principal and an Assistant Superintendent
- **Reviewed educators' recommendations and reacted to proposed standards.**
- **Input provided:**
  - “Too High”
  - “About Right”
  - “Too Low”

# Grade 4 Educator Recommendations

—Modeled with  
2005-2006 Writing+ Scores

Grade 4 Writing+				
	Achievement Levels			
	Level 1/2	Level 2/3	Level 3/4	Level 4/5
Cut	225	290	376	427

W+ Grade 4 Impact Distribution for All Students, Pinpointing



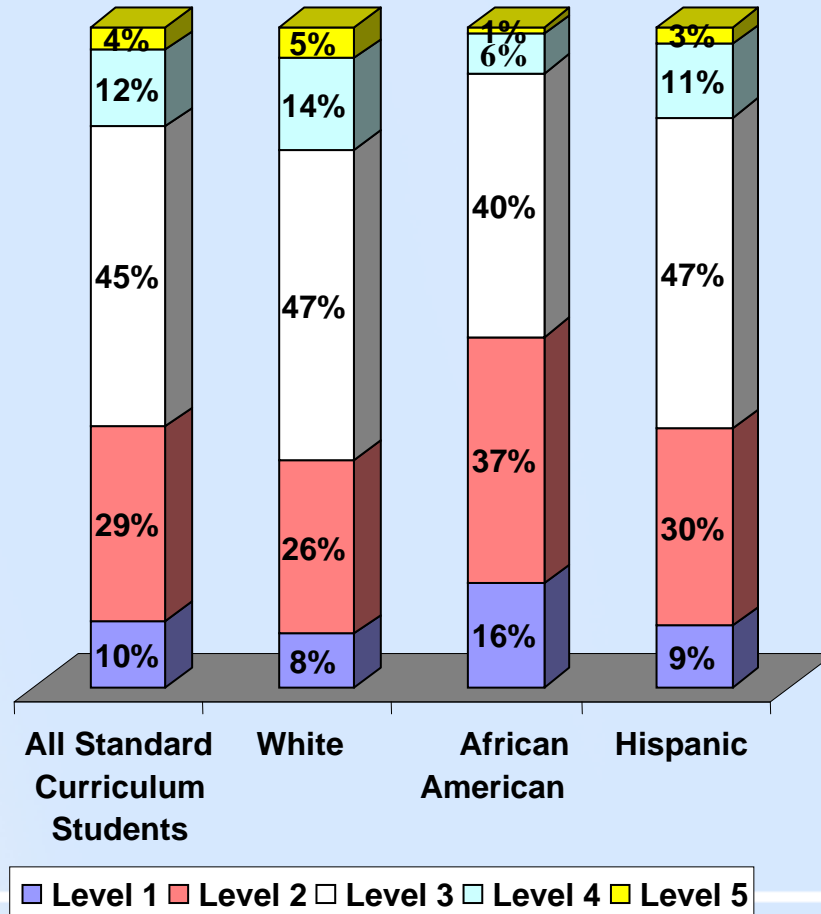
All Standard Curriculum Students



# Grade 4 Writing+ Subgroup Impact

—*Educator Recommendations Modeled with 2005-2006 Writing+ Scores*

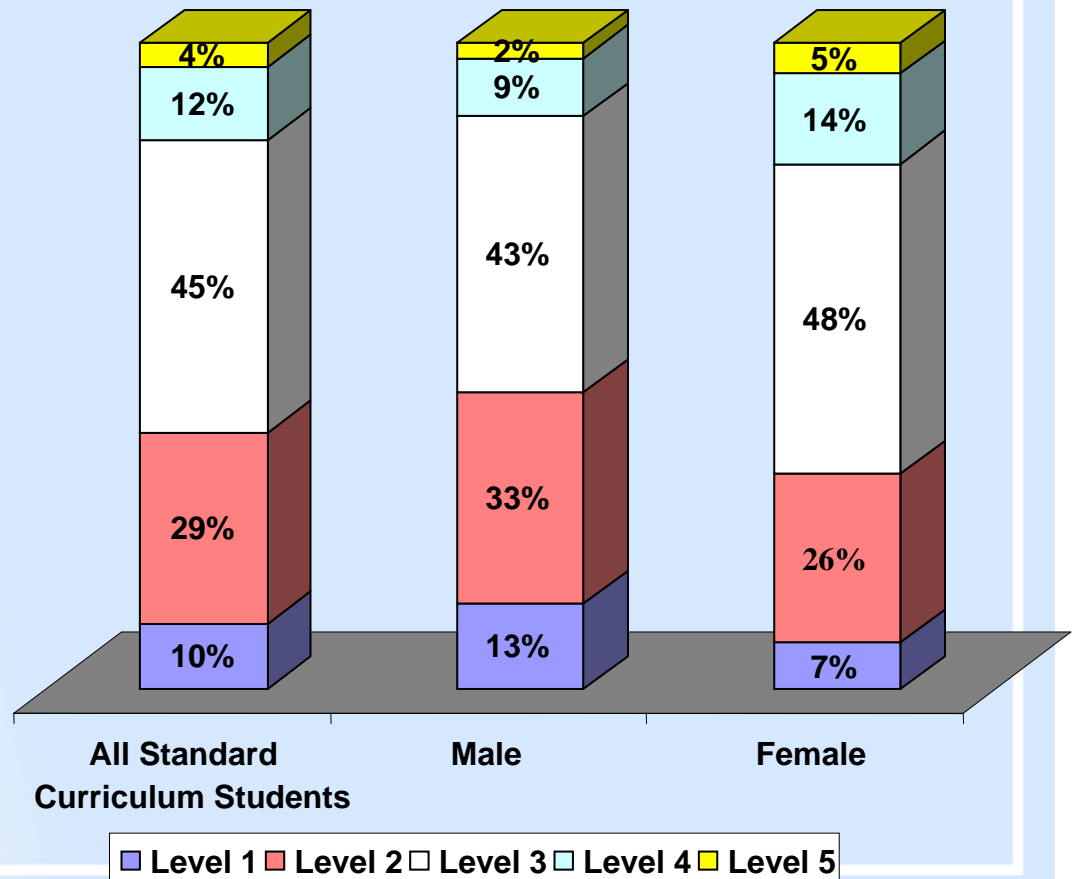
W+ Grade 4 Impact Distribution by Ethnicity, Pinpointing



# Grade 4 Writing+ Subgroup Impact

—Educator Recommendations Modeled with 2005-2006 Writing+ Scores

W+ Grade 4 Impact Distribution by Gender, Pinpointing



# Reactor Panel Judgments

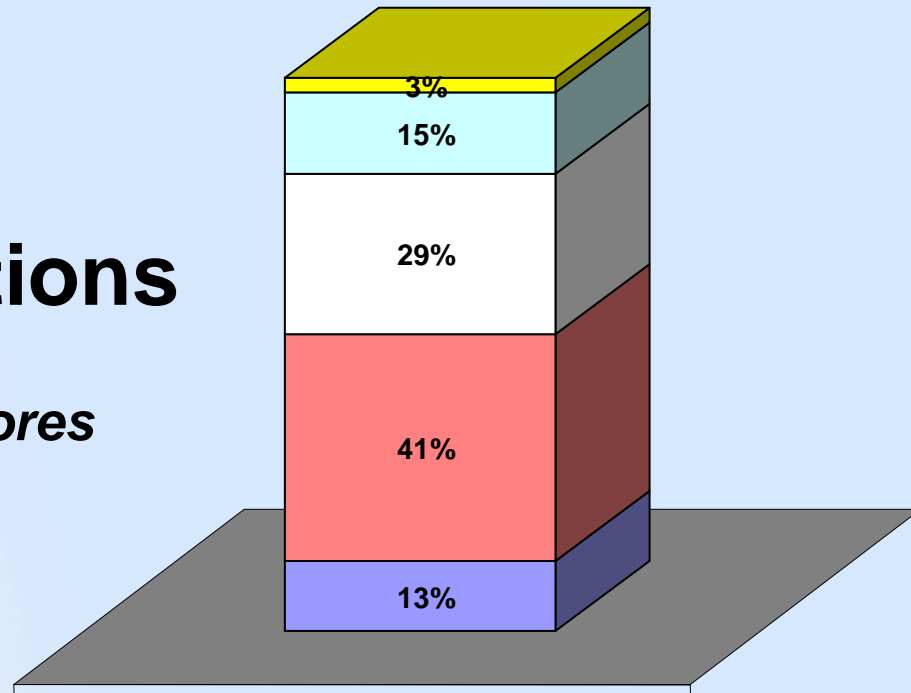
<b>Grade 4</b>			
<b>Cut Scores</b>	<b>Educator Recommendations</b>	<b>Business Panel Majority Reaction</b>	<b>Rule Workshop Majority Reaction</b>
<b>Cut 1/2</b>	<b>225</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 2/3</b>	<b>290</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 3/4</b>	<b>376</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 4/5</b>	<b>427</b>	<b>About Right</b>	<b>About Right</b>

# Grade 8 Educator Recommendations

—Modeled with  
2005-2006 Writing+ Scores

Grade 8 Writing+				
	Achievement Levels			
	Level 1/2	Level 2/3	Level 3/4	Level 4/5
Cut	245	310	356	416

W+ Grade 8 Impact Distribution for All Students, Pinpointing



All Standard Curriculum Students

■ Level 1
 ■ Level 2
 ■ Level 3
 ■ Level 4
 ■ Level 5

# Reactor Panel Judgments

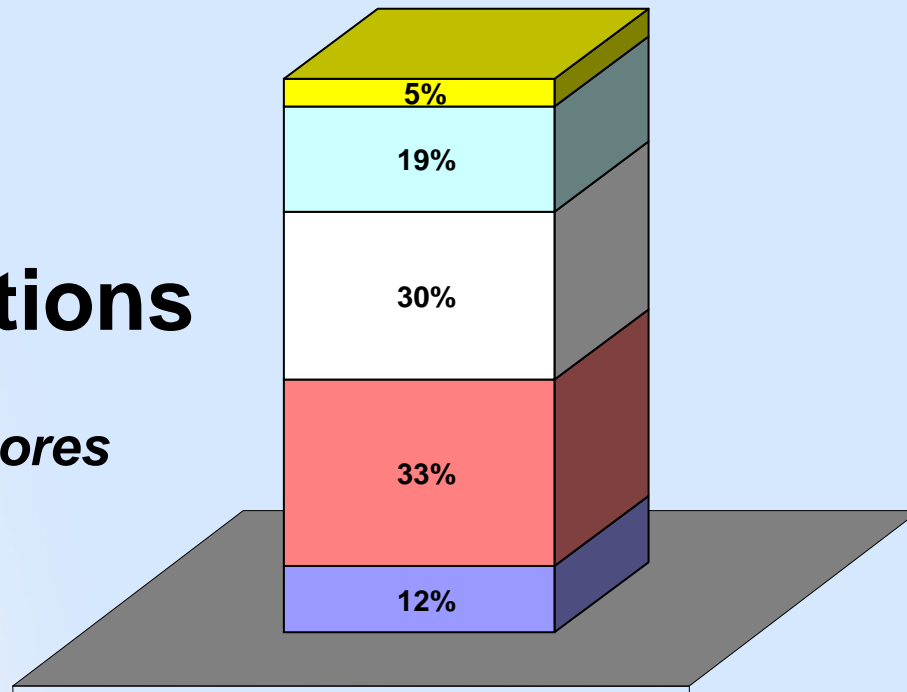
<b>Grade 8</b>			
<b>Cut Scores</b>	<b>Educator Recommendations</b>	<b>Business Panel Majority Reaction</b>	<b>Rule Workshop Majority Reaction</b>
<b>Cut 1/2</b>	<b>245</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 2/3</b>	<b>310</b>	<b>About Right</b>	<b>Too High</b>
<b>Cut 3/4</b>	<b>356</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 4/5</b>	<b>416</b>	<b>About Right</b>	<b>About Right</b>

# Grade 10 Educator Recommendations

—Modeled with  
2005-2006 Writing+ Scores

Grade 10 Writing+				
	Achievement Levels			
	Level 1/2	Level 2/3	Level 3/4	Level 4/5
Cut	242	299	342	403

W+ Grade 10 Impact Distribution for All Students, Pinpointing



All Standard Curriculum Students

■ Level 1 
 ■ Level 2 
 ■ Level 3 
 ■ Level 4 
 ■ Level 5

# Reactor Panel Judgments

<b>Grade 10</b>			
<b>Cut Scores</b>	<b>Educator Recommendations</b>	<b>Business Panel Majority Reaction</b>	<b>Rule Workshop Majority Reaction</b>
<b>Cut 1/2</b>	<b>242</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 2/3</b>	<b>299</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 3/4</b>	<b>342</b>	<b>About Right</b>	<b>About Right</b>
<b>Cut 4/5</b>	<b>403</b>	<b>About Right</b>	<b>About Right</b>

# Achievement Levels: Comparing Current Impact —Educators' Recommendations Modeled with 2005-2006 Writing+ Scores

Achievement Level	Percent in Achievement Level		
	Grade 4	Grade 8	Grade 10
5	4%	3%	5%
4	12%	15%	19%
3	45%	29%	30%
2	29%	41%	33%
1	10%	13%	12%

# Commissioner's Achievement Level Cut Score Recommendations

Commissioner's Recommendations			
Achievement Level Cut Score	Grade Level		
	Grade 4	Grade 8	Grade 10
Level 4/5	427	416	403
Level 3/4	365 (376)	356	342
Level 2/3	290	299 (310)	300 (299)
Level 1/2	240 (225)	250 (245)	250 (242)

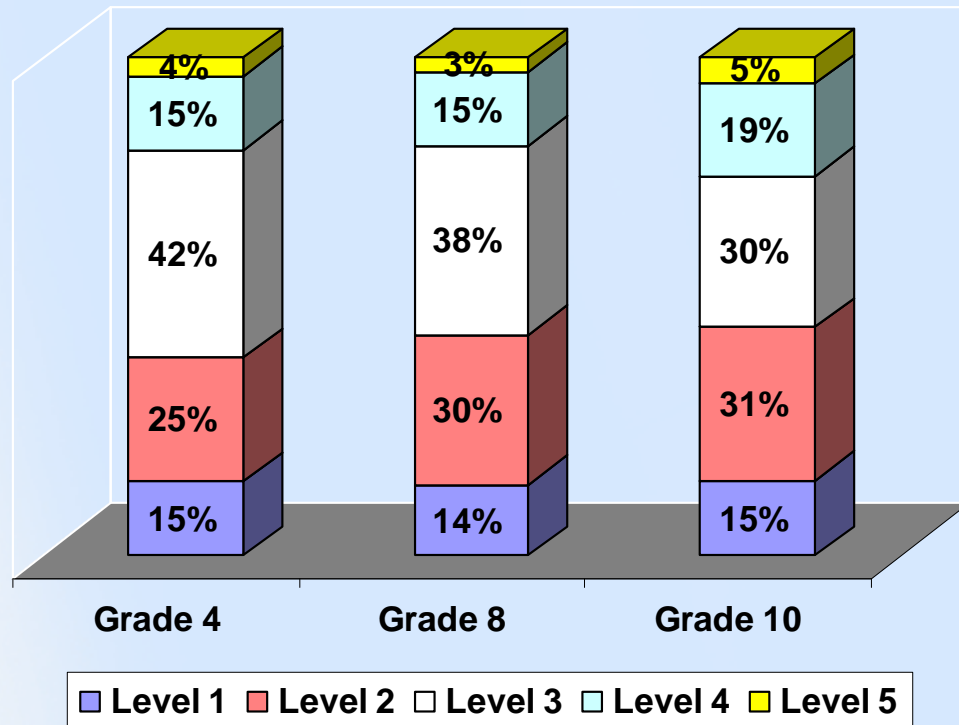
# Achievement Levels: Comparing Current Impact —Commissioner's Recommendations Modeled with 2005-2006 Writing+ Scores

Achievement Level	Percent in Achievement Level		
	Grade 4	Grade 8	Grade 10
5	4%	3%	5%
4	15% (12%)	15%	19%
3	42% (45%)	38% (29%)	30%
2	25% (29%)	29% (41%)	31% (33%)
1	15% (10%)	15% (13%)	16% (12%)

# Writing+ Impact Across Grades

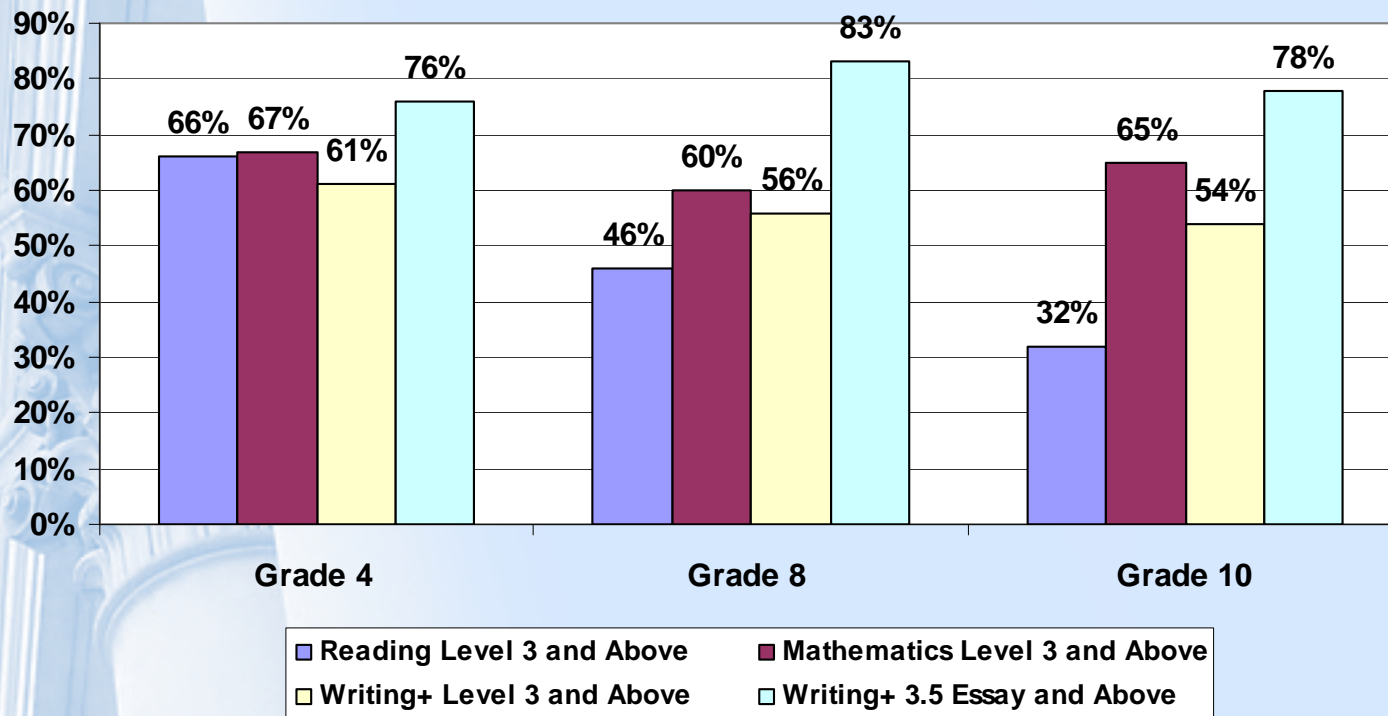
—Commissioner's Recommendations Modeled with 2005-2006 Writing+ Scores

FCAT Writing+ - Across Grade Comparison



# Comparison of 2006 Scores

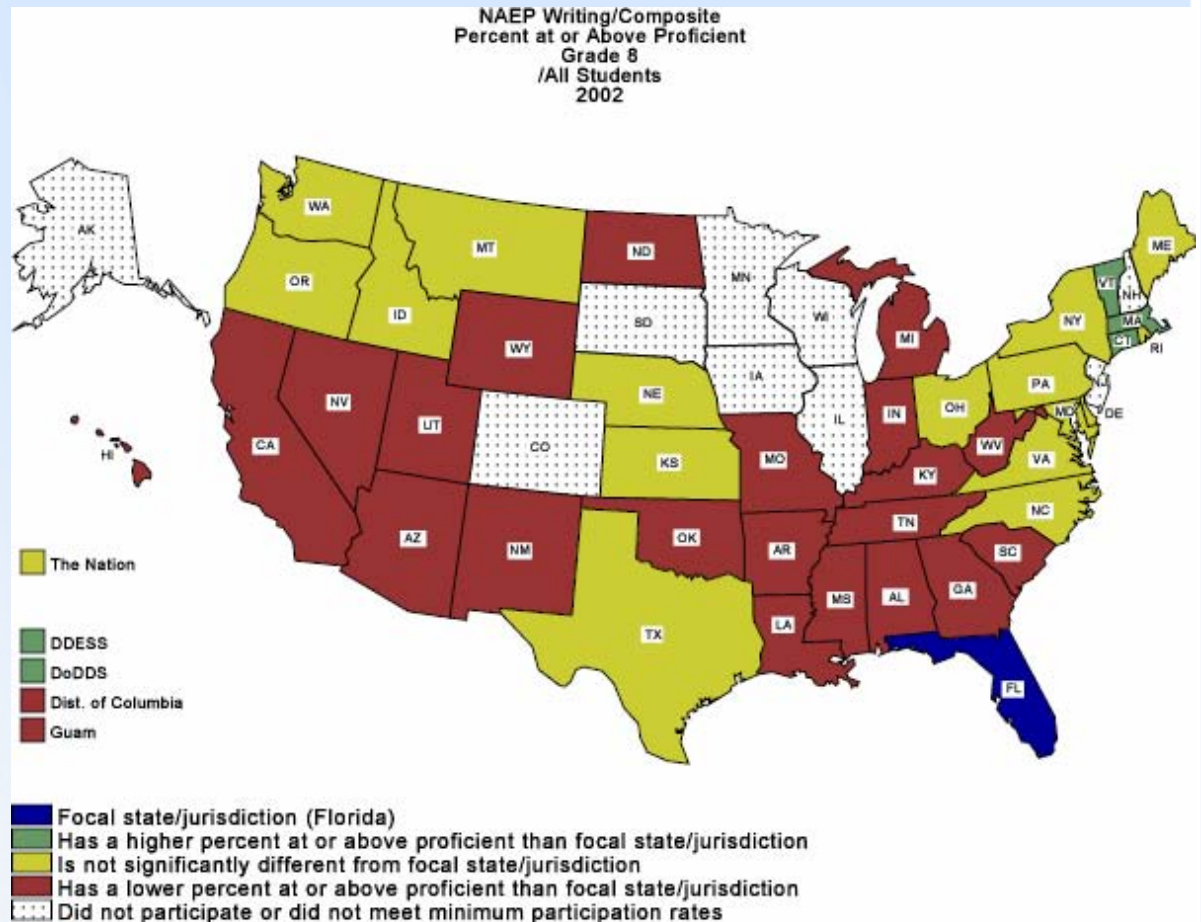
Comparison of 2006 Scores:  
Reading, Mathematics, and Writing+  
(Using Commissioner's Recommendations for Writing+)





# NAEP Writing 2002: Grade 8

- Florida's percent at or Above Proficient was lower than only 5 jurisdictions: VT, MA, CT, DDESS, DoDDS
- Florida's average scale score was lower than only 7 jurisdictions: OH, VT, MA, CT, DE, DDESS, DoDDS



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

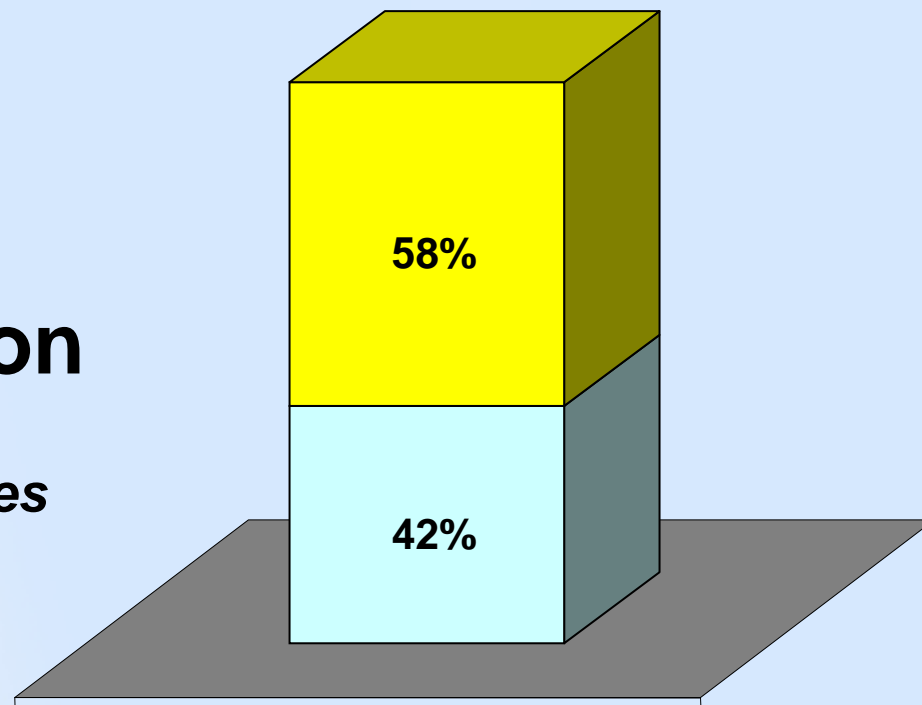
# Educator Graduation Recommendation

—Modeled with  
2005-2006 Writing+ Scores

State Board of Education Meeting  
December 12, 2006  
Slide 29

Graduation Writing+	
Cut	295

W+ Grade 10 Graduation Impact  
Distribution for All Students, Pinpointing



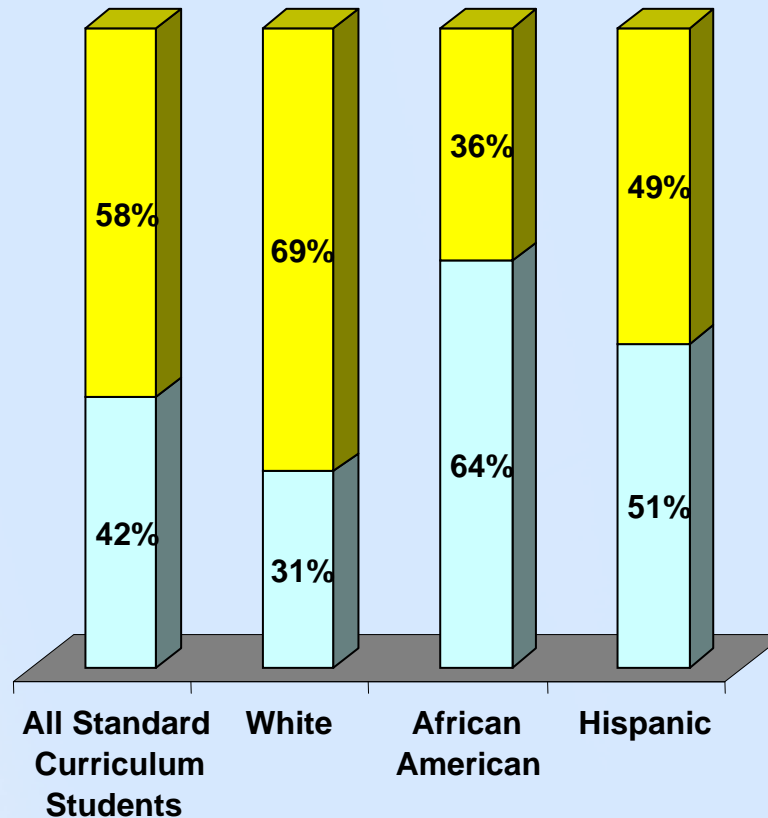
All Standard Curriculum Students

Does Not Meet Graduation Req.  Meets Graduation Req.

# Graduation Subgroup Impact

—*Educator Recommendation Modeled with 2005-2006 Writing+ Scores*

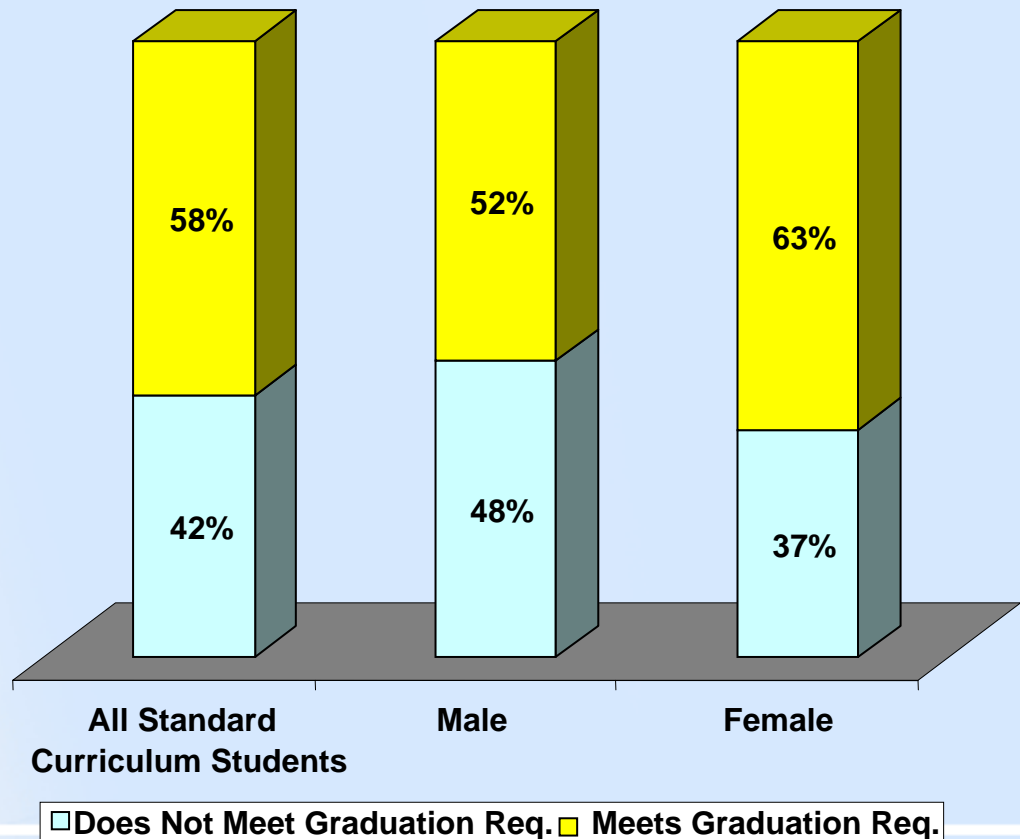
W+ Grade Graduation 10 Impact Distribution by Ethnicity, Pinpointing



# Graduation Subgroup Impact

—*Educator Recommendation Modeled with 2005-2006 Writing+ Scores*

W+ Grade Graduation 10 Impact  
Distribution by Gender, Pinpointing



# Reactor Panel Judgments

<b>Graduation</b>			
	<b>Educator Recommendations</b>	<b>Business Panel Majority Reaction</b>	<b>Rule Workshop Majority Reaction</b>
<b>Passing Score</b>	<b>295</b>	<b>Too Low</b>	<b>No Consensus</b>

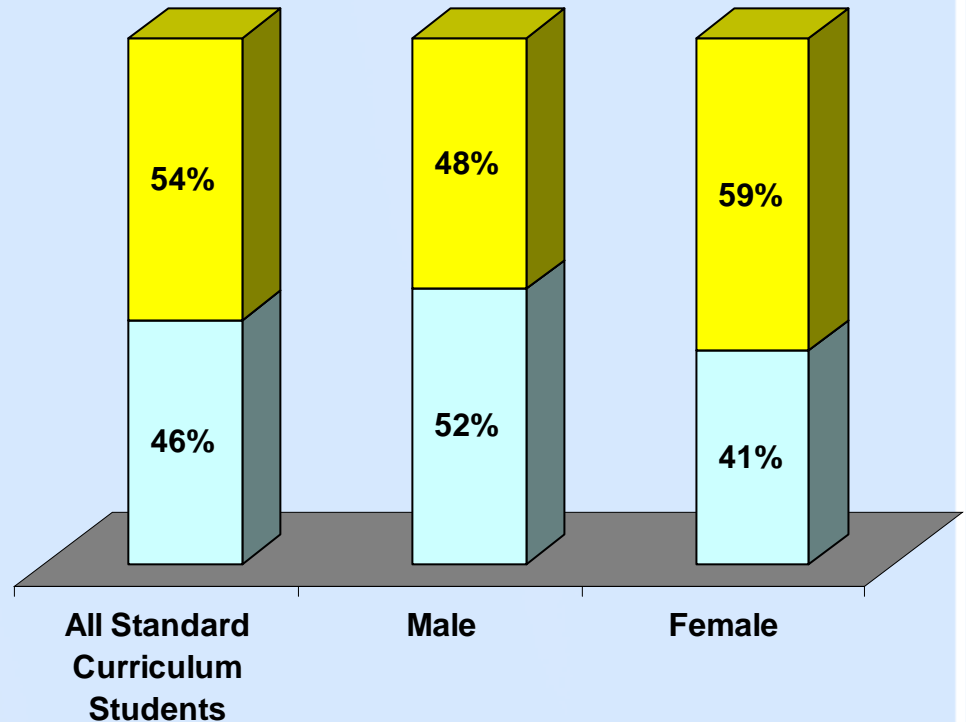
# Graduation Standard: Comparing Current Impact —*Recommendations Modeled with 2005-2006 Writing+ Scores*

Recommendation	Cut Score	Passing Status	
		Pass	Do Not Pass
Educators'	295	58%	42%
Commissioner's	300	54%	46%

# Writing+ Graduation Subgroup Impact

—Commissioner's Recommendations Modeled with 2005-2006 Writing+ Scores

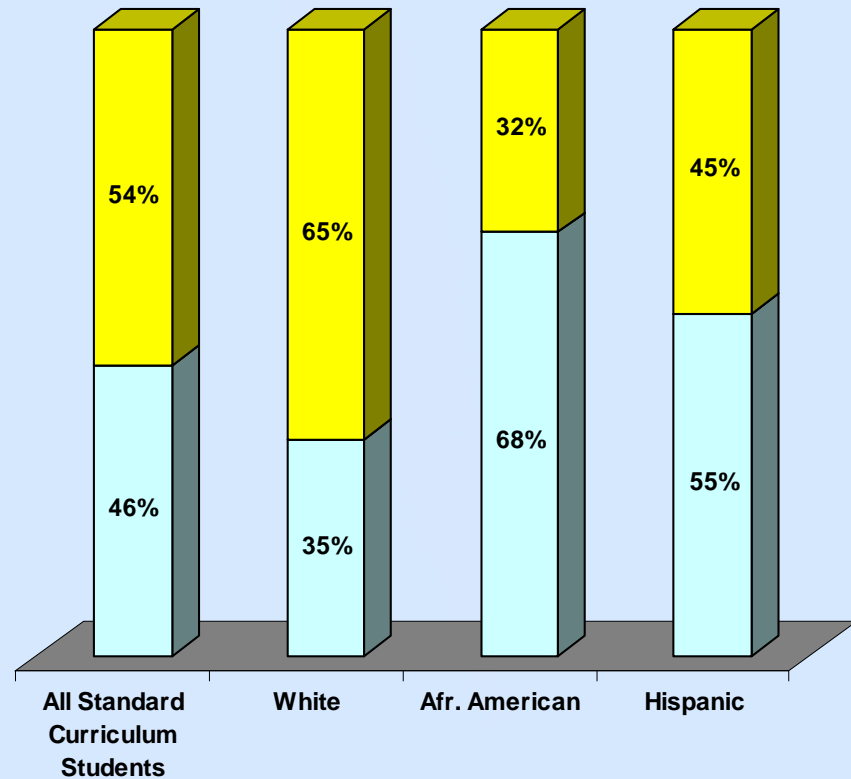
W+ Graduation Impact (Cut Score = 300)  
Distribution by Gender, Pinpointing



# Writing+ Graduation Subgroup Impact

—Commissioner's Recommendations Modeled with 2005-2006 Writing+ Scores

W+ Graduation Impact (Cut Score = 300)  
Distribution by Ethnicity, Pinpointing





Finally, from the Reactor Panel:

**“The impact on school grades and graduation rates are additive with Writing+ and Science in the mix and will be a shock to some school districts. The fix is the integration of instruction of reading, writing, and mathematics in the curriculum and higher level thinking skills applied to the curriculum.”**

# FCAT Writing+ Composite Scores

**Scale Score: 100-500**

**Achievement Level: 1-5**

<b>Essay Rubric Score</b>  Score 1-6  Weight = 50%	<b>Multiple-Choice Score</b>  Content Scores: Number of points earned  Weight = 50%	Focus
		Organization
		Support
		Conventions