

This rule is hereby repealed.

6A-1.0942 State Student Assessment Test Requirements for Graduation from High School.

Specific Authority 120.53(1)(b), 229.053(1), 232.246(1)(a), (b) FS. Law Implemented 120.53(1)(b), 229.565(1), 229.57, 232.246, 232.247 FS. History—New 11-13-78, Amended 4-10-80, 2-4-81, 10-12-82, 3-11-84, Formerly 6A-1.942, Repealed.

6A-1.0942 State Student Assessment Test Requirements for Graduation from High School.

Mastery of minimum performance standards in reading, writing, and mathematics for the eleventh grade, and demonstrated ability to successfully apply basic skills to everyday life situations, as required by Section 232.246(1)(b), Florida Statutes, shall be determined in the manner prescribed below:

(1) Mastery of minimum performance standards.

(a) Minimum performance standards in reading, writing, and mathematics for the eleventh grade are prescribed in Rule 6A-1.0941, F.A.C. For each standard, one (1) or more performance skills are prescribed. The ability of a student to perform a specific skill is measured by two (2) or more test questions. A test to be designated the State Student Assessment Test – Part I, comprising two (2) or more questions determined to be appropriate to measure each of the skills selected to be measured shall be developed under the direction and supervision of the Deputy Commissioner for Educational Programs, and shall be:

1. Kept secured at all times,
2. Provided to all school districts in the quantity needed for the students in the district,
3. Administered in accordance with standard written instructions appropriate for the examination, and
4. Revised and updated as needed.

(b) A secondary student shall be deemed to have satisfactorily mastered a minimum performance standard on Part I of the State Student Assessment Test when, previous or subsequent to the effective date of this rule, he or she on any administration of that test, correctly answers the number of questions prescribed in subparagraph 1. below:

1. Mastery of each standard shall be determined by correctly answering the number of questions which measure that standard prescribed herein.

When the Number of Questions to Measure a Standard is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

2. Mastery of each skill shall be determined by correctly answering the number of questions prescribed herein.

The Minimum

When the Number of Questions to Measure a Skill is as Follows:	Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

(c) In order to meet the minimum requirements for a high school diploma each student must demonstrate mastery of each of the eleventh grade minimum performance standards on which he or she is tested.

(d) If a secondary student fails to master one (1) or more of the minimum performance standards on which he or she is tested, the district school board shall:

1. Provide special instructional assistance for each such student in a manner deemed most appropriate by policies of the district school board. Such special assistance may take the form of:

- a. Informal consultation between student and teacher,
- b. Tutoring of one student by another student,
- c. Structured or non-structured independent study,
- d. Special classroom study of short duration (1 to 5 days),
- e. Special classroom study of longer duration, or
- f. Such other appropriate form as determined by the district school board.

OR

2. Provide an opportunity for the student to demonstrate mastery of the standard by taking a comparable examination on similar material or by other means.

3. When the school, through the district prescribed criteria, has determined that each such student has successfully mastered the identified area or areas of deficiency, the student shall be deemed to have mastered such standard or standards and a notation of the mastery shall be recorded in the student's cumulative record. If the student has previously

been awarded a certificate of completion in lieu of a regular high school diploma by virtue of failure to pass the State Student Assessment Test – Part I, such student shall be awarded a regular high school diploma. Appropriate instructional assistance and adequate opportunity to be re-tested so as to demonstrate mastery of standards shall remain available to each student until such time as the student successfully demonstrates mastery of each standard.

(e) The State Student Assessment Test – Part I shall not be administered to adults who have legally left the secondary school system. However, prior to awarding an adult a high school diploma the school district shall determine on the basis of appropriate school or district criteria that the adult has mastered each of the eleventh grade minimum performance standards prescribed in Rule 6A-1.0941, F.A.C.

(2) State Student Assessment Test – Part II.

(a) The student examination required by paragraph 232.246(1)(b), Florida Statutes, shall be developed and administered under the supervision of the Deputy Commissioner for Educational Programs. The examination shall be developed in consultation with teachers and other appropriate professionals and shall be approved by the Commissioner prior to being administered to students. The test shall be:

1. Designed to measure the student’s ability to successfully apply basic skills to everyday life situations.

2. Composed of two (2) standards, one (1) comprising functional communications skills and one (1) comprising functional mathematics skills.

3. For the period through the 1984-85 academic year based on the following skills:

a. Communications.

The student will, in a real world situation, determine the main idea inferred from a selection.

The student will, in a real world situation, find who, what, where, which, and how information in a selection.

The student will, in a real world situation, determine the inferred cause and effect of an action.

The student will, in a real world situation, distinguish between facts and opinions.

The student will, in a real world situation, identify an unstated opinion.

The student will, in a real world situation, identify the appropriate source to obtain information on a topic.

The student will, in a real world situation, use an index to identify the location of information requiring the use of cross-references.

The student will use highway and city maps.

The student will include the necessary information when writing letters to supply or request information.

The student will complete a check and its stub accurately.

The student will accurately complete forms used to apply for a driver’s license, employment, entrance to a school or training program, insurance, and credit.

b. Mathematics.

The student will determine the elapsed time between two (2) events stated in seconds, minutes, hours, days, weeks, months, or years.

The student will determine equivalent amounts of up to one hundred (100) dollars using coins and paper currency.

The student will determine the solution to real world problems involving one (1) or two (2) distinct whole number operations.

The student will determine the solution to real world problems involving decimal fractions or percents and one (1) or two (2) distinct operations.

The student will determine the solution to real world problems involving comparison shopping.

The student will determine the solution to real world problems involving rate of interest and the estimation of the amount of simple interest.

The student will determine the solution to real world problems involving purchases and a rate of sales tax.

The student will determine the solution to real world problems involving purchases and a rate of discount given in fraction or percent form.

The student will solve a problem related to length, width, or height using metric or customary units up to kilometers and miles, conversion within the system.

The student will solve a problem involving the area of a rectangular region using metric or customary units.

The student will solve a problem involving capacity using units given in a table (milliliters, liters, teaspoons, cups, pints, quarts, gallons), conversion within the system.

The student will solve a problem involving weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.

The student will read and determine relationships described by line graphs, circle graphs, and tables.

4. For the period 1985-1986 through 1989-90, based on the skills contained in subsection 6A-1.0941(7), F.A.C., in the section titled "Functional Communication and Mathematics."

5. Revised and updated at least annually.

(b) The State Student Assessment Test – Part II shall be administered in cooperation with district school boards, at least four (4) times during each school year.

1. The test shall be scheduled at least once a year for secondary students who are classified as high school sophomores and at least twice each year for secondary students who are classified as high school juniors or seniors. The division of public schools and the district school boards shall cooperate to the extent practicable in using other scheduled administrations to accommodate migrant students, transfer students, and others who are unable to be tested on the designated dates.

2. An adult who has earned sufficient credits to be classified as a high school sophomore, junior or senior may take the examination initially at any scheduled administration. If the adult is currently enrolled in an appropriate adult education program, he or she may retake the examination at any subsequent administration. If the adult is not currently enrolled in an appropriate educational program, he or she may not retake the examination until at least the second administration next following the most recent examination taken.

(c) In order to qualify for a high school diploma, each secondary or adult student must successfully complete both the communications standard and the mathematics standard as prescribed herein. For the tests administered in October, 1977 through and including October, 1982, a student shall be deemed to have demonstrated ability to successfully

apply basic skills to everyday life situations as measured by the State Student Assessment Test – Part II when he or she on any administration of the test, correctly answers the number of questions prescribed in subparagraph 1. below:

1. Mastery of each standard shall be determined by correctly answering the number of questions which measure that standard prescribed herein.

When the Number of Questions to Measure a Standard is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
55	39
56	40
57	40
58	41
59	42
60	42
61	43
62	44
63	45
64	45
65	46
66	47
67	47
68	48
69	49
70	49
71	50
72	51
73	52
74	52
75	53

2. The April and October 1983 test scores shall be reported in terms of an equated score scale. The passing scaled score shall be 700 and shall be equivalent to the passing score of the October, 1978 test as determined by subparagraph 6A-1.0942(2)(c)1., F.A.C.

3. Beginning in March, 1984, students who expect to graduate from high school prior to August, 1985, shall be tested on the skills shown in subparagraph 6A-1.0942(2)(a)3., F.A.C., and the passing score shall be determined by the procedures shown in subparagraph 6A-1.0942(2)(c)2., F.A.C. Students who are expected to graduate from high school during the 1985-86 school year or thereafter shall be tested on the skills described in subparagraph 6A-1.0942(2)(a)4., F.A.C. The test scores shall be reported in

terms of a score scale equated to the scale of the tests administered in October, 1978. The passing score for each of the two SSAT-II standards shall be 700. For the mathematics standard, the score of 700 shall be set equivalent to a raw score of 47 out of 75 test questions on the March, 1984, test measuring the skills described in subparagraph 6A-1.0942(2)(a)4., F.A.C. For the communications skills standard, the score of 700 shall be set equivalent to a raw score of 56 out of 75 test questions on the March, 1984, test measuring the skills described in subparagraph 6A-1.0942(2)(a)4., F.A.C.

4. Adult high school students taking the SSAT-II prior to July, 1985, shall take the test measuring the skills described in subparagraph 6A-1.0942(2)(a)3., F.A.C., scored in accordance with subparagraph 6A-1.0942(2)(c)2., F.A.C. Adult high school students taking the SSAT-II in July, 1985, or thereafter shall take the test measuring the skills described in subparagraph 6A-1.0942(2)(a)4., F.A.C., scored in accordance with subparagraph 6A-1.0942(2)(c)3., F.A.C.

5. Mastery of a skill shall be determined by correctly answering the number of questions prescribed herein.

The Minimum

When the Number of Questions to Measure a Skill is as Follows:	Number of Questions Required to be Answered Correctly Shall be as Follows:
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10

(3) No time limit shall be established for answering the questions on Part II of the State Student Assessment Test; provided, however, that no student shall be permitted to answer test items which have been seen by the student at a time other than at the examination session in which the test questions are given to the student.

(4) If a student fails to master the communications standard and/or the mathematics standard as prescribed herein, the district school board shall provide special instructional assistance for such student in a manner deemed most appropriate by policies of the district school board.

(a) Such special assistance may take the form of:

1. Informal consultation between student and teacher,
2. Tutoring of one student by another student,
3. Structured or non-structured independent study,
4. Special classroom study of short duration (1 to 5 days),
5. Special classroom study of longer duration, or
6. Such other appropriate form as determined by the district school board.

(b) When the student successfully masters the standards, a notation of the mastery shall be recorded in the student's cumulative record and if the student has previously been awarded a Certificate of Completion in lieu of a standard high school diploma by virtue of failure to pass the State Student Assessment Test – Part II, such student shall be awarded a standard high school diploma. Appropriate instructional assistance and adequate opportunity to be retested so as to demonstrate mastery of standards shall remain available to each student until such time as the student successfully demonstrates mastery of each standard.

(5) Definitions.

(a) The term "State Student Assessment Test – Part I" as used in this rule means the tests by which mastery of the minimum performance standards in reading, writing, and mathematics for grade 11 adopted in Rule 6A-1.0941, F.A.C., is demonstrated to implement the provisions of Sections 229.565, 229.57, 232.246, 232.247, Florida

Statutes.

(b) The term “State Student Assessment Test – Part II” as used in this rule means the student examination required by Section 232.246(1)(b), Florida Statutes.

(6) Invalidity of a section of this rule shall not invalidate the remainder of the rule.

Specific Authority 120.53(1)(b), 229.053(1), 232.246(1)(a), (b) FS. Law Implemented 120.53(1)(b), 229.565(1), 229.57, 232.246, 232.247 FS. History–New 11-13-78, Amended 4-10-80, 2-4-81, 10-12-82, 3-11-84, Formerly 6A-1.942.