

**STATE BOARD OF EDUCATION**  
**Updates/Presentations**  
March 17, 2009

**SUBJECT:** Next Generation Assessments

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**PROPOSED BOARD ACTION**

N/A

**AUTHORITY FOR STATE BOARD ACTION**

N/A

**EXECUTIVE SUMMARY**

This presentation will provide an overview on Florida's Next Generation Assessments and will provide highlights of the following initiatives.

*New Florida Assessments for Instruction in Reading*

In August 2009, the Florida Department of Education will make new *Florida Assessments for Instruction in Reading* available to K-12 public schools free of charge. Developed by the Florida Center for Reading Research in collaboration with Just Read, Florida!, this new assessment system will provide teachers with screening, progress monitoring, and diagnostic information that is essential to guiding instruction. The Assessment System can be administered three times yearly and is augmented with a Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades.

Two brief Broad Screening tasks will be available for administration to all students in order to identify those most likely to be on or above grade level in reading by the end of the school year. In Grades K-2, the Screening task includes Letter Sounds, Phonemic Awareness, and Word Reading. In Grades 3-12, the Screening tasks include an adaptive reading comprehension measure. This Reading Comprehension Screen will predict student success on the FCAT and will also provide a Lexile score for each student.

Low performance on the Broad Screening measures will indicate the need for further assessment using the Targeted Diagnostic Inventory. In Grades K-2, the Inventory includes Print Awareness, Letter Identification, Phonemic Awareness, Letter Linking, and Word Building. In Grades 3-12, the Inventory includes Maze and Word Analysis, which may also be used for progress monitoring. Progress monitoring measures will be available to assess student progress between administrations of the Broad Screening measure in Letter Sounds, Word Analysis, Word Building, and Oral Reading Fluency.

Students in Grades K-2 can also be administered measures from the Broad Diagnostic Inventory in order to gain useful information about student abilities in the areas of Listening or Reading Comprehension and Vocabulary. The Diagnostic Toolkit will contain formative assessments to administer to students in Grades 3-12, such as a Phonics and Sight Word

Inventory, a Comprehension Strategy Inventory, and Teacher Guides for Scaffolding Comprehension in order to probe for deeper understanding of the passage.

Beginning in fall 2009, the *Florida Assessments for Instruction in Reading* will broaden the use of technology to better assist schools. The K-2 assessments will be available for web-based score entry and scores from the Grades 3-12 computerized assessments will be directly imported into the Progress Monitoring Reporting Network (PMRN). The assessment website will also contain tools for linking assessment results to classroom instruction.

Currently, the Florida Center for Reading Research (FCRR) is completing an implementation study in 20 schools in Alachua, Broward, Leon, and Manatee counties. The purpose of the implementation study is to allow teachers to administer the new assessments and give feedback to FCRR and Just Read, Florida! about the assessments, the links to instruction, and the overall utility of the assessment system. This presentation will provide a mid-year report on the status of the implementation study, including data from the first two assessment periods.

#### *New Florida Assessments in for Instruction in Reading and Statewide Kindergarten Screening*

The New Florida Assessments for Instruction in Reading will replace the two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) currently used as part of the statewide kindergarten screening. Given these new measures, rule development workshops will be held this Spring/Summer to gather public input on the:

- use the of the Broad Screening and the Broad Diagnostic Inventory for the mandated statewide kindergarten screening.
- methodology for the calculation of the 2008-09 VPK Provider Kindergarten Readiness Rates.

#### *Bright Beginnings*

The *Bright Beginnings* Initiative is designed to strengthen our foundational programs in reading and mathematics provided to children during their “first five years of formal schooling,” beginning with Voluntary Prekindergarten (VPK) programs through third grade. In order to focus on these “first five years of formal schooling,” this initiative has the following objectives:

- Florida’s standards, instruction, and assessments must be more rigorous.
- Standards, instruction, and assessment must be better aligned.
- Diagnostic data on each child’s progress must be used by teachers to adjust/differentiate their instruction.
- Children must be provided effective interventions if they are not making adequate progress so that their learning can be accelerated and thereby “catch-up” and “keep up” with their peers.
- Teachers must have information about each child’s prior learning/accomplishments so that transitions from grade-to-grade occur smoothly.
- Acceleration must be for **ALL** students. Children who are performing above grade level must be provided with enhanced instruction so that their rate of learning can continue.

- Activities to implement the above must take place at the classroom, school, and district levels.
- Parents must be partners in this initiative and receive frequent information about their child's progress.

Building upon "lessons learned" from response to instruction/intervention models, such as *Reading First*, that provide high quality initial instruction and appropriate interventions for students who are struggling, *Bright Beginnings* includes the development of:

- Bright Beginnings web site
- Model Lesson Plans for VPK
- Model K-3 Math Lesson Plans - available in January 2009
- K-3 Reading Assessments - available statewide in 2009-10
- VPK Reading and Math Assessments - available statewide in 2010-11
- K-3 Math Assessments - development scheduled for 2009-10

#### *VPK Reading and Math Assessments*

In 2010-11, the VPK Reading and Math Assessments are planned to be available to all VPK teachers at little or no cost. Developed by the Florida Center for Reading Research in collaboration with the DOE, these new assessments will provide teachers with screening and progress monitoring tools that are aligned to the 2008 VPK Education Standards. The assessments are in the areas of mathematics, print knowledge, phonological awareness and vocabulary/ oral language skills.

#### *K-3 Math Assessments*

Similarly, the DOE has recently partnered with the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) to develop formative assessments in mathematics from grades K-3. These assessments will provide teachers with valid information on the mathematical progress of each of their students so they can individualize instruction and provide additional support to improve achievement. The K-3 assessments will be aligned with the VPK assessments in math allowing for a seamless transition of information related to progress across the developmental levels. A comprehensive literature review has been completed to investigate and compile resources from the field (nationally and internationally) and to explore assessment systems other states have developed to monitor progress in the area of mathematics.

Training and technical support for utilization of the new assessments will be critical for both VPK teachers and K-3 teachers throughout the state.

#### *Next Generation FCAT and End-of-Course Exams*

As the next generations of Florida's content standards are adopted by the Board, the existing assessments must be aligned to measure the new standards. In some cases much of what was tested previously can be augmented to include the new content added to the standards. Such is the case with the reading and language arts standards assessed on FCAT. In mathematics, however, the alignment to the new standards will require more revisions in the grade level content tested. Additionally, to substantively increase the rigor

of our expectations for high school students, end-of-course exams aligned to specific courses will be developed to assess the new content standards taught in these courses.

The process for transitioning from one assessment system, FCAT, to the next generation of FCAT, is complex and many factors must be considered. Some of the issues to be addressed include the schedule for phasing in the new assessments and phasing out the old, including setting achievement levels and passing scores aligned to the rigor of the new standards. Additionally, we must pay special attention to the tests required for high school graduation and provide sufficient advanced notice to incoming freshmen about their assessment graduation requirements and their opportunities for meeting these requirements. The attached handout provides a detailed summary of the transition proposals which are briefly summarized in the following table.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>FCAT-1</b>	FCAT-1 Writing, Reading, Mathematics, & Science		FCAT-1 Writing & Science	FCAT-1 Writing	
<b>FCAT-2*</b>			FCAT-2 Reading & Mathematics	FCAT-2 Science	FCAT-2 Writing
<b>End-of-Course Exams*</b>			Algebra 1		
				Biology	
					American History
* Field testing of each new exam occurs in the preceding year.					

As work was begun on the next generation assessments, consideration was given to which aspects of the test to retain and improve. The principles that have guided the transition planning are especially important in light of the state budget concerns. The new assessment guiding principles are:

- Align to the Next Generation Standards,
- Add high school end-of-course exams,
- Reduce testing at the most burdened grade levels,
- Maintain broad educator input into the content, purpose, and valid use of tests,
- Maintain accepted assessment professional practices,
- Test later, report earlier (After April 15, beginning in 2010-11), and
- Utilize more computer-based testing.

Educators who comprise the FCAT Content Advisory Committees for each subject area assessed have recommended making some shifts in the grade levels to be assessed as shown in the table below. Specifically, these changes result in the number of tests for a given grade level being more evenly distributed than for FCAT.

Next Generation Test and Grade Level Proposals					
Grade	Reading	Mathematics	Writing	Science	Comments
3	✓	✓			
4	✓	✓	✓		
5	✓	✓		✓	
6	✓	✓			
7	✓	✓	✓		Writing to move from grade 8 to grade 7.
8	✓	✓		✓	
9	✓				Mathematics in grade 9 to become Algebra I EOC Exam.
10	✓	✓			Writing to move from grade 10 to grade 11.
11			✓		Science in grade 11 will become Biology EOC Exam.
High School		Algebra I		Biology	American History and other EOC Exams will be added as possible.

The existing and future assessment programs have been affected by budgeting constraints. These budget-driven changes are summarized below.

#### **Budget-Driven Changes for the Existing FCAT (2008-09 and 2009-10)**

- No summer retakes.
- Reduction in printed products.
- Science – Performance tasks removed.
- Handscoring – implement industry standards for the percentage of second readings (20%).

#### **Next Generation FCAT (2010-11, 2011-12, and 2012-13)**

- Same reductions as existing FCAT.
- Move to more computer-based testing (less printing/shipping).
- Only the Writing test will include performance tasks.
- Additional considerations are contingent on funding availability after the 2009 legislative session.

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**Supporting Documentation Included:** September 12, 2008 Memorandum, Department of Education’s “Next Generation” Initiative: Bright Beginnings, and Next Generation FCAT and End-of-Course Exam Proposals

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