

The background of the slide is a photograph of a classroom. Several students are visible, with their hands raised in the air, suggesting an interactive learning environment. The students are wearing colorful clothing, including a red shirt and an orange shirt. The background is slightly blurred, focusing attention on the text.

Next Generation Assessments

Presented by:

**-Dr. Evan Lefsky, Executive Director,
Just Read, Florida!**

**-Dr. Barbara Foorman, Director,
Florida Center for Reading Research**

**-Shan Goff, Executive Director
Office of Early Learning**

**-Cornelia Orr, Assistant Deputy Commissioner
Assessment and School Performance**

Florida Department of Education

**Dr. Eric J. Smith,
Commissioner**

Agenda

- New K-12 Florida Assessments for Instruction in Reading
 - Overview of assessments
 - Implementation study
- Bright Beginnings
 - Overview of initiative
 - VPK reading and math assessments
 - Kindergarten assessment decisions
- FCAT and End of Course Exams
 - Transition to new FCAT
 - End of course exams

Overview of K-12 Florida Assessments for Instruction in Reading

- Based on feedback from Florida schools
- System combines screening, targeted diagnostic tasks, and ongoing progress monitoring
- Primary focus on informing classroom instruction for teachers

Florida Assessments for Instruction in Reading--Cost Savings

- Capitalized on federal Reading First funding since 2002 to develop PMRN
- Reduced need for additional assessments
- Reduced printing
- Reduced personnel—data transfer/scoring

Next Generation Assessments: What's New?

- Aligned to Florida's standards
- Includes vocabulary and comprehension for grades K-2
- Computer-adaptive comprehension for grades 3-12
- Diagnostic and specifically linked to professional development and instructional strategies
- Automatic reporting to the Progress Monitoring and Reporting Network (PMRN)

Next Generation Assessments: What's New?

- Based on strong psychometric research in Florida schools with Florida students
- Predicts performance on a norm-referenced test and FCAT
- Comprehension is assessed in instructional level passages
- Reading comprehension and oral reading fluency passages are equated for difficulty

Success Zones - Probability Scores

GREEN

85% or better probability of grade-level or above performance on the SESAT/SAT-10/FCAT

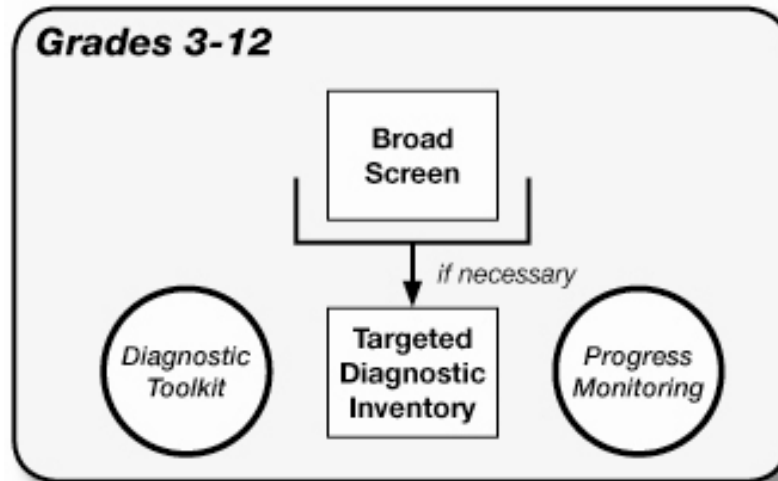
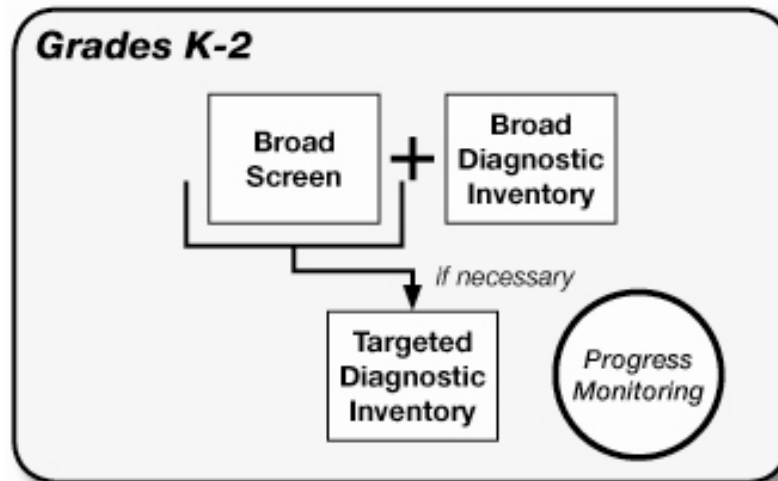
YELLOW

16-84% probability of grade-level or above performance on the SESAT/SAT-10/FCAT

RED

15% or less probability of grade-level or above performance on the SESAT/SAT-10/FCAT

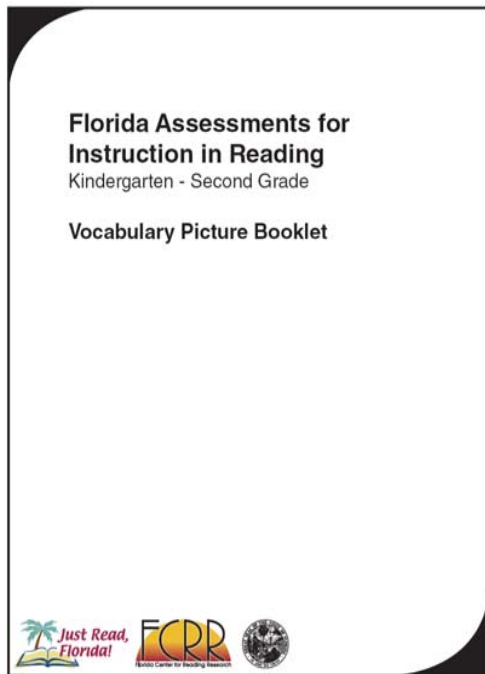
K-12 Florida Assessments for Instruction in Reading



The K-2 “Big Picture” Map

| | |
|--|---|
| Broad Screen/Progress Monitoring Tool (BS/PMT) “All” children | <ul style="list-style-type: none">• Letter Naming & Sounds• Phonemic Awareness• Word Reading |
| Broad Diagnostic Inventory (BDI) “All” children | <ul style="list-style-type: none">• Listening Comprehension• Reading Comprehension• Vocabulary• Spelling (2nd grade only) |
| Targeted Diagnostic Inventory (TDI) “Some” children | <ul style="list-style-type: none">• K = 9 tasks• 1st = 8 tasks• 2nd = 2 tasks |

K-2 Vocabulary and Comprehension Examples



BDI: Reading Comprehension - Passage 4

(Stop at 13 errors)

Sam, the Pig

Sam, the pig, is sad. He can not find a pig to play with him. Sam sees May. May is a hen.
 "May, do you see a pig around here?" says Sam.
 "Well, I see you and you are a pig!" says May.
 "No, no, no, I want to find a pig to play with me," says Sam.
 Sam runs up to the top of the hill. He looks down on the farm. He can see the farm well. He sees one cat, two dogs, and three hens, but no pigs. Sam comes down the hill to eat. Tom, a big hog, is there to eat too.
 "Are you a pig?" says Sam.
 "I am a hog, a BIG pig," Tom says.
 Now Sam has a big pig to play with him!

| Accuracy | Time | Fluency Rate | | | | |
|------------------|---------------|----------------|---|--------|---|---|
| number of errors | total seconds | words in story | - | errors | = | (words correct / total seconds) x 60 = Fluency (WCPM) |
| | | 132 | - | | = | (/) x 60 = |

| E/I | Question | Acceptable Responses | Unacceptable Responses | AP1 Score (0,1) | AP2 Score (0,1) | AP3 Score (0,1) |
|-----------------------|---|---|------------------------|-----------------|-----------------|-----------------|
| E | At the beginning of the passage, why was Sam, the pig, sad? | he couldn't find another pig/friend/anyone to play with; he was lonely for a friend; no one to play with; he was the only pig | | 1 | 2 | 3 |
| E | What kind of animal was May? | hen | chicken; bird | 1 | 2 | 3 |
| E | How many dogs did Sam see from the top of the hill? | two | | 1 | 2 | 3 |
| I | Why was Tom at the bottom of the hill when Sam got there? | to eat; food; because he's hungry | | 1 | 2 | 3 |
| I | Who did Sam find to play with at the end of the story? | a big pig; a hog; Tom; pig; friend | | 1 | 2 | 3 |
| Total Explicit | | | | | | |
| Total Implicit | | | | | | |
| Total Correct | | | | | | |

GO to Targeted Diagnostic Inventory if the student did not meet the Expectation Criteria on the Broad Screen.

The 3-12 “Big Picture” Map

| Type of Assessment | Name of Assessment | Information Given |
|---|--|---|
| Broad Screen/Progress Monitoring Tool (BS/PMT) – “All” children | <ul style="list-style-type: none"> • Reading Comprehension (RC) | <ul style="list-style-type: none"> • Identifies students who may need additional literacy instruction in order to meet grade level standards by the end of the year |
| Targeted Diagnostic Inventory (TDI) – “Some” children | <ul style="list-style-type: none"> • Maze • Word Analysis (WA) | <ul style="list-style-type: none"> • Differentiates between what type of intervention is needed <ul style="list-style-type: none"> • Comprehension and Text Reading Efficiency • Deeper Word Level Skills |

3-12 Reading Comprehension Example

BITES

"Dad, can I help you grill the hamburgers?" Shelly loved to hang out with her father while he cooked outside, even more so now that the sun didn't set until late.

"Sure, come on out, but be sure and put on some bug spray," he instructed. "I've noticed the mosquitoes are showing up in the back yard." Shelly's shoulders drooped. She hated the warm weather ritual of getting covered in bug spray. It was sticky, stinky, and a guarantee that she would have to take a bath before she went to bed.

"Dad, why do mosquitoes bite us?" Shelly had settled into one of the patio chairs. She was watching her dad flip the hamburgers on the grill.

"Well, I'm no entomologist but—"

"A what?" Shelly interrupted.

"An entomologist is a person who studies insects like mosquitoes. I'm not a scientist, but I've learned a few things over the years about how mosquitoes work. For one thing, only the female mosquito bites."

"Really? How come?" Shelly asked.

"Basically, male mosquitoes have a short nose so they can't stick us. The female's nose is long, like a straw, and it allows her to poke holes in our skin. In order for the female to lay eggs, she needs protein. She gets that from the blood of animals and humans. Which is why—"

"We get mosquito bites!" squealed Shelly. "But why do I have to wear this icky bug spray?"

"Mosquitoes find their blood supply by their attraction to heat, sweat and carbon dioxide. Humans create those in abundance. By putting on the bug spray we can mask some of the natural smells we let off. Hopefully it will confuse the mosquitoes that are out looking for some dinner. The chances for bites are worse when it is hot outside because we sweat more. If we don't keep putting on the spray, it wears off and the bugs can find us again."

"I still don't like to put on the spray, even if it does keep the bugs away," Shelly said.

"I know it isn't fun, but mosquitoes can carry some pretty nasty diseases. When they bite us they can put the disease inside of us. That can make us really sick. The spray is one way we try to protect ourselves and to keep us healthy."

[Answer Questions](#) [Log Off](#) [Submit Answers](#)

BITES

"Dad, can I help you grill the hamburgers?" Shelly loved to hang out with her father while he cooked outside, even more so now that the sun didn't set until late.

"Sure, come on out, but be sure and put on some bug spray," he instructed. "I've noticed the mosquitoes are showing up in the back yard." Shelly's shoulders drooped. She hated the warm weather ritual of getting covered in bug spray. It was sticky, stinky, and a guarantee that she would have to take a bath before she went to bed.

"Dad, why do mosquitoes bite us?" Shelly had settled into one of the patio chairs. She was watching her dad flip the hamburgers on the grill.

"Well, I'm no entomologist but—"

"A what?" Shelly interrupted.

"An entomologist is a person who studies insects like mosquitoes. I'm not a scientist, but I've learned a few things over the years about how mosquitoes work. For one thing, only the female mosquito bites."

"Really? How come?" Shelly asked.

"Basically, male mosquitoes have a short nose so they can't stick us. The female's nose is long, like a straw, and it allows her to poke holes in our skin. In order for the female to lay eggs, she needs protein. She gets that from the blood of animals and humans. Which is why—"

1: Read this sentence from the passage. **By putting on bug spray we can mask some of the natural smells we let off.** Which sentence uses the word *mask* with the SAME meaning?

- A: He tied a mask over his face for protection.
- B: She wore a mask made of glitter and feathers.
- C: I put a bandaid on my scrape to mask it from germs.
- D: They could not find the mask.

2: What can be an effect of a mosquito bite?

- A: It can make you sick.
- B: It can keep you healthy.
- C: It can give you protein.
- D: It can make you sticky.

[Read Passage](#) [Log Off](#) [Submit Answers](#)

Submit Answers

Switch between full-and split- screen views

- The student reads a passage and answers 7-9 questions to assess reading comprehension. Once all questions are completed, the student clicks the "Submit Answers" button.

3-12 Reading Comprehension Feedback

- After the answers are submitted for a passage, the student receives performance feedback.
- Depending upon his/her score, the student will either be administered an additional (easier or harder) passage or be finished with the task.

K-12 Assessments Implementation Study – 2008-09

20 schools in 4 counties (Broward, Manatee, Leon, & Alachua) administer new tests during 3 assessment windows

- Teachers individually administer the K-2 assessments (except grade 2 spelling)
- Reading teachers in grades 3-12 take students to computer lab or Internet-connected computers
- Teachers give feedback on tests, links to instruction, and toolkit
- Student selected to participate are representative of the demographics of Florida schools

Bright Beginnings Initiative (VPK – Grade 3)

- Achieve the goal of 100% literacy and numeracy
- Strong foundation in reading and math
 - Developmentally appropriate instruction
 - Child-level data to inform instruction and parents
 - Effective interventions for children not making adequate progress
 - Enhanced instruction for children who are performing above grade-level

Bright Beginnings

- Bright Beginnings Web Site
 - <http://www.brightbeginningsfl.org>
- Model Lesson Plans for VPK
 - <http://www.fldoe.org/earlyLearning/plans.asp>
- Model K-3 Math Lesson Plans and Resources (available Spring 2009)
- **VPK Reading and Math Assessments (available statewide in 2010-11)**
- **K-3 Math Assessments (available statewide in 2010-11)-Dependent upon funding**

VPK Reading and Math and K-3 Math Assessments

- Identify skill levels
- Track the development of skills across the years
- Focus on skills that are clear predictors of later school success. VPK
 - Emergent Literacy - Oral Language/Vocabulary, Print Knowledge and Phonological Awareness
 - Mathematics - Counting and Number Sense
- K-3 Math
 - Number Sense and Measurement

VPK Reading and Math Assessments - Timelines

| | |
|---------|--|
| 2008-09 | <ul style="list-style-type: none">• Creation of VPK Assessment Workgroup• Development and Field-Test of Measures• Development of On-line Reporting System via the Bright Beginnings Web Site |
| 2009-10 | <ul style="list-style-type: none">• Implementation Study |
| 2010-11 | <ul style="list-style-type: none">• Statewide Availability |

K-3 Math Assessments - Timelines

| | |
|---------|--|
| 2008-09 | <ul style="list-style-type: none">•K-3 Formative Assessment Workgroup•Review of Relevant Research and Other States' Practices |
| 2009-10 | <ul style="list-style-type: none">•Development and Field-Test of Measures•Development of On-line Reporting System |
| 2010-11 | <ul style="list-style-type: none">•Implementation Study |
| 2011-12 | <ul style="list-style-type: none">•Statewide Availability |

Next Generation FCAT/EOC Exams Guiding Principles

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

Budget-Driven Changes

- 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%) - Writing still at 100% second readings.
- Next Generation FCAT (2010-11, 2011-12, and 2012-13)
 - Same reductions as existing FCAT
 - Maintain broad educator input
 - Begin EOC exams
 - Later testing dates
 - Move to more computer-based testing
 - Only the Writing test will include constructed response items
 - Additional considerations contingent on funding availability

A photograph of a classroom scene. In the foreground, the back of a young girl with dark hair in pigtails, wearing a red shirt, is visible. She has her right hand raised. To her left, another student in a blue shirt has their hand raised. To her right, a student in an orange shirt has their hand raised. In the background, a chalkboard is filled with faint, illegible mathematical formulas and equations. The word "Questions?" is overlaid in the center of the image in a bold, dark blue font.

Questions?