K-12 Student Assessment Updates
Florida Organization of Instructional Leaders

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Accountability, Research, and Measurement

www.FLDOE.org
FSA and NGSSS Score Results
FSA and NGSSS Spring Reporting

In accordance with House Bill (HB) 7069, which went into effect July 1, 2017, the following reporting deadlines specified in s. 1008.22(7)(a), Florida Statutes (F.S.):

“Assessment results for the statewide, standardized [English Language Arts] ELA and mathematics assessments and all statewide, standardized [End-of-Course] EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31.”
2018 Enhanced Individual Score Reports
2018 Individual Score Reports – What’s New

Understanding FSA Reports
This document has been updated for Spring 2018 and contains sample reports with descriptions of each section. (https://fsassessments.org/users/students-and-families.shtml)
2018 Individual Score Reports

- HB 7069, which went into effect July 1, 2017, amended s. 1008.22(7)(h), F.S., to require more comprehensive student score reports for statewide assessments, which districts must provide to parents within 1 week of their receipt.

- The report must contain:
  - an explanation of the student results,
  - information on student strengths and weaknesses,
  - specific actions that can be taken and resources that can be used for improving areas of weaknesses,
  - comparative data,
  - and, if available, longitudinal and predictive data.
Previous Performance (longitudinal data)

- If students took an FSA ELA or Mathematics assessment in a prior year(s) and a score was reported, this chart will compare the student’s performance over time.
- The chart will indicate the performance levels for each year, and an arrow will indicate where in that level the student’s score fell.
- Previous performance information is not available on grade 3 ELA Reading, grade 3 Mathematics, Retake or EOC reports.
Performance Descriptions

- More detailed descriptions of what students are expected to know and do in each reporting category are provided for each subject and grade level.
- Translated into Spanish and Haitian-Creole.
## Writing Performance (Domain Scores)

- **Grades 4–10/Retake ELA reports** contain the points earned and points possible for each of the three writing domains:
  - **Statement of Purpose, Focus, and Organization (4 points possible)**
  - **Evidence and Elaboration (4 points possible)**
  - **Conventions of Standard English (2 points possible)**

- If a student response was assigned a condition code (e.g., B – Off Topic), the code will be displayed in this section.
2018 Individual Score Reports – What’s New

Recommended Resources
A list of information from the FSA Portal and the FDOE website that parents/guardians and students may find useful to understand more about the FSA program, state policies regarding assessments, and other resources to promote better understanding of student expectations and to promote family engagement.
Spring 2019 Paper-Based Tests: Grades 3–6

• All grades 3–6 ELA and Mathematics test will be delivered on paper in spring 2019.

• Practice tests and item specifications will be updated and posted to the FSA Portal in September.

• Current paper-based practice tests include a few item types that will be removed. **Use with caution.**
  • One example is the “Open Response” items, in which students keyboard one or two sentences into a text field.

• New item types/renderings will be included in September release of updated practice tests.

• Districts will be notified when updates are posted.
Spring 2019 Paper-Based Tests: ELA

• Most item types are transferable to paper in a slightly altered format.

• Item specifications will be updated to include all item types accessible on paper.

• Paper-based tests will NOT include audio.
Spring 2019 Paper-Based Test: ELA Writing

- Grades 4–6 remain on paper.
- Grade 7 transitions to computer-based test.
- Grades 8–10/Retake remain computer based.
Spring 2019 Paper-Based Tests: Mathematics

• Grades 3–6 Mathematics Paper-Based Practice Tests
  • All hand-scored items will be removed (grades 3 and 4).
    • All other practice items that were previously on paper-based practice tests will remain as-is.
  • All technology-enhanced items that are not adaptable for paper (e.g., Open Response, Table) will be removed.
  • New Editing Task Choice item inserted at each grade level.
  • New paper-based item types inserted to ensure standards coverage.

• As with ELA, new item types/renderings will be included in September release of updated practice tests.
• Also as with ELA, districts will be notified when updates are posted.
Concordant/Comparative Scores
Statutory Requirement: s. 1008.22, Florida Statutes

• Sections 1008.22(9) and (10), F.S., require the Commissioner of Education to identify scores on other assessments that if achieved satisfy the graduation requirement that a student pass the statewide, standardized grade 10 ELA assessment and the Algebra 1 EOC assessment. Law requires that the Commissioner identify scores on SAT and ACT for the grade 10 ELA assessment, though she can select other assessments.

• State law requires that if the content or scoring procedures change for the state assessments, new concordant and comparative scores must be determined.
Statutory Requirement: s. 1008.22, Florida Statutes

(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT and ACT that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC) ASSESSMENT.—The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.
Concordant/Comparative Score Background

• Performance standards (i.e., “cut scores”) for the Grade 10 FSA ELA and FSA Algebra 1 EOC were adopted by the State Board of Education in January 2016. These scores have been in effect and reported for students since the spring 2016 administration of the assessments.

• In order to determine new concordant and comparative scores, enough time must pass whereas Florida students take both the state assessments and the alternative assessments, such as SAT and ACT, in order to conduct the necessary analyses.

• Therefore, as required by state law, the last adopted concordant/comparative scores (i.e., those aligned to the former state assessments, FCAT 2.0 Reading and the Next Generation Sunshine State Standards [NGSSS] Algebra 1 EOC) have remained in effect even though the state transitioned to new assessments.
How Concordant/Comparative Scores are Determined

• The procedure used to determine concordant and comparative scores is called “equipercentile linking.”

• Students’ scale scores on each assessment are rank ordered using percentiles.

• This rank ordering is then used to link the scores from one assessment to another in order to determine concordant/comparative scores.

• This empirical process is the same process previously used to set FCAT concordant scores and does not rely on external factors, nor on score interpretations of other assessments.
Assumptions About Test Similarity

Prediction
- Least restrictive and least demanding

Characteristics:
- a) Scores on one test may predict scores on another
- b) Prediction accuracy varies depending upon similarity between tests

Linking
- Aligning
- Concordance

Equating
- Most restrictive and most demanding

Characteristics:
- a) Equated tests measure the same knowledge and skills, and are equally reliable
- b) Assumes that scores are interchangeable between tests
- c) Assumes that all above hold true for students of all abilities

Characteristics:
- a) Assumes tests that each measure similar knowledge and skills
- b) Indicates that performance is likely to be similar between tests for a given student, and scores are sufficiently comparable
How Concordant/Comparative Scores are Determined

Equipercentile Linking Example

• The black and green lines represent scores on two different assessments
• The lines show how the scale score relates to the percentile rank
• A “black” score of 400 and a “green” score of 500 are both at the 50th percentile rank and are “equivalent”
How Concordant/Comparative Scores are Determined

• The Buros Center for Testing (University of Nebraska-Lincoln) conducted an alignment study and performed concordance analyses for the FSA Algebra 1 EOC and FSA Grade 10 ELA assessments in January 2017.

• Further analyses were then conducted in conjunction with the Center for Assessment and Accountability Research and Design (University of Kansas) to include a broader test administration period and more students.

• Based on those analyses, the Department is recommending to the State Board of Education that the following concordant and comparative scores be adopted.
Concordant Scores for FSA ELA Grade 10

<table>
<thead>
<tr>
<th>SAT Evidence-Based Reading and Writing (EBRW) (Scale of 200–800)</th>
<th>ACT (English and Reading Components each on a Scale of 1–36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>480*</td>
<td>18**</td>
</tr>
</tbody>
</table>

*Scale scores on the more recently-developed SAT EBRW are not comparable to scale scores on the previous version of the SAT Critical Reading, so the new SAT EBRW concordant score of 480 is not comparable to the previous SAT Critical Reading concordant score of 430.

**The concordant score for ACT is the average of the combined English and Reading subject tests. If the average is a decimal, round up to the nearest whole number. The scores for the English and Reading components of the ACT are not required to come from the same test administration when averaging.
### Comparative Scores for FSA Algebra 1 EOC

<table>
<thead>
<tr>
<th>PSAT/NMSQT (Scale of 160–760)</th>
<th>SAT Math (Scale of 200–800)</th>
<th>ACT Math (Scale of 1–36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>420</td>
<td>16</td>
</tr>
</tbody>
</table>
Proposed Concordant/Comparative Score Rule Language

• The proposed rule language will establish new concordant and comparative scores beginning with students who enter grade 9 in the 2018–2019 school year (i.e., those scheduled to graduate from high school in the spring of 2022).

• For students who are currently in high school (i.e., those scheduled to graduate in either the spring of 2018, 2019, 2020, or 2021), the current concordant and comparative scores stay in effect. In addition, these students are also permitted to use the new concordant scores, if those new scores satisfy their graduation requirements.

• Therefore, under the proposed rule language, the scores available for students to use if they cannot pass the statewide assessments are not changed for students currently enrolled in high school.
### Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA

<table>
<thead>
<tr>
<th>Available for all students who entered grade 9 in 2010–11 and beyond:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT EBRW</td>
<td>480</td>
</tr>
<tr>
<td>ACT English and Reading subtests</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available only for students who entered grade 9 prior to 2018–19:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>430</td>
</tr>
<tr>
<td>SAT EBRW</td>
<td></td>
</tr>
<tr>
<td>SAT Reading Subtest</td>
<td>24</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>19</td>
</tr>
</tbody>
</table>

### Algebra 1 EOC (NGSSS or FSA)

<table>
<thead>
<tr>
<th>Available for all students who entered grade 9 in 2010–11 and beyond:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT Math</td>
<td>430</td>
</tr>
<tr>
<td>SAT Math</td>
<td>420</td>
</tr>
<tr>
<td>ACT Math</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available only for students who entered grade 9 prior to 2018–19:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PERT Mathematics</td>
<td>97</td>
</tr>
</tbody>
</table>
Proposed Concordant/Comparative Score Rule Timeline

• The proposed rule language was presented to the State Board of Education at the May 16, 2018, board meeting.

• Rules are effective approximately 30 calendar days after State Board adoption

• The rule language and an FAQ is posted on the Standard Setting page of the FDOE website at http://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.stml.
SAT10 Update
Stanford Achievement Test, Tenth Edition (SAT10) Norms Update

- SAT10 is a suite of 13 assessments in Grades K–12
- Last norms update: 2007
- Changes over time in the populations and curricula may affect the validity of score interpretations.
- Best practice for testing programs that maintain a common scale over time is to conduct periodic checks of the stability of scale on which scores are reported.
- The Department also requires that norms for such state-approved tests be updated after 10 years, and preferably after 5 years.
SAT10 Norms Update

• Accuracy can be improved through psychometric processes, such as recentering or rescaling, which adjust score scales for overall shifts in student performance.

• A SAT10 recentering study was conducted by Pearson to evaluate scale drift, to update norms accordingly, and to provide validity evidence for the updated norms.

• Validity evidence can be provided by comparing the mean scaled score shift with other national norm-referenced achievement tests, examining standard score distribution, and examining students’ proficiency classification.
SAT10 Norms Update

• Updated norms
  • are based on scores from more than 500,000 students in public and private schools across the U.S.
  • are demographically matched to U.S. census data on SES, “urbanicity,” ethnicity, and school type.
  • include English Language Learners and students with disabilities.
  • accurately represent current national student achievement and account for changes in curricula and instruction, as well as changes in demographic composition since 2007.

• Test content is unchanged.
SAT10 Norms Update

• The practical impact of the norms update is that students will need to score approximately 5 scale score points higher in reading comprehension than in the past to maintain the same national percentile rank.

• The new norms will become effective in the 2018–2019 school year, and are not applicable to students who take the SAT10 in summer 2018.
HB 7055: Social Studies Concepts
Social Studies Concepts in ELA

- HB 7055, which will go into effect July 1, 2018, amends s. 1008.22, F.S., to specify that “Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies.”

- FSA ELA currently includes diverse topics, including many from social studies.

- Updates to be made to passage development plans, test construction specifications, and item specifications with grade level social studies strands/concepts.

- Process will now document the inclusion of social studies concepts at passage/item review and test construction. This will NOT alter the design of FSA ELA.
Questions?

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