



Rule 6A-1.09422, Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements: Standard Setting

Rule Development Workshops
August 19, 20, and 21, 2014

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Florida Department of Education



Purpose of this Rule Development Workshop

- Express the Department's intent to develop a rule amendment for consideration by the State Board of Education that:
 - Establishes Achievement-Level cut scores for the Civics End-of-Course (EOC) Assessment
- Obtain input from interested audiences:
 - General input about setting the Achievement Levels

Today's Topics

- Background on the Civics EOC Assessment
- Review the standard-setting process
- Review the recommendations from both panels
- Review the impact data
- Request feedback from you



Transition Schedule

| Type of Assessment | Assessment Area | Year Administered to Students | | | |
|--|---|-------------------------------|-------------|------------------|------------------|
| | | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| FCAT | FCAT Writing | Gr 4, 8, 10 | NA | NA | NA |
| FCAT 2.0 | FCAT 2.0 Writing | NA | Gr 4, 8, 10 | Gr 4, 8, 10 | NA |
| | FCAT 2.0 Reading | Gr 3-10 | Gr 3-10 | Gr 3-10 | NA |
| | FCAT 2.0 Mathematics | Gr 3-8 | Gr 3-8 | Gr 3-8 | NA |
| | FCAT 2.0 Science | Gr 5, 8 | Gr 5, 8 | Gr 5, 8 | Gr 5, 8 |
| Florida End-of-Course Assessments | Algebra 1 | In Course | In Course | In Course | In Course |
| | Geometry | In Course | In Course | In Course | In Course |
| | Biology 1 | In Course | In Course | In Course | In Course |
| | U.S. History | NA | In Course | In Course | In Course |
| | Civics (Middle School) | NA | NA | In Course | In Course |
| Florida Standards Assessments | English Language Arts | NA | NA | NA | Gr 3-11 |
| | Mathematics | NA | NA | NA | Gr 3-8 |
| | High School Mathematics EOCs (Algebra 1, Geometry, Algebra 2) | NA | NA | NA | In Course |

Civics EOC Assessment

Administration Summary

- Administered to all students enrolled in and completing one of the following courses:
 - Civics – 2106010
 - Civics – 2106015
 - Civics & Career Planning – 2106016
 - Civics, Advanced – 2106020
 - Civics, Advanced – 2106025
 - Civics, Advanced & Career Planning – 2106026
 - Civics and Digital Technologies – 2106029
 - M/J U.S. History & Civics—2100045
- Computer-based assessment with computer-based accommodations (e.g., screen reader, zoom, color contrast) and paper-based accommodations (e.g., regular print, large print, braille) available for students with disabilities who require allowable accommodations, as specified in their individual educational plans (IEPs) or Section 504 plans
- Administered in one 160-minute session with a 10-minute break after the first 80 minutes. Any student not finished by the end of the allotted time may continue working, but the student must finish within the same school day.

Civics EOC Assessment

Administration Summary (continued)

- Students may use a one-page computer-based testing (CBT) worksheet as scratch paper during the test.
- Students are required to participate in a computer-based practice test (ePAT) prior to the assessment to practice using the tools (e.g., highlighter, straightedge, notepad, option eliminator).
- Scores must be used to calculate 30% of the student's final grade in the Civics course for students who took the course in 2013-14 and beyond. The method for applying this requirement is determined by each school district.

Florida Assessments and Educator Involvement

Brief Overview

- 2012-13: Florida Assessment Committee Participants
 - 501 participants
 - 38 weeks of meetings
 - 47 different meetings
- Participants include educators, district personnel, university faculty, and citizens associated with a variety of organizations and institutions representative of Florida's diversity.
- All Florida statewide assessment items have been reviewed and accepted by committees of Florida educators.
- Florida educators help advise on the scope of the assessments; develop the item specifications; review the items for content, difficulty, alignment to the benchmarks, and bias/sensitivity issues; establish scoring guidelines on individual items; and propose the performance standards (i.e., standard setting).

Standard-Setting Vocabulary

- **Content Standards:** The content that students are expected to know
- **Achievement Levels:** Levels of student achievement based on observed scale scores
- **Achievement Level Descriptions (ALDs):** Descriptions of the competencies associated with each level of achievement
- **Cut Scores (Standards):** Scores on an assessment that separate one Achievement Level from another
- **Panelists (Judges/Raters):** Those who participate in the standard-setting process (stakeholders, educators, professionals – must understand the content assessed)
- **Impact Data (Normative Feedback):** Data that summarize the consequences of a proposed set of cut scores (e.g., How many students' scores will be classified at Level 3?)

FCAT 2.0 and EOC Assessments are Standards-Based Tests

- Based on Florida's content standards (Next Generation Sunshine State Standards)
- Students' scores are in comparison to achievement standards – the criteria (Criterion-Referenced Test)
- Used to measure how well students have learned the content assessed
- Used to measure the teaching and learning of important content in Florida's schools

When is Standard Setting Necessary?

- Standard setting becomes necessary whenever any of the following occur:
 - New test
 - Curriculum updates
 - Blueprint changes
 - Achievement Level Descriptions (ALDs) change
- Next Generation Sunshine State Standards – new content standards

Why Have Standards?

- To define what students should know and be able to do
- To identify clear expectations for students, parents, and teachers
- To improve teaching and learning
- To develop a society able to compete in a global economy
- Important!
 - Performance standards define what we want to achieve
 - Performance standards do not describe our current status

Types of Standards

- Content Standards: Define desired student knowledge and skills (the “what”)
 - Sunshine State Standards
 - Next Generation Sunshine State Standards
 - Common Core State Standards
- **Performance Standards:** Describe how much content knowledge a student is required to demonstrate
 - **Achievement Level Standards**
 - **Passing Scores**
 - **Graduation Requirements**
- Accountability Standards
 - School Grading Criteria
 - Annual Measurable Objectives

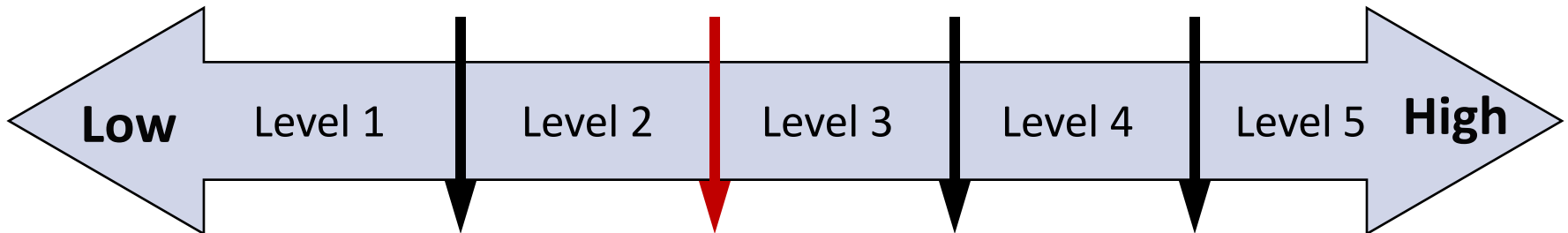
Setting Performance Standards – or “Cut Scores”

- A process that helps provide meaning to test scores
 - Provides a frame of reference for interpreting test scores
 - Most relevant when applied to tests based on defined content standards (criterion-referenced tests)
- The process includes: Deriving levels of performance on educational ... assessments, by which decisions or classifications ... will be made. (Cizek, 2007)
 - Mapping content to student achievement
 - Making judgments that are both qualitative (content) and quantitative (test scores)
 - Relating the NGSSS to FCAT 2.0/EOC scores

Achievement Levels

- Florida uses Achievement Levels
- Requires the setting of four Achievement Level cuts
- The Level 2/3 cut is the “Satisfactory” cut

Five Achievement Levels, Four Cut Points



Florida EOC Assessment Scale Score Range

- All Florida EOC Assessments use the same scale score range
- Civics EOC Assessment Achievement Level cuts must be determined on this score scale

| Assessments | Scale |
|-----------------|---------|
| EOC Assessments | 325-475 |

FCAT 2.0/EOC Assessment Policy Definitions

| Achievement Level | Policy Definition |
|-------------------|---|
| Level 5 | Students at this level demonstrate mastery of the most challenging content of the <i>Next Generation Sunshine State Standards</i> . |
| Level 4 | Students at this level demonstrate an above satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> . |
| Level 3 | Students at this level demonstrate a satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i>. |
| Level 2 | Students at this level demonstrate a below satisfactory level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> . |
| Level 1 | Students at this level demonstrate an inadequate level of success with the challenging content of the <i>Next Generation Sunshine State Standards</i> . |

We've Done This Before...

1998:

- Reading and Mathematics Achievement Levels approved for grades 4, 5, 8 and 10

2001:

- Reading and Mathematics Achievement Levels approved for grades 3-10
- Grade 10 FCAT Reading and Mathematics passing scores established

2011:

- FCAT 2.0 Reading (grades 3-10) and Mathematics (3-8) Achievement Levels approved
- Algebra 1 EOC Assessment Achievement Levels approved
- Grade 10 FCAT 2.0 Reading and EOC assessment passing scores established in rule as the minimum score in Achievement Level 3

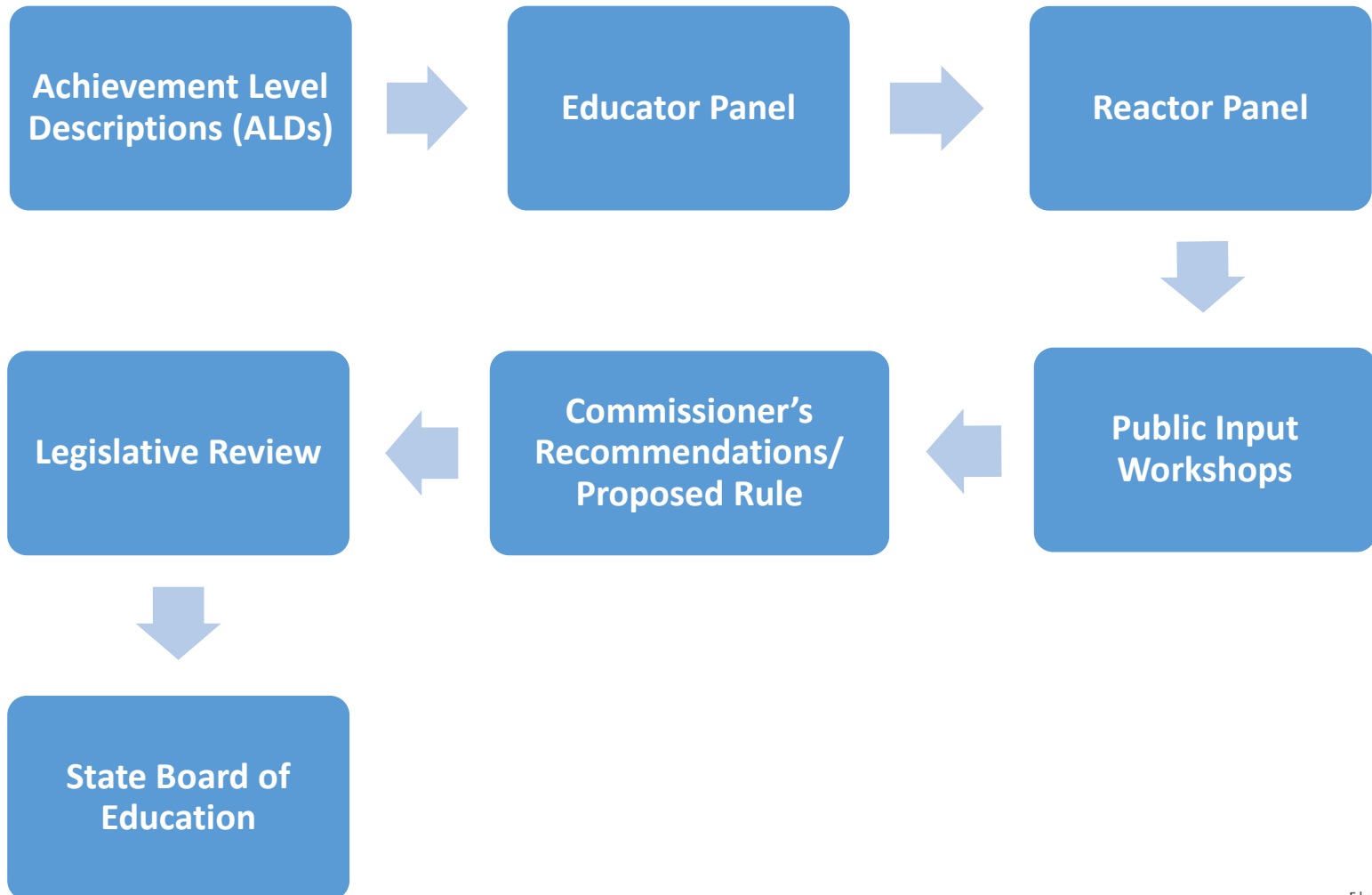
2012:

- FCAT 2.0 Science (grades 5 and 8) Achievement Levels approved
- Biology 1 and Geometry EOC Assessment Achievement Levels approved

2013:

- U.S. History EOC Assessment Achievement Levels approved

Setting Standards is a Multi-Stage Process



Standard-Setting Timeline

Complex process with input solicited from several groups of stakeholders

- **Summer 2013:** Content experts defined Civics EOC Assessment Achievement Level Descriptions (ALDs).
- **March/April 2014:** Civics EOC Assessment ALDs were posted for public comment.
- **July 22-25, 2014:** Content experts rated the difficulty of items on the test relative to student expectations, which were aggregated to derive recommended cut scores.
- **July 31-August 1, 2014:** Reactor panel reviewed the Educator Panel's outcomes and provided feedback and recommendations for adopting the cut scores.
- **August 19-21, 2014: State Board of Education Rule Workshops held for gathering public input on the Reactor Panel's recommendations.**
- **Winter 2014:** The State Board of Education will review the results from each panel as well as the Commissioner's recommendations and legislator input, and will make a final cut-score decision.

Educator Panel: July 22-25

- 26 teachers and district-level administrators with subject-area expertise and expertise with special populations
- Panel represented Florida's diversity, including:
 - Gender
 - Ethnicity
 - District Size
 - Region
 - School Zone Type

Educator Panelists – Gender, Ethnicity, and District Size

| White | African American | Hispanic | Native American | Asian | Other |
|-------|------------------|----------|-----------------|-------|-------|
| 17 | 3 | 5 | 0 | 0 | 1 |

| Gender | |
|--------|--------|
| Male | Female |
| 10 | 16 |

| Large | Medium | Small |
|-------|--------|-------|
| 8 | 10 | 8 |

Educator Panelists – District Region and School Type

| Panhandle | Northeast/ Crown | East Central | West Central | South |
|-----------|---------------------|-----------------|-----------------|-------|
| 8 | 3 | 6 | 6 | 3 |

| Urban | Suburban | Rural | All | Suburban & Rural | Virtual |
|-------|----------|-------|-----|---------------------|---------|
| 5 | 12 | 5 | 2 | 1 | 1 |

Standard-Setting Process – Educator Panel

- Reviewed and discussed ALDs
- Panelists “took the test”
- Participated in standard-setting training
- Practiced judgment procedure
- Provided four rounds of independent judgments

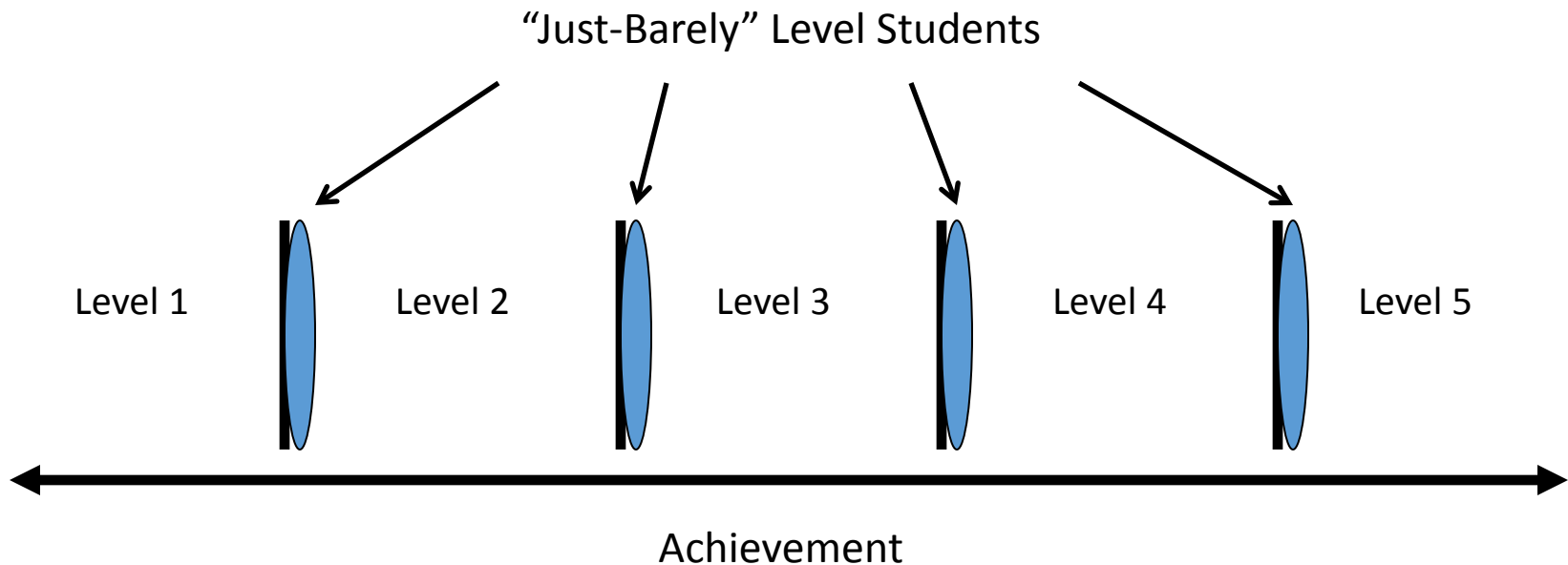
Modified-Angoff Method

The judgment process (by item)

- Reviewed the ALDs
- Evaluated the knowledge and skills needed to respond correctly to each item
- Judged the percentage of students expected to respond correctly to each item

The “Just-Barely” Test Taker

- Borderline in terms of Achievement Level
- *Just barely* meets criteria to be classified into the Achievement Level



Reactor Panel: July 31- August 1

- Convened a group of diverse stakeholders from across Florida
- Provided feedback to the department on the outcomes of the Educator Panel

18 Reactor Panelists – Diverse Group of Stakeholders

| Name | Company/District/Employer |
|-----------------------|---|
| Carlene H. Anderson | Superintendent, Walton County School District |
| Annette Boyd Pitts | The Florida Law Related Education Association, Inc. |
| Roderic Brame | Pasco |
| Matthew Carter | Ramos & Sparks Group |
| Braulio Colon | Helios Education Foundation |
| Karen Denbroeder | Florida State University |
| Douglas Dobson | University of Central Florida |
| Terri Susan Fine | University of Central Florida |
| Mindy Haas | Florida PTA |
| Jacob Oliva | Superintendent, Flagler Schools |
| Bobby L. James | School Board of Marion County |
| Melba Luciano | Superintendent, School District of Osceola County |
| David Mica | Florida Petroleum Council |
| Dr. M. Todd Smallwood | State College of Florida |
| Dr. Joseph Smiley | St. Petersburg College |
| Maureen Wilt | Florida Power and Light Company |
| Ralph Yoder | Superintendent, Calhoun County School Board |
| Genelle Yost | Superintendent, St. Lucie County School Board |



Reactor Panel Review

Considered the following:

- Information and materials from the standard-setting Educator Panel meeting
- Next Generation Sunshine State Standards
- Achievement Level Descriptions (ALDs)
- External tests
 - Grade 7 FCAT 2.0 Reading
 - Other Florida EOC Assessments
- Impact data
 - By gender
 - By ethnicity

Reactor Panel: Key Questions

The Reactor Panel considered the following questions:

- Given the results that you see for the other tests that were provided, are the Educator Panel judgments and resulting impact data for the Florida Civics EOC Assessment appropriate?
- Given your expectations and Florida's goal to be nationally competitive, are the proposed cuts appropriate?
- If not, which cut score(s) would you suggest changing? Should the cut score(s) be higher or lower?

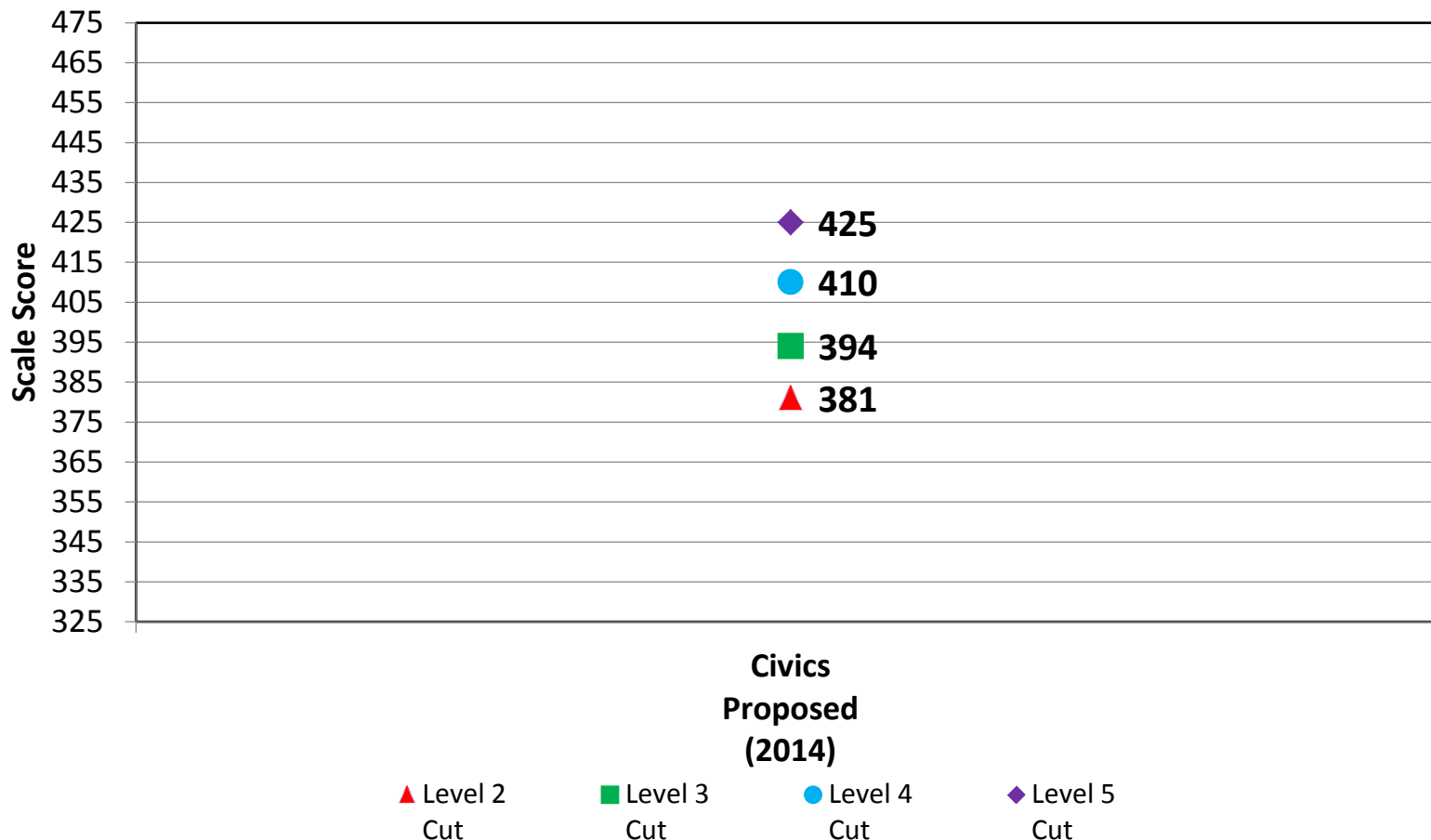


Educator Panel Recommendations and Impact Data

The following slides represent recommendations from the Educator Panel. This panel was asked to make **content-based judgments**.

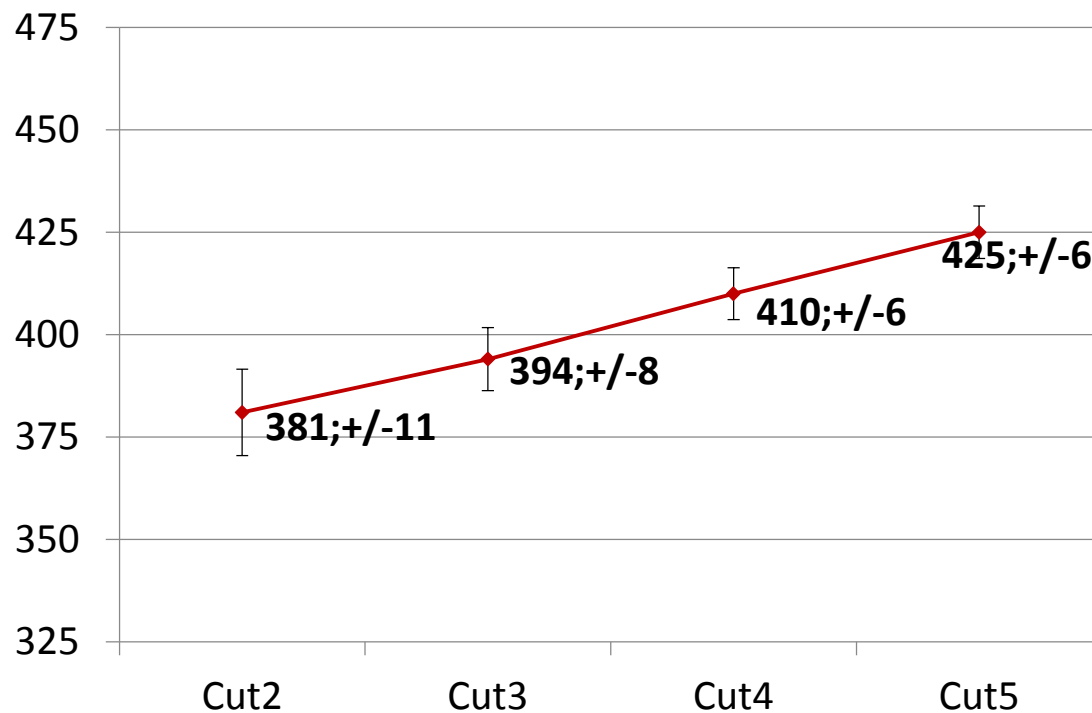
Scale Score Cuts Proposed by the Educator Panel

Civics EOC Assessment



Judgment Variation for Educator Panel's Proposed Cuts

| Cut Point | Civics EOC Assessment | |
|---------------|-----------------------|---------------------------------|
| | Scale Score Cuts | Judgment Variation* +/- 2 SE |
| Level 1/2 Cut | 381 | 359-403 |
| Level 2/3 Cut | 394 | 378-410 |
| Level 3/4 Cut | 410 | 398-422 |
| Level 4/5 Cut | 425 | 413-437 |

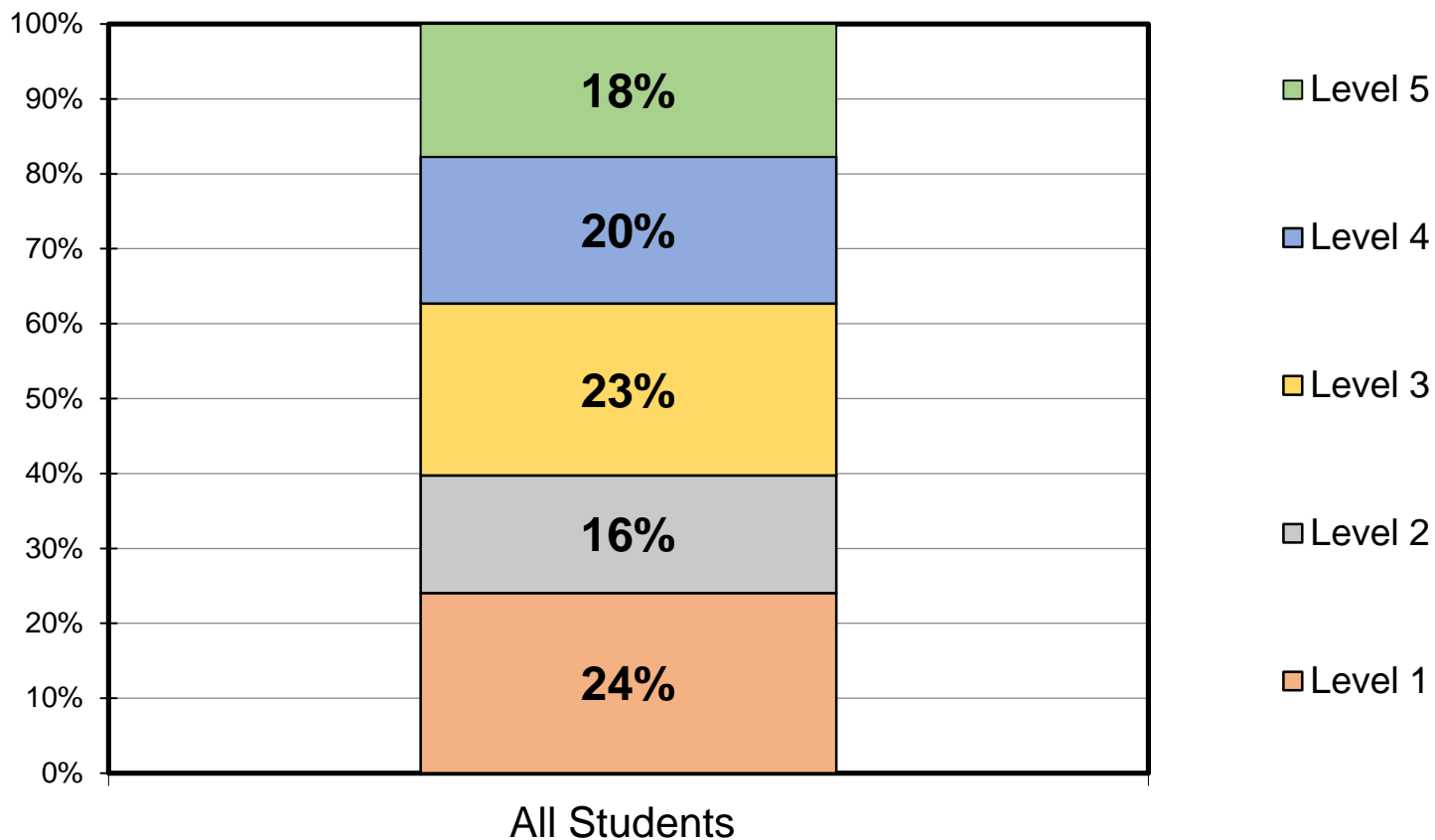


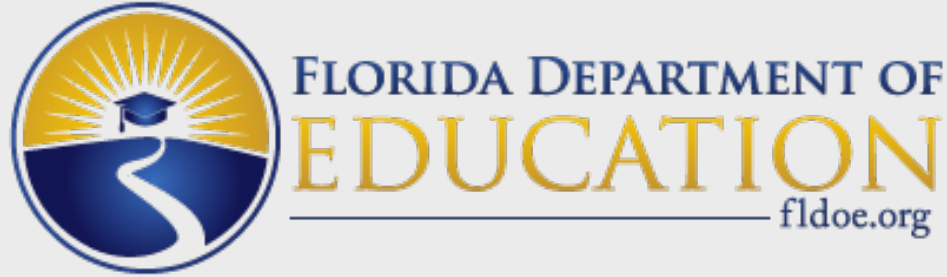
*Judgment Variation is also referred to as Standard Error of Judgment (SE). These bands were provided to the Reactor Panel as a recommended boundary for their modifications based on standard-setting research and best practices.

Impact Data

- Generated by applying the proposed cut scores to actual student performance from the spring 2014 administration
- Provided to the Educator Panel prior to their final round of judgment
- Used by the Reactor Panel to model scenarios prior to making both judgments

EDUCATOR PANEL: All Students Percentage in Each Achievement Level Impact Data (Based on 2014 Student Performance)





Reactor Panel Recommendations and Impact Data

The following slides represent recommendations from the Reactor Panel. This panel was asked to make judgments based on the **impact data** and on data from **external assessments**.

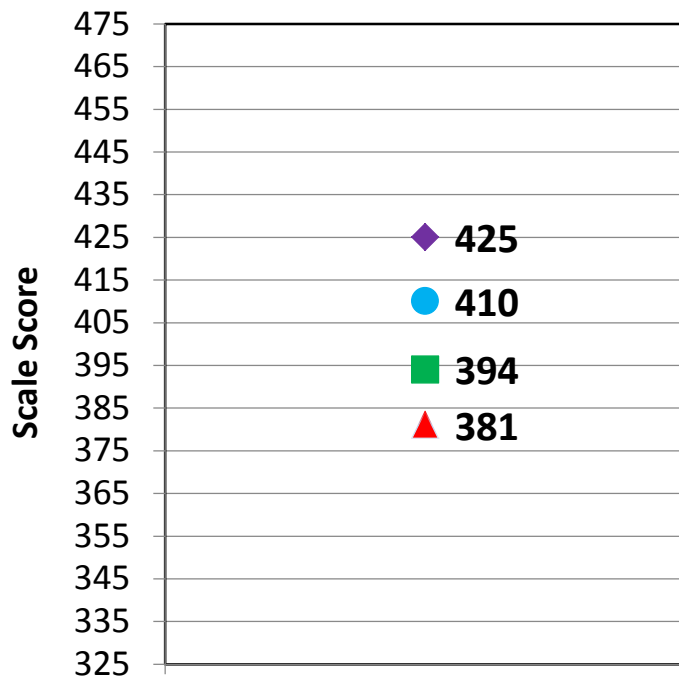
Reactor Panel Recommendations

- Members of the Reactor Panel made independent judgments after group discussion.
- Their final cut score recommendations were within 3-5 points of the cut score recommendations made by the Educator Panel, with no changes made to the Level 3 cut (“passing”).

Scale Score Cuts Proposed by the Educator Panel and the Reactor Panel

Civics EOC Assessment

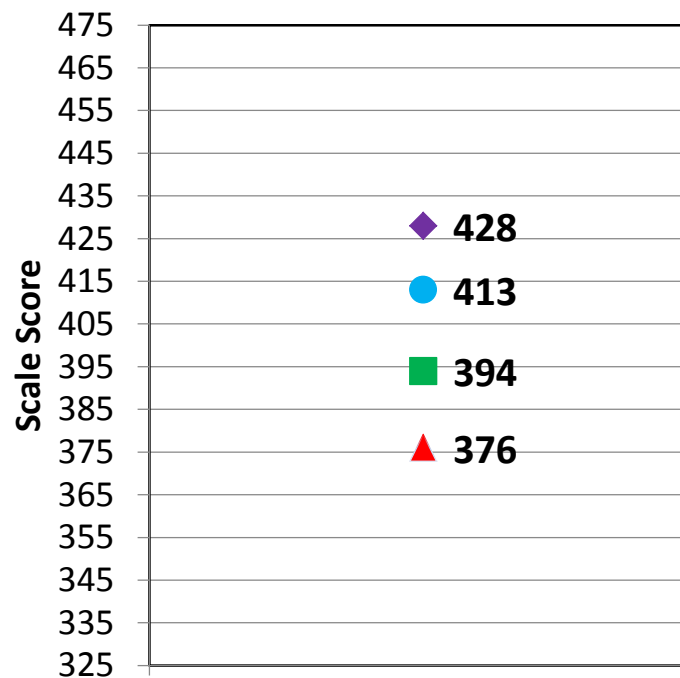
Educator Panel Proposed Cuts



Civics
Proposed
(2014)

▲ Level 2 Cut ■ Level 3 Cut ● Level 4 Cut ◆ Level 5 Cut

Reactor Panel Proposed Cuts



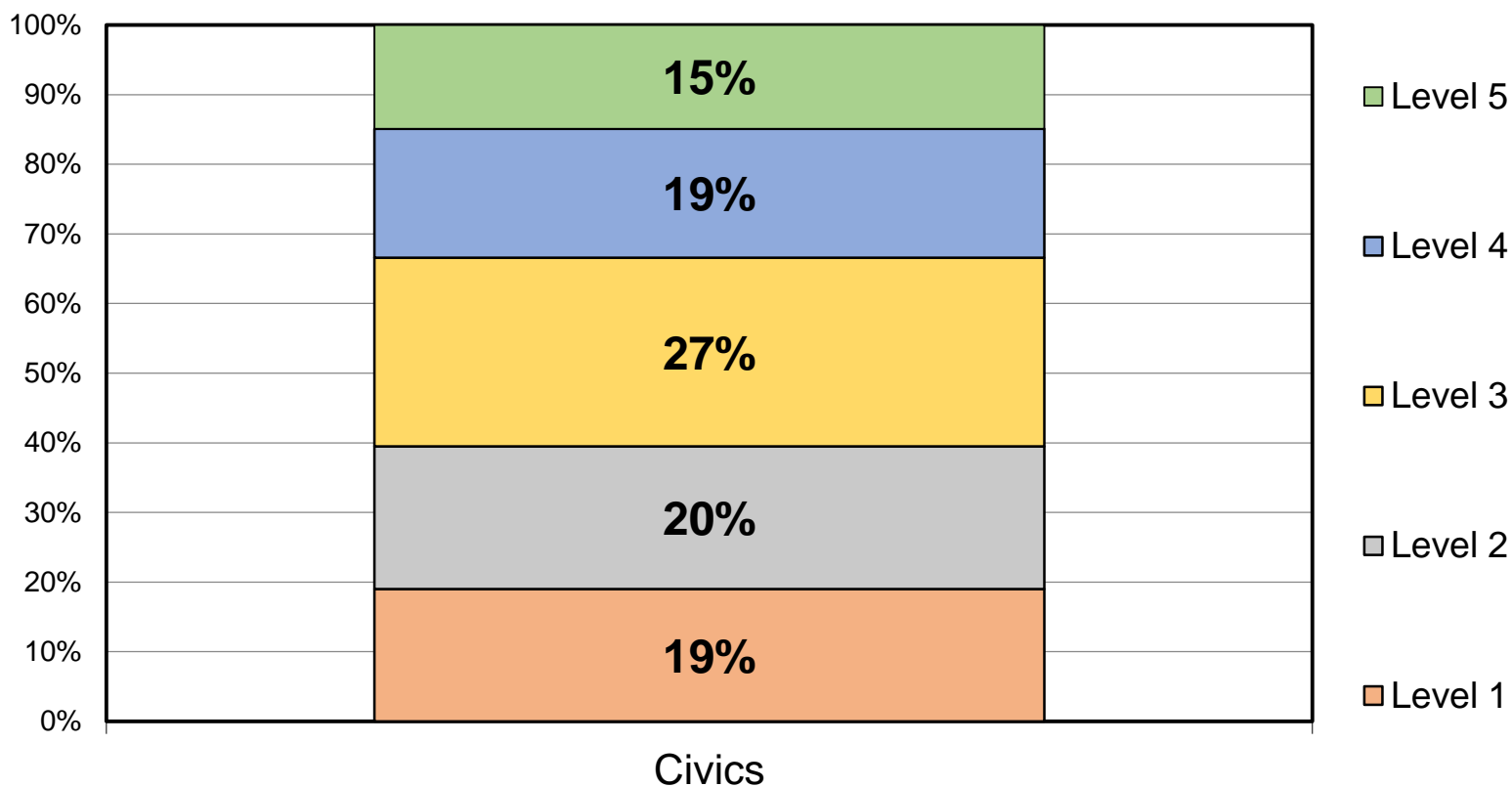
Civics
Proposed
(2014)

▲ Level 2 Cut ■ Level 3 Cut ● Level 4 Cut ◆ Level 5 Cut

REACTOR PANEL: All Students

Percentage in Each Achievement Level

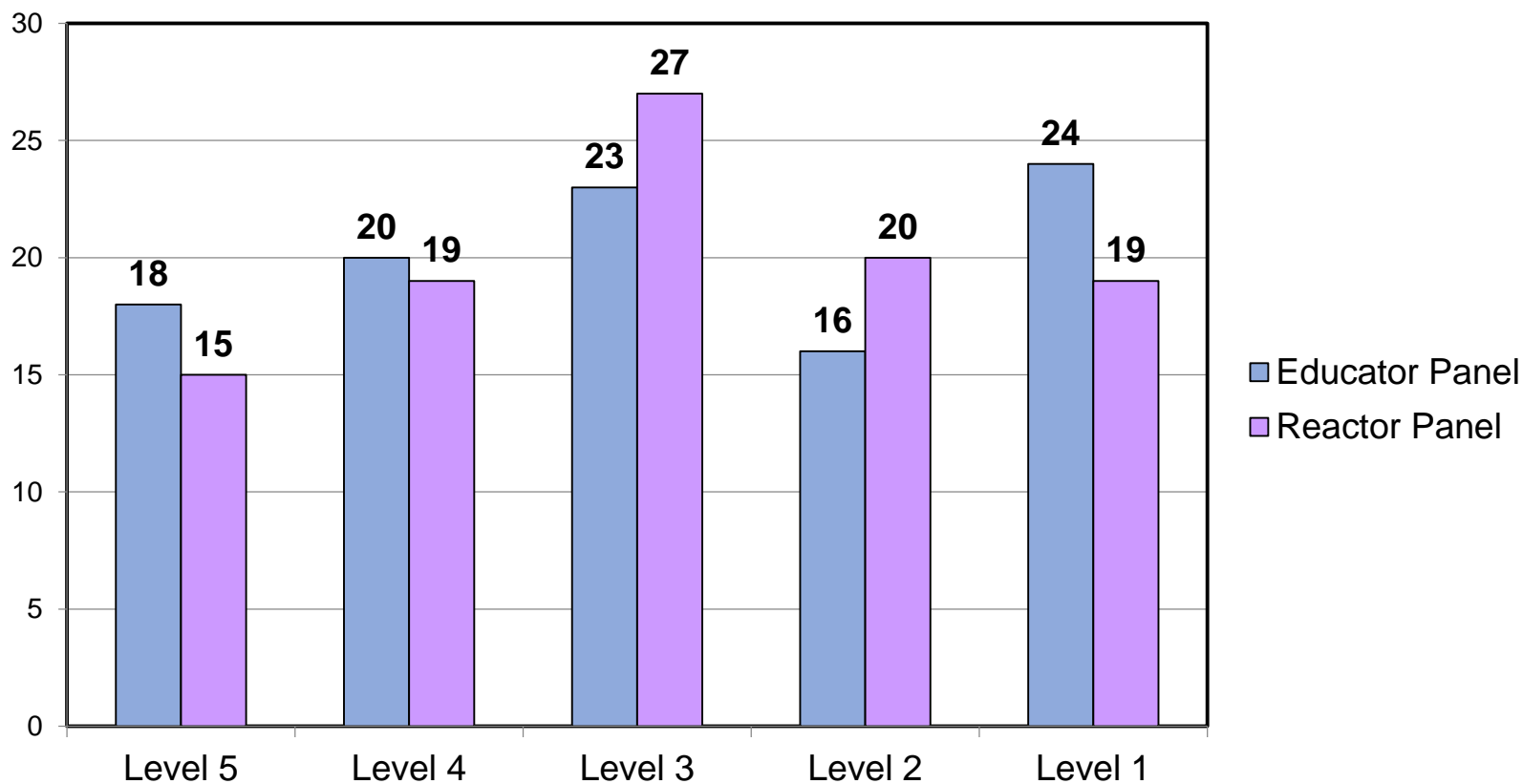
Impact Data (Based on 2014 Student Performance)



REACTOR PANEL vs. EDUCATOR PANEL: All Students

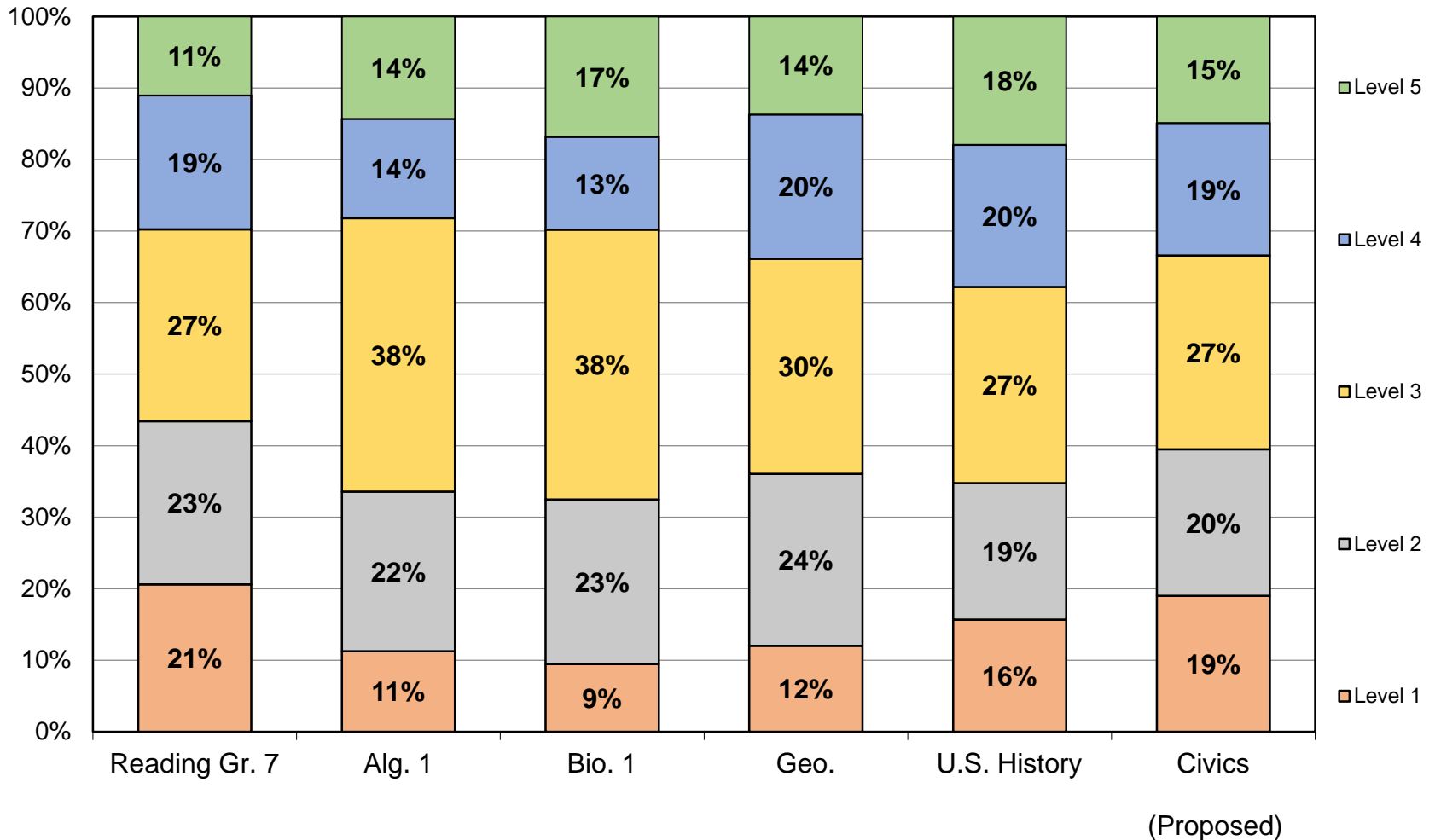
Percentage in Each Achievement Level

Impact Data (Based on 2014 Student Performance)



Impact Data – Based on 2014 Student Performance

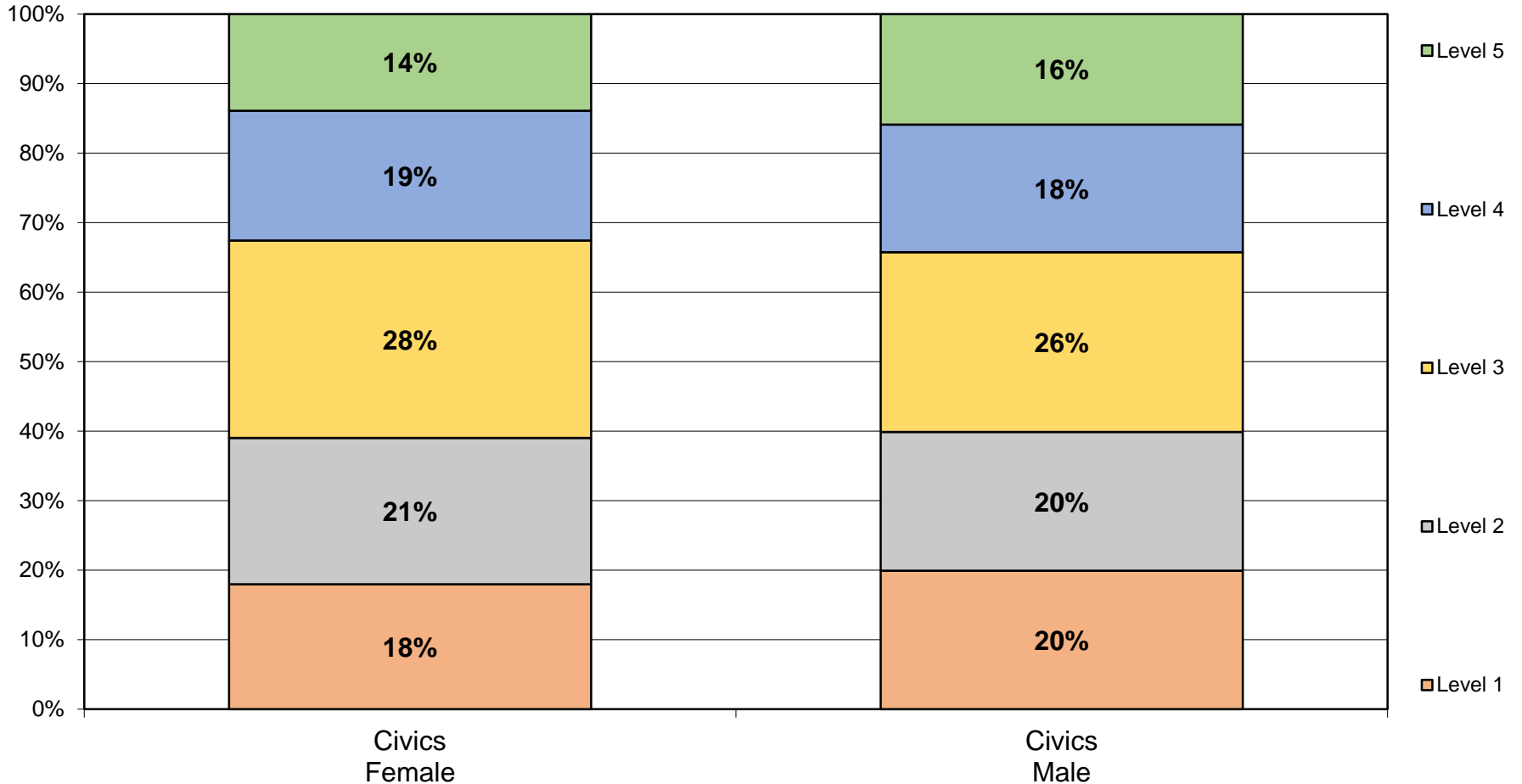
Reading Grade 7, Algebra 1, Biology 1, Geometry, U.S. History, and Proposed Civics



Female and Male Students: Civics Reactor Panel Final Cuts

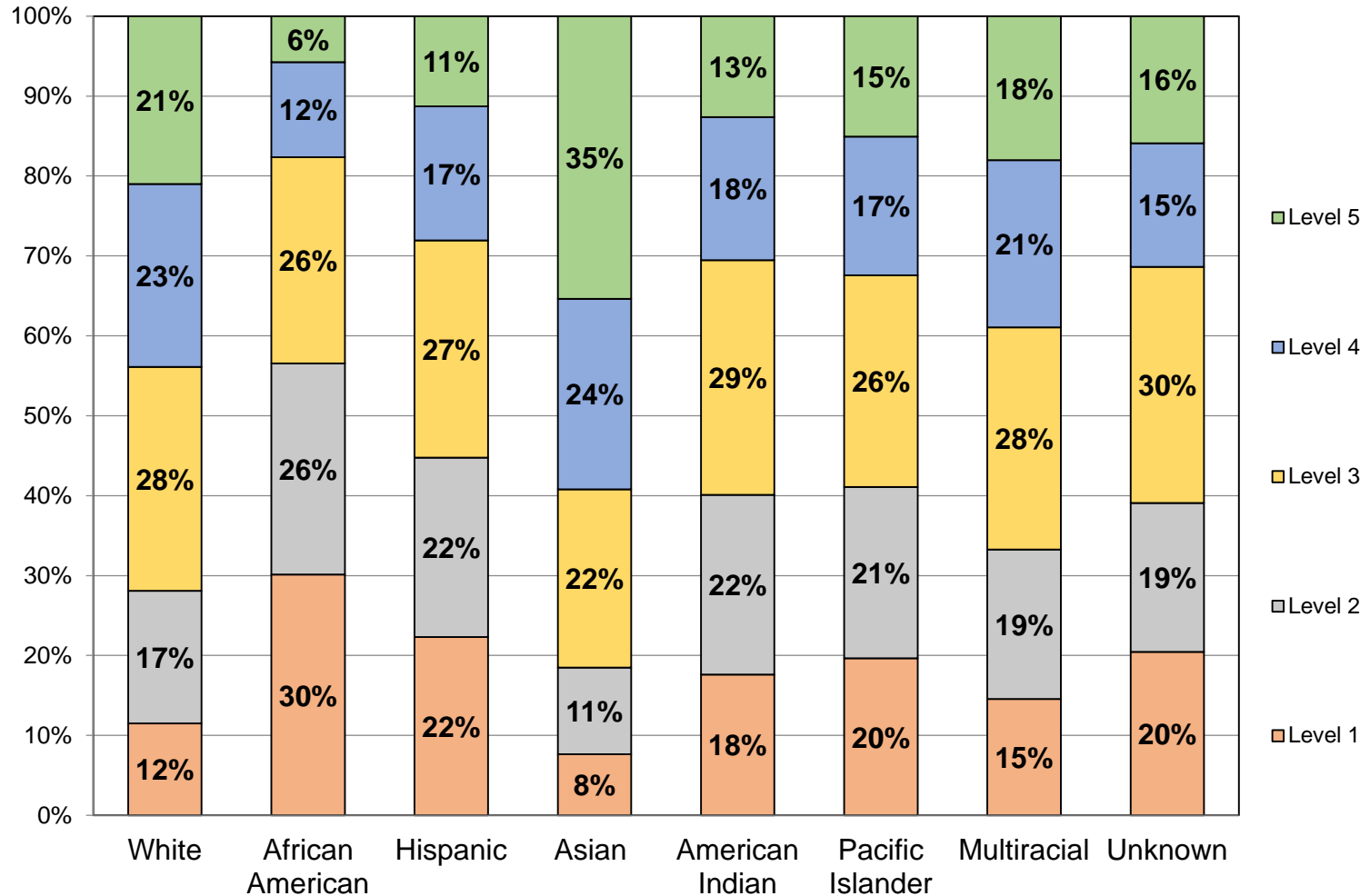
Percentage in each Achievement Level

Impact Data Based on 2014 Student Performance



Civics EOC by Ethnicity


Percentage in each Achievement Level Impact Data Based on 2014 Performance



Your Turn to Provide Input...

- Review recommendations and impact data (see the standard-setting reference sheet), keeping in mind that Level 3 has been determined as the “passing” score for FCAT 2.0 and Florida EOC Assessments.
- Reflect
- Options for providing input on the Reactor Panel’s proposed cut scores:
 - Higher – Move the cut score **higher** to increase expectations (**fewer** students classified as proficient, or fewer classified in higher levels)
 - No Change – Maintain cut scores
 - Lower – Move the cut score **lower** to decrease expectations (**more** students classified as proficient, or more classified in higher levels)
- Provide written comments as desired

Respond to the Reactor Panel's Proposed Cuts



**Rule Development Workshops
Public Input**

State Board of Education Rule 6A-1.09422
Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements

Please select the appropriate rule development workshop:
 August 19, 2014—West Palm Beach, Florida
 August 20, 2014—Tavares, Florida
 August 21, 2014—Tallahassee, Florida

Required Information

| | |
|---|--|
| Name | <input style="width: 95%;" type="text"/> |
| Please print. | |
| Affiliation | <input type="checkbox"/> Teacher <input type="checkbox"/> School/District Representative <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Business Leader <input type="checkbox"/> Other |
| Check all that apply. | |
| Organization, if applicable (e.g., School, District, Business) | <input style="width: 95%;" type="text"/> |
| Contact Information (i.e., email, phone) | <input style="width: 95%;" type="text"/> |
| Signature | <input style="width: 95%;" type="text"/> |

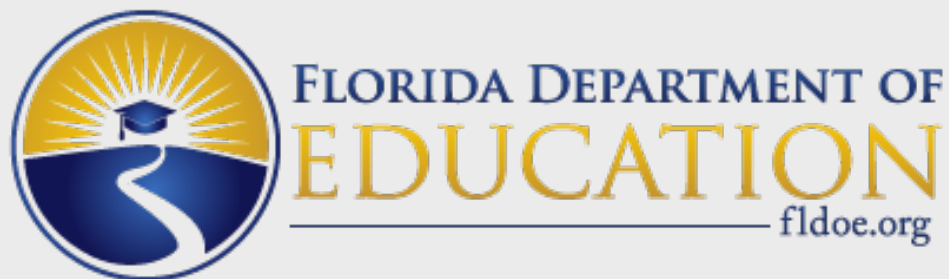
Civics End-of-Course (EOC) Assessment Standard Setting

1) If you were able to change the Reactor Panel's proposed cut scores (provided in the table below) for the Civics EOC Assessment, which cut scores would you change, and in which direction would you recommend changes in the cut scores? Please select one answer for each cut point and provide comments, if applicable.

| Assessment | Level 2 Cut | Level 3 Cut ("Passing") | Level 4 Cut | Level 5 Cut |
|------------------------------|---|---|---|---|
| | Reactor Panel (376) | Reactor Panel (394) | Reactor Panel (413) | Reactor Panel (428) |
| Civics EOC Assessment | <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change | <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change | <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change | <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change |

Comments:

Return all feedback to Assessment@fldoe.org by September 1, 2014



**Thank you for participating in the
2014 standard-setting process.**

Updated information will be posted to:
<http://fcats.fldoe.org/standardsetting.asp>



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