

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

Rule Development Workshops
September 3, 4 and 5, 2013

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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 Levels for the U.S. History End-of-Course (EOC) Assessment
 - Establishes passing scores for FCAT 2.0 and EOC assessments
- Obtain input from interested audiences:
 - General input about setting the Achievement Levels
 - Specific feedback on Achievement Level and passing score recommendations

Today's Topics

- Background on the U.S. History EOC Assessment
- Review the standard-setting process
- Review the recommendations from both panels
- Review the impact data
- Review the established FCAT 2.0 and EOC assessment Achievement Levels and recommended passing scores
- 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			
FCAT 2.0	FCAT 2.0 Writing		Gr 4, 8, 10	Gr 4, 8, 10	
	FCAT 2.0 Reading	Gr 3-10	Gr 3-10	Gr 3-10	
	FCAT 2.0 Mathematics	Gr 3-8	Gr 3-8	Gr 3-8	
	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		In Course	In Course	In Course
	Civics (Middle School)			In Course	In Course
Common Core State Standards Assessments	English Language Arts				Gr 3-11
	Mathematics				Gr 3-8
	High School Mathematics EOCs (Algebra 1, Geometry, Algebra 2)				In Course

U.S. History EOC Assessment

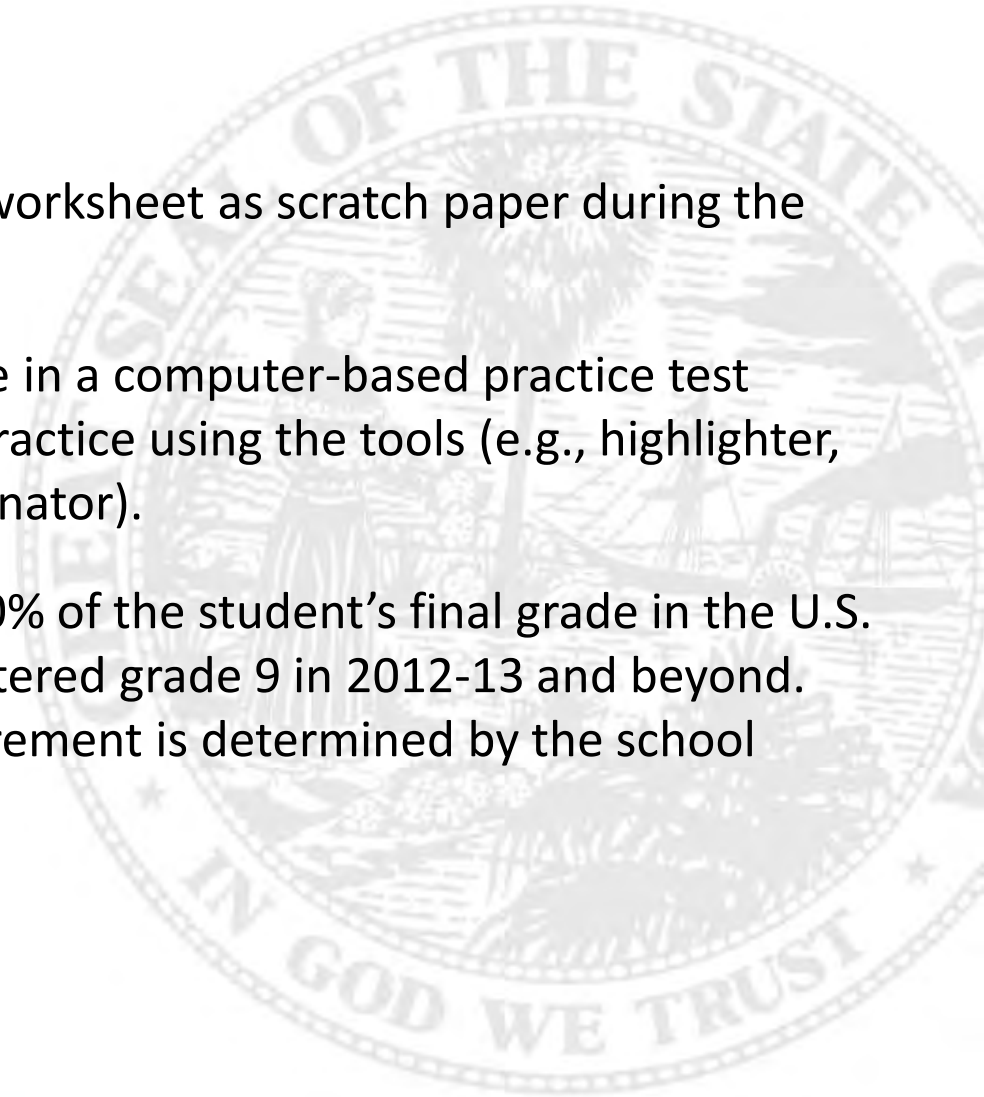
Administration Summary

- Administered to all students enrolled in and completing one of the following courses:
 - United States History – 2100310
 - United States History Honors – 2100320
- 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.

U.S. History EOC Assessment

Administration Summary (continued)

- Students may use a one-page 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 U.S. History course for students who entered grade 9 in 2012-13 and beyond. The method for applying this requirement is determined by the school district.



Standard-Setting Vocabulary

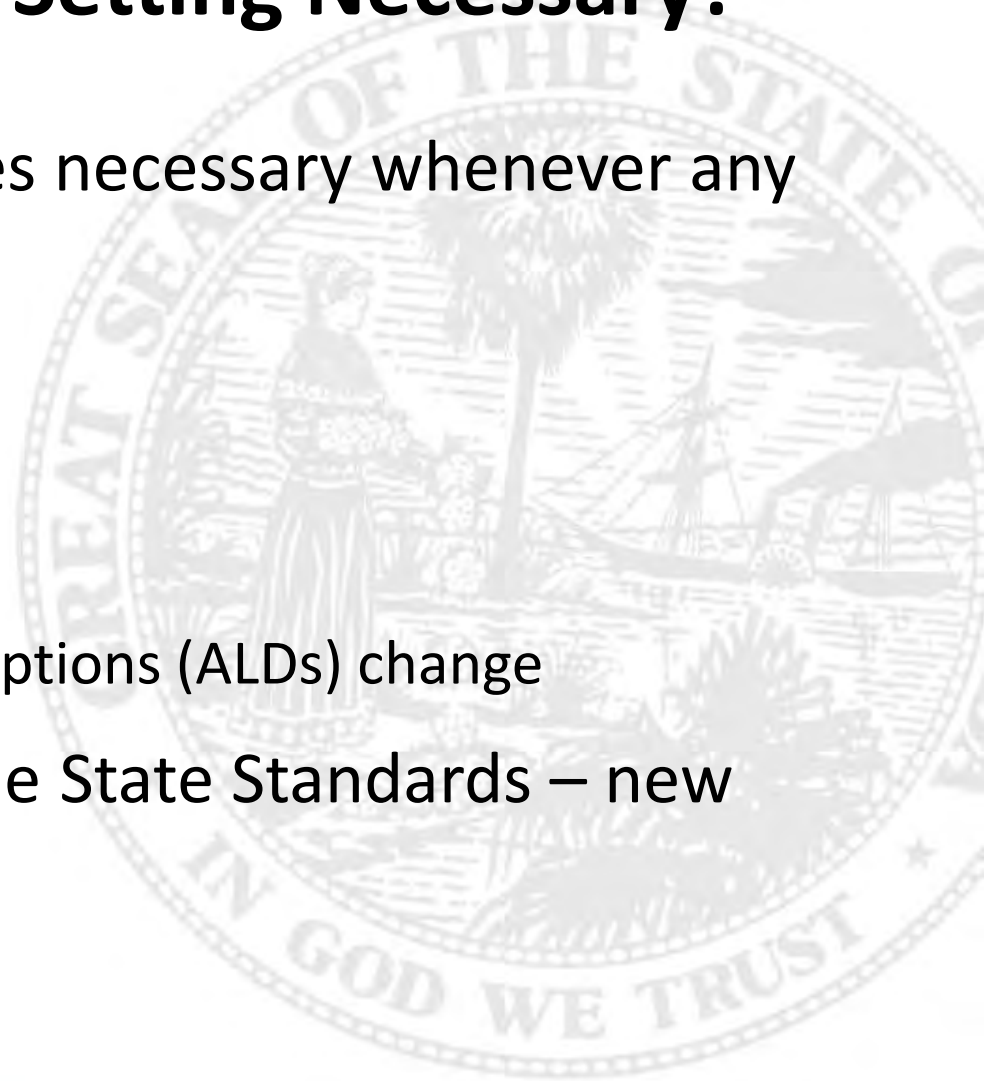
- **Content Standards:** The content that students are expected to know
- **Achievement Levels:** Levels of student achievement based on observed scale scores
- **Achievement Level Descriptions (ALDs):** Descriptions of the competencies associated with each level of achievement
- **Cut Scores (Standards):** 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

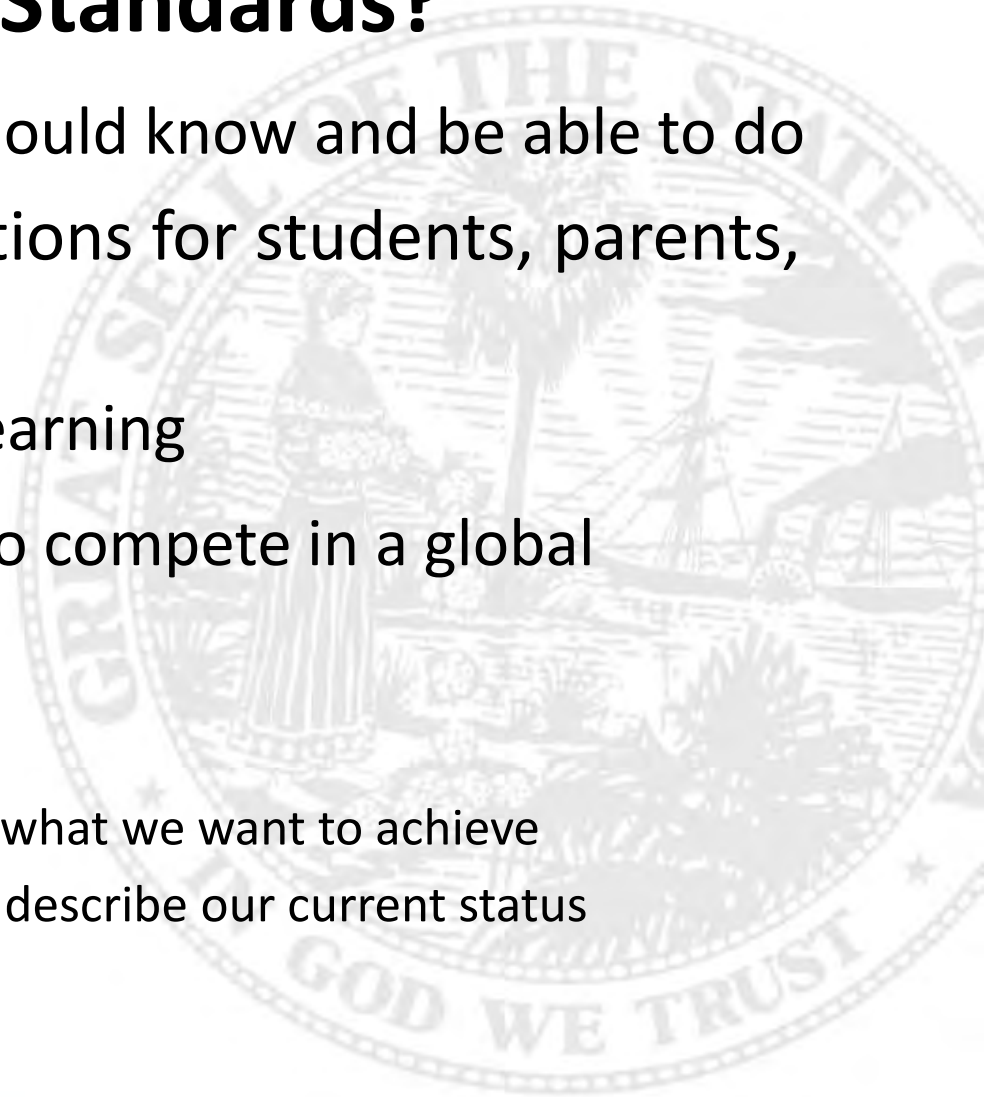
When is Standard Setting Necessary?

- 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



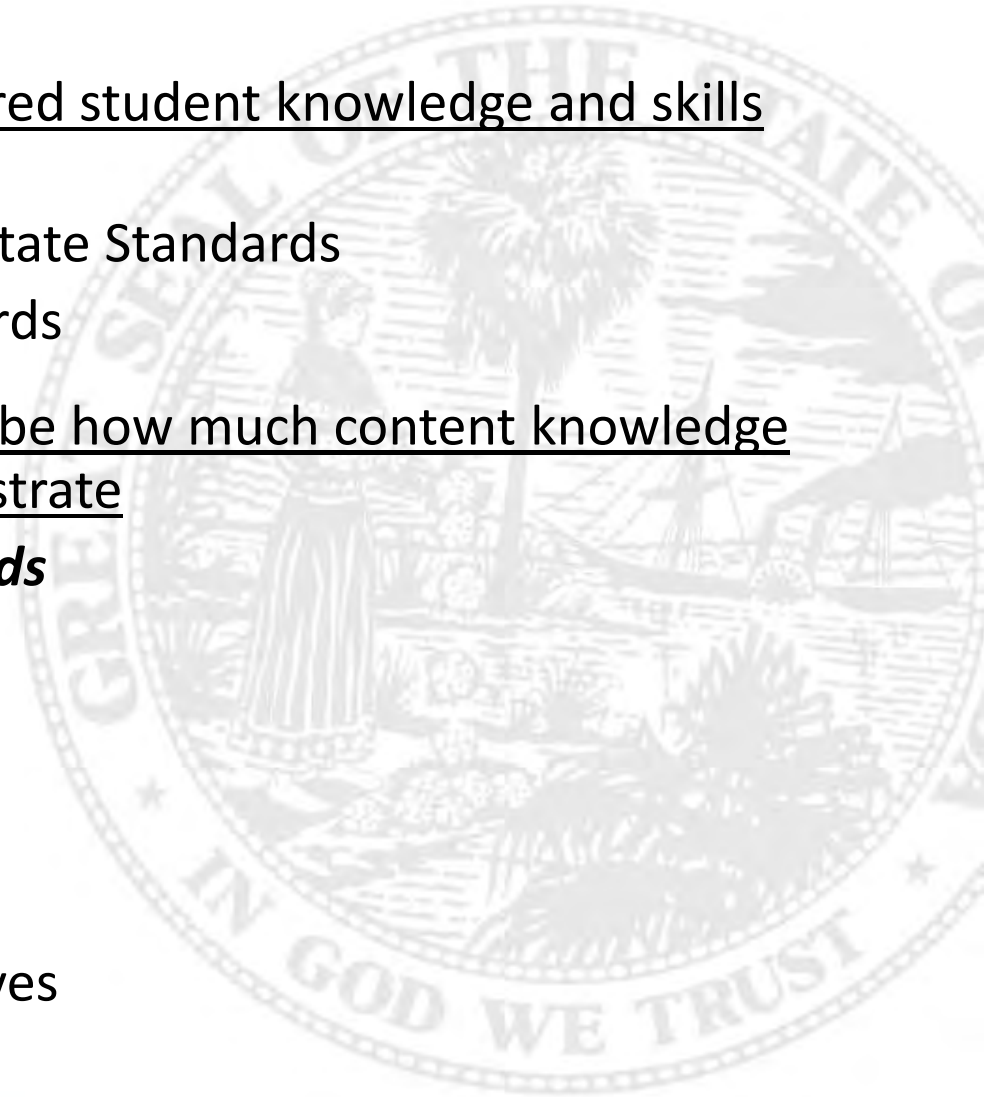
Why Have Standards?

- 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”)
 - 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



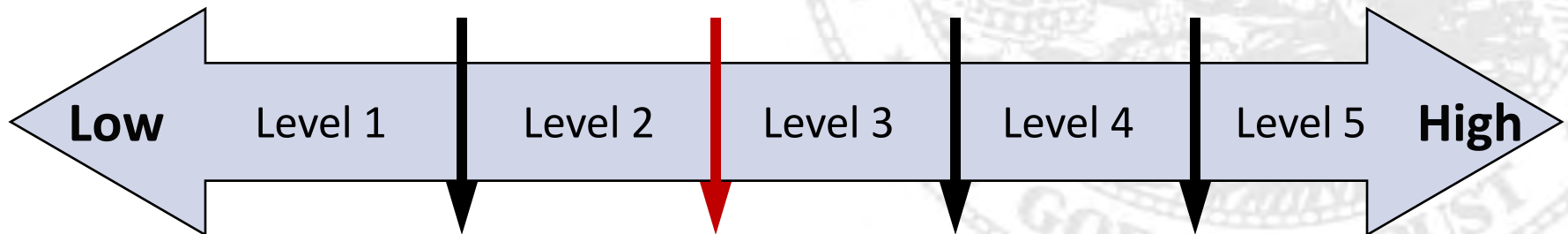
Setting Performance Standards – or “Cut Scores”

- 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
- U.S. History 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

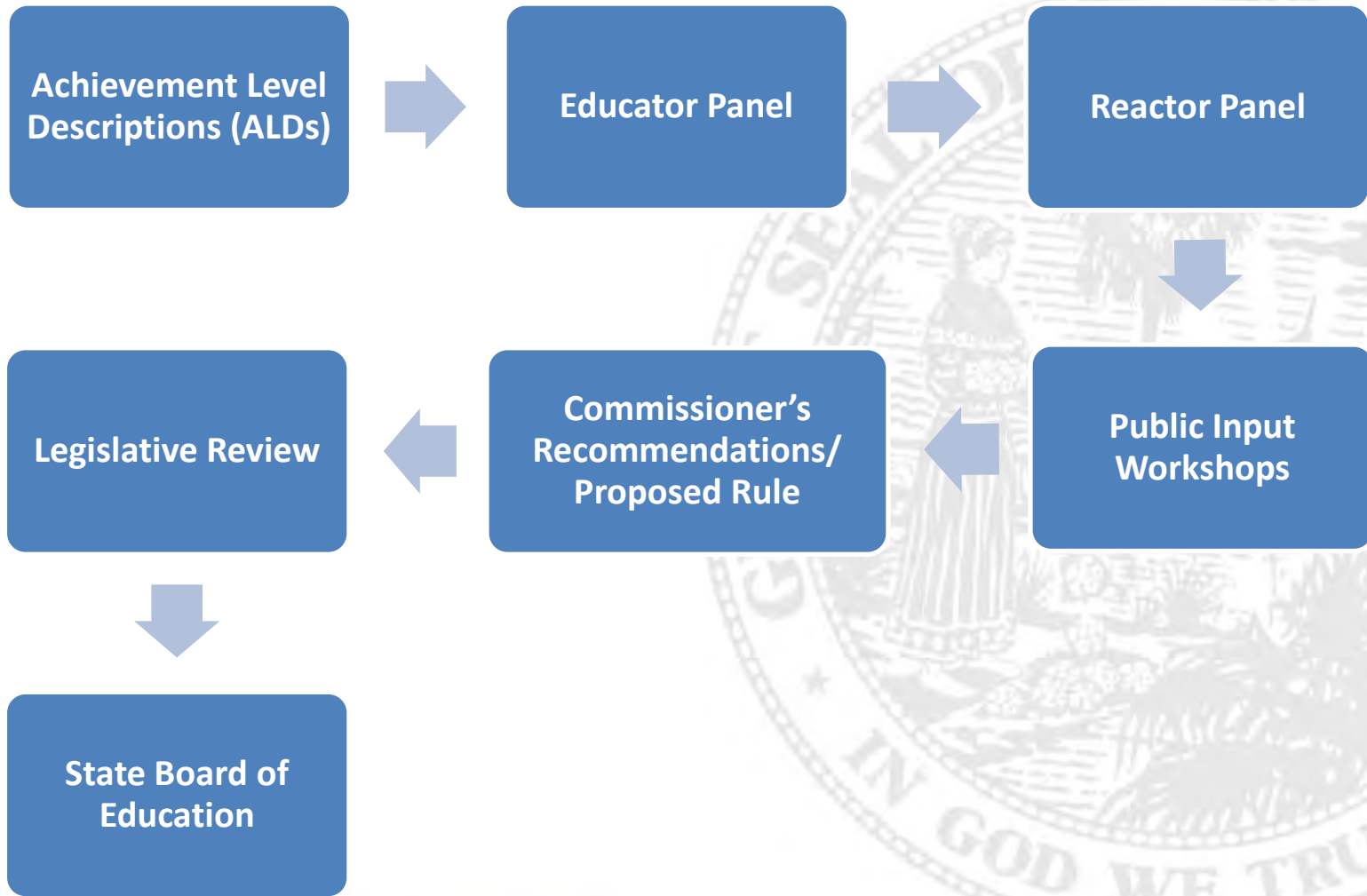
2011:

- 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

Setting Standards is a Multi-Stage Process



Standard-Setting Timeline

Complex process with input solicited from several groups of stakeholders

- **Summer 2012:** Content experts defined U.S. History EOC Assessment Achievement Level Descriptions (ALDs).
- **March/April 2013:** U.S. History EOC Assessment ALDs were posted for public comment.
- **August 13-16, 2013:** Content experts rated the difficulty of items on the test relative to student expectations, which were aggregated to derive recommended cut scores.
- **August 22-23, 2013:** Reactor panel reviewed the Educator Panel's outcomes and provided feedback and recommendations for adopting the cut scores.
- **September 2-5, 2013: State Board of Education Rule Workshops held for gathering public input on the Educator and Reactor Panels' recommendations.**
- **Winter 2013-2014:** 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: August 13-16

- 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



26 Educator Panelists – Ethnicity, Gender and District Size

White	African American	Hispanic	Native American	Asian	Multiracial	Middle Eastern
17	3	3	1	0	1	1

Gender	
Male	Female
8	18

Large	Medium	Small
10	9	7

26 Educator Panelists – District Region and School Zone

Panhandle	Northeast/ Crown	East Central	West Central	South
5	5	6	5	5

Urban	Suburban	Rural
7	13	6

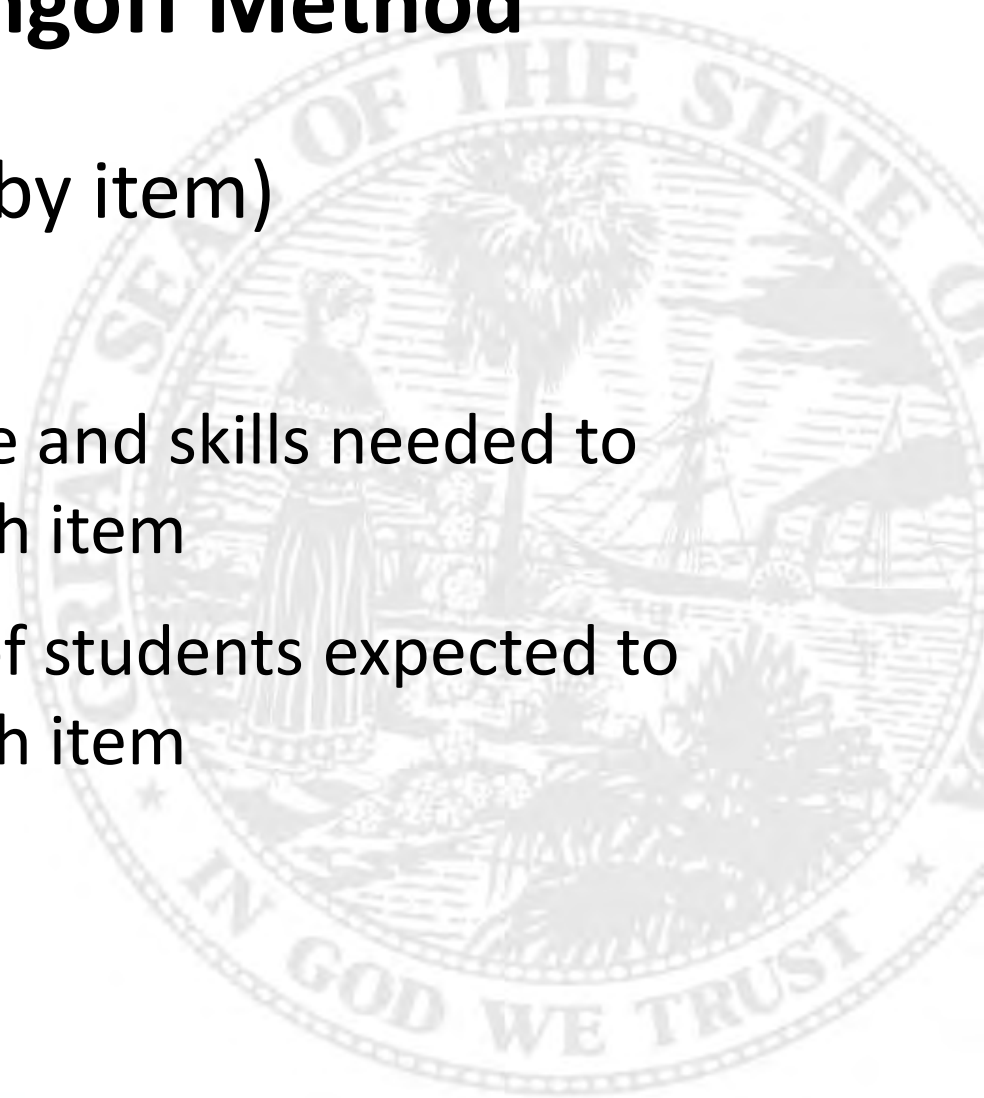
Standard-Setting Process – Educator Panel

- 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

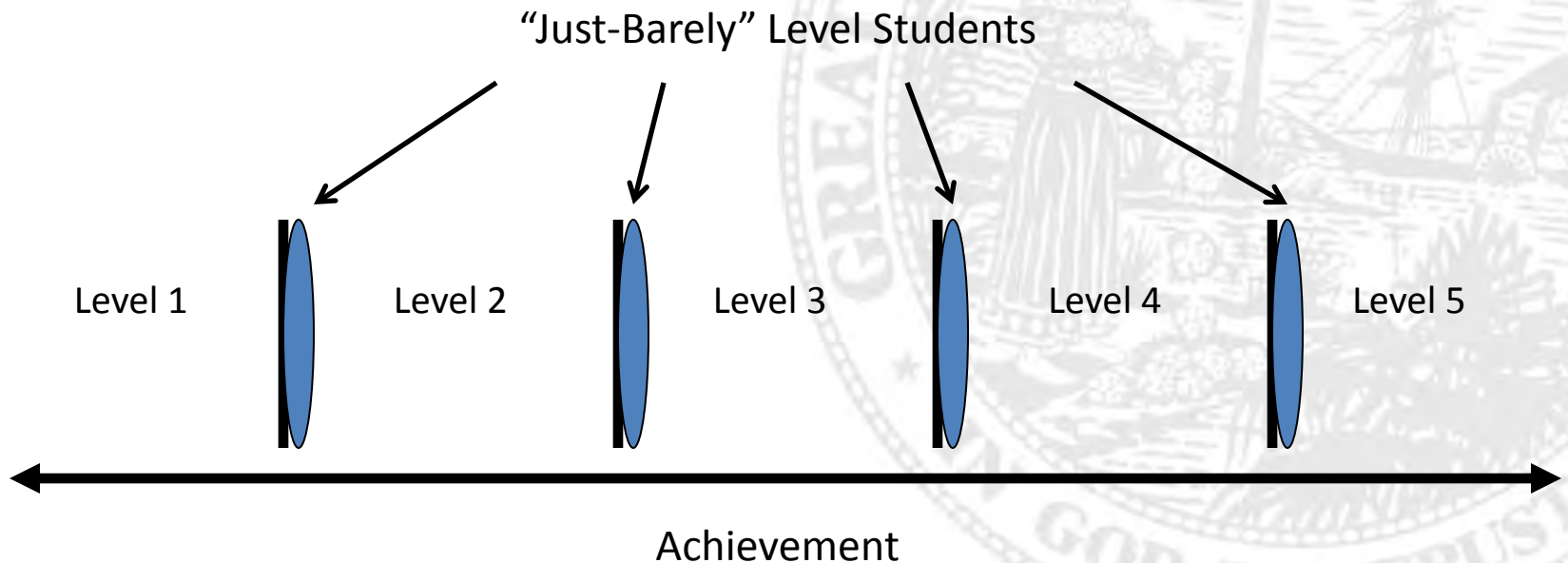
The judgment process (by item)

- 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: August 22-23

- Convened a group of diverse stakeholders from across Florida
- Provided feedback to the department on the outcomes of the Educator Panel
- Maintained Educator Panel's recommended cut scores



15 Reactor Panelists – Diverse Group of Stakeholders

2013 U.S. History EOC Assessment Reactor Panel Committee List		
Name	Company/District/Employer	County
Steve Benton, Sr.	Superintendent - Jackson County	Jackson
Richard "Andy" Tuck	School Board Member Highlands County	Highlands
Albert Brinkman	Brinkman Group LLC	St. Lucie
Dr. Wilbert Tee Holloway	School Board Member Miami-Dade County	Miami-Dade
Melissa Kicklighter	PTA Member, Duval County	Duval
Louise A. Ball	Curriculum Supervisor, Broward County Public Schools	Broward
Adam Giery	Florida Chamber of Commerce	Statewide
Dr. Ben Brotemarkel	Executive Director, Florida Historical Society	Brevard
Patty Hightower	School Board Member Escambia County	Escambia
Ramona Patrick	Director of Exceptional Student Education and Student Services	Taylor
Leonard Bruton	Associate Dean, Palm Beach State College	Palm Beach
Robert "Rob" Bendus	Director of DOS Historical Resources and State Historic Preservation Officer	Statewide
K.C. Smith	Florida Museum of Florida History – Florida History Fair Coordinator	Statewide
Amy Darty, M.A.	History Instructor, University of Central Florida	Orange
Janet Lamoureux	PTA Member, Polk County	Polk

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
 - NAEP, SAT, AP
- Impact data
 - By gender
 - By ethnicity



Reactor Panel: Key Questions

The Reactor Panel considered the following questions:

- Given the results that you see for NAEP and other test results that were provided, are the Educator Panel judgments and resulting impact data for the Florida U.S. History 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?

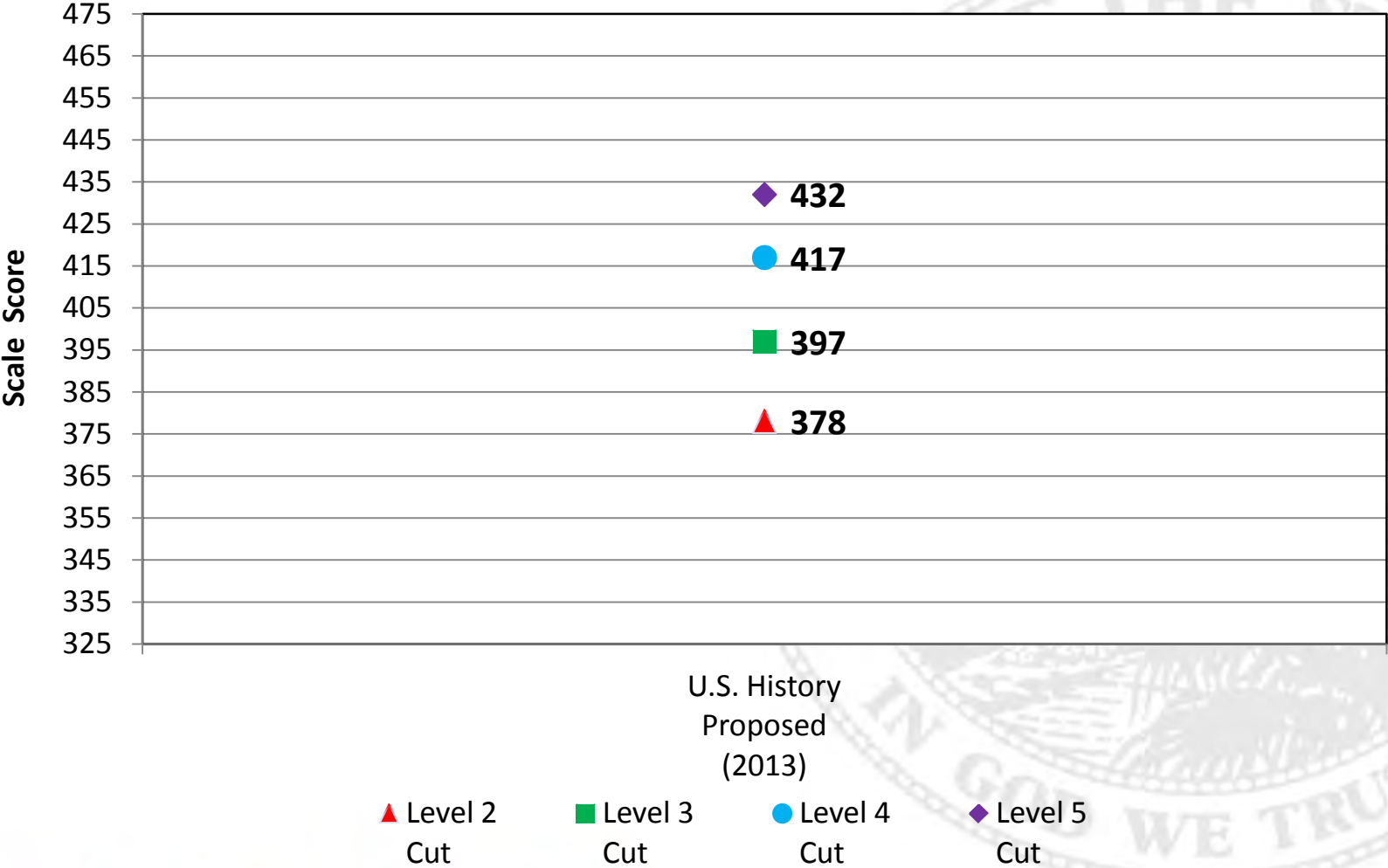
Educator Panel Recommendations and Impact Data

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



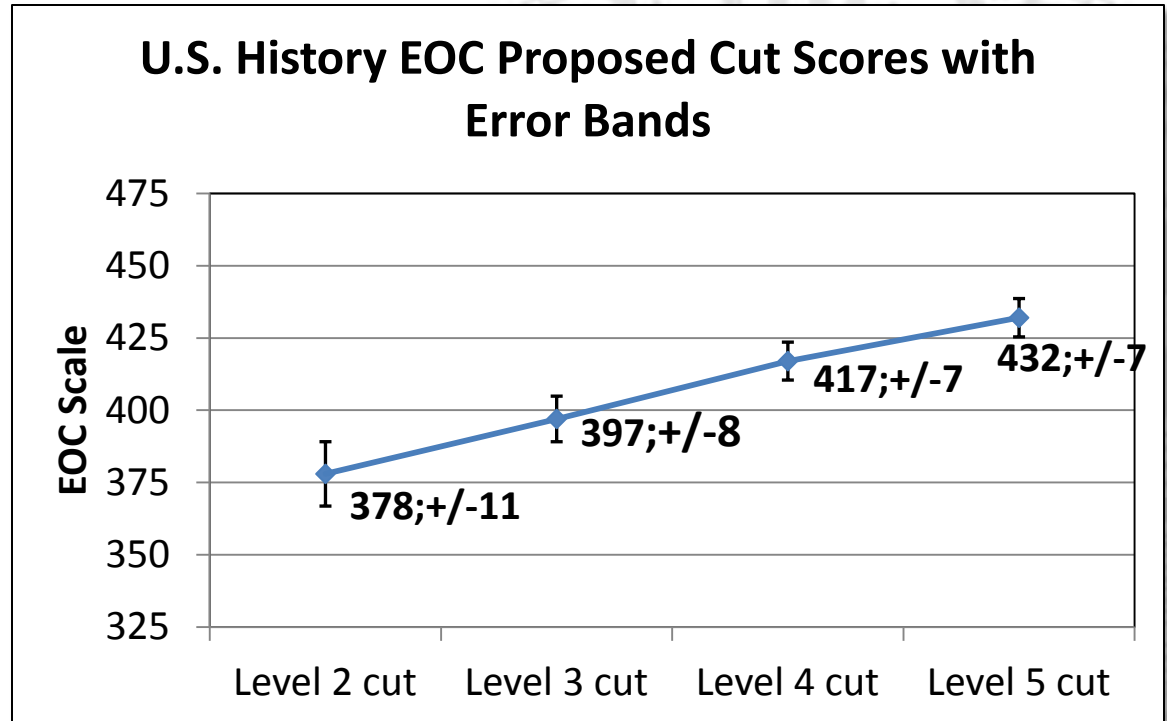
Scale Score Cuts Proposed by the Educator Panel

U.S. History EOC Assessment



Judgment Variation for Educator Panel's Proposed Cuts

Cut Point	U.S. History EOC Assessment	
	Scale Score Cuts	Judgment Variation* +/- 2 SE
Level 1/2 Cut	378	367-389
Level 2/3 Cut	397	389-405
Level 3/4 Cut	417	410-424
Level 4/5 Cut	432	425-439



*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.

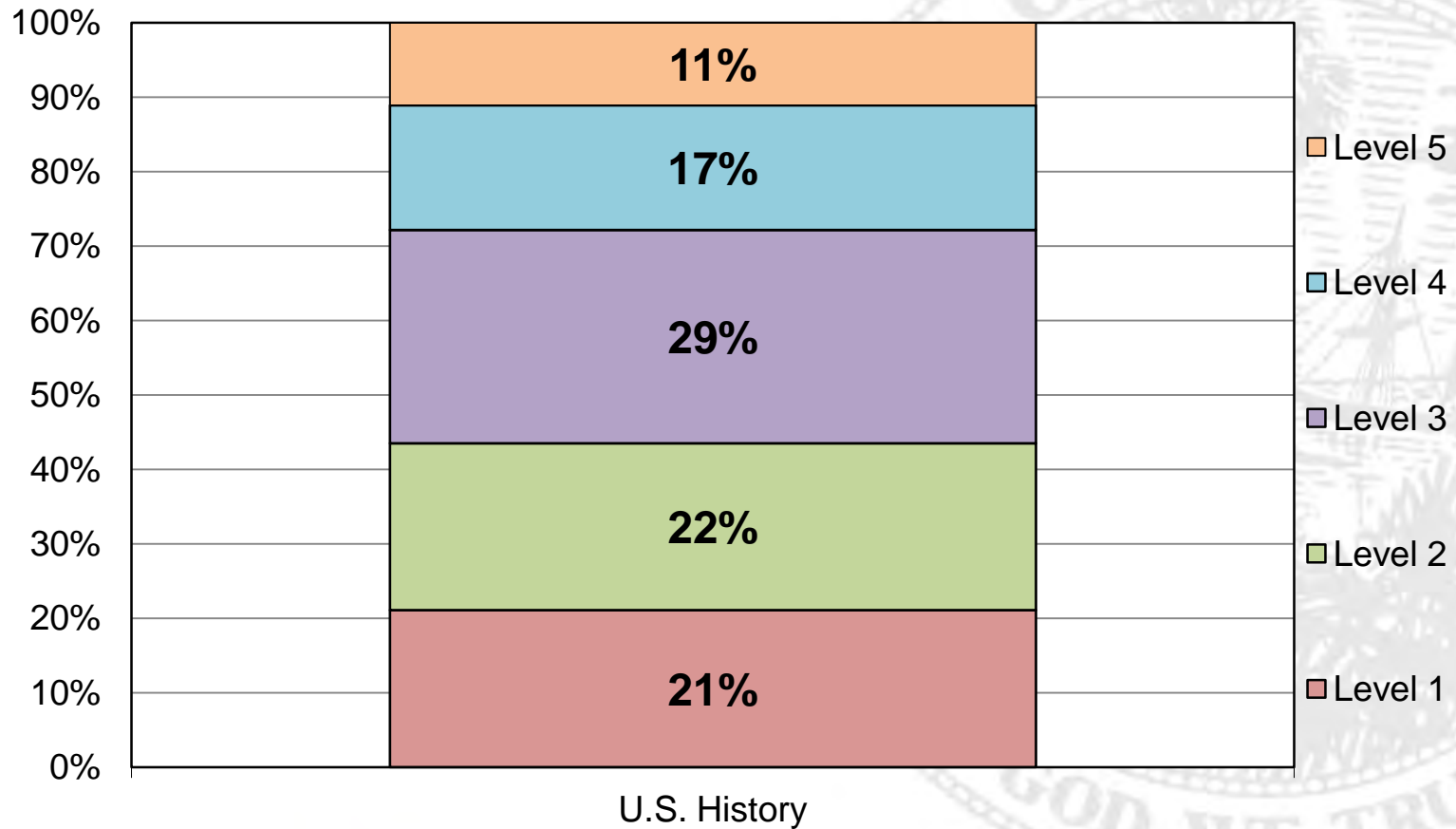
Impact Data

- Generated by applying the proposed cut scores to actual student performance from the spring 2013 administration
- Provided to the Educator Panel prior to their final round of judgment
- Used by the Reactor Panel to model scenarios prior to making all judgments

EDUCATOR PANEL: All Students

Percentage in Each Achievement Level

Impact Data (Based on 2013 Student Performance)



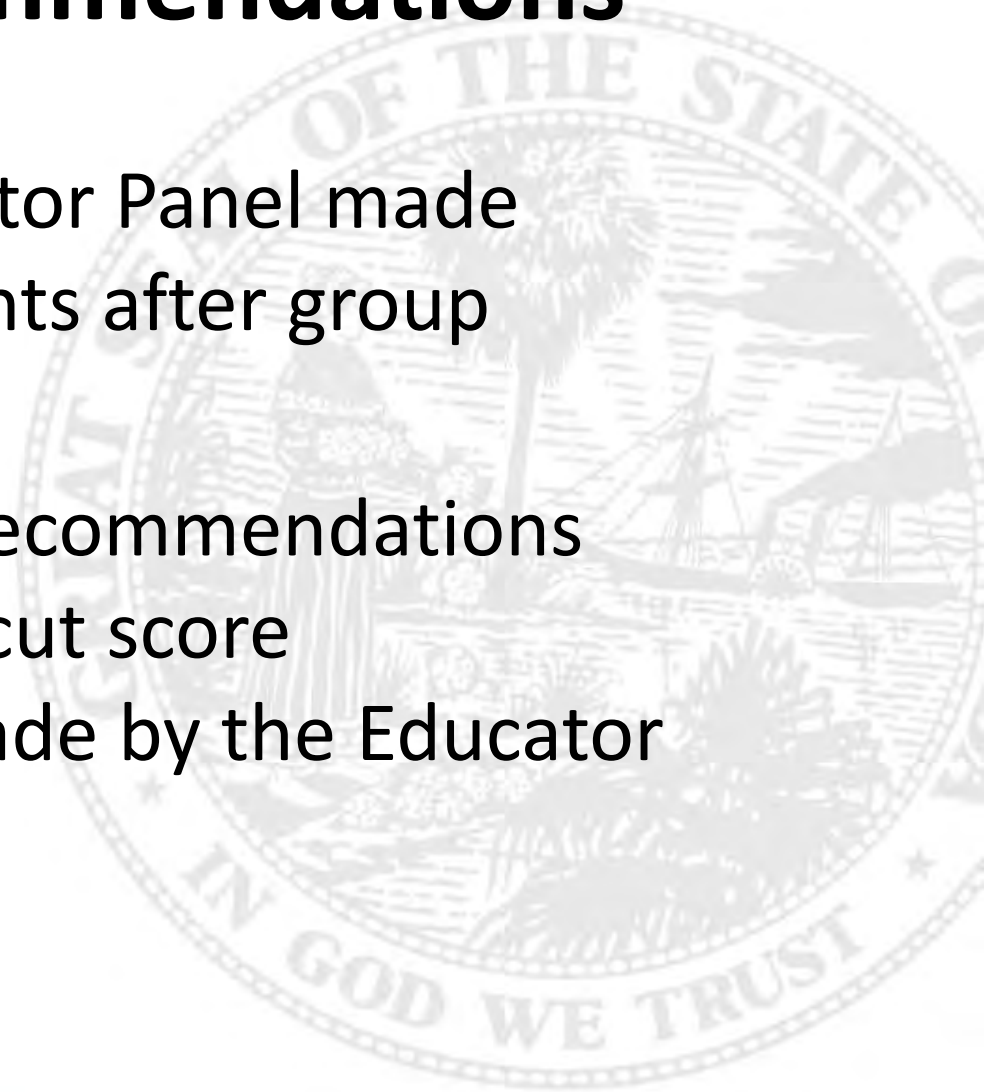
Reactor Panel Recommendations and Impact Data

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**.



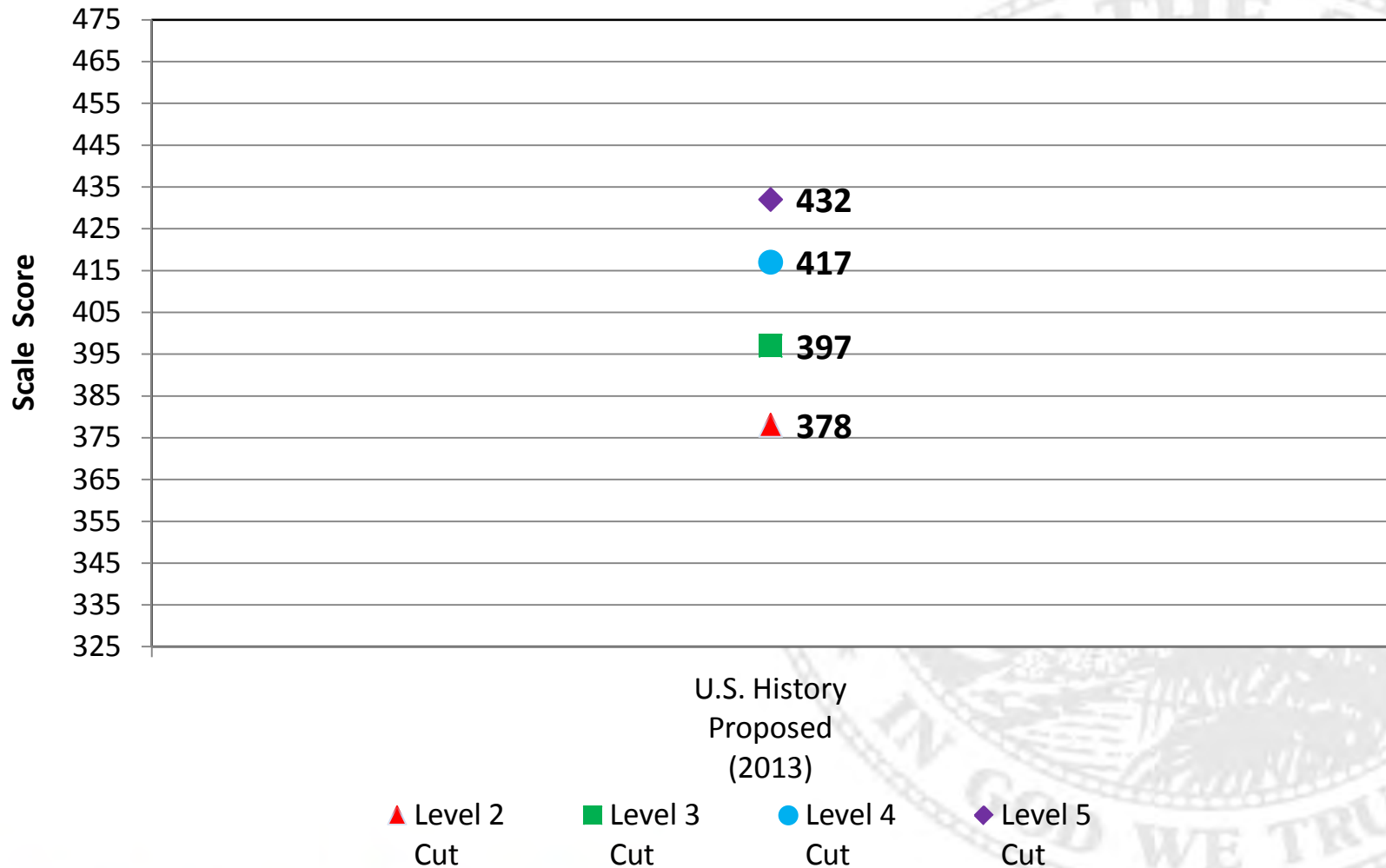
Same Recommendations

- Members of the Reactor Panel made independent judgments after group discussion.
- Their final cut score recommendations resulted in the same cut score recommendations made by the Educator Panel.



Scale Score Cuts Proposed by the Reactor Panel

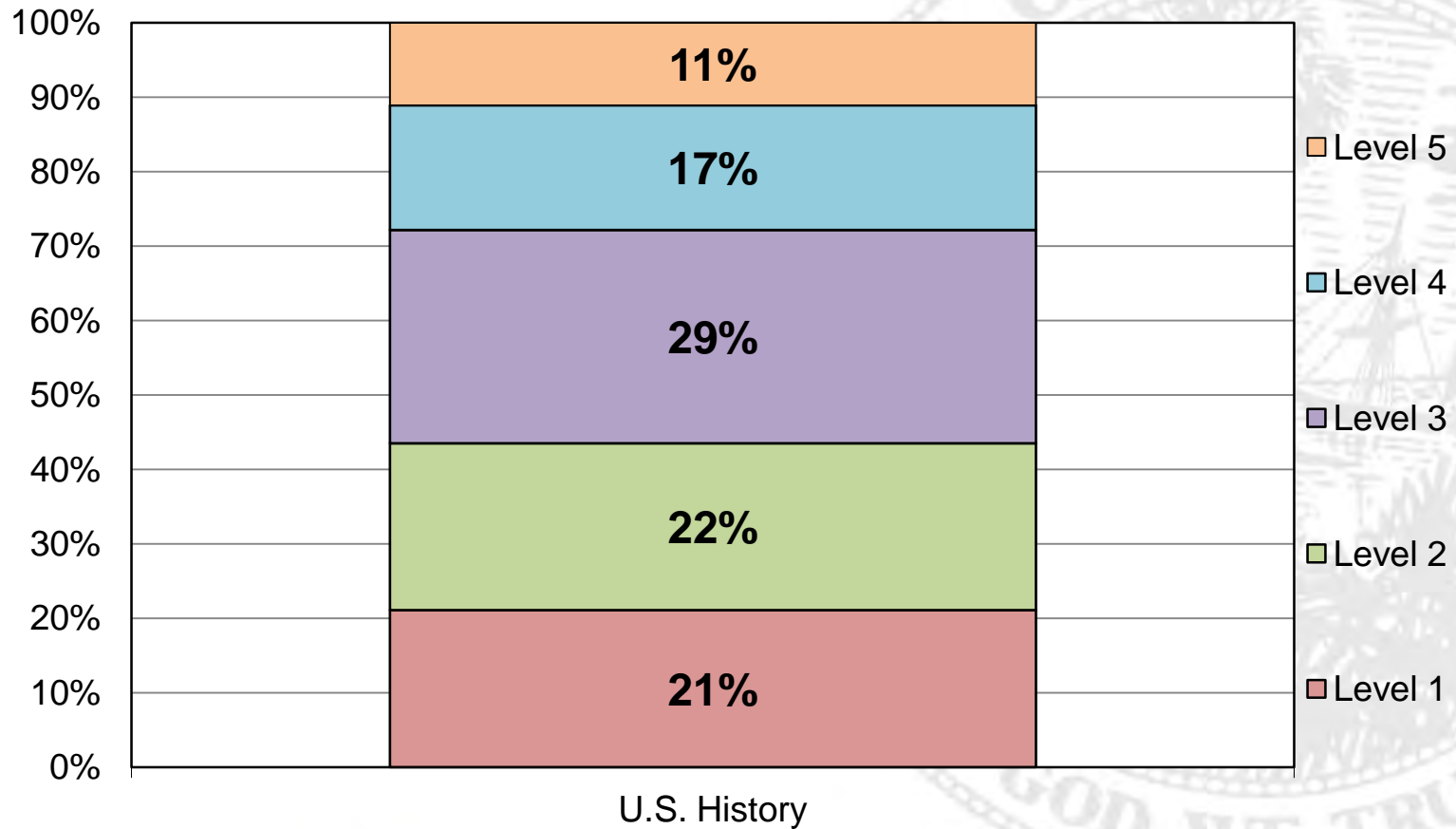
U.S. History EOC Assessment



REACTOR PANEL: All Students

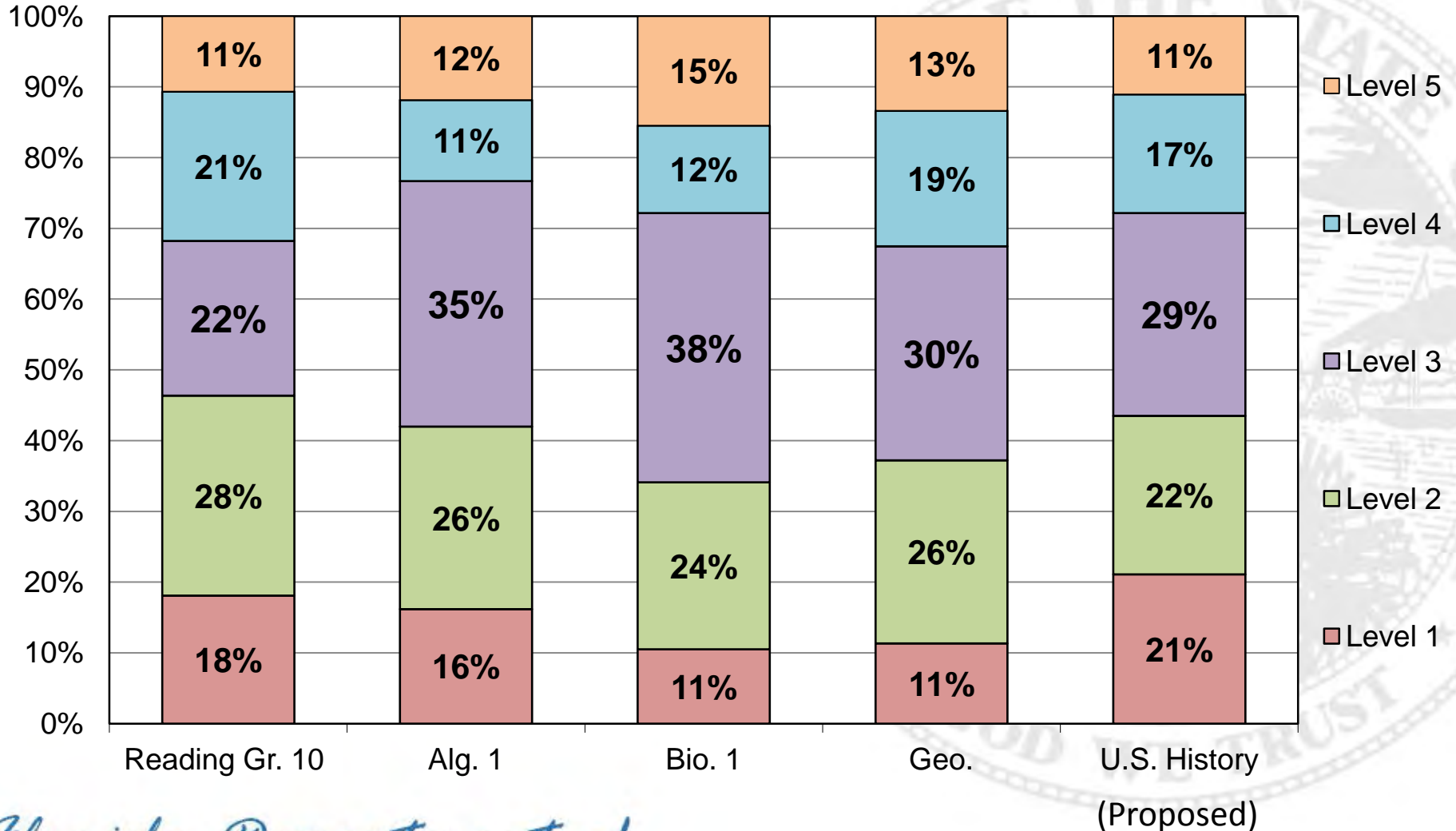
Percentage in Each Achievement Level

Impact Data (Based on 2013 Student Performance)



Impact Data – Based on 2013 Student Performance

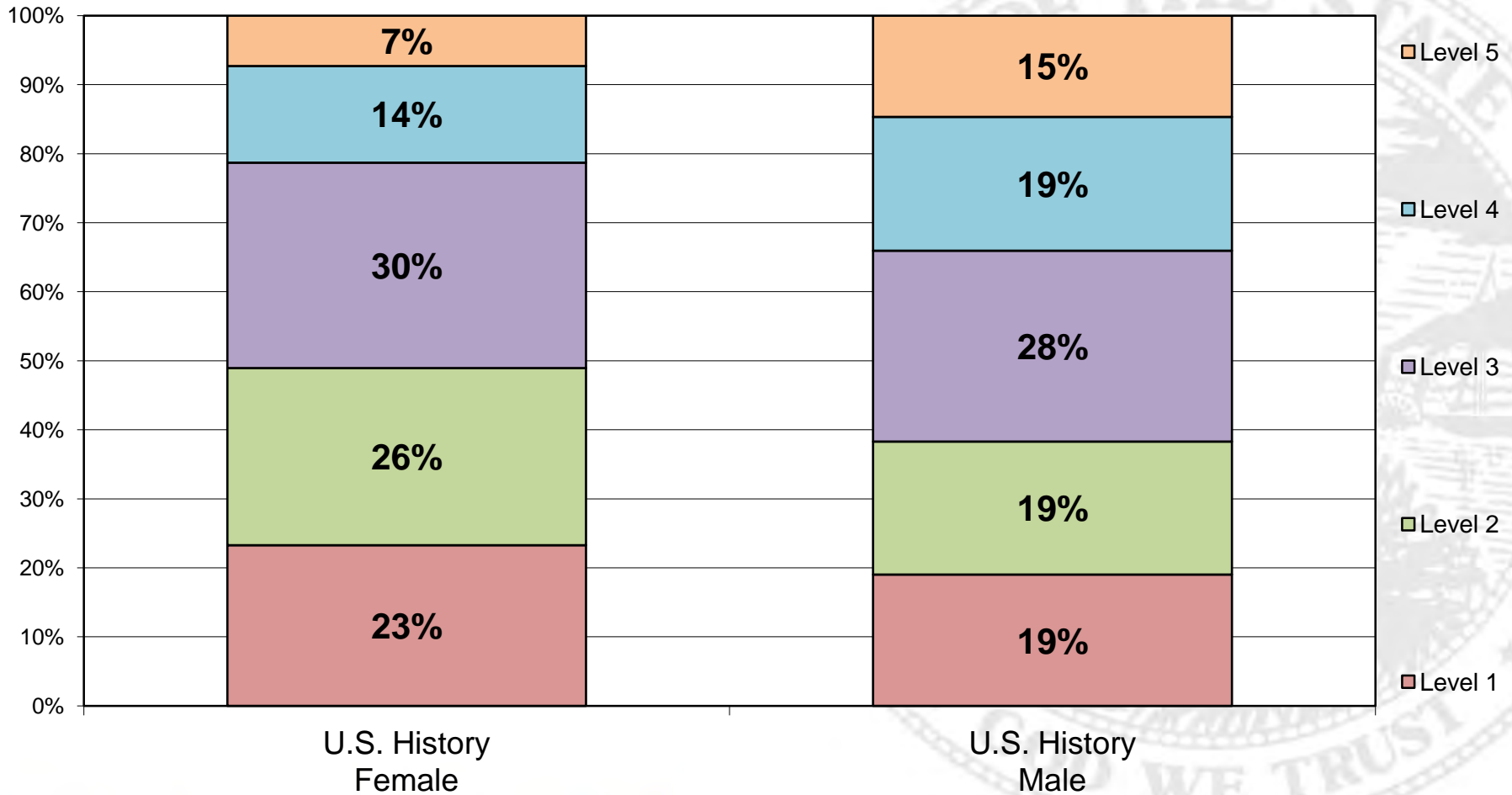
Reading Grade 10, Algebra 1, Geometry, Biology 1, and Proposed U.S. History



U.S. History EOC Assessment, by Gender

Percentage in each Achievement Level

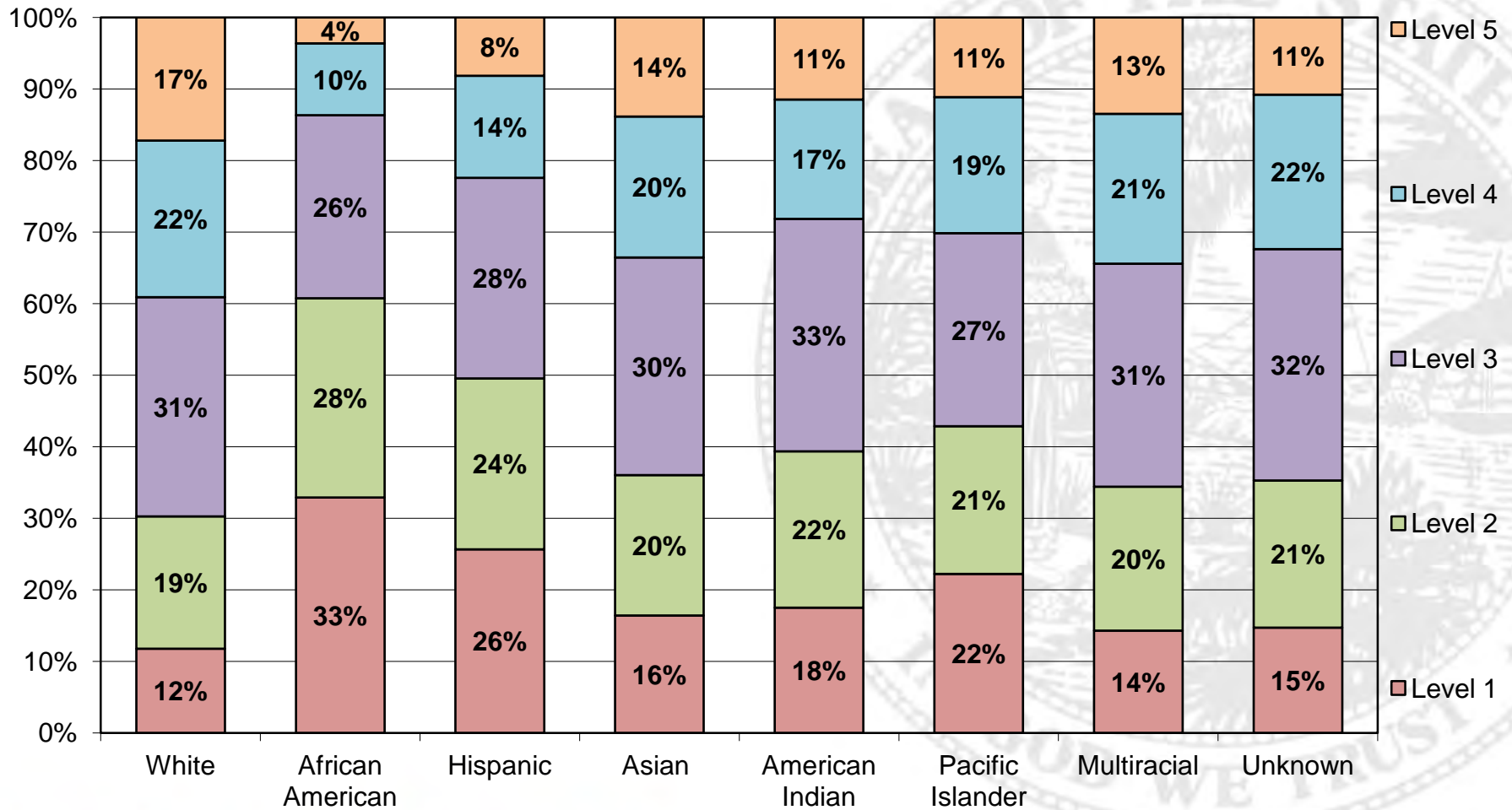
Impact Data (Based on 2013 Student Performance)



U.S. History EOC Assessment, by Ethnicity

Percentage in each Achievement Level

Impact Data (Based on 2013 Student Performance)



FCAT 2.0 and EOC Assessment Passing Scores

The following slides represent the established achievement standards for the FCAT 2.0 and Florida EOC Assessments. Passing scores must now be established pursuant to Senate Bill 1076, passed during the 2013 legislative session.

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> .

Grade 4 FCAT 2.0 Writing Scoring Rubric

- 6.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, but lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing generally focuses on the topic, but it may contain extraneous information. **An organizational pattern is evident**, but lapses may occur. **Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate.** Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, but it may contain extraneous information. **An organizational pattern has been attempted**, but lapses may occur. **Some of the supporting ideas or examples may not be developed. Word choice is adequate but limited.** Sentences vary somewhat in structure, though many are simple. Knowledge of conventions is demonstrated, and commonly used words are usually spelled correctly.
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. Unrelated information may be included. No organizational pattern is evident. Ideas are usually provided through lists, and word choice is limited or immature. Frequent errors in punctuation, capitalization, spelling, and sentence structure may impede communication.
- U** Unscorable.

Grade 8 FCAT 2.0 Writing Scoring Rubric

- 6.0** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Conventions are generally correct.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic with ample development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is mature and precise. Sentences vary in structure. Conventions are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** The writing generally focuses on the topic, but it may contain extraneous information. **An organizational pattern is evident, but lapses may occur. Support is adequate, but development may be uneven. Sentences sometimes vary in structure, though many are simple. Conventions are generally followed.**
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** The writing generally focuses on the topic, though it may contain extraneous information. **An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentence structure may vary, though many sentences have simple constructions. Knowledge of conventions is usually demonstrated.**
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing is related to the topic but offers little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice is limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in conventions.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing may only minimally address the topic because there is little or no development of supporting ideas. Unrelated information may be included. An organizational pattern may not be evident. Ideas are provided through lists, and word choice is limited or immature. Frequent errors in sentence structure and conventions impede communication.
- U** Unscorable.

Grade 10 FCAT 2.0 Writing Scoring Rubric

- 6.0** The writing focuses on the topic, is logically organized, and includes substantial development of supporting ideas or examples. It demonstrates a mature command of language with freshness of expression. Sentences vary in structure. Few, if any, errors occur in conventions.
- 5.5** The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0** The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language. Sentences vary in structure. Conventions are generally correct.
- 4.5** The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0** **The writing focuses on the topic**, though it may contain loosely related information. **An organizational pattern is apparent. Support is consistently developed, but it may lack specificity.** Word choice is adequate. **Sentences vary in structure. Conventions are generally correct.**
- 3.5** The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0** **The writing generally focuses on the topic**, though it may contain loosely related information. **An organizational pattern is demonstrated. Development of the supporting ideas may be uneven.** Word choice is adequate. **There is some variation in sentence structure. Usage, punctuation, and spelling are generally correct.**
- 2.5** The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0** The writing addresses the topic, but it may lose focus by including extraneous information. An organizational pattern is demonstrated. Development of the supporting ideas may be nonspecific. Word choice may be limited. Errors may occur in the basic conventions.
- 1.5** The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0** The writing addresses the topic, but it may lose focus by including extraneous and loosely related ideas. The organizational pattern is weak. Ideas are presented through lists and limited or inappropriate word choice. Frequent errors may occur in sentence construction, usage, punctuation, and spelling.
- U** Unscorable.

Current “Passing” Standards

- For students entering grade 9 in 2010-11 and beyond, the Grade 10 FCAT 2.0 Reading passing score is established in rule as the minimum score in Achievement Level 3
- The passing scores for Florida EOC Assessments are established in rule as the minimum score in Achievement Level 3

Department Recommendations

To set the recommended passing scores at the “satisfactory” threshold currently used for accountability purposes:

- FCAT 2.0 Reading (grades 3 – 10), Mathematics (grades 3 – 8), and Science (grades 5 and 8) passing scores be established as the minimum score in Achievement Level 3
- FCAT 2.0 Writing (grades 4, 8 and 10) passing score be established as a 3.5 on a scale of 1.0 to 6.0
- Florida EOC Assessment passing scores remain the minimum score in Achievement Level 3


Grade 3 Reading

- Although the recommended “passing” score is a minimum of a Level 3 score, students who score Level 2 or higher would not be *required* to be retained in Grade 3.
- **Only students scoring *no higher than a Level 1* in Grade 3 Reading would be *required* to be retained** if he or she does not meet good cause exemptions, pursuant to Section 1008.25, Florida Statutes
- To set the passing score lower for grade 3 in Reading than in the other grade levels would send a mixed message about satisfactory performance across grades

Your Turn to Provide Input...


- Review recommendations and impact data (see the standard-setting reference sheet)
- 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 fewer classified in higher levels)
- Provide feedback on recommended passing scores
- Provide written comments as desired

Respond to the Reactor Panel's Proposed Cuts and the Proposed Passing Scores



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:

September 3, 2013—Fort Meyers, Florida
 September 4, 2013—Lakeland, Florida
 September 5, 2013—Tallahassee, Florida

Required Information

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

U.S. History 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 any of the following assessments, 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	Level 4 Cut	Level 5 Cut
U.S. History EOC Assessment	Reactor Panel (378) <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change	Reactor Panel (397) <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change	Reactor Panel (417) <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change	Reactor Panel (432) <input type="checkbox"/> Higher <input type="checkbox"/> Lower <input type="checkbox"/> No Change

Comments on Question 1:

Return all feedback to Assessment@fldoe.org by **October 4, 2013** Page 1 of 2

Florida Comprehensive Assessment Test® (FCAT) 2.0 and Florida EOC Assessment Passing Scores

2) Please indicate your agreement with the recommended Grades 3 through 9 FCAT 2.0 Reading passing scores as the minimum score in Achievement Level 3 for each grade level.

Agree Disagree Neutral

3) Please indicate your agreement with the recommended Grades 3 through 8 FCAT 2.0 Mathematics passing scores as the minimum score in Achievement Level 3 for each grade level.

Agree Disagree Neutral

4) Please indicate your agreement with the recommended Grades 5 and 8 FCAT 2.0 Science passing scores as the minimum score in Achievement Level 3 for each grade level.

Agree Disagree Neutral

5) Please indicate your agreement with the recommended Grades 4, 8, and 10 FCAT 2.0 Writing passing score as a score of 3.5 for each grade level.

Agree Disagree Neutral

6) Please indicate your agreement with the existing passing score requirement for Grade 10 FCAT 2.0 Reading and Florida EOC Assessments as the minimum score in Achievement Level 3 (Achievement Levels have been established for Algebra 1, Biology 1, and Geometry and will be established for U.S. History via this rule amendment).

Agree Disagree Neutral

Comments on Questions 2 through 6:

Return all feedback to Assessment@fldoe.org by **October 4, 2013** Page 2 of 2

**Thank you for participating in the 2013
standard-setting process.**

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