



2013 U.S. History End-of-Course Assessment Standard Setting

Summary

Florida administered the U.S. History EOC Assessment statewide for the first time in spring 2013. This assessment measures student achievement of the Next Generation Sunshine State Standards (NGSSS). Implementing assessments for the first time requires setting performance standards, and the standard-setting process for this assessment is currently taking place.

Florida convened two panels to provide input in the standard-setting process. The Educator Panel was comprised of educators from around the state that have experience with the U.S. History standards. Next a Reactor Panel comprised of business leaders, postsecondary history faculty, superintendents and others convened to review the recommendations of the educator panel and provide recommendations on standards for the U.S. History assessment.

The Educator Panel and the Reactor Panel recommended the same cut score for each of the five achievement levels and results with an expected impact of 57% of students passing the assessment on the first try. The resulting impact data based on the recommended cut scores are provided in the tables below. Performance at Achievement Level 3 is considered “satisfactory.” For Florida EOC Assessments, the passing score is at the minimum score in Achievement Level 3.

Using 2013 U.S. History EOC Assessment results, Exhibits 1 and 2 provide the percentages for Achievement Level 3 and above (passing) and for each Achievement Level based on each panel’s recommendations.

Exhibit 1. Percentage of Students at Achievement Level 3 or Above Based on the Educator Panel and Reactor Panel Proposed Cuts

Assessment	Percentage Achievement Level 3 or Above	
	Educator Panel	Reactor Panel
U.S. History EOC Assessment	57%	57%

Exhibit 2. Percentage of Students in each Achievement Level Based on the Educator Panel and Reactor Panel Proposed Cuts

Assessment	Source	Percentage of 2013 Test Takers in Each Achievement Level					
		1	2	3	4	5	≥3
U.S. History EOC Assessment	Educator Panel	21%	22%	29%	17%	11%	57%
	Reactor Panel	21%	22%	29%	17%	11%	57%
	Final Rule	TBD					

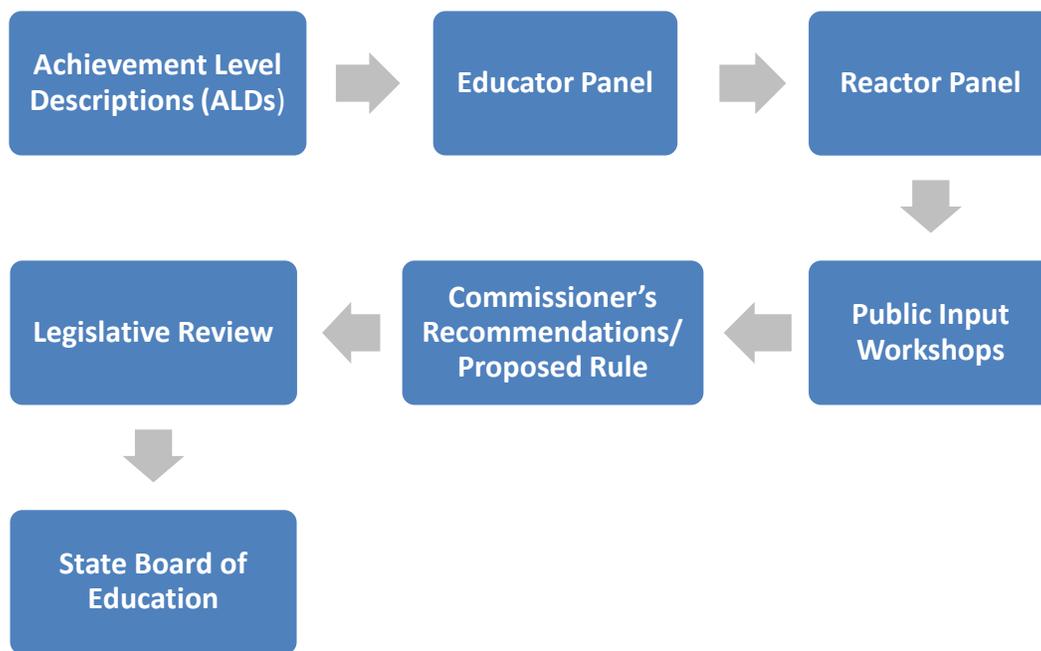
Standards Setting Process

The basic steps of setting standards are as follows:

1. Develop a policy definition describing the meaning of each Achievement Level.
2. Develop Achievement Level Descriptions (ALDs).
3. Convene a Standard-Setting Committee composed of educators (“Educator Panel”) to recommend cut scores.
4. Convene a Reactor Panel composed of business and policy leaders to review the recommended cut scores.
5. Conduct rule development workshops and collect public feedback.
6. Propose cut scores based on both panels, as well as on public and legislative input.
7. State Board of Education establishes final cut scores after reviewing all recommendations.

This overview is intended to provide information from the Educator Panel and the Reactor Panel in preparation for the rule development and the State Board of Education meeting, which is tentatively scheduled for January 2014. Updated information will be posted to the [FDOE Standard Setting website](#).

The following flow chart illustrates the basic steps in the process of standard setting as described above.



Policy Definitions

Policy definitions provide a general statement of the policy goals for each Achievement Level and are aligned with the purpose of the assessment and the statutory requirements related to Achievement Levels. Rather than detailing content-specific information about what a student should know, policy definitions encompass student performance goals at each Achievement Level for all grade levels and subject areas. The approved policy definitions are provided in Exhibit 3.

Exhibit 3. Approved Achievement Level Policy Definitions

FCAT 2.0 and Florida End-of-Course Assessments Achievement Level Policy Definitions	
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> .

Achievement Level Descriptions

Once the policy definitions are established, the next step in the process is to develop the Achievement Level Descriptions (ALDs). Because policy definitions are very general statements that do not include information about subject-area content, the creation of ALDs enables the translation of policy definitions into detailed descriptions of the knowledge and skills that a student needs to be able to achieve at each level. Whereas the policy definitions apply to all grade levels and subject areas assessed by the FCAT 2.0 and Florida EOC Assessments, the ALDs are grade-level and subject-matter specific.

The department convened a group of Florida educators to draft the new U.S. History EOC Assessment ALDs in summer 2012. The process for producing these drafts included a thorough review of the assessed NGSSS and the U.S. History EOC test item specifications. The committee then developed descriptions of the knowledge and skills of students at each Achievement Level, aligned to the policy definitions, and worked to show progressions across levels within each reporting category. The ALDs were posted for a 30-day public review and comment period, which ended on April 22, 2013. Public feedback was considered and small modifications were made prior to their use for the standard-setting meetings in August.

Educator Panel

On August 13-16, 2013, the department convened a panel of 26 Florida educators to serve on the U.S. History EOC Assessment Educator Panel committee. Demographic information for the Educator Panel is provided in Exhibits 4 and 5.

Exhibit 4. Educator Panel Gender and Race/Ethnicity

	Male	Female	White	African American	Hispanic	Native American	Asian	Middle Eastern	Multiracial
U.S. History EOC Assessment	8	18	17	3	3	1	0	1	1

Exhibit 5. Educator Panel District Size, Region and School Zone

	District Size: Large	District Size: Medium	District Size: Small	Region: Panhandle	Region: Northeast	Region: East Central	Region: West Central	Region: South	Urban	Suburban	Rural
U.S. History EOC Assessment	10	9	7	5	5	6	5	5	7	13	6

The purpose of the Educator Panel committee is to identify the “cut points” that define the new Achievement Levels (i.e., Level 2 cut, Level 3 cut, Level 4 cut and Level 5 cut). The focus of this panel was to make content-based judgments. Each panelist used his or her experience as an educator, along with the ALDs and information from the spring 2013 assessment, to make four rounds of judgments.

- **Round 1:** Panelists made independent percent-correct judgments on each item, for each cut point. (Given the knowledge, skills and abilities that are required in this question, what percentage of students “just barely” at this Achievement Level should get this item correct?) Data were compiled on the judgments of each panelist and for each of the four tables that panelists were seated at. Each table discussed the items with the largest range of judgments, as well as the empirical difficulty of each item.
- **Round 2:** Panelists independently revised judgments based on the discussion from Round 1. Committee-level data for Round 2 were provided, in addition to individual and table-level data. Each table again discussed the items with the largest range of judgments, and then the committee discussed the items with the largest range of judgments.
- **Round 3:** Panelists independently revised judgments based on the discussion from Round 2. In addition to the same type of data provided in Rounds 1 and 2, the committee received impact data (the percentage of the spring 2013 testing population classified into each Achievement Level based on the committee’s recommended cut scores). The committee discussed the impact data and the items with the largest ranges of judgments.
- **Round 4:** Panelists independently revised judgments based on the discussion from Round 3 and the impact data to provide their final judgments. Each committee was then shown its final recommended cut scores and impact data based on the total population and by subgroup.

Educator Panel Proposed Cut Scores

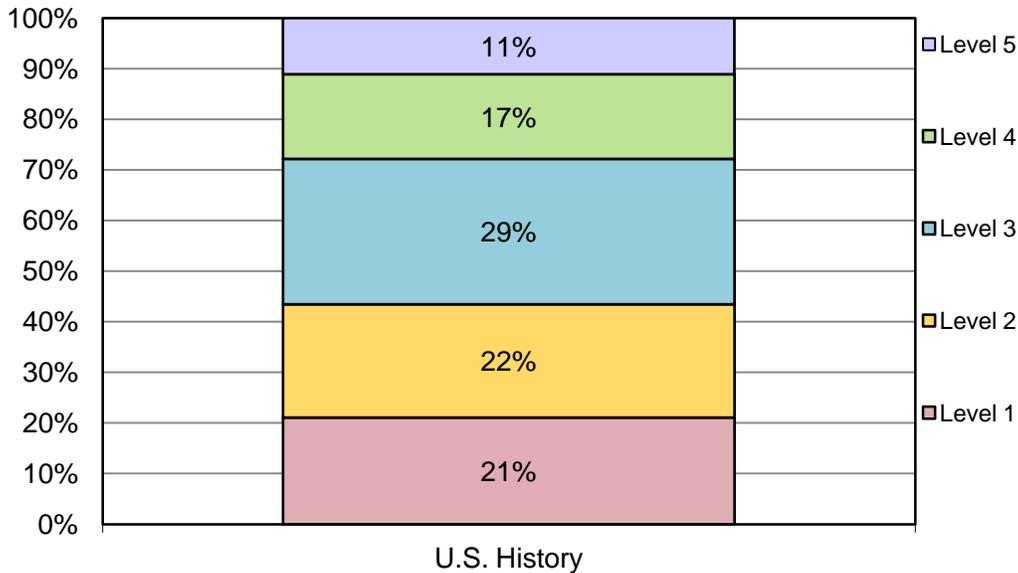
Based on the four rounds, the Educator Panel proposed the following cut scores for the five Achievement Levels (see Exhibit 6). The impact data of these proposed cuts is provided in Exhibit 7 and was generated by applying the proposed cut scores to actual student performance from the spring 2013 administration.

Exhibit 6. Educator Panel Proposed Cuts and Judgment Variation Bands*

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

**Exhibit 7. Impact Data for Educator Panel Proposed Cuts
Based on 2013 U.S. History EOC Assessment Student Performance**



Reactor Panel

On August 22-23, 2013, the department convened a panel of Florida stakeholders (e.g., community/education organization leaders, state university leaders, business leaders, school board members, superintendents) to react to the Educator Panel’s proposals, and to recommend modifications to the proposed cut scores, if deemed necessary. While the Educator Panel made content-based judgments, the Reactor Panel was asked to focus on the student impact of the proposed cut scores. The Reactor Panel’s judgment was based in part on data from 2013 student performance on the assessment and data from external assessments (NAEP U.S. History, AP U.S. History, and SAT U.S. History, in addition to the historical trend for FCAT 2.0 Reading and other Florida EOC Assessments). The Reactor Panel discussed the cut scores and the judgment variation from the Educator Panel as a group and then the panel

provided independent ratings for any modifications to the cut scores as their Round 1 judgments. The Reactor Panel was then given the judgment variation score ranges, which are based on standard-setting best practices, as suggested boundaries for their recommendations. Next, the Reactor Panel reviewed the median cut scores from their Round 1 recommendations and impact data and was given an opportunity to model any changes to the Educator Panel cut scores. Before leaving, panelists completed a final survey to indicate their final judgments of and level of comfort with the cut scores.

Reactor Panel Proposed Cut Scores

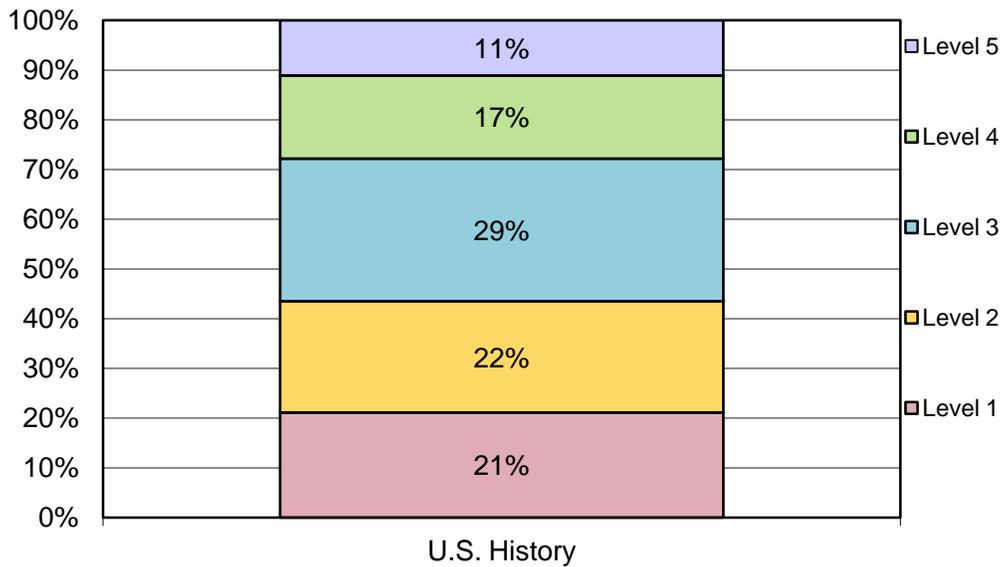
Each member of the Reactor Panel made independent judgments after group discussion. Their final cut score recommendations resulted in the same cut score recommendations made by the Educator Panel. Exhibits 8 and 9 provide the final proposed cut scores and the impact data of those proposed cuts from the Reactor Panel.

Exhibit 8. Educator Panel Proposed Cuts, Reactor Panel Proposed Cuts, and Educator Panel Judgment Variation Bands*

Cut Point	Committee	U.S. History EOC Assessment	
		Scale Score Cuts	Judgment Variation +/- 2 SE
Level 2 Cut	Educator Panel	378	367-389
	Reactor Panel	378	N/A
Level 3 Cut	Educator Panel	397	389-415
	Reactor Panel	397	N/A
Level 4 Cut	Educator Panel	417	410-424
	Reactor Panel	417	N/A
Level 5 Cut	Educator Panel	432	425-439
	Reactor Panel	432	N/A

*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.

**Exhibit 9. Impact Data for Reactor Panel Proposed Cuts
Based on 2013 U.S. History EOC Assessment Student Performance**



Next Steps: Rule Development Workshops and the Commissioner’s Recommendation

From September 3-5, 2013, a series of rule development workshops will be conducted across the state of Florida to solicit public feedback. The times and locations from the [rule development notice](#) are provided in Exhibit 10. By September 3, 2013, the rule development workshop presentation and a form for soliciting public feedback will be posted to the FDOE Standard Setting website: <http://fcats.fldoe.org/standardsetting.asp>.

Commissioner of Education Pam Stewart will provide her recommendation for the cut scores in a proposed rule for adoption by the State Board of Education. The State Board of Education will determine the final cut scores to be used for these assessments.

Exhibit 10. Times and Locations for the Rule Development Workshops

Date	Time	Location
September 3, 2013	3:30 p.m. – 4:30 p.m.	Lee County Public Education Center Board Room 2855 Colonial Boulevard Fort Myers, FL 33966
September 4, 2013	3:00 p.m. – 4:00 p.m.	Jim Miles Professional Development Center Palm Room 5204 US Hwy 98 S Lakeland, FL 33813
September 5, 2013	3:00 p.m. – 4:00 p.m.	Florida Department of Education Turlington Building 325 W. Gaines Street Room 1703 Tallahassee, FL 32399