



Reactor Panel Feedback Summary

2014 Civics End-of-Course Assessment Standard Setting

On July 1-August 1, 2014, 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 modify the proposed cut scores, if necessary. While the Educator Panel made content-based judgments, the Reactor Panel was asked to focus on the impact of the proposed cut scores using impact data based on 2014 student performance and data from external assessments (the historical trend for Grade 7 FCAT 2.0 Reading and other Florida EOC Assessments). The Reactor Panel discussed the cut scores and the judgment variation from the Educator Panel and then provided independent ratings for any modifications to the cut scores as their Round 1 judgments. The Reactor Panel was 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 cut scores. Before leaving, panelists completed a final survey to indicate their final judgments for the cut scores.

This summary provides all of the feedback from the Reactor Panel. More information about the standard-setting process is available at the [FDOE Standard Setting website](#).

Exhibit 1. Reactor Panel Members

Panel Member Number	Name	Company/District/Employer
1	Carlene H. Anderson	Superintendent, Walton County School District
2	Annette Boyd Pitts	The Florida Law Related Education Association, Inc.
3	Roderic Brame	Pasco
4	Karen Denbroeder	Florida State University
5	Braulio Colon	Helios Education Foundation
6	Matthew Carter	Ramos & Sparks Group
7	Douglas Dobson	University of Central Florida
8	Mindy Haas	Florida PTA
9	Bobby L. James	School Board of Marion County
10	Dr. M. Todd Smallwood	State College of Florida
11	Jacob Oliva	Superintendent, Flagler Schools
12	David Mica	Florida Petroleum Council
13	Terri Susan Fine	University of Central Florida
14	Melba Luciano	Superintendent, School District of Osceola County
15	Ralph Yoder	Superintendent, Calhoun County School Board
16	Maureen Wilt	Florida Power and Light Company
17	Dr. Joseph Smiley	St. Petersburg College
18	Genelle Yost	Superintendent, St. Lucie County School Board

Exhibit 2. Reactor Panel Judgments for Round 1 (Changes from Educator Panel’s Median Cut Scores are Highlighted)

Panel Member Number	Civics EOC Assessment			
	Level 2 Cut	Level 3 Cut	Level 4 Cut	Level 5 Cut
1	376	394	413	428
2	376	394	413	428
3	376	394	413	428
4	378	394	413	428
5	378	394	413	428
6	376	394	413	428
7	378	394	413	428
8	376	394	413	428
9	381	394	410	425
10	376	394	413	428
11	375	394	414	419
12	381	394	410	425
13	376	394	413	428
14	376	394	410	425
15	376	394	413	428
16	376	394	413	428
17	376	394	413	428
18	376	394	413	428

Exhibit 3. Reactor Panel Round 1: Rationale for Modifying Cut Scores Proposed by the Educator Panel

Panel Member Number	Comment
1	The educator panel’s scale scores appear to be compressed. This reaction is indicative of elongating that compression allowing a wider range consistent with prior test development results, allowing more specificity.
2	Difficult decision but in the end the new proposal appears to be slightly better after reviewing impact data. These revised cut scores appear more consistent with trends and prior tests in other subject areas.
3	Level 2 cut was lowered to establish a higher number of students achieving a 2 Level 4 and 5 cuts were raised to set a standard for more rigorous achievement for proficiency.

Panel Member Number	Comment
	We felt the number of 1(s) should be less than the level 2(s).
4	Educator Panel's cut score range seemed too compressed. I agree with the level 3 cut but lowered the level 2 cut and increased the level 4 and 5 cuts. This creates a less compressed range within proficient and not proficient but the total percentage of proficient and not proficient remains as recommended by educator panel.
5	Based on review of cut scores and impact data of all EOC assessments in their first year of administration, after a review of historic trend data of EOC assessments and student outcomes, and taking into account the comprehensive process undertaken by the educator panel, I propose the above cut scores.
6	There were far greater numbers of failing students (levels 1 and 2) than appropriate given the significance of Civics education. With a more robust teaching/curricula, these numbers can be improved based on the above listed. Based upon my evaluation of the data presented, this is what I recommend.
7	Level 5 – Need to raise the bar on the highest proficiency level Level 4 – Reduce size of level 4 for consistency with other EOCs Level 2 – Reduce the number of students in Level 1 to be consistent with other EOCs
8	Increases Level 3 and 4 from educator with less in level 1 and 2, but consistent with their findings from other tests. We need to show a higher proficiency in year 2 from year 1.
9	No comment.
10	Need adjustment on threshold (1 & 2) to bring Civics closer to other subject data. Not changing the level needed to obtain performance in the subject (40%). Bringing civics closer to results for reading since there is correlation between the two subject/exams "Cuts" are closer now to the trends for other exams
11	I agree with the cut score for determining proficiency being 394. I do feel that the educator panel's range is compressed. By changing the level 2, 4, and 5 cut scores, the scale will even out and be more in-line with cut scores that have been established with other EOCs.
12	Given teachers access to each question's success rate and the individual weighting to each question I can't take issue with their recommendations. I find the data given our panel helpful and interesting, but not adequate IMHO [<i>in my humble opinion</i>] to recommend changes unless I had directly been involved in the full deliberations of their meeting. We were given the ability to accommodate a broadening of the range of cut scores and used a very fair method to reach the conclusions of the panel.
13	I would like to stay with the Reactor Panel's last judgment before moving to Round 1. Judgment record form with this current exercise. I am comfortable with the Reactor Panel's judgment.

Panel Member Number	Comment
14	Level 2 - I believe that 381 cut score is too high. I prefer to see more students in level 3, and fewer in level 1.
15	Level 2 – Based on the percentage of students in level 1, the disproportionate amount needed to be better distributed. Level 4 – Increasing the cut score transferred more students to level three which demonstrates a better distribution Level 5 – Increasing the cut score for level five illustrates the increased expectations of performance of level five students.
16	Lowered level 2 cut to expand overall range. Raised level 5 cut to expand range. Level 3 cut is the same. Level 4 cut is 3 points higher to be in line with 3 point increase in level 5.
17	(After reviewing impact data) The Educator Panel’s proposed cut scores were too compressed. For the level 1 category, there were too many relative to level 2; this was different from the general trend as identified with Reading, Algebra, Biology, and U.S. History. The same point can be made for Level 5.
18	The adjustment to Level 4 and Level 5 will increase rigor compared to the Educator Panel’s proposed cut scores. Overall, the adjustments eliminate extreme compression as noted in the Educator Panel’s proposed scores. The adjustments to cut scores at Level 2, Level 4, and Level 5 will more closely align with cut scores for other EOC assessments.

Exhibit 4. Reactor Panel Round 1: Median Cut Scores

Cut	Civics EOC Assessment Scale Score
Level 2 Cut	376
Level 3 Cut	394
Level 4 Cut	413
Level 5 Cut	428

Exhibit 5. Reactor Panel Round 1: Comfort Level by Panelist

Panel Member Number	Civics EOC Assessment
	How comfortable are you with the median cut scores from Round 1?
1	Very Comfortable
2	Very Comfortable
3	Very Comfortable
4	Very Comfortable
5	Very Comfortable
6	Very Comfortable
7	Very Comfortable
8	Very Comfortable
9	Very Comfortable
10	Very Comfortable
11	Very Comfortable
12	Somewhat Uncomfortable
13	Very Comfortable
14	Very Comfortable
15	Very Comfortable
16	Very Comfortable
17	Very Comfortable
18	Very Comfortable

Exhibit 6. Reactor Panel Round 1: Comfort Level Summary

Standard Setting Reactor Panel Survey "How comfortable are you with the median cut scores?"

Very Comfortable Somewhat Comfortable Somewhat Uncomfortable Very Uncomfortable

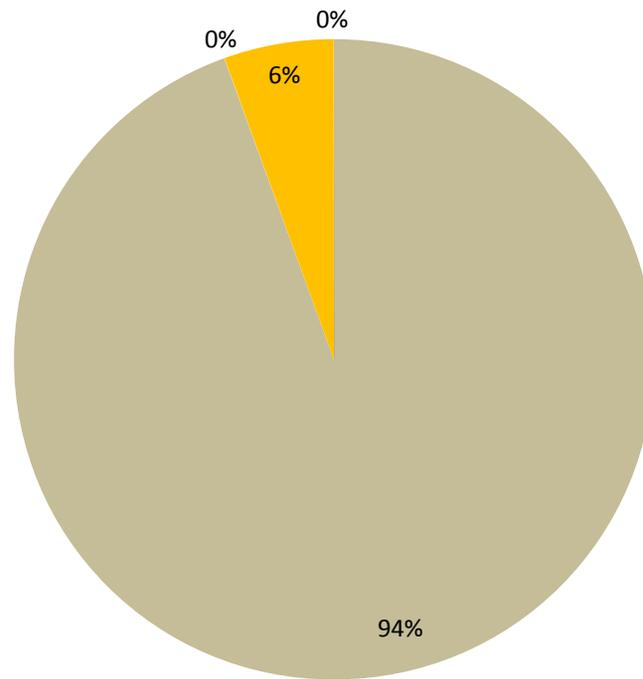


Exhibit 7: Reactor Panel Round 2 Ratings: Changes Recommended to Median Scores from Round 1 (Changes are highlighted)

Panel Member Number	Civics EOC Assessment			
	Level 2 Cut	Level 3 Cut	Level 4 Cut	Level 5 Cut
1	376	394	413	428
2	376	394	413	428
3	376	394	413	428
4	376	394	413	428
5	376	394	413	428
6	376	394	413	428
7	376	394	413	428
8	376	394	413	428
9	376	394	413	428
10	376	394	413	428
11	376	394	413	428
12	379	394	413	428
13	376	394	413	428
14	376	394	413	425
15	376	394	413	428
16	376	394	413	428
17	376	394	413	428
18	376	394	413	428

Exhibit 8. Reactor Panel Round 2 Comments: Rationale Provided for Modifying the Median Cut Scores from Round 1

Panel Member Number	Comments (Subject/Grade included if specified)
1	No Comment
2	No Comment
3	This is the best evaluation until we get more data in the following years.
4	No Comment

Panel Member Number	Comments (Subject/Grade included if specified)
5	No Comment
6	No Comment
7	No Comment
8	No Comment
9	No Comment
10	No Comment
11	No Comment
12	Still think the base should be a bit higher.
13	No Comment
14	Level 5 should be at 425 to give us an opportunity to have more students in this level.
15	No Comment
16	No Comment
17	No Comment
18	No Comment

Exhibit 9. Reactor Panel Round 2: Median Cut Scores

Cut	Civics EOC Assessment Scale Score
Level 2 Cut	376
Level 3 Cut	394
Level 4 Cut	413
Level 5 Cut	428