



Reactor Panel Feedback Summary

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

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 impact on students 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.

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	County
1	Steve Benton, Sr.	Superintendent - Jackson County	Jackson
2	Richard "Andy" Tuck	School Board Member Highlands County	Highlands
3	Albert Brinkman	Brinkman Group LLC	St. Lucie
4	Dr. Wilbert Tee Holloway	School Board Member Miami-Dade County	Miami-Dade
5	Melissa Kicklighter	PTA Member, Duval County	Duval
6	Louise A. Ball	Curriculum Supervisor, Broward County Public Schools	Broward
7	Adam Giery	Florida Chamber of Commerce	Statewide
8	Dr. Ben Brotemarkel	Executive Director, Florida Historical Society	Brevard
9	Patty Hightower	School Board Member Escambia County	Escambia
10	Ramona Patrick	Director of Exceptional Student Education and Student Services	Taylor
11	Leonard Bruton	Associate Dean, Palm Beach State College	Palm Beach
12	Robert "Rob" Bendus	Director of DOS Historical Resources and State Historic Preservation Officer	Statewide
13	K.C. Smith	Florida Museum of Florida History – Florida History Fair Coordinator	Statewide
14	Amy Darty, M.A.	History Instructor, University of Central Florida	Orange
15	Janet Lamoureux	PTA Member, Polk County	Polk

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

Panel Member Number	U.S. History EOC Assessment			
	Level 2 Cut	Level 3 Cut	Level 4 Cut	Level 5 Cut
1	378	397	417	432
2	378	397	417	432
3	378	397	417	432
4	378	395	417	432
5	375	394	415	430
6	378	397	417	432
7	378	397	417	432
8	378	397	417	432
9	378	397	419	434
10	378	397	417	432
11	378	397	417	432
12	380	399	417	430
13	378	397	417	432
14	378	397	417	434
15	382	399	420	432

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

Panel Member Number	Comment
1	No comment.
2	No comment.
3	No comment.
4	Wanted to expand level three to allow greater opportunity for success.
5	AP students and accelerated students in grades 7/8 will not be part of student population tested on History EOC
6	No comment.
7	No comment.
8	No comment.

Panel Member Number	Comment
9	While I believe and can support the educator panel, I want to raise the upper level.
10	No comment.
11	No comment.
12	Level 1/2 and 2/3 cuts were adjusted to better reflect trends in NAEP History achievement.
13	<p>Reasons for retaining</p> <ol style="list-style-type: none"> 1. Educators/content specialists exercised extreme rigor. 2. 2013 = First year of exam; score will increase over time. 3. Scores will increase as more teachers become familiar with item specifications.
14	Raise 4/5 cut by two points to reflect higher rigor, equivalency to alternative assessment methods, and student motivation goals for upper echelon of test takers. All other cuts to remain as recommended by educator panel.
15	<p>See attachment.</p> <p>The attached document contained the following hand-written cut score increases and comment:</p> <p>Level 2 Cut: Increase 4 = 382</p> <p>Level 3 Cut: Increase 3 = 399</p> <p>Level 4 Cut Increase 3 = 420</p> <p>Level 5 Cut Same = 432</p> <p>Overall our students need to be raised to higher standard. We are doing disservice if not. Would have liked to increase this more, but slight fear of students excluded... Until we really understand all students—would in the future like to see the test taken prior to course – See how many basic interpret-analyzed distinguish skills and could average students truly get a 2, without knowing the subject? We might be surprised on the number that might.</p>

Exhibit 4. Reactor Panel Round 1: Median Cut Scores

Cut Point	U.S. History EOC Assessment Scale Score
Level 2 Cut	378
Level 3 Cut	397
Level 4 Cut	417
Level 5 Cut	432

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

Panel Member Number	U.S. History EOC Assessment
	How comfortable are you with the median cut scores?
1	Very Comfortable
2	Very Comfortable
3	Somewhat Uncomfortable
4	Very Comfortable
5	Somewhat Uncomfortable
6	Very Comfortable
7	Somewhat Comfortable
8	Very Comfortable
9	Somewhat Comfortable
10	Very Comfortable
11	Somewhat Comfortable
12	Somewhat Comfortable
13	Very Comfortable
14	Very Comfortable
15	Somewhat Comfortable

Exhibit 6. Reactor Panel Round 1: Comfort Level Summary

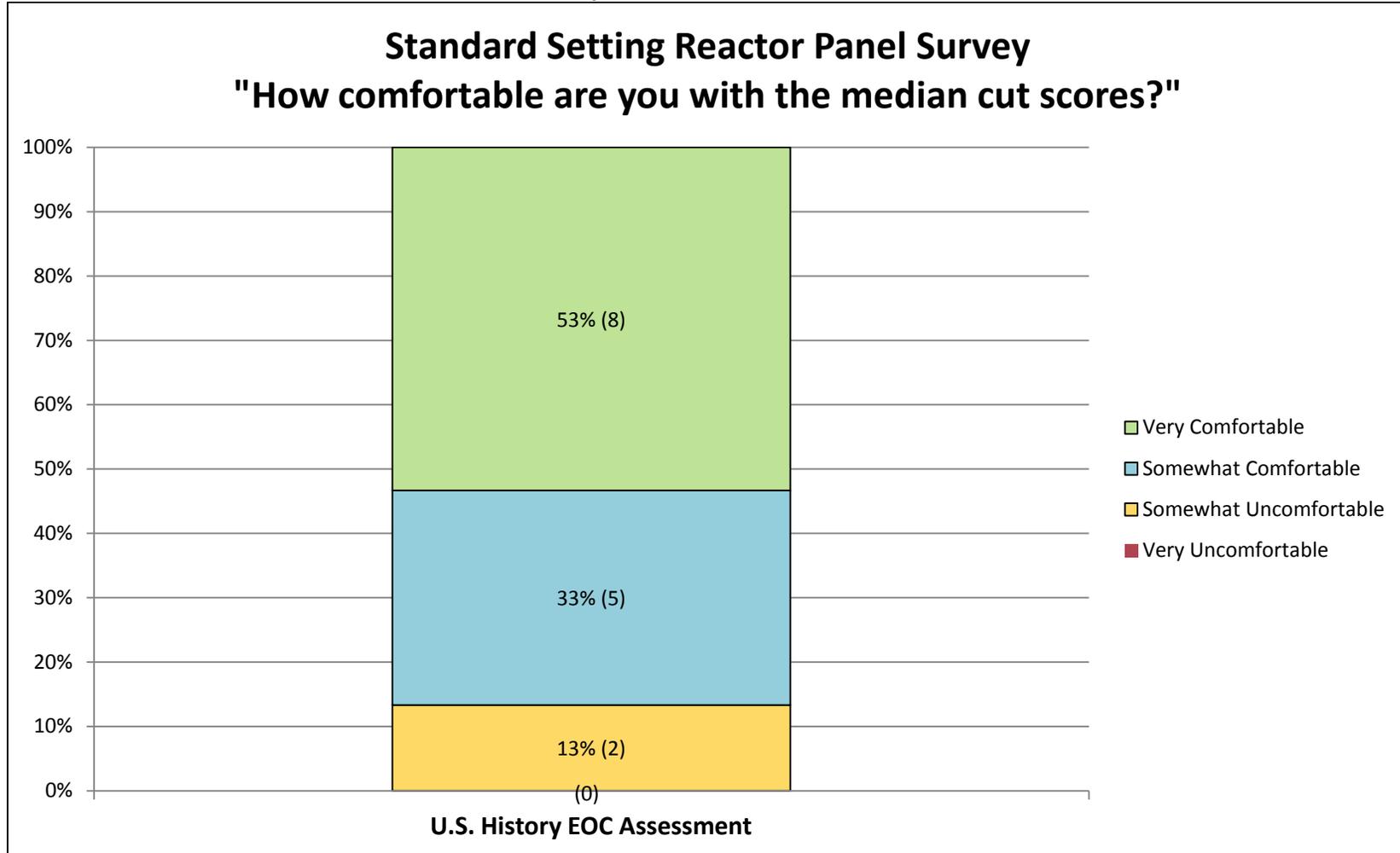


Exhibit 7: Reactor Panel Round 2 Ratings: Changes Recommended to Median Scores from Round 1 (Changes are Highlighted in Yellow)

Panel Member Number	U.S. History EOC Assessment			
	Level 2 Cut	Level 3 Cut	Level 4 Cut	Level 5 Cut
1	378	397	417	432
2	378	397	417	432
3	378	397	417	432
4	378	397	417	432
5	375	394	415	430
6	378	397	417	432
7	378	397	417	432
8	378	397	417	432
9	378	397	417	434
10	378	397	417	432
11	378	397	417	432
12	378	397	417	432
13	378	397	417	432
14	378	397	417	434
15	378	397	419	434

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	No comment.
4	No comment.

Panel Member Number	Comments (Subject/Grade included if specified)
5	<ul style="list-style-type: none"> - I am concerned that this EOC will not be including the majority of traditionally high achieving students who will likely take AP. - Also this will not include accelerated 7/8 grade students – who will not be taking this U.S. History EOC. - Finally this new assessment should be rigorous and discriminatory in terms of determining proficiency, but not at the expense of students being discouraged if they do not pass, having 60% of students passing w/ 3-4-5 score should be acceptable for any assessment developed by state and administered at class level.
6	No comment.
7	No comment.
8	No comment.
9	I will not contest the educator panel cut scores, but I would like to raise the upper limits to increase the rigor. It would be helpful to know how the grade disbursement (A - F) correlated to EOC.
10	No comment.
11	No comment.
12	No comment.
13	No comment.
14	Increasing the highest cut score level increases the rigor of the assessment range for the upper echelon of students taking the EOC and increases the value (real and perceived) of a 5 rating for EOC assessment of US History proficiency, which may place this group more equivalent to the relative NAEP, SAT, and AP scores for students who are high achieving yet not attending coursework above an Honors level wherein either choice, circumstance, or lack of funding opportunity may play a role.
15	The standards for 4 + 5 increased, do not feel we are challenging students enough, raise the bar. We/Florida even though we have a very diverse population + challenge students in all “groupings” do not believe our scores are comparable to National Standards. Average or 3 is OK.... But are the higher thinking questions (related to ALD) challenging in the “subject matter” or simply the higher thinking skills?

Exhibit 9. Reactor Panel Round 2: Median Cut Scores

Cut Point	U.S. History EOC Assessment Scale Score
Level 2 Cut	378
Level 3 Cut	397
Level 4 Cut	417
Level 5 Cut	432