



Rule 6A-1.09422: Establishing Achievement Level Cut Scores for Assessments Aligned to the B.E.S.T. Standards

Rule Development Workshops

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Vince Verges

Assistant Deputy Commissioner

Accountability, Research, and Measurement



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Purpose of this Workshop

- Express the Department’s intent to present a proposed rule amendment for consideration by the State Board of Education that establishes Achievement Level cut scores for assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
- Obtain input from interested audiences to be considered by the Commissioner of Education in determining recommended cut scores that will be presented to the Florida Legislature for review and State Board of Education for adoption

Topics

- Information about the assessments aligned to the B.E.S.T. Standards
- Review the Standard Setting process
- Review the recommendations from the Educator Panel and the Reactor Panel
- Request feedback from you



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Assessments Aligned to the B.E.S.T. Standards

Assessments Aligned to the B.E.S.T. Standards

- Assessments in English Language Arts (ELA) and Mathematics measure student achievement of the B.E.S.T. Standards.
 - Information about the B.E.S.T. Standards may be accessed at <http://www.cpalms.org>.
- The assessments aligned to the B.E.S.T. Standards were first administered during the 2022–2023 school year (baseline administration).

Assessments Aligned to the B.E.S.T. Standards (cont.)

- The following assessments are aligned to the B.E.S.T. Standards:
 - Florida Assessment of Student Thinking (FAST) Progress Monitoring Assessments:
 - Kindergarten through grade 10 ELA Reading
 - Kindergarten through grade 8 Mathematics
 - Grades 4 through 10 ELA Writing
 - End-of-Course (EOC) Assessments:
 - Algebra 1
 - Geometry

Administration Information: FAST ELA and Mathematics

- FAST progress monitoring assessments are computer-adaptive tests and administered three times per year:
 - **PM1** – occurs in the beginning of the school year and serves as a baseline
 - **PM2** – occurs mid-year and produces a mid-year score to compare against the baseline
 - **PM3** – occurs at the end of the school year and produces a summative score
- Pursuant to s. 1008.22(3)(a)2., F.S., PM3 in grades 3–10 ELA and in grades 3–8 Mathematics is the statewide, standardized assessment and used for accountability purposes.

Administration Information: B.E.S.T. EOC Assessments

- Includes Algebra 1 and Geometry end-of-course assessments aligned to the B.E.S.T. Standards
- Not part of the FAST progress monitoring program
- First administered as computer-adaptive test beginning Winter 2022

Administration Information: B.E.S.T. ELA Writing

- Aligned to the B.E.S.T. Standards
- Administered on computer for grades 4–10
- Paper-based accommodations available for eligible students
- First administered in Spring 2023 as a standalone field test to a representative sample of Florida students
- Will be administered each spring beginning with the 2023–2024 school year
- ELA Writing scores will be reported separately from ELA Reading; they will not contribute to an overall ELA assessment score.



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The Standard Setting Process

Why are Standards Necessary?

- 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

What is Standard Setting?

- Standard Setting is a process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made.
- Test scores can be used to group students into meaningful Achievement Levels.
- Standard setting is the process whereby we “draw the lines” that separate the test scores into various Achievement Levels.
- Standard Setting is a process that is required when implementing new standards and new assessments.

Setting Standards is Aspirational

- Standard setting is all about what students **should** know and be able to do, not about what they currently know and are able to do.
- The goal is to set standards for **all applicable students** across the state.

Achievement Levels: ELA Reading and Mathematics

- For ELA Reading and Mathematics assessments, including the Algebra 1 and Geometry EOC assessments, there are five Achievement Levels, which requires the setting of four Achievement Level cuts.

Five Achievement Levels, Four Cut Points

Low

Level 1

Level 2

Level 3

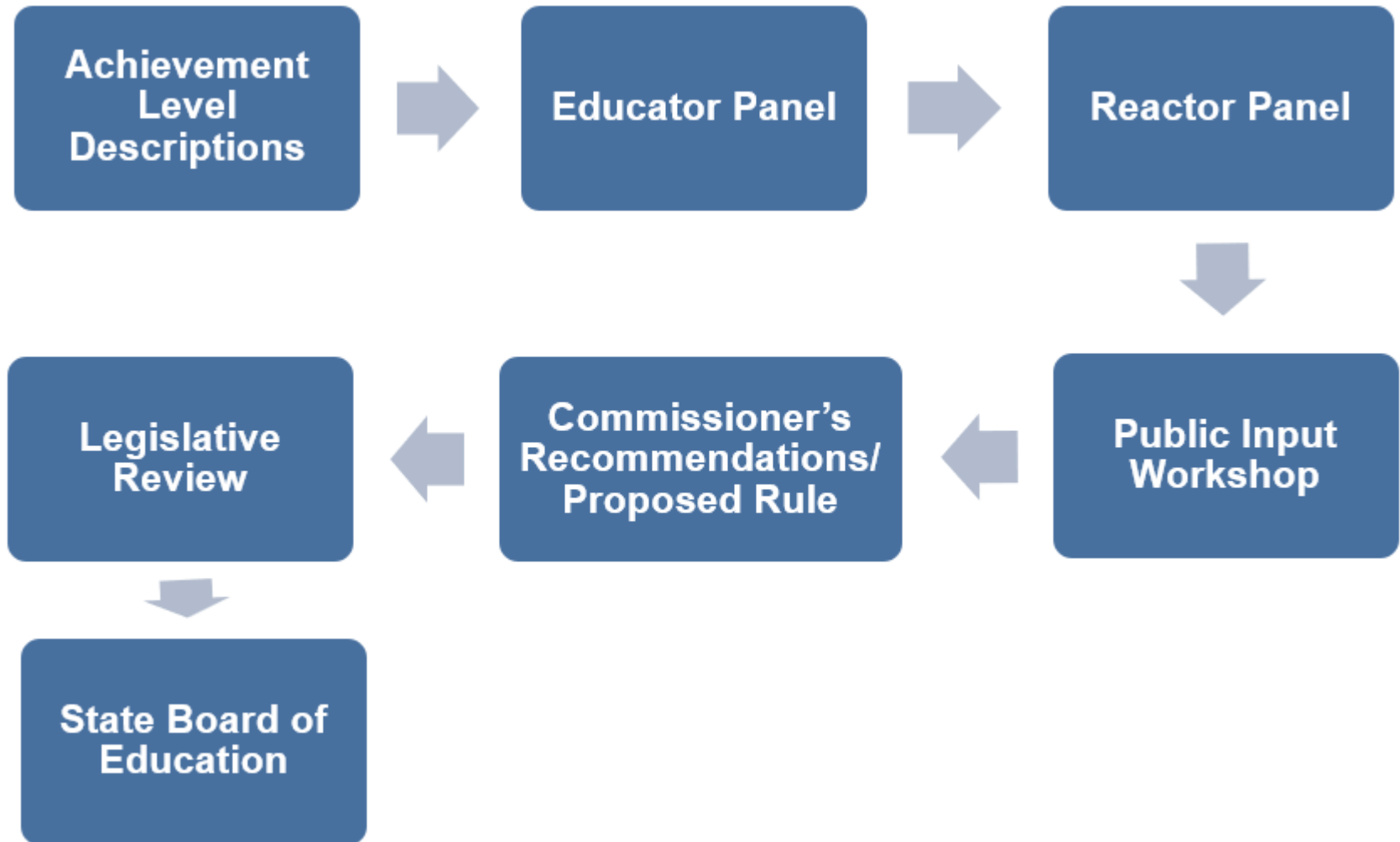
Level 4

Level 5

High

Level 3 indicates On Grade Level performance on each assessment.

Standard Setting: A Multi-Stage Process



We've Done This Before...

1998

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

2001:

- FCAT Reading and Mathematics Achievement Levels approved for remaining 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 Algebra 1 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 Achievement Levels approved

2013:

- U.S. History EOC Achievement Levels approved

2014:

- Civics EOC Achievement Levels approved

2016:

- Florida Standards Assessments (FSA) in ELA (grades 3–10), Mathematics (grades 3–8), and FSA EOCs (Algebra 1, Geometry, Algebra 2) Achievement Levels approved

Important Dates

- Achievement Level Descriptor (ALD) Panels
 - April & October 2021
 - Virtual
- Educator Panel
 - July 24–28, 2023
 - Orlando, Florida
- Reactor Panel
 - August 3–4, 2023
 - Orlando, Florida

ALD Panels

- ELA Reading and Mathematics ALD Panels: Kindergarten through Grade 2
 - March 2023: K–2 ELA Reading and Mathematics
 - 6 panelists for each subject K–2
- ELA Reading and Mathematics ALD Panels: Grades 3–10 & EOCs
 - April 2021: Grades 3–10 ELA Reading
 - October 2021: Grades 3–8 Mathematics, Algebra 1 and Geometry EOCs
 - Approximately 30 panelists
- Described achievement levels for content standards by grade and subject
 - Specified what students in each achievement level are expected to know and be able to do
 - ALDs are the link between content and achievement standards

Educator Panels

- Grades 3–10 ELA Reading, Grades 3–8 Mathematics, B.E.S.T. EOC Assessments
 - July 24–28, 2023; Orlando, Florida
 - Five-day Standard Setting workshop
 - Four rounds of standard setting
 - 340 panelists
 - 16 rooms setting standards concurrently
 - Recommended achievement standards after four rounds of evaluation
- Kindergarten–Grade 2 ELA Reading and Mathematics
 - July 25–27, 2023; Orlando, Florida
 - Three-day Standard Setting workshop
 - Three rounds of standard setting
 - 88 panelists
 - 6 rooms setting standards concurrently
 - Recommended achievement standards after three rounds of evaluation

Educator Panels (cont.)

- Grades 4–10 ELA Writing Assessments
 - July 25–27, 2023; Orlando, Florida
 - Three-day Standard Setting workshop
 - Four rounds of standard setting
 - 92 panelists
 - 7 rooms setting standards concurrently
 - Recommend one achievement standard for “on-grade-level” performance after four rounds

Educator Panel Representation

Assessments	Number of Educators	Number of Represented Districts
Kindergarten through Grade 10 ELA Reading	150	45
Kindergarten through Grade 8 Mathematics	124	42
Grades 4–10 ELA Writing	92	43
Algebra 1 and Geometry EOC	30	20
TOTAL	396	55

Reactor Panel

- August 3–4, 2023; Orlando, Florida
- Two-day meeting composed of
 - Community/education organization leaders
 - State university leaders
 - Business leaders
 - School board members
 - Superintendents
- Two rounds of review
- 14 panelists

Reactor Panel Participants

Reactor Panelist	Position
Dr. John Avendano	President, Florida State College at Jacksonville
Dr. Heather Bigard	President, Lake-Sumter State College
Steven Birnholz	Executive Vice President and Director of Policy, Florida Council of 100
Lindsay Carson	Executive Director of the Early Learning Coalition (ELC) of Pinellas
Daniel Foganholi	School Board Member, Broward County
Fred Heid	Superintendent, Polk County Public Schools
Kevin Hoeft	Vice President for Admissions, New College of Florida
Dr. Christy Hovanetz	Senior Policy Fellow, ExcelinEd
Charlotte Joyce	School Board Member, Duval County
Roy Keister	Owner, Scottsdale Academy
Sarah Katherine Massey	Director of Talent, Education & Quality of Life Policy, Florida Chamber of Commerce
Jennifer Pippin	Parent, Indian River County
Marsha Powers	Chief Executive Officer of the ELC of Indian River, Martin and Okeechobee (IRMO)
Ted Roush	Superintendent, Suwannee County School District

Educator Panel vs. Reactor Panel

- Differences between Educator Panel and Reactor Panel
 - Educator Panel
 - Comprised of individuals with content expertise
 - Understand expectations for Florida students
 - Focus on content when making recommendations
 - Reactor Panel
 - Represent various business, community, and educational groups
 - Consider policy when making recommendations
 - Consider impact when making recommendations



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Achievement Level Descriptors

Achievement Level Descriptors (ALDs)

- ALDs specify what students in each achievement level are expected to know and be able to do.
- ALDs are the link between content and achievement standards.
- ALDs can be used to develop a mental representation of students at each achievement level.

Achievement Standards

Level	Current Labels	Proposed Labels
Level 5	Mastery	Exemplary
Level 4	Proficient	Proficient
Level 3	On Grade Level	On Grade Level
Level 2	Below Satisfactory	Approaching Grade Level
Level 1	Inadequate	Emerging

Policy Achievement Level Descriptors

Emerging
(Level 1)

Students at this level demonstrate **emerging skills but are not yet demonstrating On Grade Level success** with the challenging content on the *B.E.S.T. Standards*.

Approaching Grade Level
(Level 2)

Students at this level demonstrate that they are **approaching but are not yet demonstrating On Grade Level success** with the challenging content of the *B.E.S.T. Standards*.

On Grade Level
(Level 3)

Students at this level demonstrate **On Grade Level success** with the challenging content of the *B.E.S.T. Standards*.

Proficient
(Level 4)

Students at this level demonstrate a **proficient** level of success with the challenging content of the *B.E.S.T. Standards*.

Exemplary
(Level 5)

Students at this level demonstrate **exemplary** success with the most challenging content of the *B.E.S.T. Standards*.



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Educator Panel

Main Activities of the Educator Panel

- Table leader training
- Large group orientation
- Grade/subject-specific training
- Panelists
 - Took the online test in assigned subjects/grades;
 - Reviewed the content standards;
 - Reviewed achievement level descriptions;
 - Created “just barely” summary ALDs; and
 - Reviewed the ordered item booklet.
- Recommended achievement standards in multiple rounds
- Workshop evaluation

Standard Setting Method

- Bookmark Method
 - Research-based procedure
 - Used in many state assessment programs
 - Proven to be technically sound in litigation
- Using the Bookmark Method:
 - Items are ordered by difficulty.
 - Each page is a score point on an item.
 - The number of pages in the book is equal to the number of points in the ordered item booklet (not the number of items).

Mechanics of the Bookmark Method

- Initial judgment: based solely on test content of the Ordered Item/Response Booklet (round 1)
- Articulation: how cut scores appear across grades in kindergarten through grade 10 ELA Reading, grades 4 through 10 ELA Writing, and kindergarten through grade 8 Mathematics (round 2)
- Impact data: how many students would be in each achievement level and how subgroups would perform based on recommended cut scores (round 3)
- Benchmarking: how students would compare on B.E.S.T.-aligned assessments vs. international assessments (round 4)



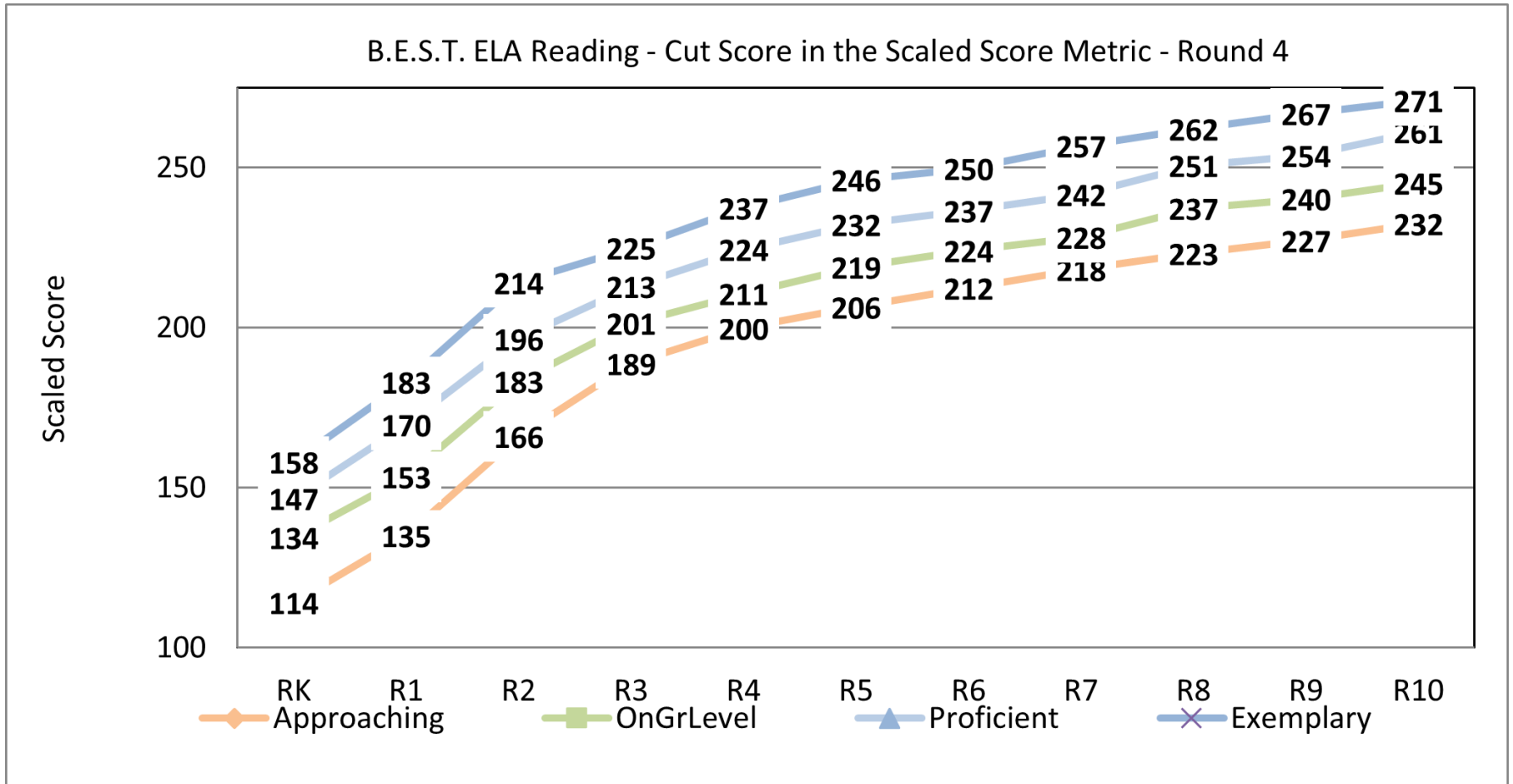
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Educator Panel Recommendations

Educator Panel: Results

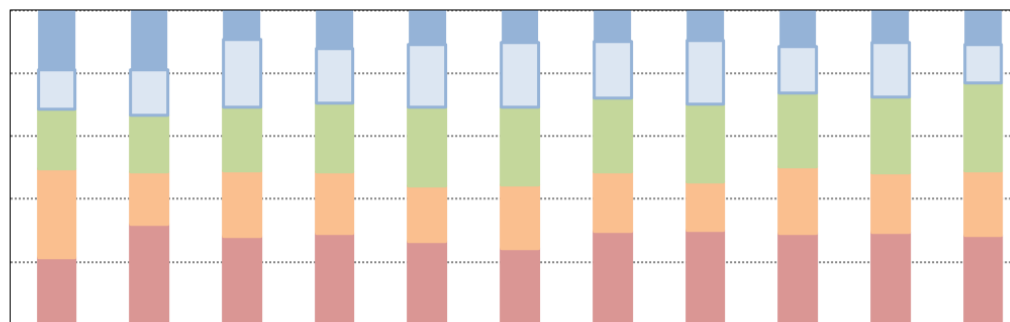
- The slides that follow show the final cut score recommendations made by the Educator Panel.
- Benchmark data was also shown to help inform judgments.
- Remember that educator panelist feedback is primarily based on **content**.
- Consider the Educator Panel's content-based recommendations and compare them to the Reactor Panel's recommendations, which take into consideration impact and benchmark data.

Educator Panel: Recommended ELA Reading Cut Scores



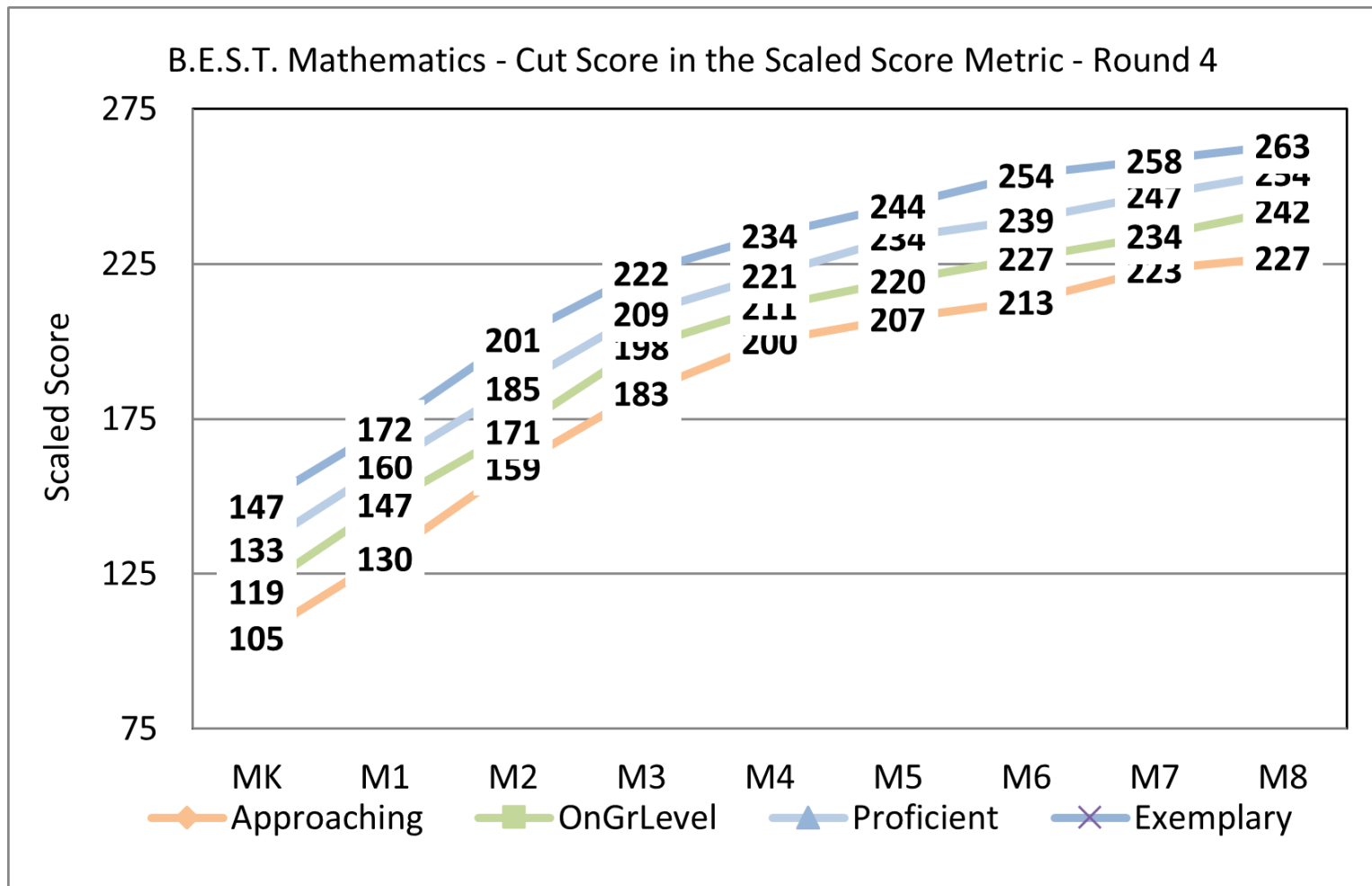
Educator Panel: % ELA Reading in Each Achievement Level

B.E.S.T. ELA Reading - Percentage of Students Within Each Achievement Level



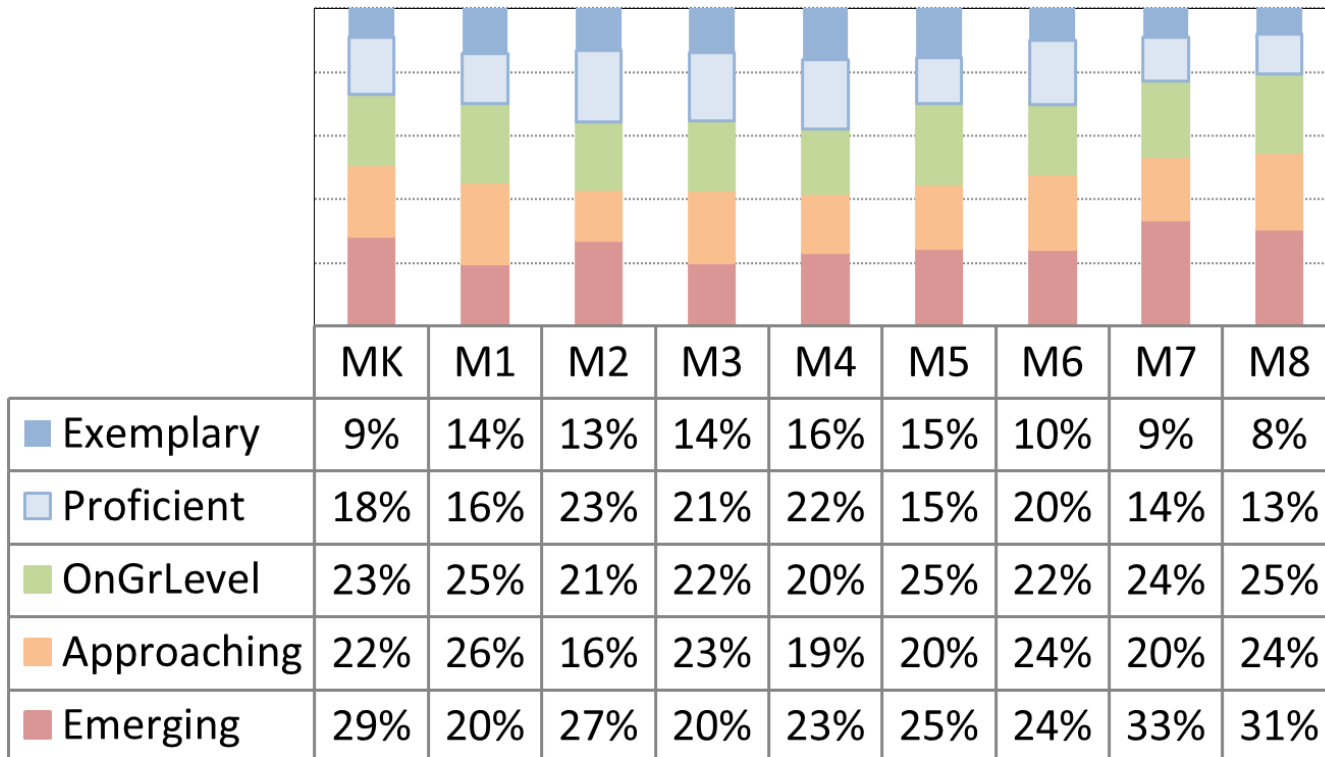
	RK	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
■ Exemplary	19%	19%	9%	12%	11%	10%	10%	10%	12%	10%	11%
■ Proficient	12%	15%	21%	18%	20%	21%	18%	20%	15%	17%	12%
■ OnGrLevel	19%	18%	20%	22%	25%	25%	24%	25%	24%	24%	28%
■ Approaching	28%	17%	21%	19%	17%	20%	19%	15%	21%	19%	20%
■ Emerging	21%	32%	28%	29%	27%	24%	30%	30%	29%	29%	29%

Educator Panel: Recommended Mathematics Cut Scores

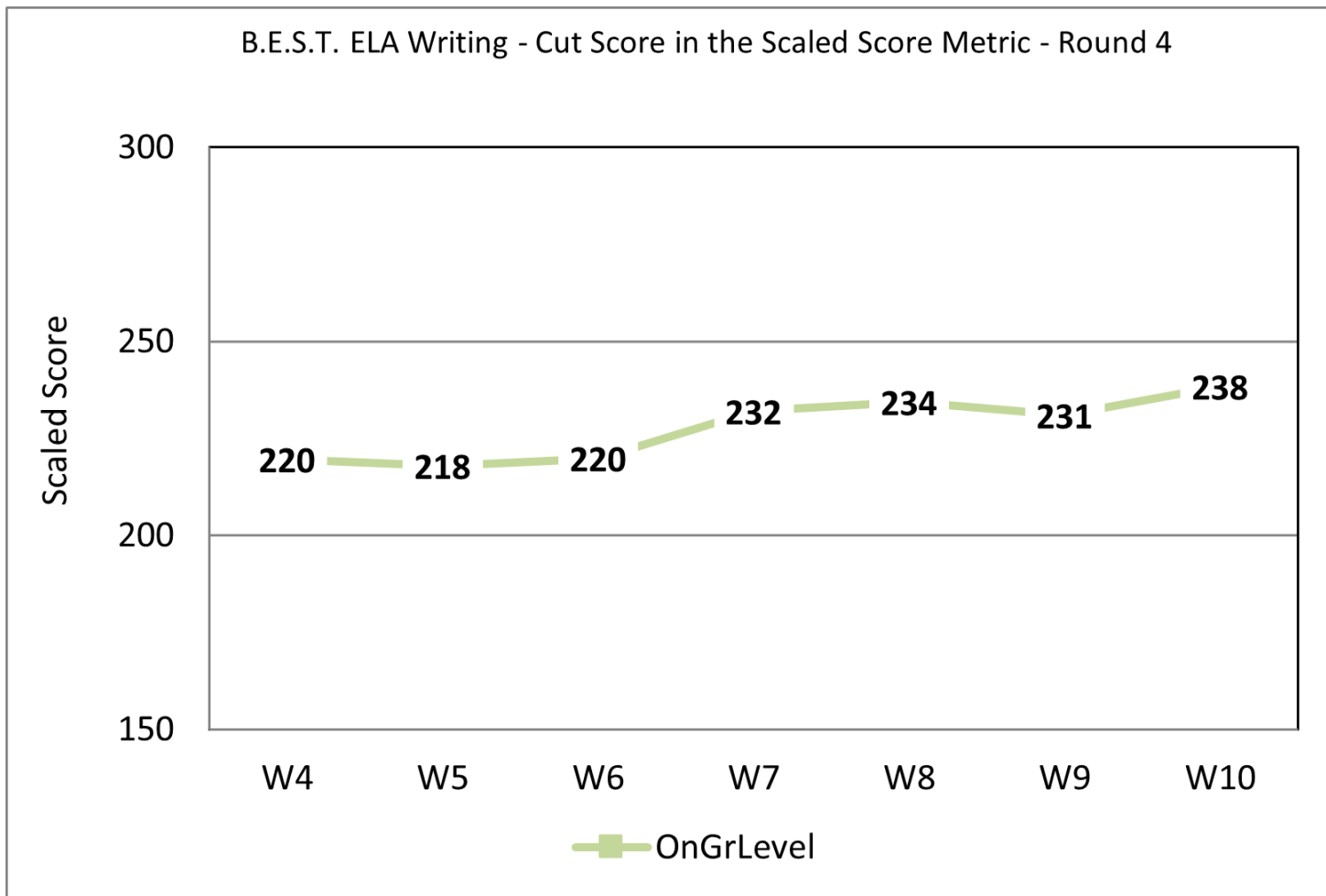


Educator Panel: % Mathematics Students in Each Achievement Level

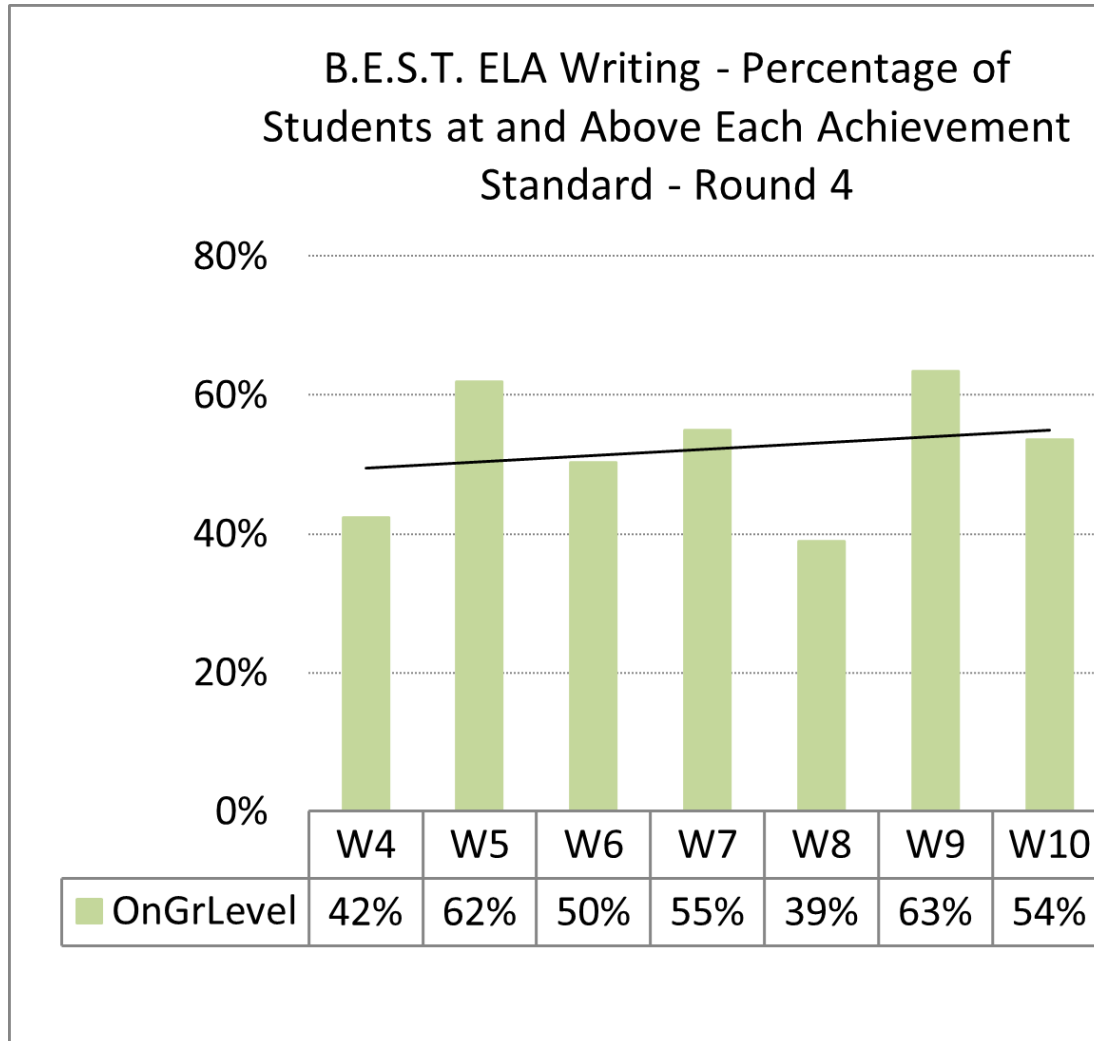
B.E.S.T. Mathematics - Percentage of Students Within Each Achievement Level



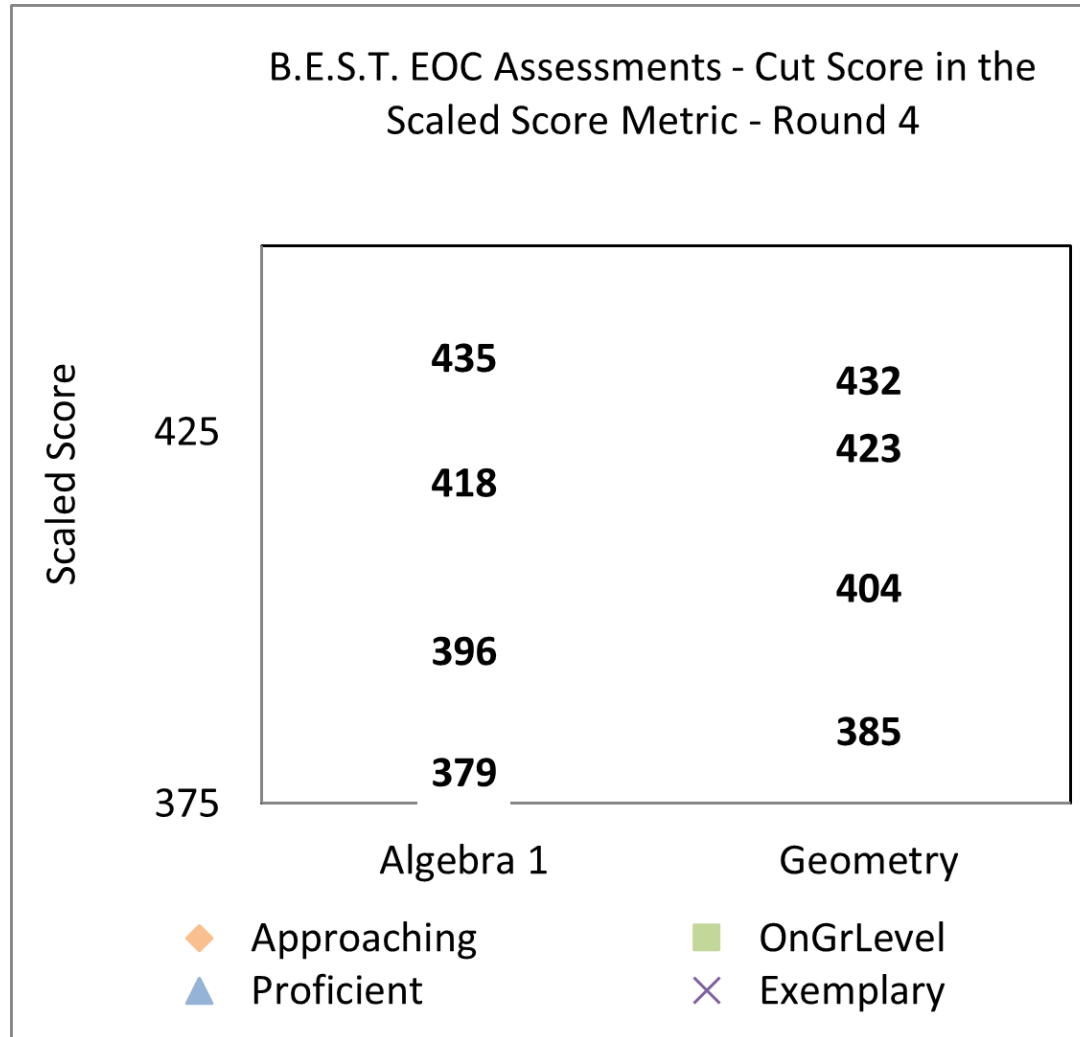
Educator Panel: Recommended ELA Writing Cut Scores



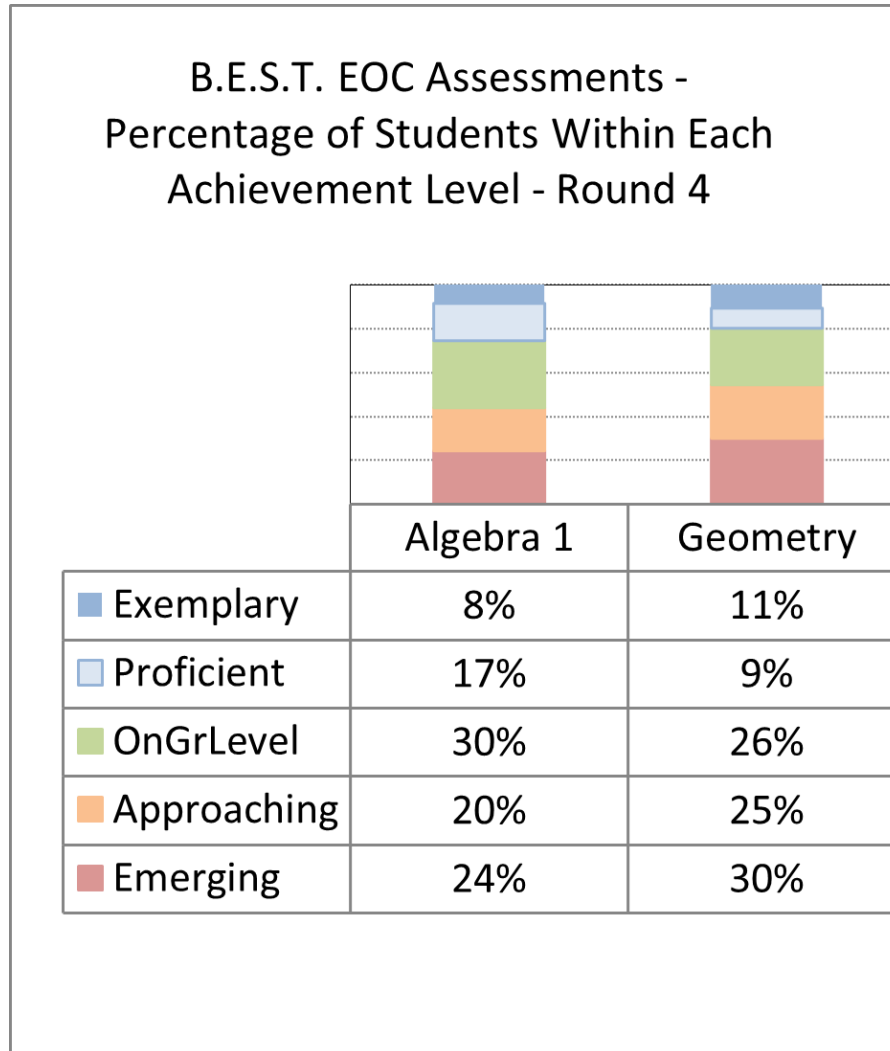
Educator Panel: % ELA Writing On Grade Level



Educator Panel: Recommended EOC Cut Scores



Educator Panel: % EOC Students in Each Achievement Level



Educator Panel: Benchmark Data

- Benchmarking provided the panelists with external referents so they could see how their recommendations compared with national and international standards.
- Benchmarking helps determine whether achievement standards are nationally and internationally competitive.
- Benchmark data are introduced during Round 4 of Standard Setting.

NAEP Benchmarks

- Panelists were shown the following Florida NAEP results:
 - Grades 3–10 ELA Reading, Grades 3 –8 Mathematics, and Algebra 1 EOCs: the NAEP 2022 administration
 - Grades 4–10 ELA Writing: National Assessment of Educational Progress (NAEP) using Florida results for ELA Writing from 2017
- Administered by the National Center for Education Statistics (NCES)
- Two-year assessment cycle
- NAEP has four achievement levels (*Below Basic, Basic, Proficient and Advanced*), while Florida’s statewide assessments have five achievement levels.

NAEP Compared to B.E.S.T.-aligned Assessments

Grade/ Subject	Educator Panel (Percent At or Above On-Grade-Level [Level 3 and Above])	Educator Panel (Percent At or Above Proficient [Level 4 and Above])	2022 NAEP (Percent At or Above Proficient)	2022 NAEP (Percent At or Above Basic)
Grade 4 ELA/Reading	56%	31%	39%	71%
Grade 4 Mathematics	58%	38%	41%	81%
Grade 8 ELA/Reading	50%	26%	29%	69%
Grade 8 Mathematics	45%	21%	23%	58%



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Reactor Panel Recommendations

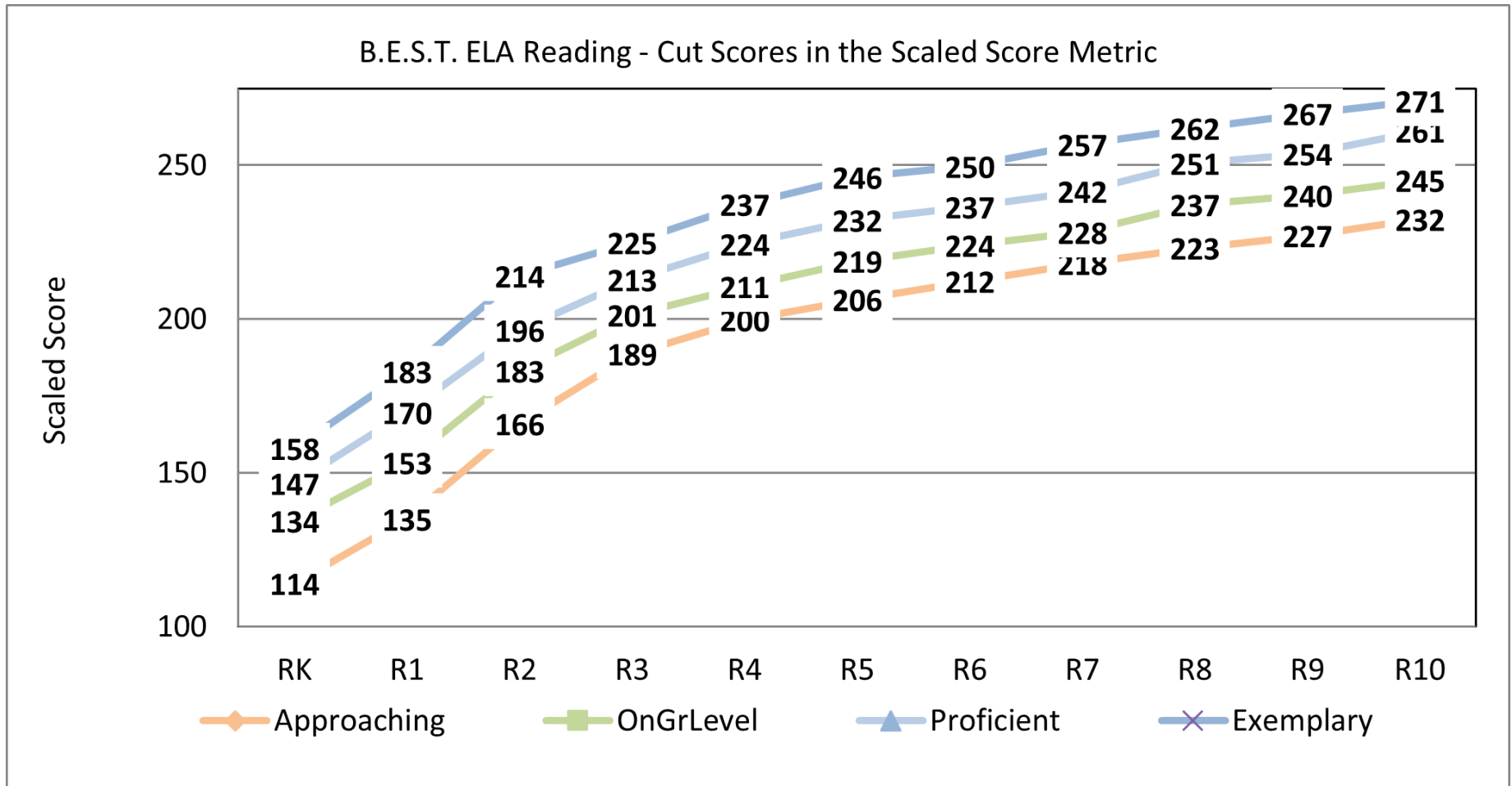
Reactor Panel: Impact Data Review

- When reviewing impact data, the Reactor Panel considered the following questions:
 - Given the description of what students should know and be able to do at each Achievement Level, are the recommendations from the Educator Panel consistent with your expectations of student achievement?
 - Given the results that you see from other Florida assessments, are the impact data based on the Educator Panel's recommendations reasonable?

Reactor Panel: Review of Educator Panel Recommendations

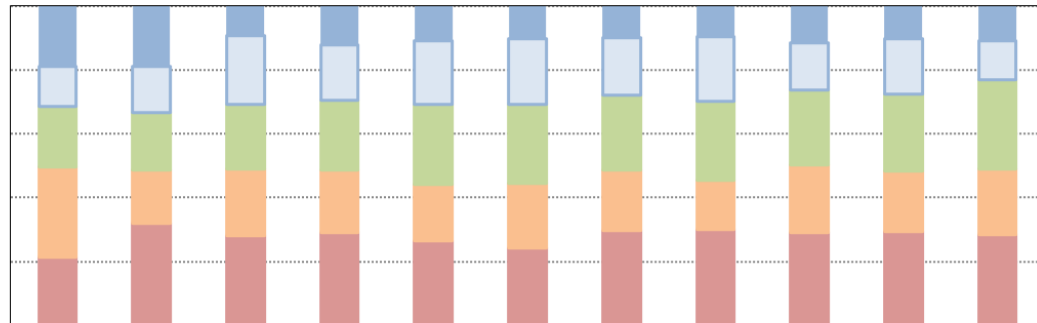
- The Reactor Panel reviewed the Educator Panel recommendations with the following guidelines in mind:
 - Like the Educator Panel, the Reactor Panel did not have to reach consensus.
 - If the Reactor Panel suggested modifications, the facilitator immediately provided new impact data using the proposed modifications.
 - If the Reactor Panel suggested any modifications, panelists provided written rationales for suggested changes.
 - Reactor Panelists were informed their recommendations would be published and considered by the general public, the Commissioner, and the State Board of Education in determining achievement level cut scores for B.E.S.T.-aligned assessments.

Reactor Panel: Recommended ELA Reading Cut Scores



Reactor Panel: Recommended ELA Reading Cut Scores

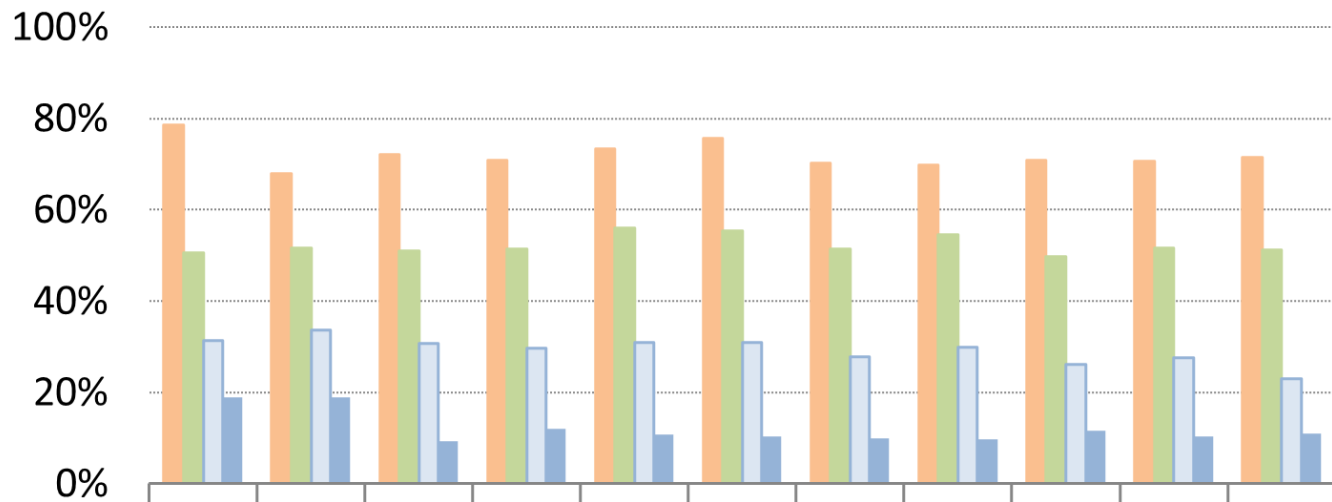
B.E.S.T. ELA Reading - Percentage of Students Within Each Achievement Level



	RK	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Exemplary	19%	19%	9%	12%	11%	10%	10%	10%	12%	10%	11%
Proficient	12%	15%	21%	18%	20%	21%	18%	20%	15%	17%	12%
OnGrLevel	19%	18%	20%	22%	25%	25%	24%	25%	24%	24%	28%
Approaching	28%	17%	21%	19%	17%	20%	19%	15%	21%	19%	20%
Emerging	21%	32%	28%	29%	27%	24%	30%	30%	29%	29%	29%

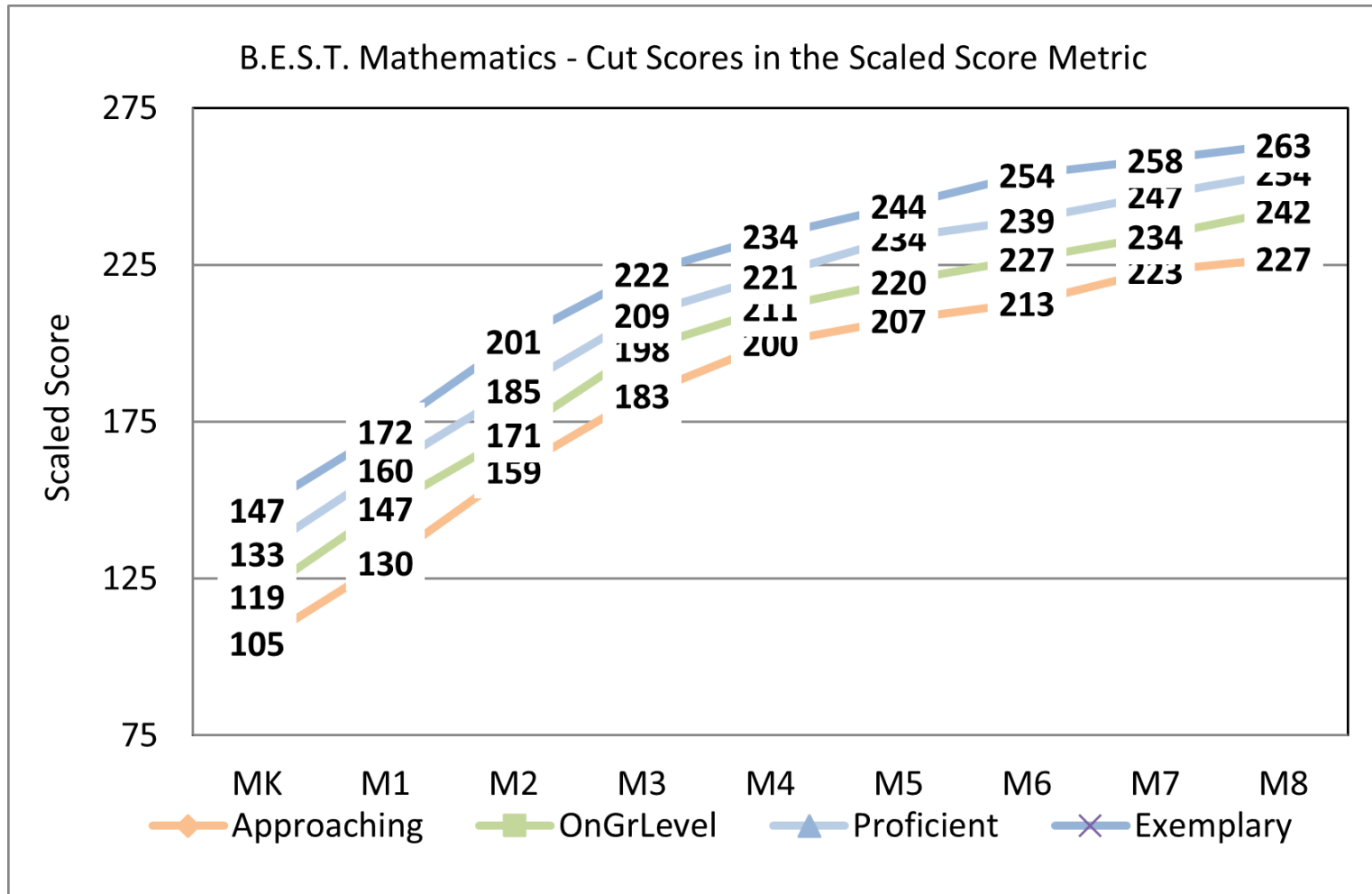
Reactor Panel: Recommended ELA Reading Cut Scores

B.E.S.T. ELA Reading - Percentage of Students at and Above Each Achievement Standard



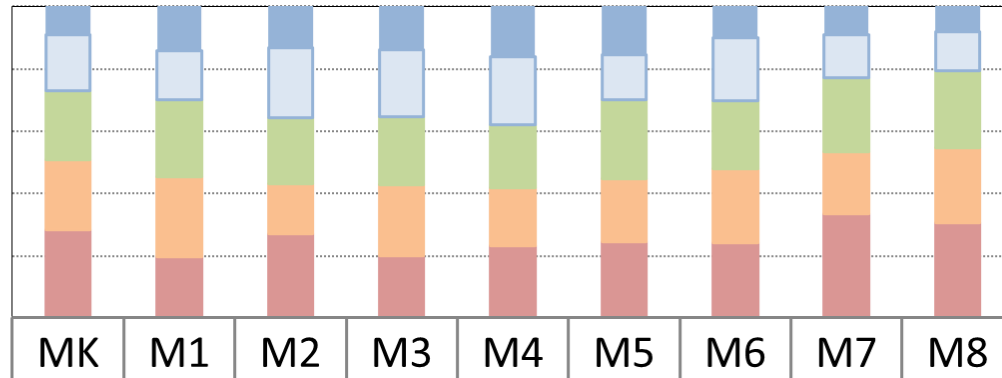
	RK	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Approaching	79%	68%	72%	71%	73%	76%	70%	70%	71%	71%	71%
OnGrLevel	51%	52%	51%	51%	56%	55%	51%	54%	50%	52%	51%
Proficient	31%	34%	31%	30%	31%	31%	28%	30%	26%	28%	23%
Exemplary	19%	19%	9%	12%	11%	10%	10%	10%	12%	10%	11%

Reactor Panel: Recommended Mathematics Cut Scores



Reactor Panel: Recommended Mathematics Cut Scores

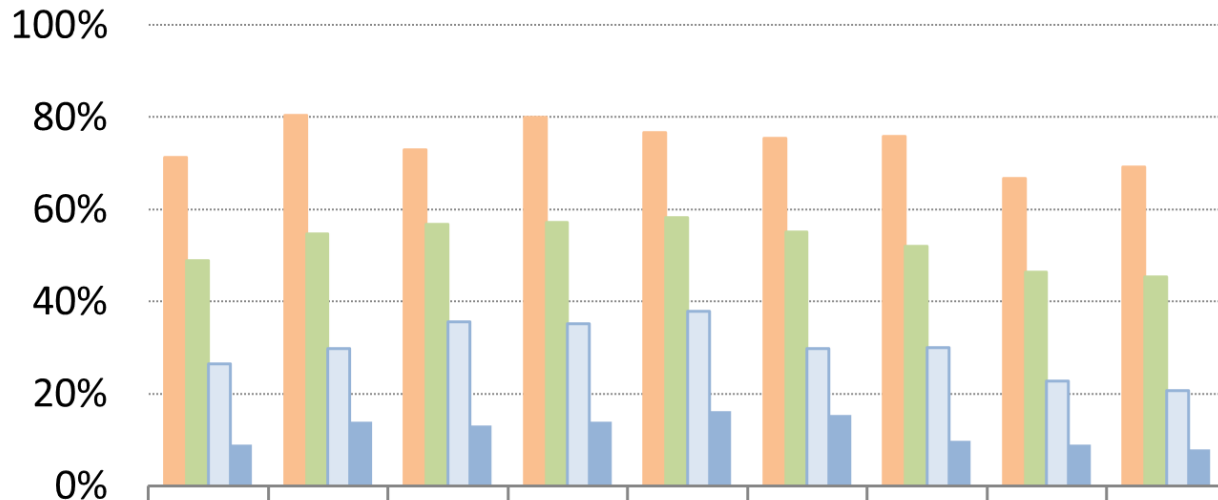
B.E.S.T. Mathematics - Percentage of Students Within Each Achievement Level



	MK	M1	M2	M3	M4	M5	M6	M7	M8
Exemplary	9%	14%	13%	14%	16%	15%	10%	9%	8%
Proficient	18%	16%	23%	21%	22%	15%	20%	14%	13%
OnGrLevel	23%	25%	21%	22%	20%	25%	22%	24%	25%
Approaching	22%	26%	16%	23%	19%	20%	24%	20%	24%
Emerging	29%	20%	27%	20%	23%	25%	24%	33%	31%

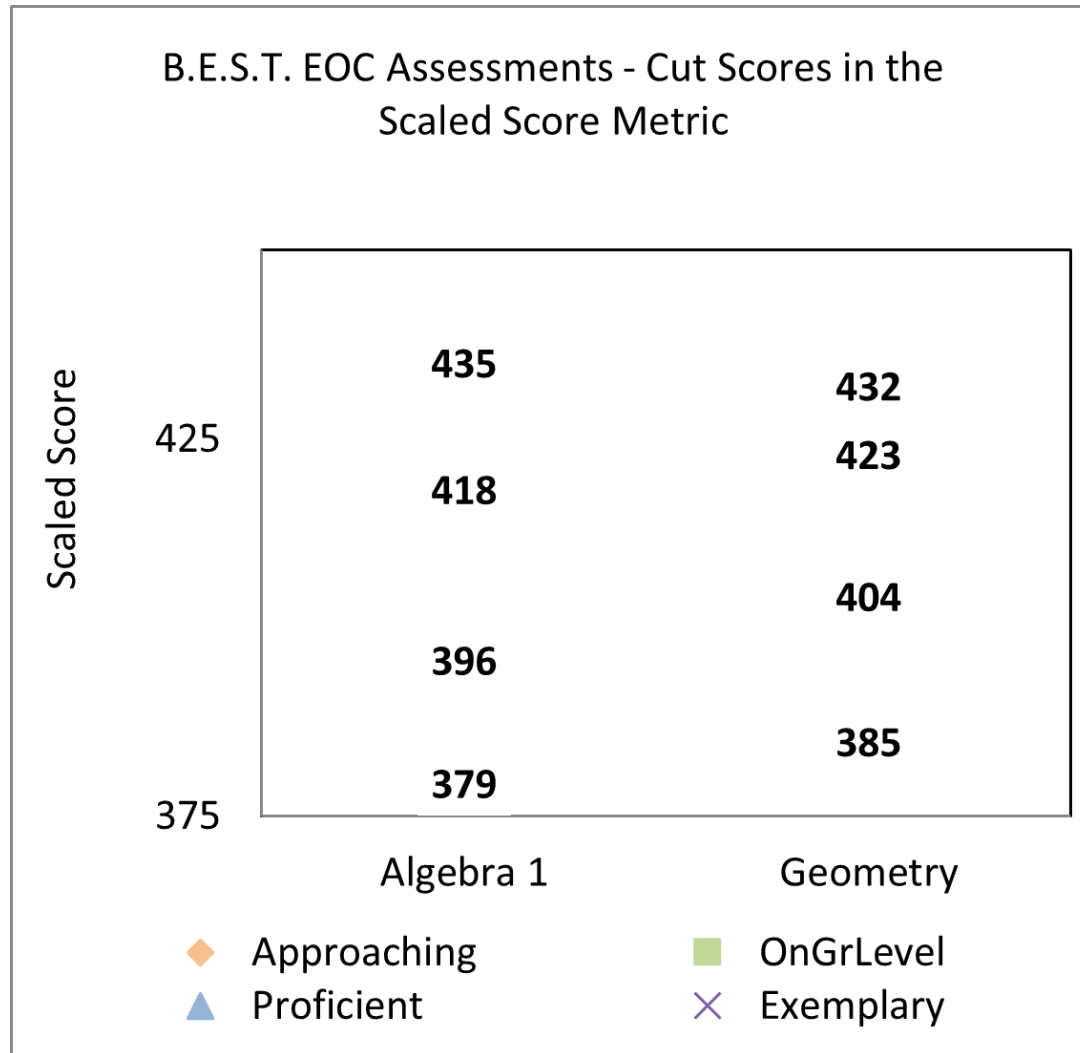
Reactor Panel: Recommended Mathematics Cut Scores

B.E.S.T. Mathematics - Percentage of Students at and Above Each Achievement Standard

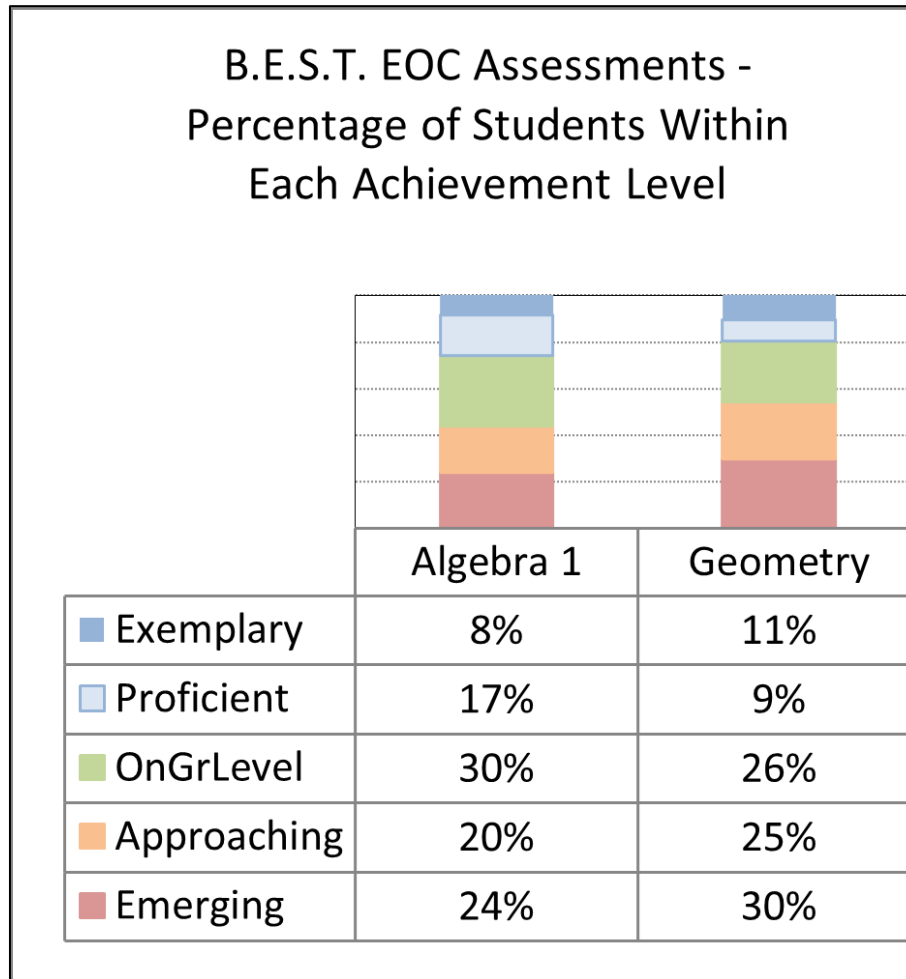


	MK	M1	M2	M3	M4	M5	M6	M7	M8
Approaching	71%	80%	73%	80%	77%	75%	76%	67%	69%
OnGrLevel	49%	55%	57%	57%	58%	55%	52%	46%	45%
Proficient	26%	30%	36%	35%	38%	30%	30%	23%	21%
Exemplary	9%	14%	13%	14%	16%	15%	10%	9%	8%

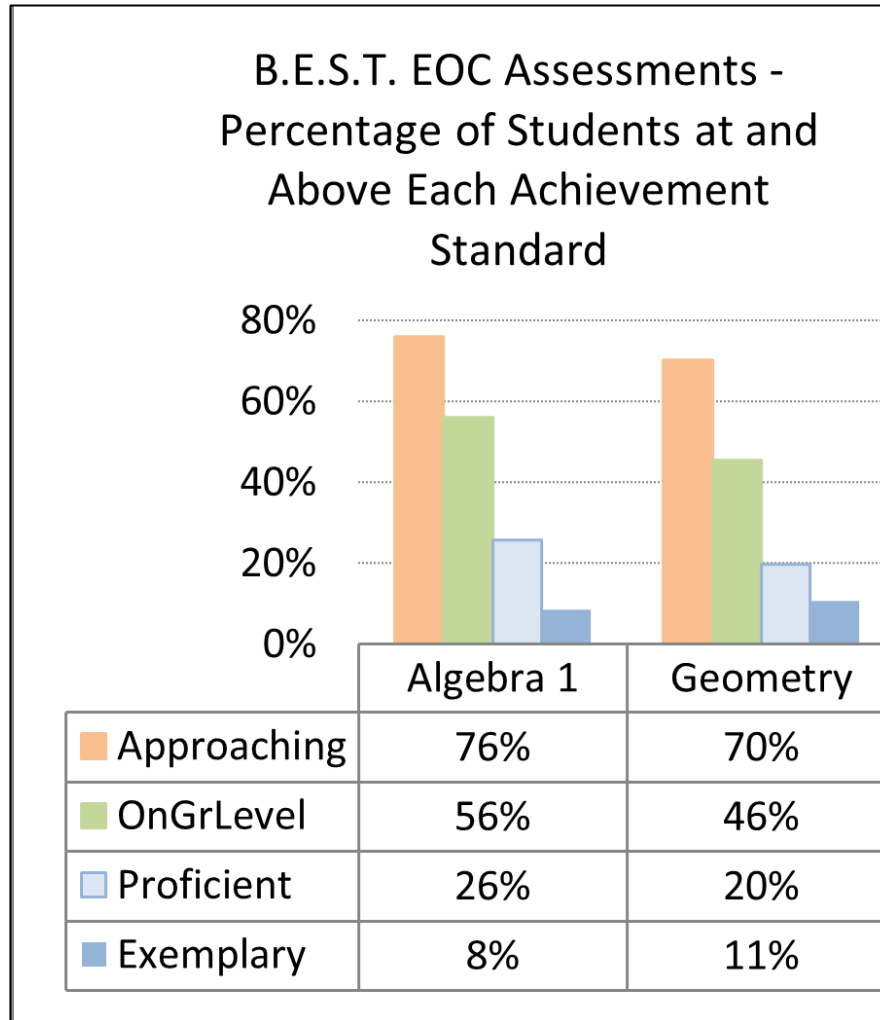
Reactor Panel: Recommended EOC Cut Scores



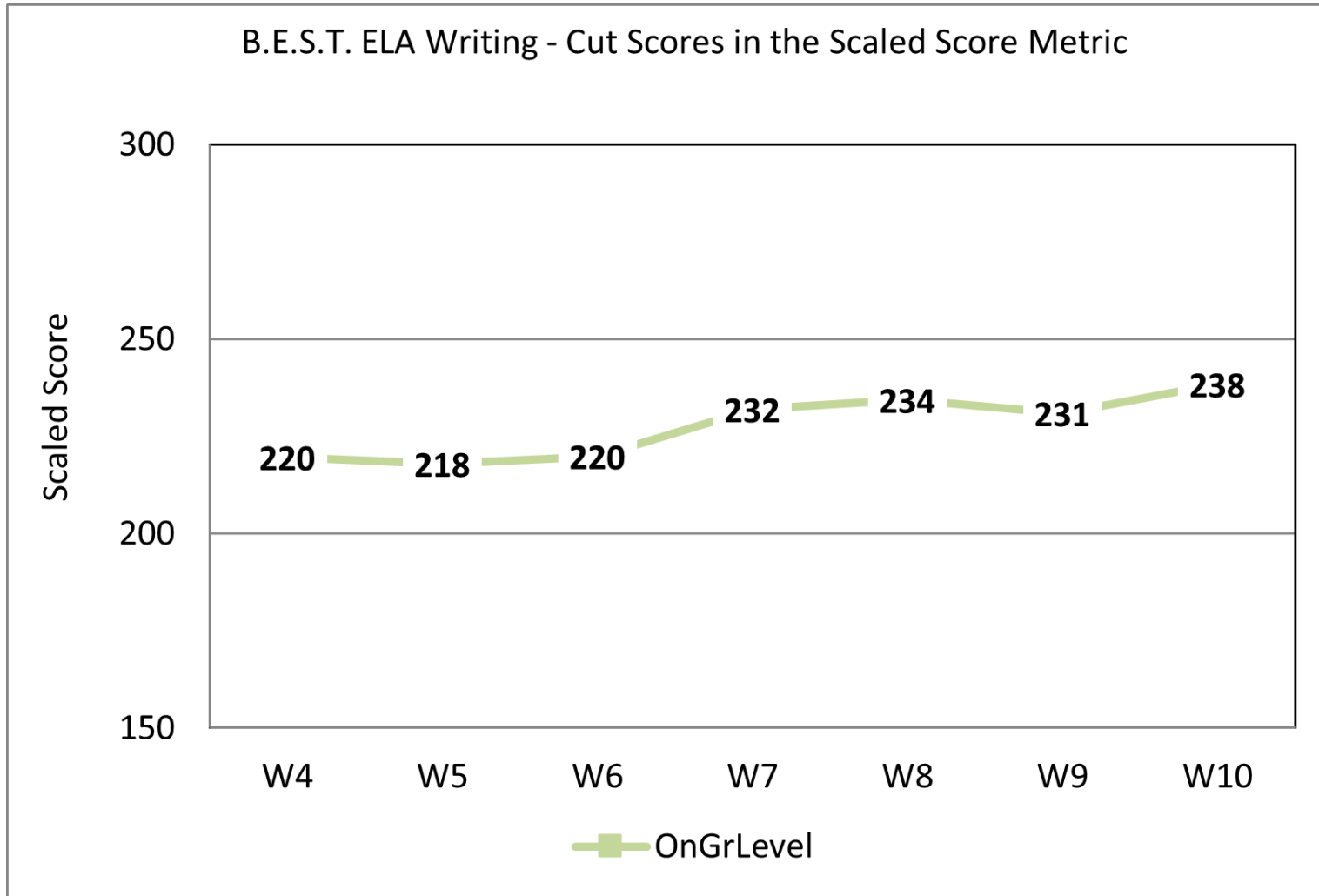
Reactor Panel: Recommended EOC Cut Scores



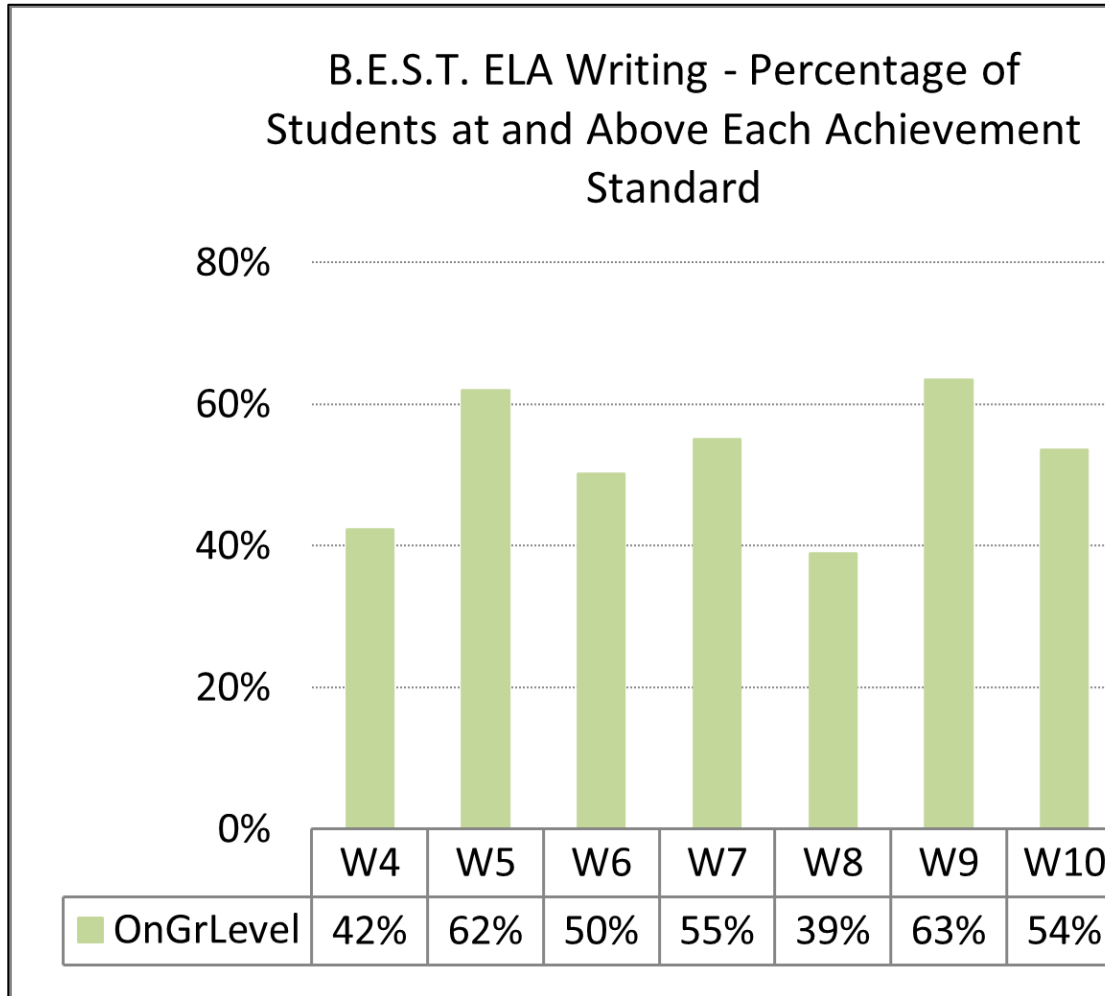
Reactor Panel: Recommended EOC Cut Scores



Reactor Panel: Recommended ELA Writing Cut Scores



Reactor Panel: Recommended ELA Writing Cut Scores



Benchmarking: Comparing B.E.S.T. Assessments to NAEP

Grade/ Subject	Reactor Panel (Percent At or Above On-Grade-Level [Level 3 and Above])	Reactor Panel (Percent At or Above Proficient [Level 4 and Above])	2022 NAEP (Percent At or Above Proficient)	2022 NAEP (Percent At or Above Basic)
Grade 4 ELA/Reading	56%	31%	39%	71%
Grade 4 Mathematics	58%	38%	41%	81%
Grade 8 ELA/Reading	50%	26%	29%	69%
Grade 8 Mathematics	45%	21%	23%	58%



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Pass Rate Comparisons: Educator and Reactor Panel B.E.S.T. Assessments Recommendations Compared to FSA

Percent 3 and Above: FSA ELA and B.E.S.T. ELA Reading

Grade	2015 FSA ELA (First Admin.)	2019 FSA ELA (Pre-pandemic)	2022 FSA ELA (Last Admin.)	2023 B.E.S.T. Educator Panel	2023 B.E.S.T. Reactor Panel
3	53%	58%	53%	51%	51%
4	54%	58%	57%	56%	56%
5	52%	56%	55%	55%	55%
6	51%	54%	52%	51%	51%
7	51%	52%	48%	54%	54%
8	55%	56%	49%	50%	50%
9	53%	55%	51%	52%	52%
10	51%	53%	49%	51%	51%

Percent 3 and Above: FSA Compared to B.E.S.T. Mathematics

Grade/ Subject	2015 FSA (First Admin.)	2019 FSA (Pre-pandemic)	2022 FSA (Last Admin.)	2023 B.E.S.T. Educator Panel	2023 B.E.S.T. Reactor Panel
3	58%	62%	58%	57%	57%
4	59%	64%	61%	58%	58%
5	55%	60%	52%	55%	55%
6	50%	55%	49%	52%	52%
7	52%	54%	46%	46%	46%
8	45%	46%	42%	45%	45%
Algebra 1	56%	62%	54%	56%	56%
Geometry	53%	57%	50%	46%	46%



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Next Steps

Commissioner's Recommendation

- The Commissioner will consider the recommendations of the Educator Panel, the Reactor Panel, and the public before making his recommendations.
- The Commissioner's recommendations will be provided to the Legislature for the statutorily-required 45-day review period, in accordance with s. 1008.22(3)(e), F.S.

State Board of Education

- A proposed amendment to [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.), including the new Achievement Level cut scores for assessments aligned to the B.E.S.T. Standards, will be presented to the State Board of Education on October 18, 2023.
- The State Board of Education will adopt new Achievement Level cut scores for assessments aligned to the B.E.S.T. Standards.

Public Input

- We invite you to provide feedback on the [2023 B.E.S.T. Standard Setting Public Input survey](#) regarding the cut scores recommended by the Standard Setting Reactor Panel.
- Responsive feedback will be shared with the Commissioner and the State Board of Education.



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