



Statewide Assessment Updates

Florida Organization of Instructional Leaders
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FLORIDA DEPARTMENT OF
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Topics

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Legislative Update



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Legislative Update

The following bills with assessment-related provisions were passed by both the House and the Senate during the 2025 Legislative Session and are currently pending until signed by the Governor:

- House Bill (HB) 443
 - Amends s. 1002.33, Florida Statutes (F.S.), to guarantee charter schools and their contractors access to the sponsor's student information system. Requires the sponsor to provide student report cards, statewide assessment and coordinated screening and progress monitoring results, and other student data to the charter school and its contractor in the manner provided to other public schools in the district.
- HB 875
 - Provides implementation timeline for new educator standards and assessment.
 - Amends s. 1012.56, F.S., effective July 1, 2029, to replace the General Knowledge (GK) concordant scores option as a means for demonstrating mastery of general knowledge with successful completion of a specified course. Adds completion of Coaching for Educator Reading and Training (CERT) program as means for demonstrating mastery of professional preparation and education competence. Exempts those who have completed a teacher prep program under the newly created s. 1012.551, F.S., from having to earn a passing score on the professional education competency examination.

Legislative Update (cont.)

The following bills with assessment-related provisions were passed by both the House and the Senate during the 2025 Legislative Session and are currently pending until signed by the Governor:

- HB 1105
 - Amends s. 1003.4282, F.S., to repeal certificates of completion and requires the Department, by January 1, 2026, to develop a document outlining education options for students who don't earn a standard diploma. Requires IEP students who have declared a certificate of completion as their intent to revise their declaration in their annual IEP review.
- HB 1255
 - Amends s. 1007.35, F.S., to add CLT10 to district testing options for the Florida Partnership.



Concordant/Comparative Scores

Concordant/Comparative Scores

- The concordant/comparative scores currently established in Rule 6A-1.09422, F.A.C., were originally adopted by the State Board of Education in July 2018 and are aligned to the FSA.
- In accordance with statute, now that a sufficient number of students have taken the Grade 10 FAST ELA Reading Assessment and the B.E.S.T. Algebra 1 End-of-Course (EOC) Assessment as well as various national assessments (e.g., ACT, CLT, SAT), the Department must determine new concordant/comparative scores aligned to these assessments.

Concordant/Comparative Scores (cont.)

- Studies to determine which scores on national assessments align to the passing scores for the FAST Grade 10 ELA Reading Assessment and the B.E.S.T. Algebra 1 EOC Assessment are complete.
- A Rule Development Workshop was conducted on May 14, 2025. Materials from the workshop can be found at <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.shtml>.
- The proposed amendment will be presented to the State Board of Education on July 16, 2025.

Proposed Concordant Scores for the FAST Grade 10 ELA Assessment

Assessment	Assessment Scale	Concordant Score
SAT Reading and Writing section	200–800	490
PSAT/NMSQT Reading and Writing section	160–760	470
PSAT 10 English and Writing section	160–760	470
ACT English and Reading subject test (averaged)	1–36	18
PreACT Secure English and Reading subject test (averaged)	1–36	18
CLT Grammar/Writing and Verbal Reasoning subject tests (sum)	0–80	39
CLT10 Grammar/Writing and Verbal Reasoning subject tests (sum)	0–80	39

- For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number.
- The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

Proposed Comparative Scores for the B.E.S.T. Algebra 1 EOC Assessment

Assessment	Assessment Scale	Concordant Score
SAT Math	200–800	420
PSAT/NMSQT Math	160–760	430
PSAT 10 Math	160–760	430
ACT Math	1–36	16
PreACT Secure Math	1–36	16
CLT Quantitative Reasoning	0–40	14
CLT10 Quantitative Reasoning	0–40	14
Statewide, Standardized Geometry EOC	Achievement Level 1–5	Achievement Level 3

Rule Implementation Timeline

- The proposed rule would allow students who entered grade 9 in the 2022–2023 school year (who would be seniors during the 2025–2026 school year) to use either the previous or the newly-adopted concordant/comparative scores to meet their assessment graduation requirements.
- Students who entered grade 9 in the 2025–2026 school year, or students who entered grade 9 in the 2023–2024 through 2024–2025 school years and have not yet earned a concordant score by the time the rule becomes effective, would be required to use the B.E.S.T.-aligned concordant/comparative scores.



FAST Median Growth

Median Growth

- Median growth is defined as the median of the scale score gain observed from one administration to another using all students who have valid scores in each administration in the 2023–2024 school year.
- To account for differences in students' baseline performance, median growth is reported by a student's achievement level in the prior PM administration (e.g., PM1 for PM1 to PM2 growth; PM2 for PM2 to PM3 growth; PM1 for PM1 to PM3 growth).
- Individual students may display very different scale score gains as compared to other students across test administrations. For any given grade and subject, some students may perform better than others across progress monitoring events, while other students may show less growth than others.

Median Growth (cont.)

- Median growth is a descriptive measure of student progress observed at the state level for each group.
- **Median growth must not be viewed as “expected” or “sufficient” growth. It is provided simply to help educators understand whether a student is progressing at a rate considered “typical” for students at a similar level and to identify whether students are performing below or above the median growth level.**

Median Growth (cont.)

- Median growth does not guarantee that a student will achieve On Grade Level (i.e., Level 3) performance. For students starting below grade level, higher growth is often needed to “catch up” to their peers. For students already performing at grade level, achieving median growth will help them maintain their On Grade Level placement throughout the year.
- For example, a grade 5 student scoring at Level 1 in PM1 ELA Reading may score 10 scale score units higher in PM2 ELA Reading, which is the median for the group. However, the 10-unit improvement may not be sufficient for this student to achieve On Grade Level performance.

Median Growth (cont.)

- As another example, a grade 7 student scoring a Level 5 in PM1 ELA Reading might score 2 scale score points lower in PM2, which is the change in median for that group in PM2 ELA Reading. While the decrease matches the median, the 2-unit decrease in scale scores does not change the fact that this student still performs at the Exemplary level.
- In summary, median growth provides a practical, data-driven way for educators to understand student progress in the context of Florida statewide performance, offering a meaningful baseline for comparison without necessarily setting aspirational goals.

Table 1. Median Growth from PM1 to PM2—By Achievement Level

Note: Achievement level is based on student performance on FAST PM1.

Subject	Grade	By Achievement Level				
		Level 1	Level 2	Level 3	Level 4	Level 5
ELA Reading	3	12	8	7	5	0
	4	9	7	6	4	0
	5	10	7	5	3	-2
	6	6	3	2	1	-2
	7	7	4	3	1	-2
	8	8	4	3	1	-2
	9	8	3	2	1	-2
	10	7	3	0	-1	-3
Mathematics	3	16	11	10	10	6
	4	11	8	8	8	4
	5	13	9	8	6	3
	6	11	8	6	7	7
	7	9	4	3	3	4
	8	14	6	2	0	-1

Median Growth – Proposed Next Steps

- The Department posted this document on the FAST Portal on 1/28/25: [FAST Median Growth](#).
- Median growth tables for 2025–2026 will be recalculated based on 2024–2025 data and the updated document will be published in fall 2025.



Reporting Resources

Resources for Parents and Families

- [Understanding FAST K–2 Reports for Families](#)
 - FAST Star Student Report
 - Family Portal Dashboard
 - Individual Student Report (ISR)
- [Understanding Statewide Assessment Reports for Families](#) (FAST 3–10, Science, EOC assessments, Florida Civic Literacy Exam [FCLE])
 - Family Portal Dashboard
 - ISR
 - Enhanced Score Report Language
- [Understanding Benchmark for Excellent Student Thinking \(B.E.S.T.\) Writing Reports for Families](#)

Resources for Teachers and Administrators

- [Florida Reporting System \(FRS\) VPK–2 Reporting Guide](#)
- [FRS Quick Guide](#)
- [FRS User Guide](#)
- [Understanding FRS Reports](#)
- [Understanding B.E.S.T. Writing Reports for Teachers](#)

Other Key Resources

- [CAT Testing FAQs for FAST K–2 and 3–10](#)
- [Fact Sheets](#)
- [Statewide Assessments Guide](#)



Grade 3 ELA Reading Summer Administration

Grade 3 FAST ELA Reading Summer Administration

- Beginning 2025, we will offer Grade 3 FAST ELA Reading in the summer.
- A score of Level 2 or above can be used for promotion purposes.
- Testing window for 2025 is July 14–25.
- No remote administrations.
- Paper-based accommodations are available for eligible students.

Grade 3 FAST ELA Reading Summer Administration

- This is an additional **optional** opportunity for students to take Grade 3 FAST ELA Reading for promotion; it is not considered a good cause exemption.
- Districts may administer Summer 2025 Grade 3 FAST ELA Reading in addition to the alternative assessment the district has selected.



Summer Bridge Program

Summer Bridge Program

6A-6.0530, Florida Administrative Code (F.A.C.), Summer Bridge Program.

(1) Purpose. The purpose of this rule is to set forth the requirements of the Summer Bridge Program in accordance with s. 1008.25(5)(b), F.S. These programs are provided by school districts before enrollment in kindergarten to eligible Voluntary Prekindergarten (VPK) children from private and public VPK providers.

Summer Bridge Program (cont.)

(2) Student Eligibility. A VPK student who scores below the tenth (10th) percentile on Progress Monitoring (PM) 3 as set forth in Rule 6M-8.620, F.A.C., or who had a non-participation status of “assessment inappropriate,” “failed practice,” or “non-English speaker” on PM3 is eligible to participate in the Summer Bridge Program the summer before entering kindergarten.

Summer Bridge Program (cont.)

(3) Parental Notification. Every VPK program will provide a parent with the results of PM3 in accordance with Rule 6M-8.620, F.A.C., including a statement of student eligibility for the Summer Bridge Program.

- The Division of Early Learning (DEL) will work with Early Learning Coalitions (ELCs) to ensure notifications of eligibility are sent.

Summer Bridge Program (cont.)

Because the program is run by the public school district, our office is working with DEL and Cambium to explore ways to get DACs access to VPK student data for eligible students in a timely manner.

- VPK PM3 preliminary file extracts
- District Kindergarten enrollment files



Retest Policy Updates

Retest Policy

Suspected Irregularity:

- It is reported that a testing room was not well supervised, and it is suspected that students may not have worked independently.
- A student is observed by another student or is overheard talking about using a phone during testing to look up answers but does not admit to using a phone when questioned.
- A student in a testing room has anomalous score results, such as attaining an achievement level that is vastly inconsistent with the classroom and other assessment performance for that student.

Retest Policy (cont.)

- For situations with an anomalous score or suspected irregularity, students must be retested in a one-on-one closely supervised setting with a different test administrator (TA) than the original TA.
- The Department will not provide suspected irregularity information to districts. All requests must come from observed anomalies at the local level.
- Reset test scores remain in Cambium's system. If the retest confirms that the original performance is accurate, the district may request to reset the second test and release the original score.



Released Tests

Proposed Released Test Timeline

Below is the current timeline for the release of operational tests in accordance with s. 1008.22(8), F.S.

June 30, 2024	June 30, 2025	June 30, 2026
Grade 3 ELA Reading & Mathematics	Grade 5 ELA Reading & Mathematics	Grade 4 ELA Reading & Mathematics
Grade 6 ELA Reading & Mathematics	Grade 8 ELA Reading & Mathematics	Grade 7 ELA Reading & Mathematics
Grade 8 Science	Grade 5 Science	Biology 1
Grade 10 ELA Reading	Grade 9 ELA Reading	
Algebra 1	Geometry	
Civics	U.S. History	

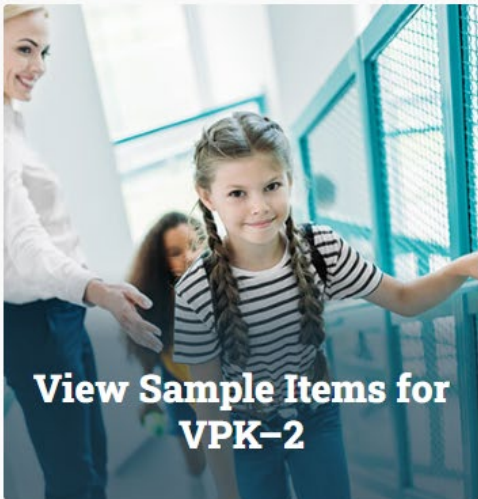
Released Tests (cont.)

- Released tests are accessed through the Sample Items card on the [Portal](#).

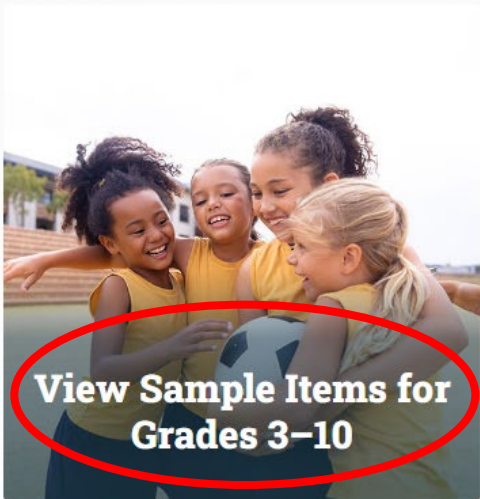
Prepare for the FAST

The FAST is administered to students in grades VPK-2 and 3-10.

Select the appropriate card to the right to view sample items for VPK-2 or to view sample items for Grades 3-10.



View Sample Items for VPK-2



View Sample Items for Grades 3-10

- After you log in to the sample items site and select the grade-level you want to see, select the “2024 Released Tests” tile to see the available released tests for that grade-level.

Released Tests (cont.)

- The [Test Release Support Document](#) is posted on the portal to provide additional information, including:
 - answer keys;
 - the percentage of students that answered each item correctly;
 - the reporting category that each item was reported in; and
 - item benchmark information.

QUESTIONS?

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