Florida Charter School Conference
Statewide Assessment Update

October 20, 2022

Vince Verges
Assistant Deputy Commissioner
Accountability, Research, and Measurement

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Topics

- FAST/B.E.S.T. Resources
- FAST Reporting
- Promotion and Graduation Requirements
- Graduation Pathways for ESOL Students
- New Testing Time Reporting Requirement
- Standard Setting
- FCLE Background and Updates
- Introduction to Computer-Adaptive Testing

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

FAST/B.E.S.T. Resources

FAST/B.E.S.T. Resources

- The following resources are currently available on the FDOE website:
  - Updated 2022–2023 Statewide Assessment Schedule
  - B.E.S.T. Standards Achievement Level Descriptions
  - Test Design Summaries: ELA (Reading and Writing) and Mathematics, including B.E.S.T. EOCs
  - B.E.S.T. Writing Rubrics
  - Florida Statewide Assessments Calculator and Reference Sheet Policies

FAST/B.E.S.T. Resources (cont.)

- The following K–2 resources are currently available on the FAST portal:
  - Test Administration Manuals
    - Star Early Literacy Test Administration Manual
    - Star Math Test Administration Manual
    - Star Reading Test Administration Manual
    - Star Assessments Accommodations FAQ
  - Sample Test Materials
    - Renaissance Star Early Literacy Sample Test Items
    - Renaissance Star Math Sample Test Items
    - Renaissance Star Reading Sample Test Items

FAST/B.E.S.T. Resources (cont.)

- The following grades 3–10 and EOC resources are currently available on the FAST portal:
  - Manuals and Guides
    - 2022–2023 Grades 3–10 FAST Progress Monitoring Administration Manual—PM1/PMs
    - 2022–2023 Test Administration and Security Agreement
    - 2022–2023 Statewide Assessments Accommodations Guide
    - 2022–2023 TIDE User Guide
  - Remote Testing
    - 2022–2023 FLVS-Flex Remote Testing Guide for Students and Families
    - 2022–2023 FAST Remote Proctoring for Students and Families

FAST/B.E.S.T. Resources (cont.)

- The following grades 3–10 and EOC resources are currently available on the FAST portal:
  - Sample Test Materials
    - 2022–2023 Practice Test and Sample Test Materials Guide
    - Sample Test Materials Sign In Page
  - Other
    - FAST/B.E.S.T./FSA Mathematics Reference Sheets Packet
    - Calculator and Reference Sheet Policies for Florida Statewide Assessments
    - FAST 3–10 Roster Suggestions
    - Supported Devices for Cambium Assessments

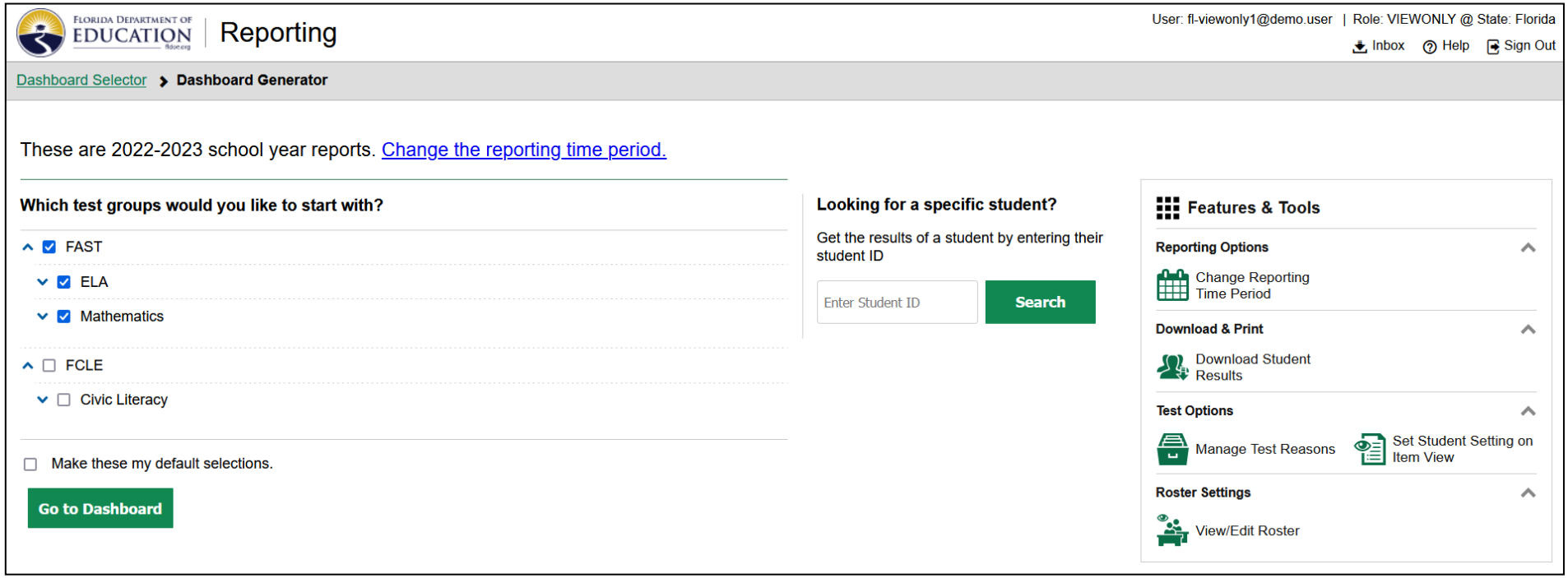
FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

FAST Reporting

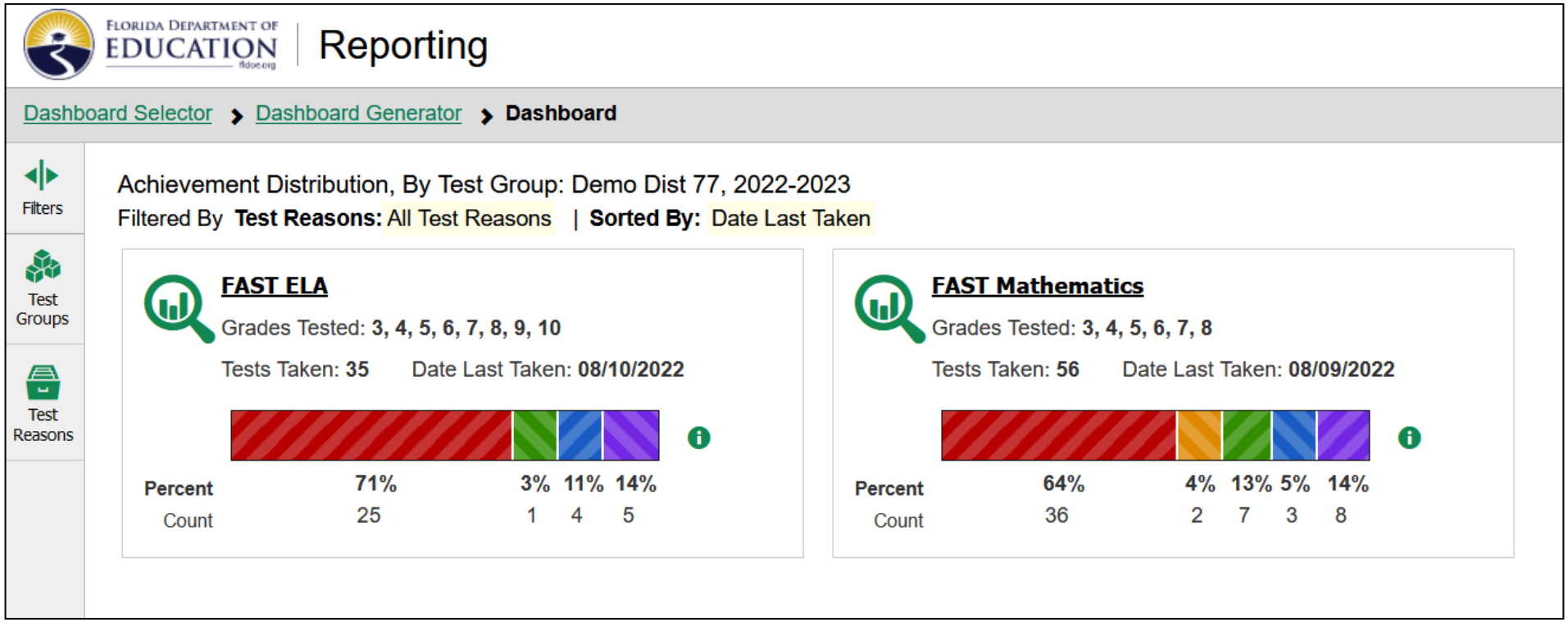
Benefits of Reporting FAST via the Florida Reporting System (FRS)

1. Results in FRS are available virtually immediately.
2. All results (PM1, PM2, and PM3) are available in a single system, making it easy for teachers to track progress.
3. FRS makes it easy for teachers to quickly identify strengths and weaknesses and group students accordingly.
   - Reporting category for the class
   - Standard level strengths and weaknesses
4. FRS makes it easy to monitor progress throughout the year and adjust instructional groupings as needed.
   - Trend reports

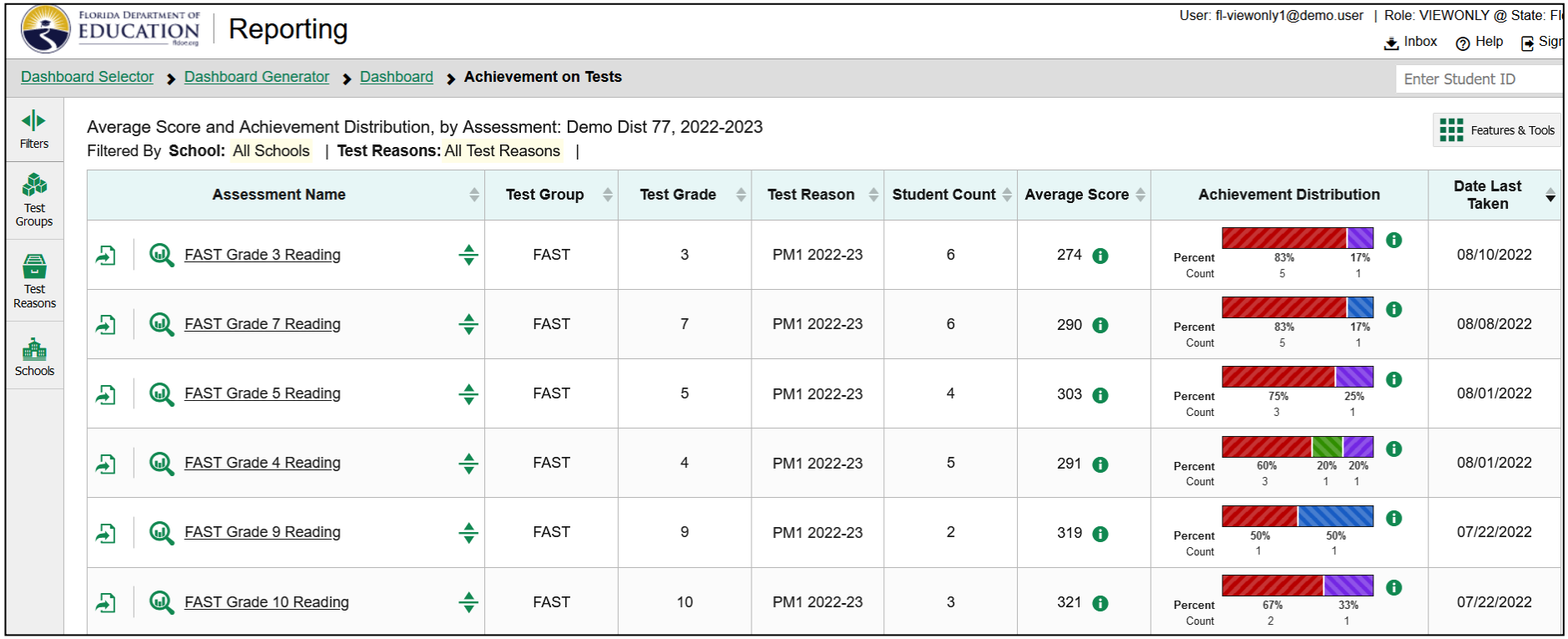
Dashboard Selector



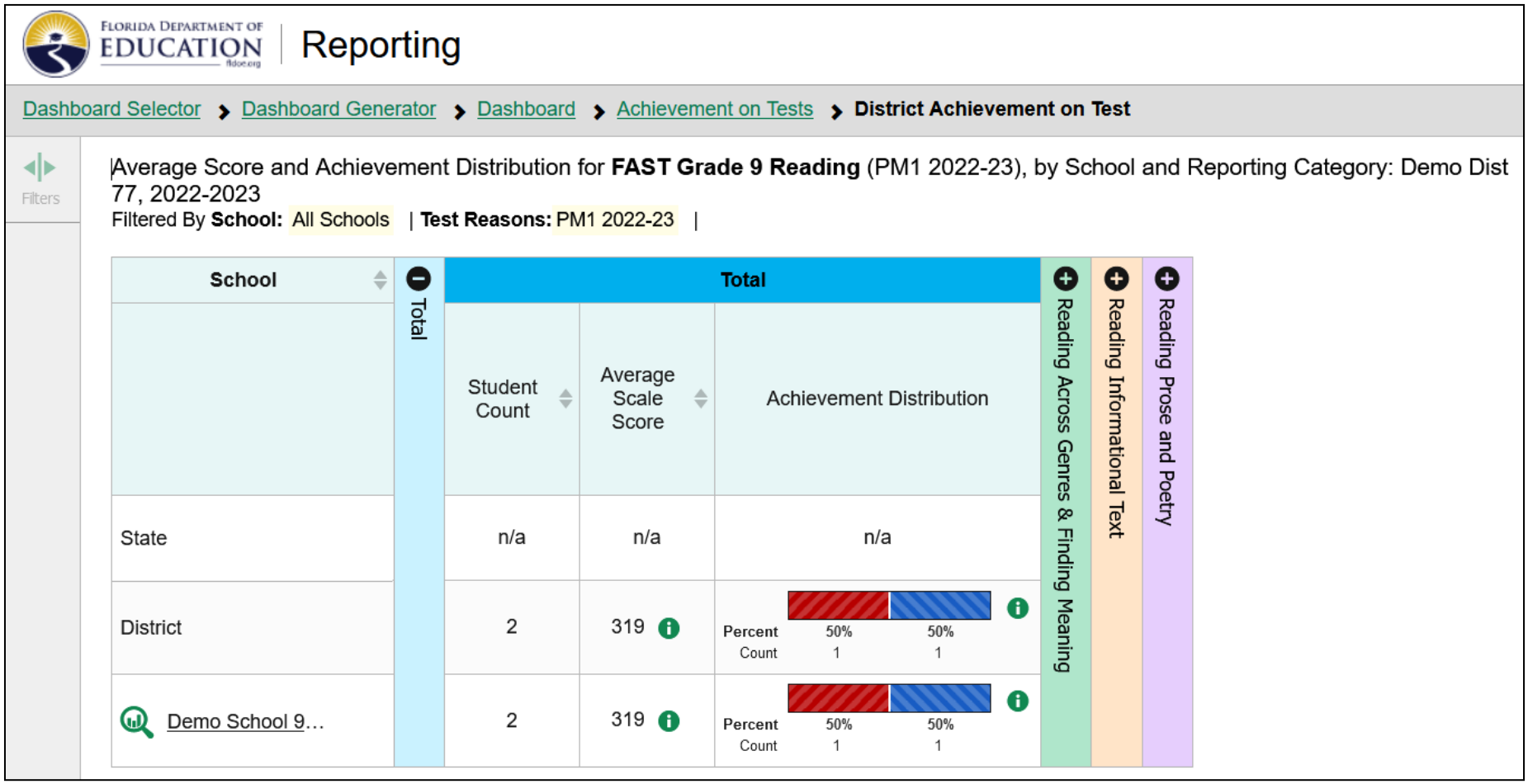
District-Level Dashboard



Results by Test for All Schools in Your District



Results by Schools within District



Florida Department of Education | Reporting

Dashboard Selector › Dashboard Generator › Dashboard › Achievement on Tests › **District Achievement on Test**

Filters

Average Score and Achievement Distribution for **FAST Grade 9 Reading** (PM1 2022-23), by School and Reporting Category: Demo Dist 77, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** PM1 2022-23 |

School	Total	Total			Reading Across Genres & Finding Meaning	Reading Informational Text	Reading Prose and Poetry
		Student Count	Average Scale Score	Achievement Distribution			
State		n/a	n/a	n/a			
District		2	319	Percent 50% 50% Count 1 1			
Demo School 9…		2	319	Percent 50% 50% Count 1 1			

Results by Roster

FLORIDA DEPARTMENT OF EDUCATION | Reporting

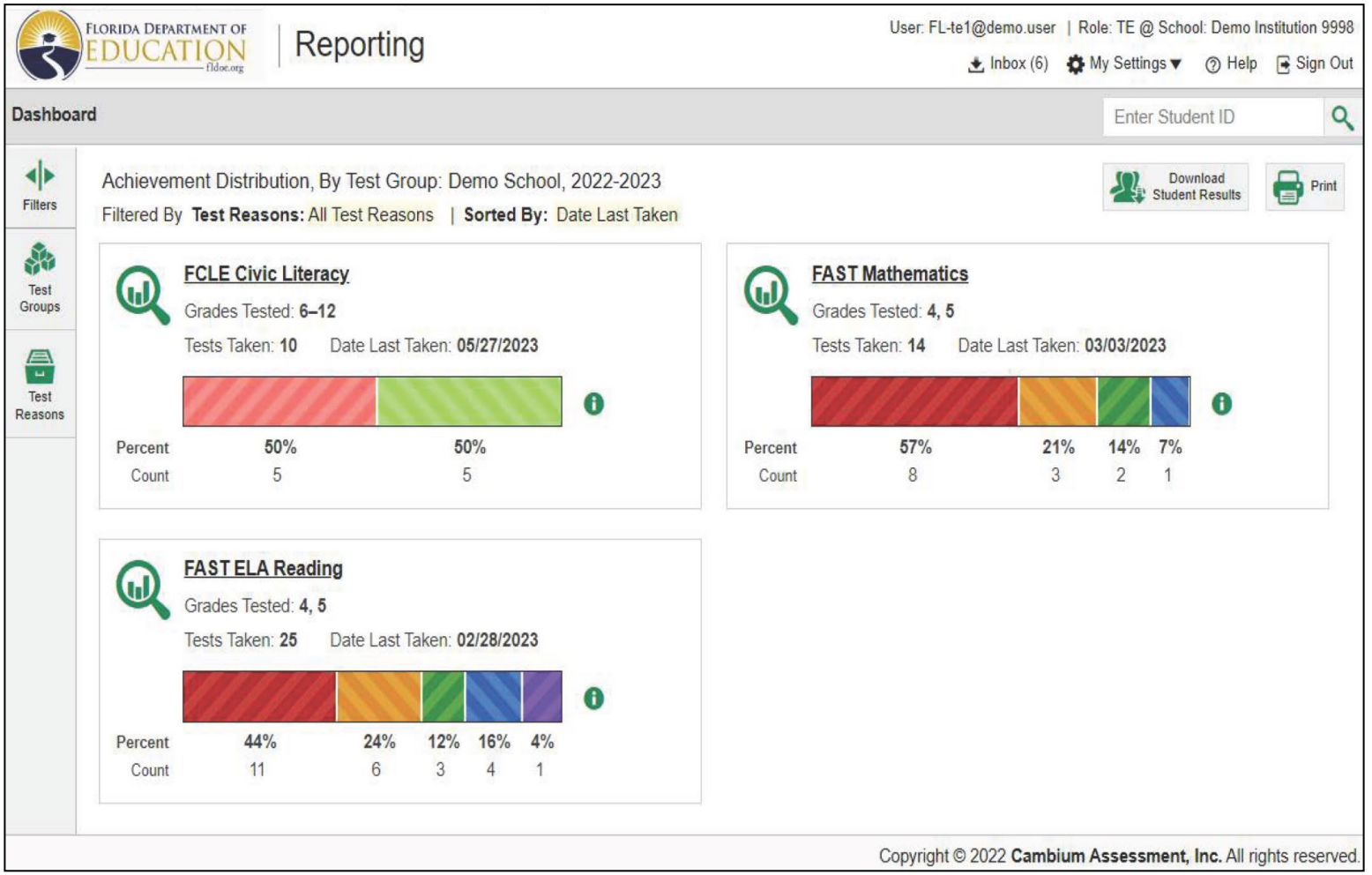
User:

Dashboard Selector › Dashboard Generator › Dashboard › Achievement on Tests › District Achievement on Test › **School Achievement on Test**

Filters

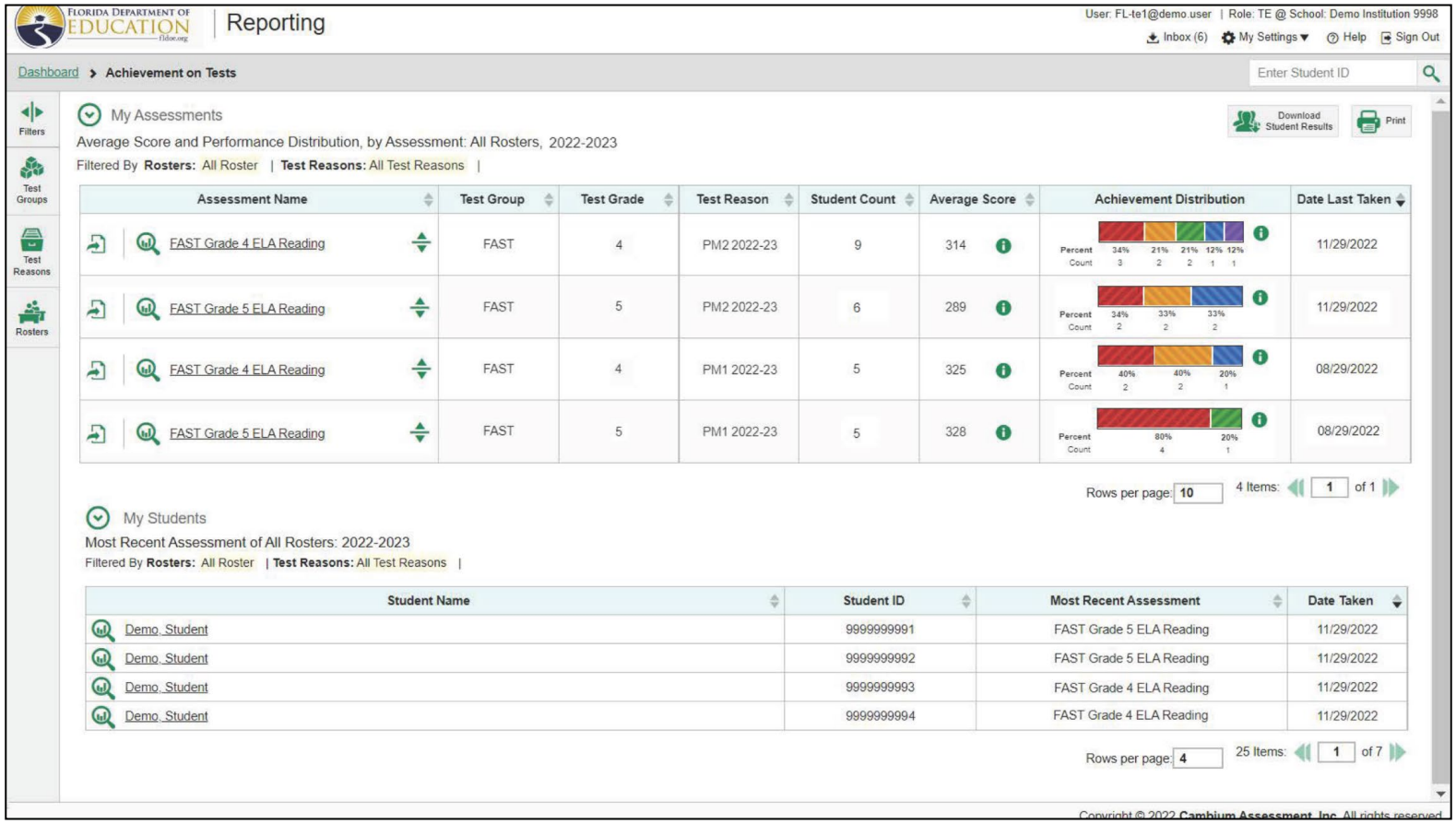
Roster	Teacher	Total	Total				Reading Across Genres & Finding Meaning	Reading Informational Text	Reading Prose and Poetry
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution			
State			n/a		n/a	n/a			
District			2		319	Percent 50% 50% Count 1 1			
School			2		319	Percent 50% 50% Count 1 1			
(students not in any ros…			2		319	Percent 50% 50% Count 1 1			

Teacher's Dashboard View

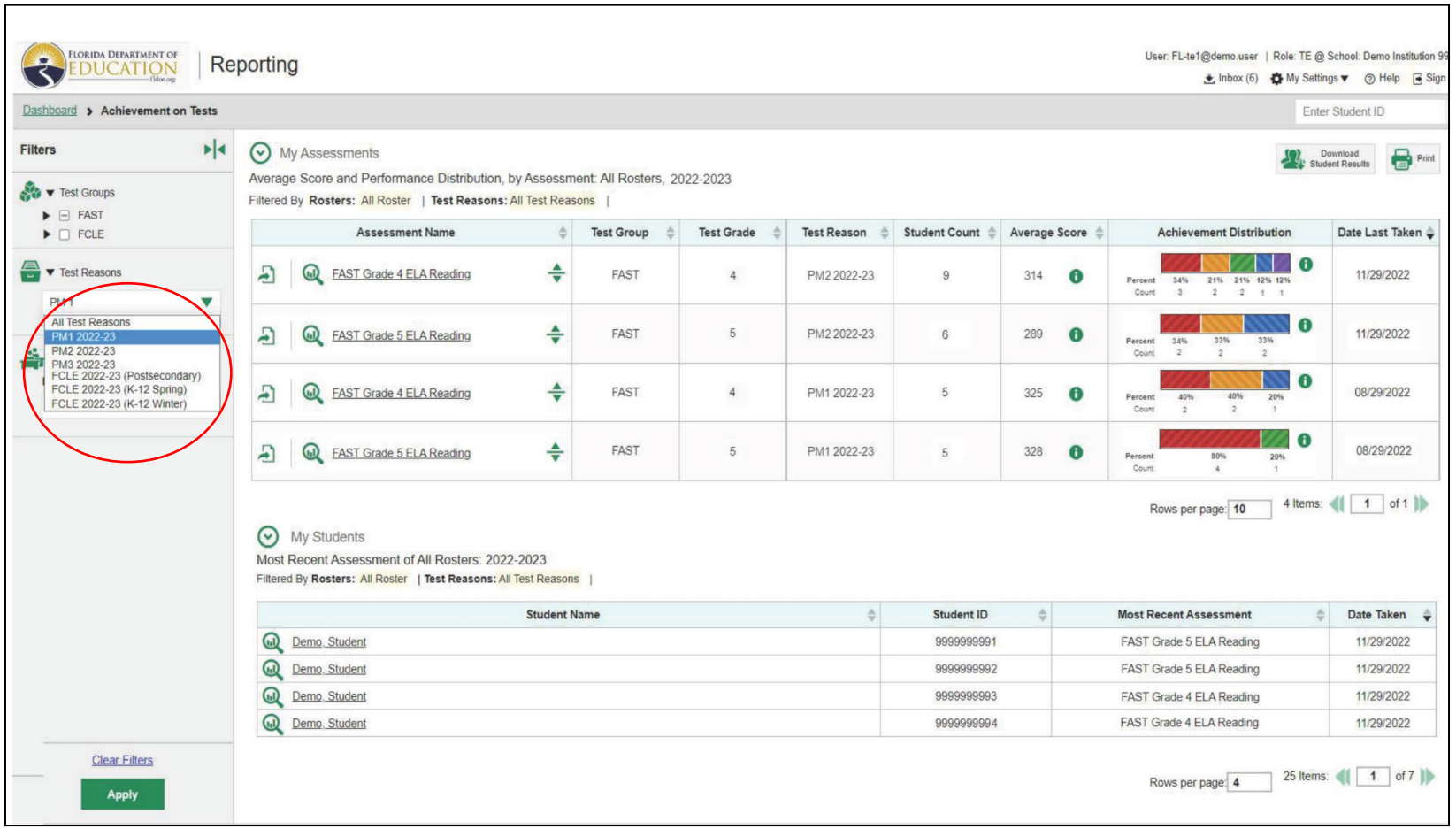


- Teachers see all tests for the students rostered to them.

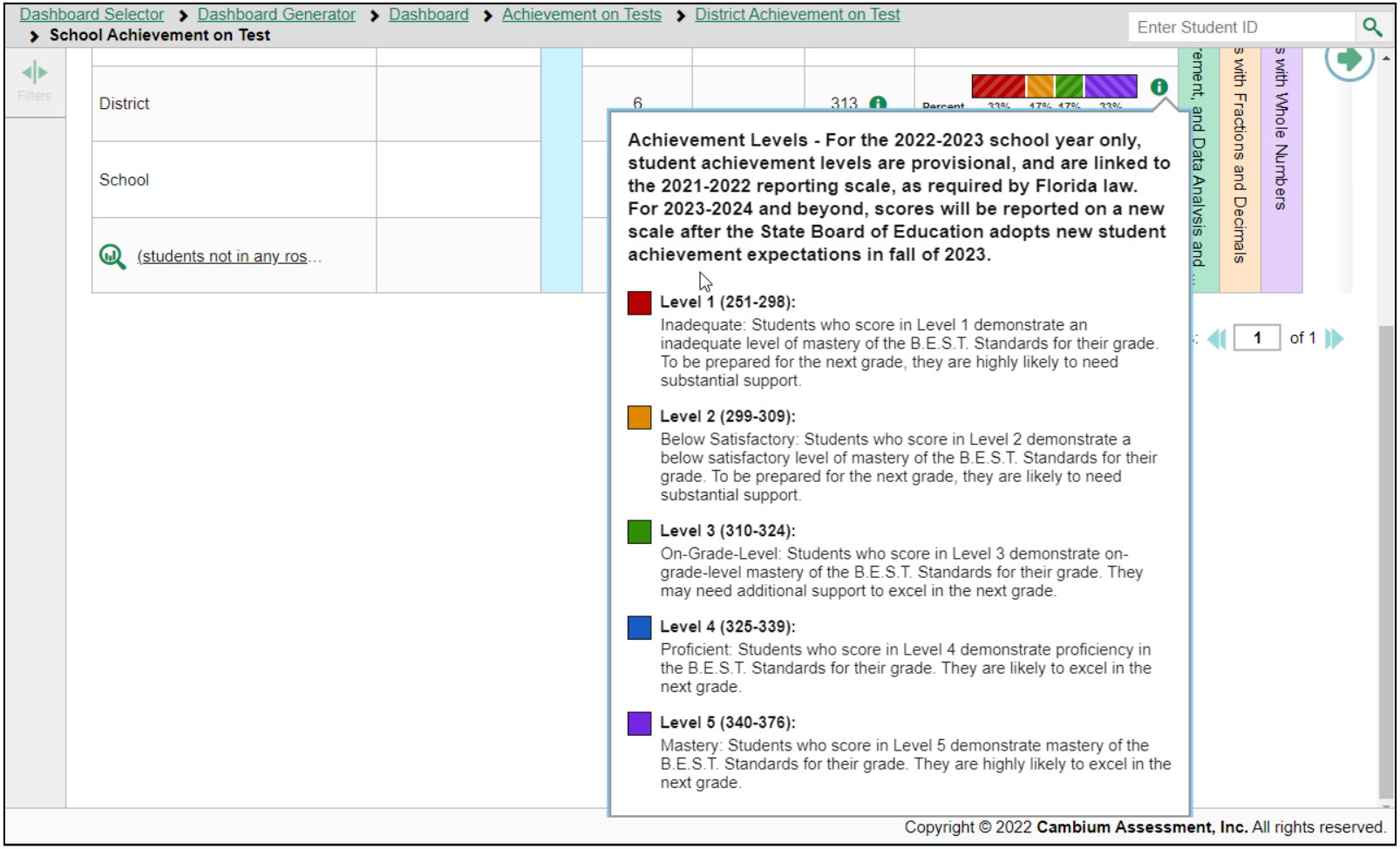
- The teacher sees two tables: all tests taken by their students and a listing of all students.
- Measures: test name, tested grade, test reason (PM1, PM2, PM3), number of students who have completed and submitted the test, average score for all of the tests taken, achievement level distribution



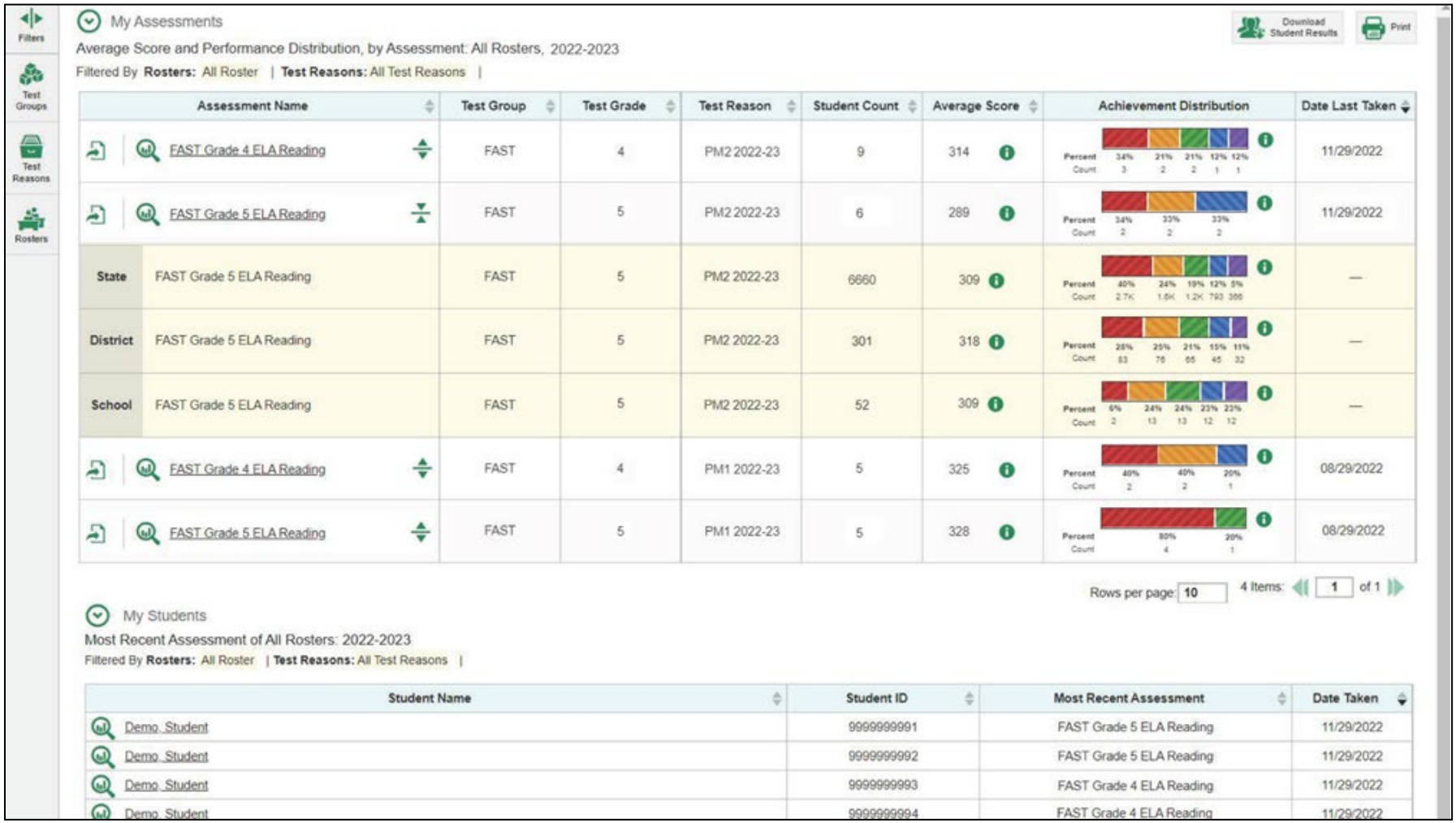
- Filters allow the teacher to select a single test or multiple tests.
- Filters: select data for specific tests and opportunities



- The definition of achievement levels is available by clicking on the icon.



- To provide teachers with some context for their class-level and roster-level performance, comparison scores for the state, district, and school are displayed.



My Assessments

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Download Student Results | Print

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Achievement Distribution	Date Last Taken
FAST Grade 4 ELA Reading	FAST	4	PM2 2022-23	9	314	Percent 34% 21% 21% 12% 12% / Count 3 2 2 1 1	11/29/2022
FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	6	289	Percent 34% 33% 33% / Count 2 2 2	11/29/2022
State FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	6660	309	Percent 40% 24% 19% 12% 5% / Count 2.7K 1.6K 1.2K 793 366	—
District FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	301	318	Percent 28% 25% 21% 15% 11% / Count 83 76 65 45 32	—
School FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	52	309	Percent 6% 24% 24% 23% 23% / Count 2 13 13 12 12	—
FAST Grade 4 ELA Reading	FAST	4	PM1 2022-23	5	325	Percent 40% 40% 20% / Count 2 2 1	08/29/2022
FAST Grade 5 ELA Reading	FAST	5	PM1 2022-23	5	328	Percent 80% 20% / Count 4 1	08/29/2022

Rows per page: 10 | 4 Items: 1 of 1

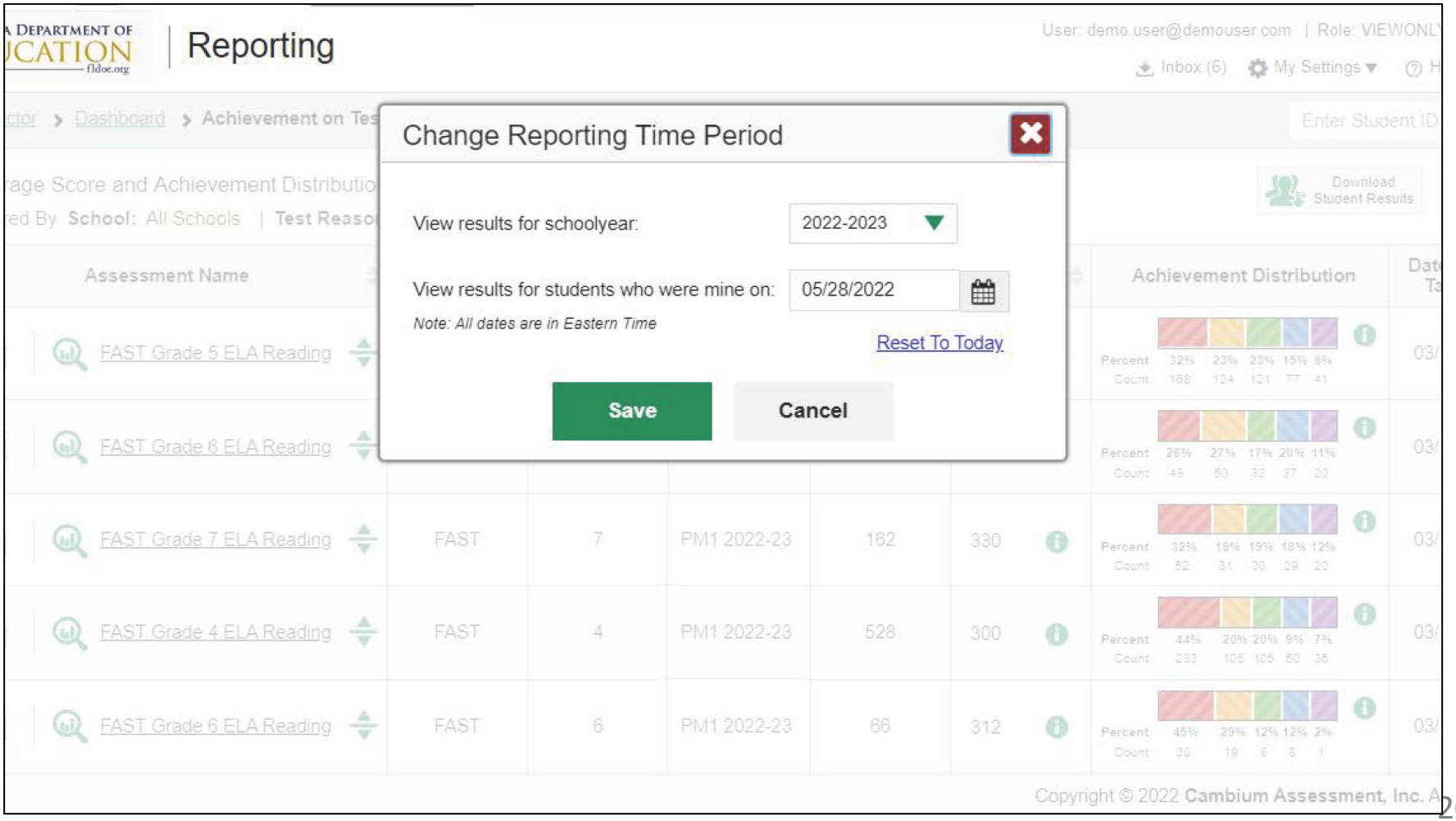
My Students

Most Recent Assessment of All Rosters: 2022-2023

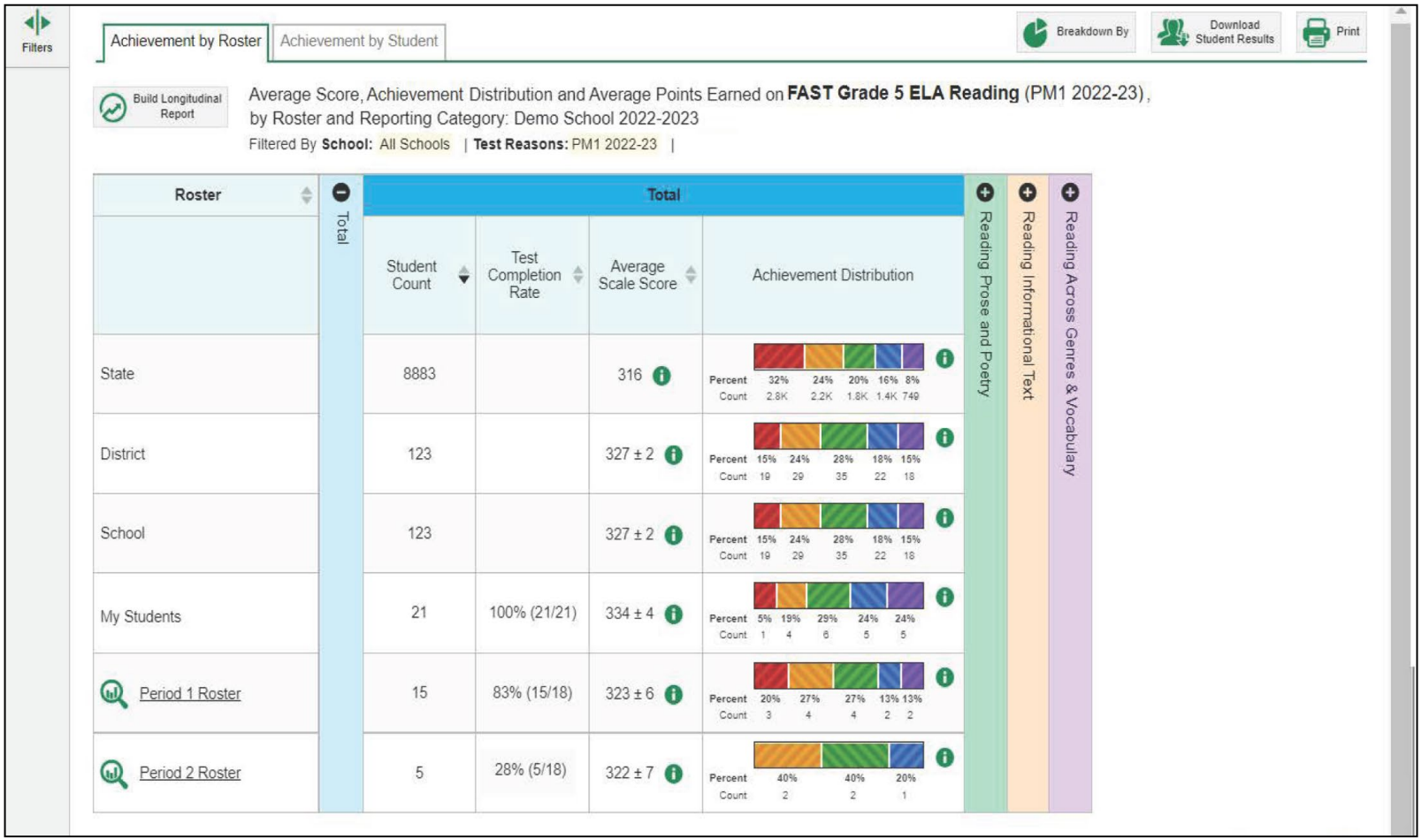
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Student Name	Student ID	Most Recent Assessment	Date Taken
Demo Student	9999999991	FAST Grade 5 ELA Reading	11/29/2022
Demo Student	9999999992	FAST Grade 5 ELA Reading	11/29/2022
Demo Student	9999999993	FAST Grade 4 ELA Reading	11/29/2022
Demo Student	9999999994	FAST Grade 4 ELA Reading	11/29/2022

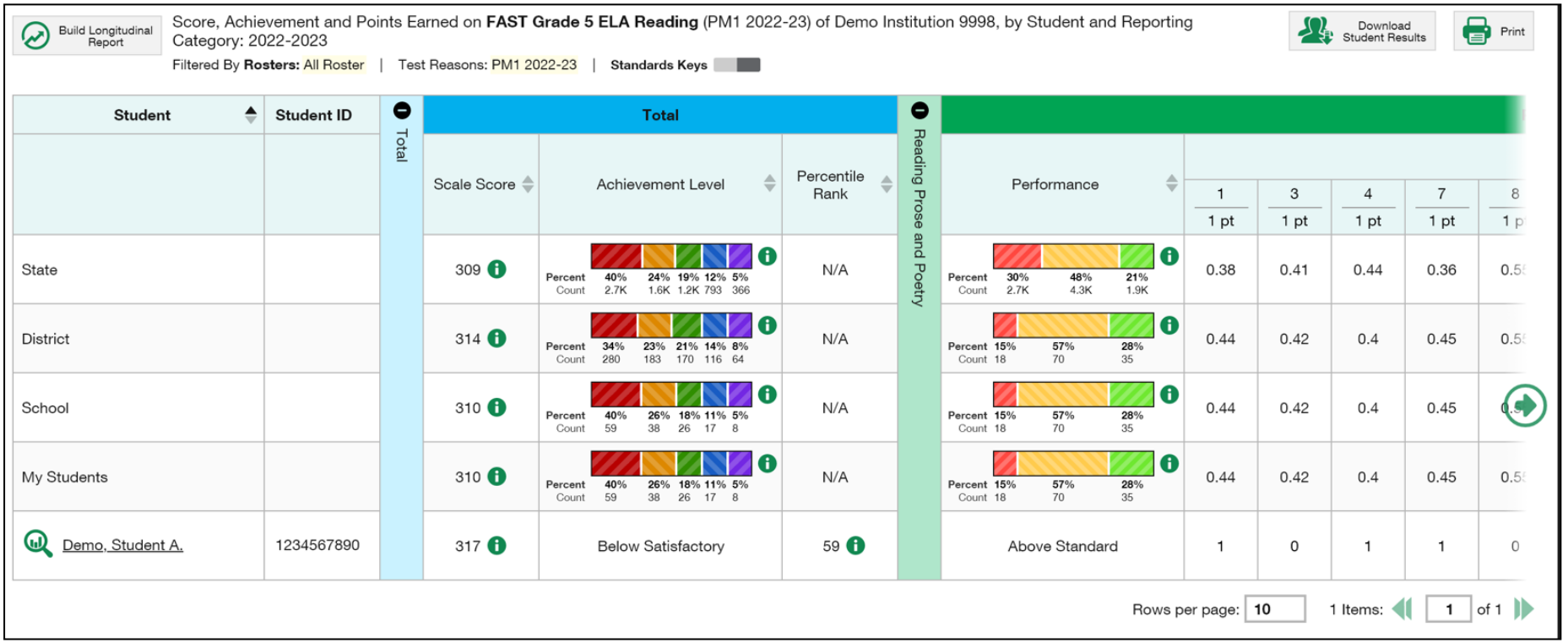
- To help teachers understand their students' history, they can see how their current students performed in their earlier grade levels.



- Teachers can see how each of their classes or rosters performed on the test overall for each reporting category.
- Measures: student count; test completion rate; average scale score for the test for each roster; achievement level distribution for the roster; comparison scores for state, district, and school



- Teachers can also see how each student performed on the test overall, for each reporting category and for each item.
- Measures: overall scale score for the test, achievement level, percentile rank, three performance levels (terminology still being determined) within each reporting category, item level results



Build Longitudinal Report

Score, Achievement and Points Earned on **FAST Grade 5 ELA Reading** (PM1 2022-23) of Demo Institution 9998, by Student and Reporting Category: 2022-2023

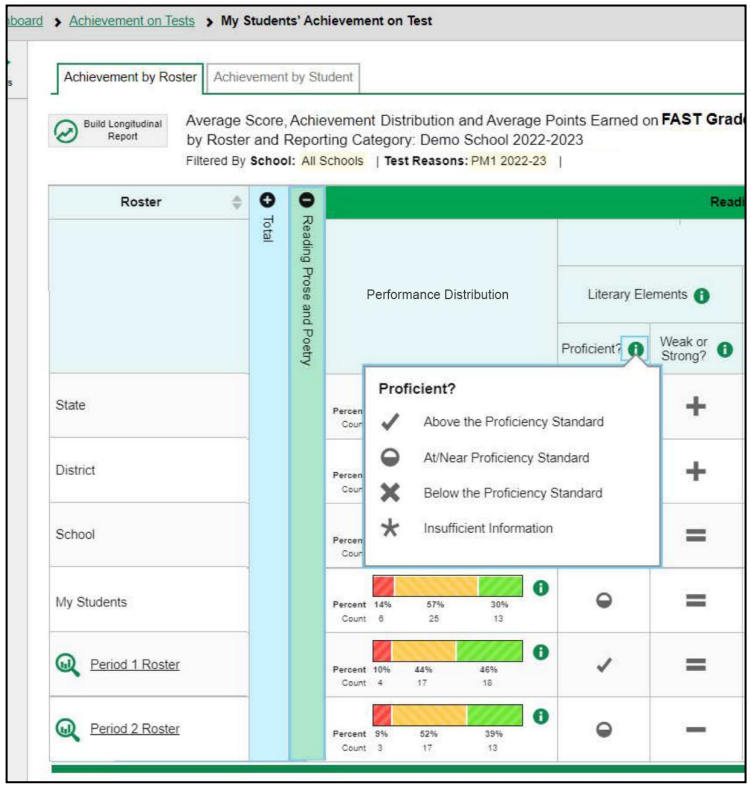
Filtered By **Rosters:** All Roster | Test Reasons: PM1 2022-23 | **Standards Keys**

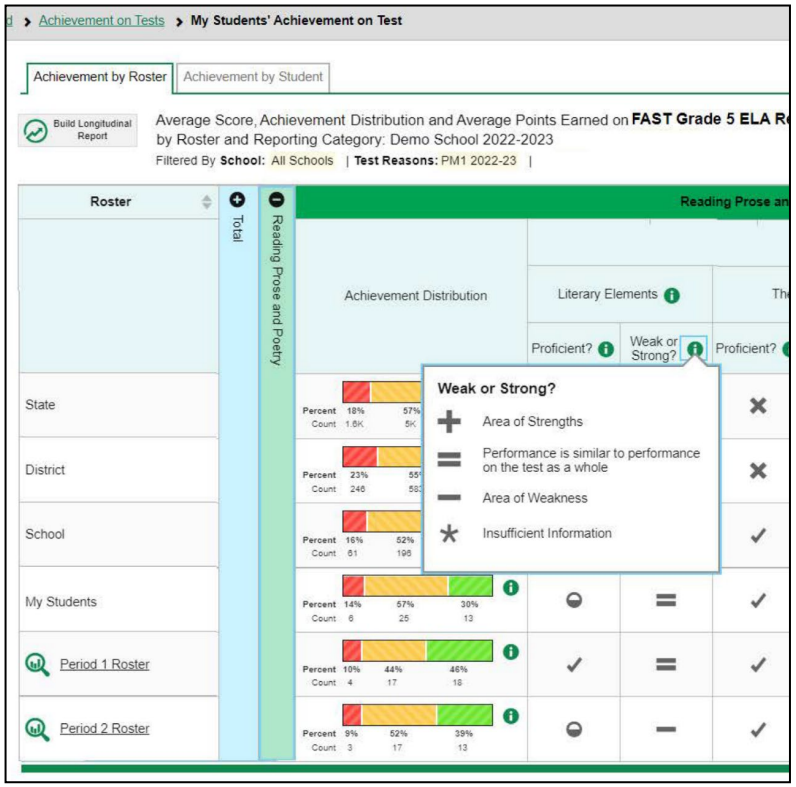
Download Student Results | Print

Student	Student ID	Total	Scale Score	Achievement Level	Percentile Rank	Reading Prose and Poetry	Performance	1 (1 pt)	3 (1 pt)	4 (1 pt)	7 (1 pt)	8 (1 pt)
State			309	Percent 40% 24% 19% 12% 5% Count 2.7K 1.6K 1.2K 793 366	N/A		Percent 30% 48% 21% Count 2.7K 4.3K 1.9K	0.38	0.41	0.44	0.36	0.5
District			314	Percent 34% 23% 21% 14% 8% Count 280 183 170 116 64	N/A		Percent 15% 57% 28% Count 18 70 35	0.44	0.42	0.4	0.45	0.5
School			310	Percent 40% 26% 18% 11% 5% Count 59 38 26 17 8	N/A		Percent 15% 57% 28% Count 18 70 35	0.44	0.42	0.4	0.45	0.5
My Students			310	Percent 40% 26% 18% 11% 5% Count 59 38 26 17 8	N/A		Percent 15% 57% 28% Count 18 70 35	0.44	0.42	0.4	0.45	0.5
Demo, Student A.	1234567890		317	Below Satisfactory	59		Above Standard	1	0	1	1	0

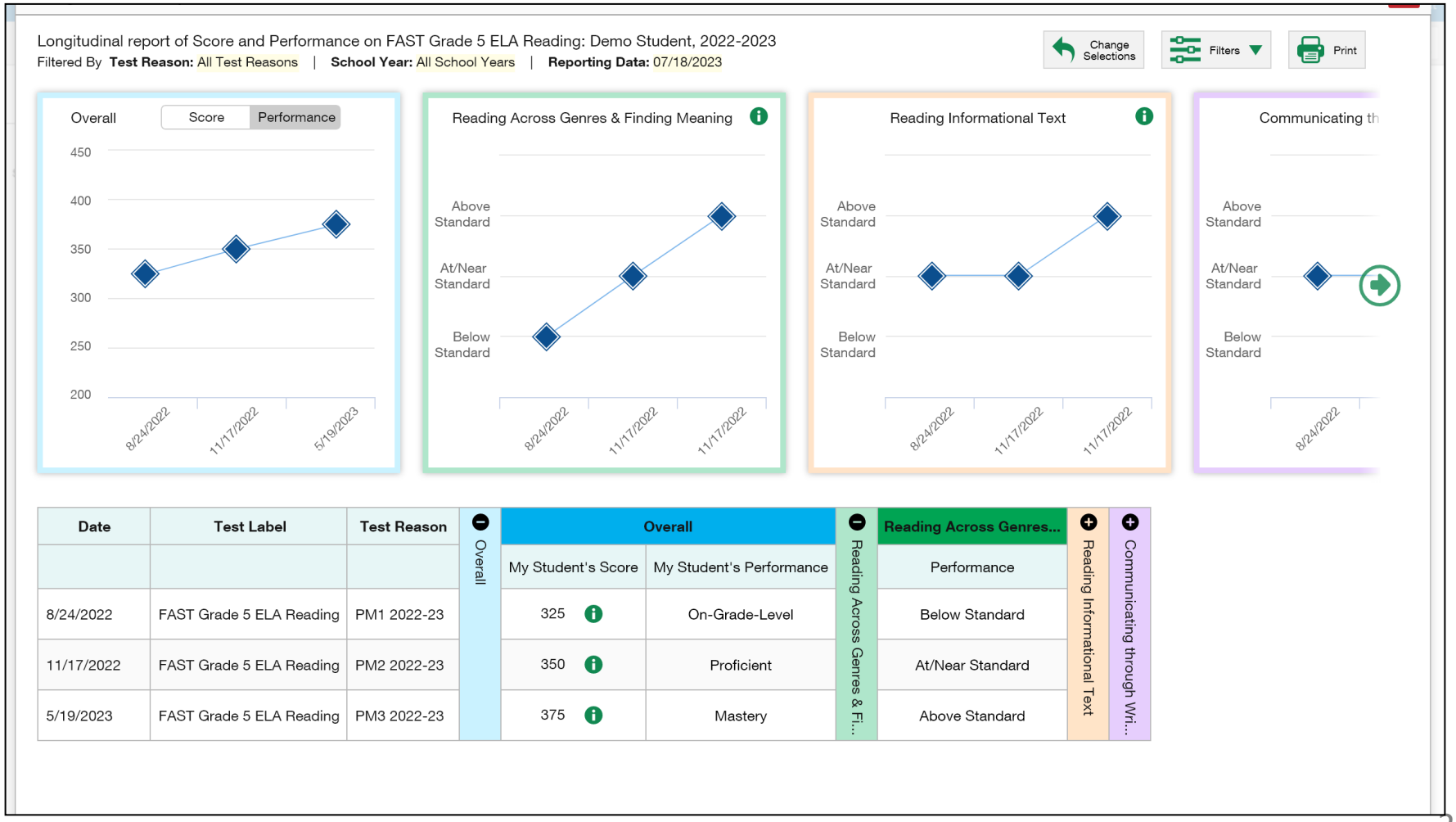
Rows per page: 10 | 1 Items: 1 of 1

- Teachers can quickly see which standards are strengths for their class and with which standards their class is struggling.
- Measures: performance for each reporting category, the standards assessed within the reporting category, proficiency on each standard, performance on each standard relative to performance on the test as a whole



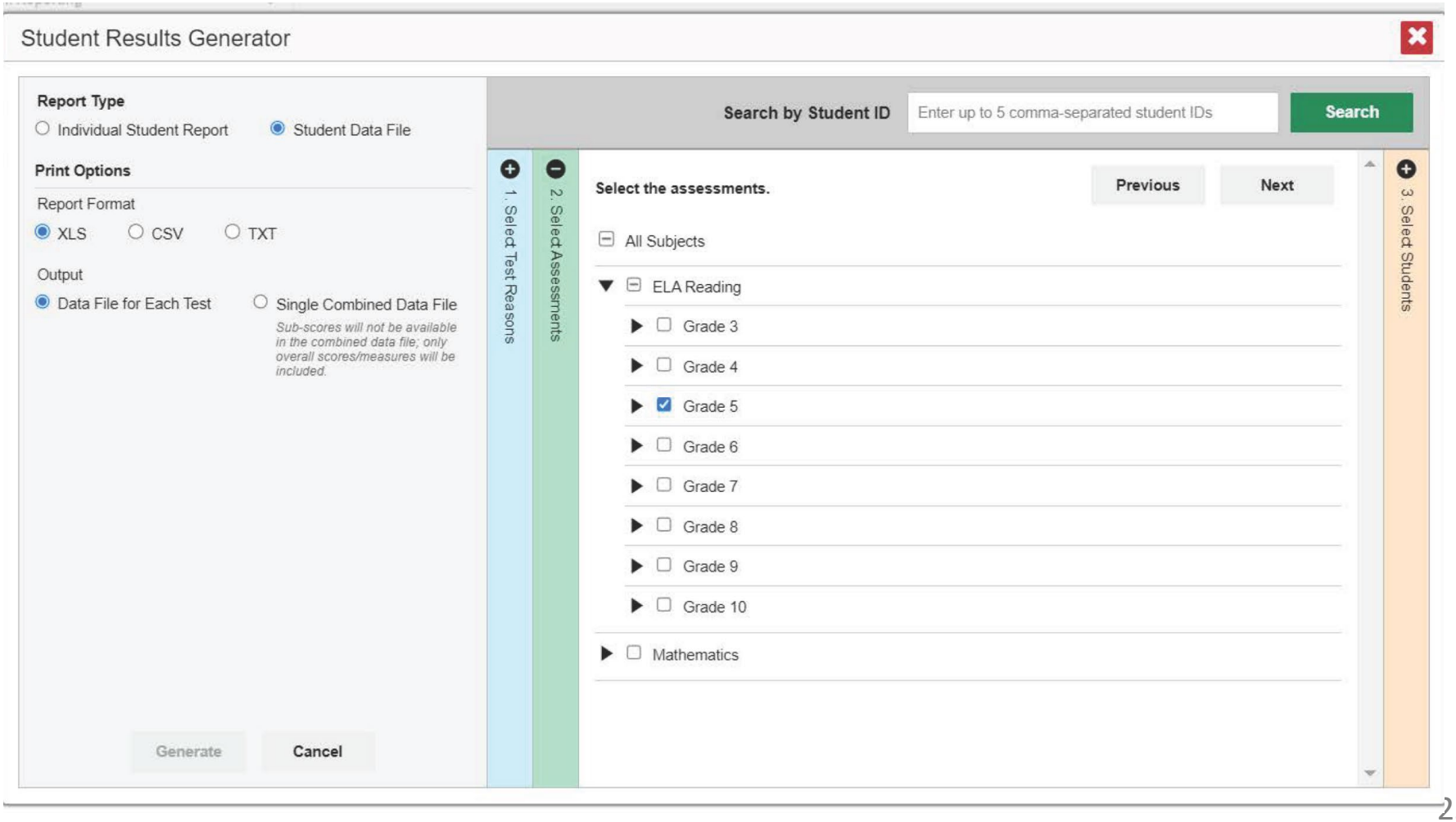


- Teachers can also view progress for an individual student and identify changes in scores and performances across PM1, PM2, and PM3.

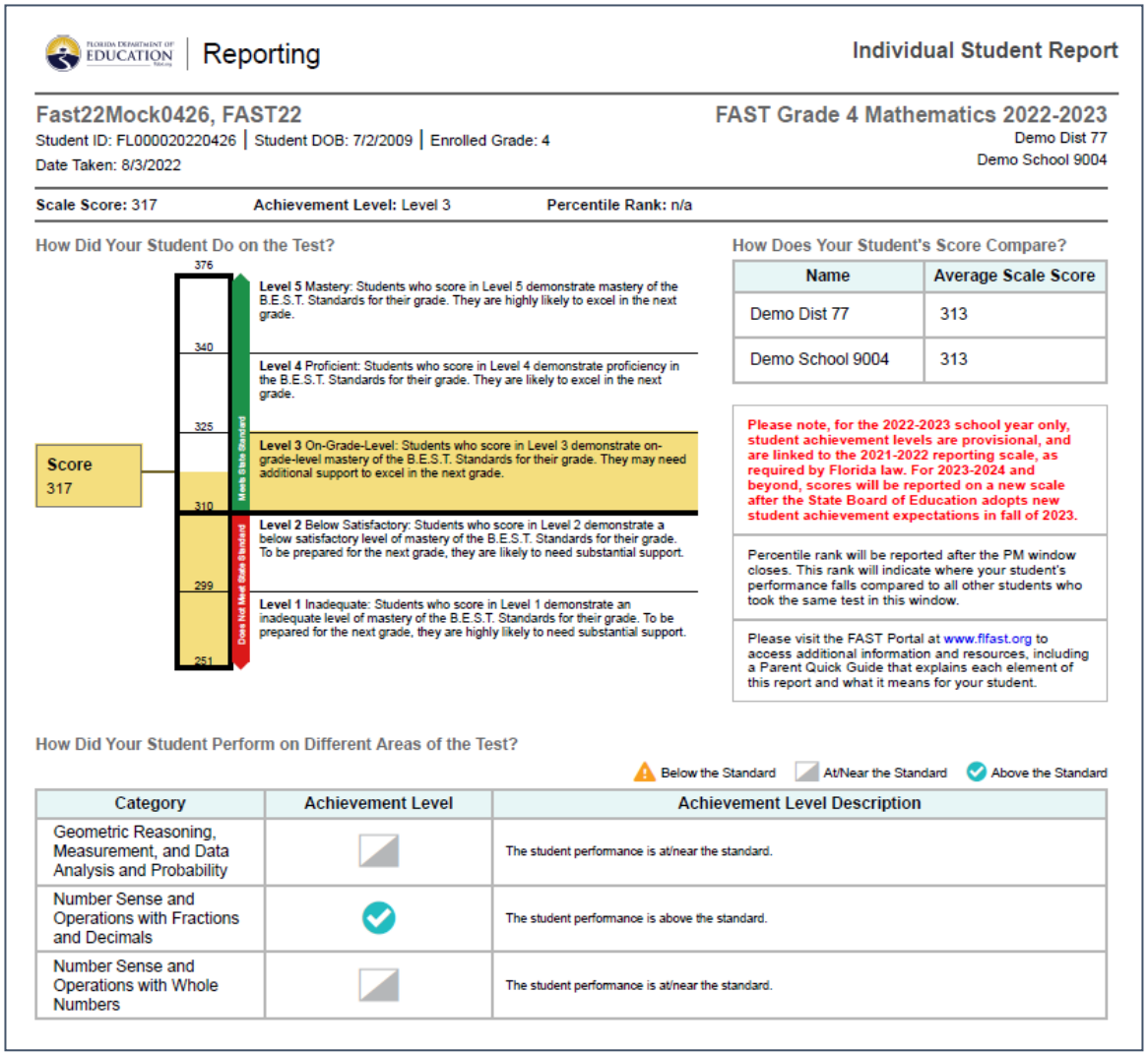


Date	Test Label	Test Reason	Overall		Reading Across Genres...	Reading Informational Text	Communicating through Wri...
			My Student's Score	My Student's Performance	Performance		
8/24/2022	FAST Grade 5 ELA Reading	PM1 2022-23	325	On-Grade-Level	Below Standard		
11/17/2022	FAST Grade 5 ELA Reading	PM2 2022-23	350	Proficient	At/Near Standard		
5/19/2023	FAST Grade 5 ELA Reading	PM3 2022-23	375	Mastery	Above Standard		

- Teachers can batch print PDFs of the student report of export the data in different formats.



Individual Student Report (slide 1 of 3)



FLORIDA DEPARTMENT OF EDUCATION | Reporting

Individual Student Report

Fast22Mock0426, FAST22
Student ID: FL000020220426 | Student DOB: 7/2/2009 | Enrolled Grade: 4
Date Taken: 8/3/2022

FAST Grade 4 Mathematics 2022-2023
Demo Dist 77
Demo School 9004

Scale Score: 317 **Achievement Level:** Level 3 **Percentile Rank:** n/a

How Did Your Student Do on the Test?

376
340
325
310
299
251
Score 317
Meets State Standard
Does Not Meet State Standard

Level 5 Mastery: Students who score in Level 5 demonstrate mastery of the B.E.S.T. Standards for their grade. They are highly likely to excel in the next grade.

Level 4 Proficient: Students who score in Level 4 demonstrate proficiency in the B.E.S.T. Standards for their grade. They are likely to excel in the next grade.

Level 3 On-Grade-Level: Students who score in Level 3 demonstrate on-grade-level mastery of the B.E.S.T. Standards for their grade. They may need additional support to excel in the next grade.

Level 2 Below Satisfactory: Students who score in Level 2 demonstrate a below satisfactory level of mastery of the B.E.S.T. Standards for their grade. To be prepared for the next grade, they are likely to need substantial support.

Level 1 Inadequate: Students who score in Level 1 demonstrate an inadequate level of mastery of the B.E.S.T. Standards for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

How Does Your Student's Score Compare?

Name	Average Scale Score
Demo Dist 77	313
Demo School 9004	313

Please note, for the 2022-2023 school year only, student achievement levels are provisional, and are linked to the 2021-2022 reporting scale, as required by Florida law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement expectations in fall of 2023.

Percentile rank will be reported after the PM window closes. This rank will indicate where your student's performance falls compared to all other students who took the same test in this window.

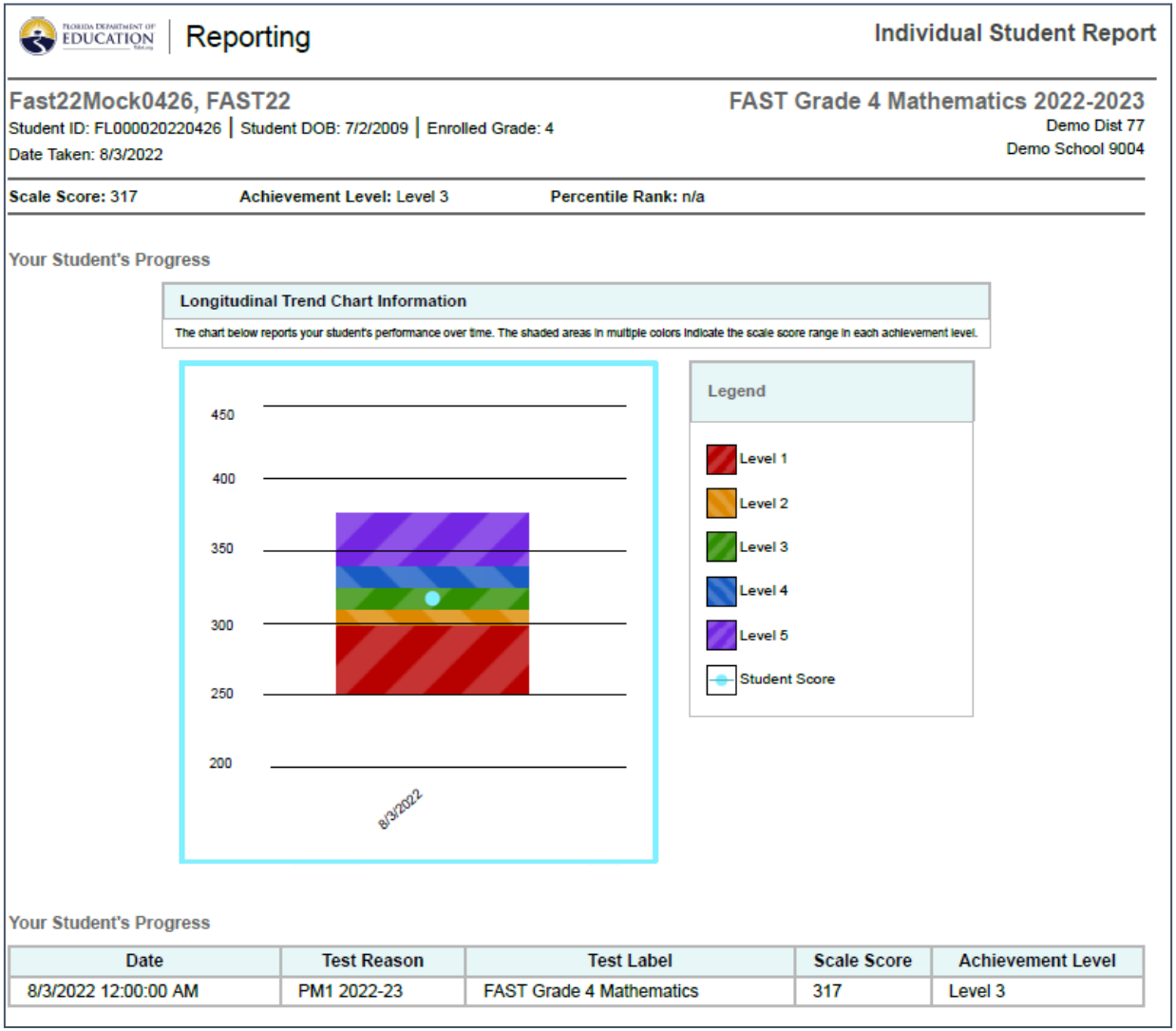
Please visit the FAST Portal at www.flfast.org to access additional information and resources, including a Parent Quick Guide that explains each element of this report and what it means for your student.

How Did Your Student Perform on Different Areas of the Test?

Below the Standard | At/Near the Standard | Above the Standard

Category	Achievement Level	Achievement Level Description
Geometric Reasoning, Measurement, and Data Analysis and Probability		The student performance is at/near the standard.
Number Sense and Operations with Fractions and Decimals		The student performance is above the standard.
Number Sense and Operations with Whole Numbers		The student performance is at/near the standard.

Individual Student Report (slide 2 of 3)



Reporting

Individual Student Report

Fast22Mock0426, FAST22
Student ID: FL000020220426 | Student DOB: 7/2/2009 | Enrolled Grade: 4
Date Taken: 8/3/2022

FAST Grade 4 Mathematics 2022-2023
Demo Dist 77
Demo School 9004

Scale Score: 317 **Achievement Level:** Level 3 **Percentile Rank:** n/a

Your Student's Progress

Longitudinal Trend Chart Information

The chart below reports your student's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level.

Your Student's Progress

Date	Test Reason	Test Label	Scale Score	Achievement Level
8/3/2022 12:00:00 AM	PM1 2022-23	FAST Grade 4 Mathematics	317	Level 3

Individual Student Report (slide 3 of 3)

FLORIDA DEPARTMENT OF EDUCATION | Reporting

Individual Student Report

Fast22Mock0426, FAST22
Student ID: FL000020220426 | Student DOB: 7/2/2009 | Enrolled Grade: 4
Date Taken: 8/3/2022

FAST Grade 4 Mathematics 2022-2023
Demo Dist 77
Demo School 9004

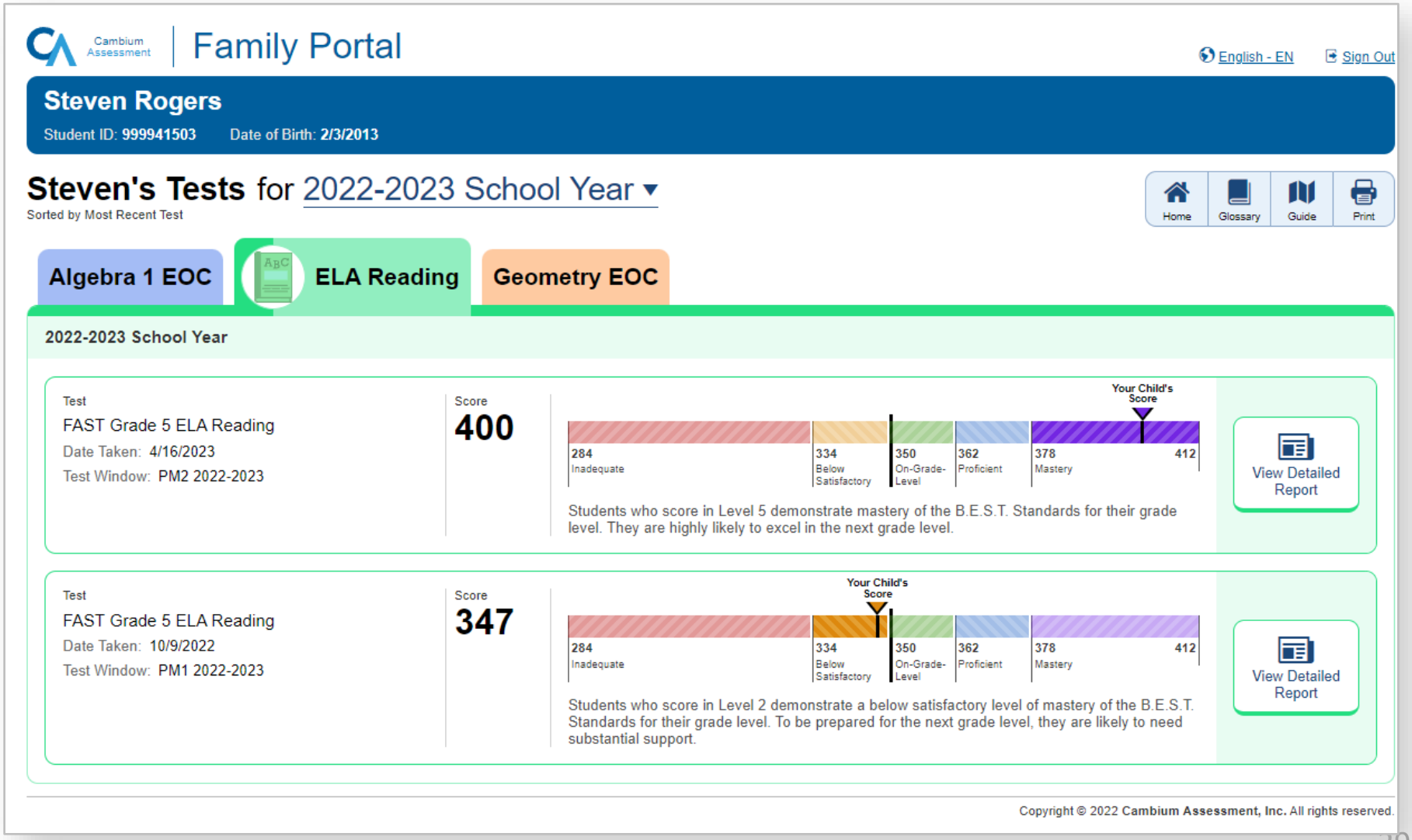
Scale Score: 317 **Achievement Level:** Level 3 **Percentile Rank:** n/a

How Did Your Student Perform on Each Test Question?

Geometric Reasoning, Measurement, and Data Analysis and Probability		
Question #	**Standard**	**Points Earned/Points Possible**
1	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	0/1
5	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	0/1
8	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	0/1
12	Select and use appropriate tools to measure attributes of objects.	1/1
15	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	1/1
19	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	0/1
21	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	0/1
23	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	0/1
27	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	1/1
30	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	0/1
31	Solve real-world problems involving numerical data.	0/1

Number Sense and Operations with Fractions and Decimals		
Question #	**Standard**	**Points Earned/Points Possible**
2	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	1/1
3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	1/1
7	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	1/1
10	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	0/1
14	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	1/1
16	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	1/1
18	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	1/1
22	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	0/1

Family Portal Login Page



FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Promotion and Graduation Requirements

Promotion and Graduation Requirements

- The requirement that grade 3 students receive a Level 2 or higher on the ELA Reading assessment in order to be promoted to grade 4 will remain in place.
  - SB 1048 provides that, in addition to existing good cause exemptions, a student enrolled in grade 3 during the 2022–23 school year may be promoted to grade 4 for the 2023–24 school year if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student's performance.
- Assessment requirements for graduation are still required by state law.

Graduation Requirement Clarifications

- Students enrolled in a course with an associated assessment graduation requirement during the 2022–23 school year will be able to use linked scores to the FSA scale for Grade 10 FAST ELA Reading (PM3) and B.E.S.T. Algebra 1.
- Students in grades 11 or 12 can participate in the FSA ELA Retake or FSA Algebra 1 EOC Retake, regardless of whether they previously participated in the assessment, in order to meet their assessment graduation requirements.
  - At district discretion, students may participate in the B.E.S.T. Algebra 1 EOC instead of the FSA Algebra 1 EOC Retake.
  - Beginning in 2023–24, students who need to meet the grade 10 ELA assessment graduation requirement will be able to participate in either the FSA ELA Retake or the FAST ELA Reading Retake. Grade 11 and 12 students are not able to participate in the Grade 10 FAST ELA Reading assessment.

Graduation Requirement Clarifications (cont.)

- Students may also continue to use the Geometry EOC as a comparative score for the Algebra 1 EOC assessment graduation requirement.
  - Rule 6A-1.09422, F.A.C., refers only to the subject names of EOCs. Therefore, only the score scale and passing scale score language will need to change in Rule once standards are set on the B.E.S.T. Algebra 1 and Geometry assessments.
  - Because these EOCs will be reported on an FSA equivalent scale until that time, the current Rule language can be applied to both FSA Geometry and B.E.S.T. Geometry (comparative passing score of 499) for the 2022–23 school year.
- More information regarding current statewide assessment requirements and concordant/comparative scores can be found in the Graduation Requirements for Florida's Statewide Assessments document.

Concordant and Comparative Score Process

- The current concordant and comparative scores were adopted by the State Board of Education in May 2018 and are aligned to the Florida Standards Assessments.
- Once a sufficient number of students have participated in both the FAST Grade 10 ELA Reading assessment and the B.E.S.T. Algebra 1 EOC assessment and similar nationwide assessments (e.g., ACT, SAT), the Department will conduct alignment and concordant/comparative studies.
- Based on these studies, the Department will recommend new concordant/comparative scores, aligned to the FAST/B.E.S.T. assessments, to the State Board of Education.
- Based on previous assessments, this process will likely be completed in 2–3 years.
- Students will continue to be able to use the current, FSA-aligned concordant and comparative scores until that time.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Graduation Pathways for ESOL Students

SB 1108

- During the 2021 Legislative Session, SB 1108 was signed into law.
- Among other measures, this bill authorized students enrolled in an English Speakers of Other Languages (ESOL) program for less than two years to satisfy the grade 10 ELA assessment requirement for graduation through satisfactory performance on formative assessments, in accordance with State Board Rule.

Rule 6A-1.09422, F.A.C.

In March 2022, the State Board of Education adopted an amendment to Rule 6A-1.09422, F.A.C., which, among other measures, specifies the following:

(b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

(c) Formative assessments that may be used for this purpose are:

1. Benchmark assessments included as part of an instructional materials adoption;
2. Portfolios of independently-produced student work; and
3. Assessments developed or purchased by districts in order to monitor academic progress.

Rule 6A-1.09422, F.A.C. (cont.)

(d) A portfolio used to meet the requirements of this subsection must meet the following criteria:

1. Be selected by the student's teacher;

2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments;

4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and

5. Be signed by the teacher and the principal as an accurate assessment of the required skills.

(e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.

(f) This rule shall not preclude native language support from being provided as needed and beneficial to students' access to ELA curriculum and accelerating their English language learning.

ESOL Graduation Plan Submission

- Statute requires districts to submit their plans for the 2022–2023 school year to the Department by October 1, 2022. At this time, 35 districts have submitted their plan.
- Plans should be submitted to Assessment@fldoe.org.
- The Department is only required to collect district plans. There is no provision or requirement in statute or State Board Rule for the Department to review or approve district plans.
- The following slides show diverse plan examples from three of the districts that have submitted plans.

ESOL Graduation Plan Example: District A

District A allows the use of additional assessments to demonstrate proficiency.

Grade 11 *(move down the list until proficiency is met)*	
Assessment Tool	**Proficiency Level**
ACCESS for ELLs	at least a 4 in the reading domain **and** at least a 4 overall
Progression Assessment for AICE English General Paper (EGP)	passing score of A, B, C, D, E
StudySync Diagnostic	passing score of 70% or higher
Mock Exam for AICE English General Paper (EGP)	passing score of A, B, C, D, E
Grade12 *(move down the list until proficiency is met)*	
ACCESS for ELLs	at least a 4 in the reading domain **and** at least a 4 overall
StudySync Diagnostic	passing score of 70% or higher
B.E.S.T Resource Document Assessment	passing score of 70% or higher

ESOL Graduation Plan Example: District B

- District B provides two options:
  - The use of alternative formative assessments within Savvas.
    - Students must pass 6 of the 14 Florida Test Prep Reading tests with 7/10 answers correct on each.
  - The use of a portfolio of independently-produced student work.
    - Artifacts must be selected by the teacher.
    - Artifacts must be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
    - Portfolio must include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met.
    - Must be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA.
    - Be signed by the teacher and principal that it is an accurate assessment of the required skills.

ESOL Graduation Plan Example: District C

District C provides the following options:

1. Mastery of grade-level benchmark assessments from core curriculum;
2. Grade-level performance on iXL diagnostic assessments; and/or
3. Level 4 Reading score and Level 4 Composite score on the ACCESS for ELLs state assessments.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

New Testing Time Reporting Requirement

Testing Time Reporting

- SB 2524 (2022) requires that, annually until January 1, 2025, the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district- and state-required assessments.
- To gather this information, the Department proposed an amendment of the uniform assessment calendar template, incorporated by Rule 6A-1.094224, F.A.C., which was adopted by the State Board of Education on August 17, 2022.

Testing Time Reporting (cont.)

- The newly revised uniform assessment calendar template includes the following table to allow districts to submit the information required by SB 2524.

Grade Level	Statewide Assessments*			District Assessments*			Approximate Total Testing Time (In Minutes)**
	Range of Minutes	Median Number of Minutes	% Net Instructional Time**	Range of Minutes	Median Number of Minutes	% Net Instructional Time**	
VPK							
K							
1							
2							
3							
4							
5							

- Districts must use the revised calendar to submit their district 2022-23 uniform assessment calendar by October 1.

Testing Time Reporting (cont.)

- A revised version of the 2022-23 Uniform Assessment Calendar Template Pre-Populated with State Assessment Information has been posted to the Assessments Schedules page.
- Districts should ensure they are using the version with an updated date of August 23, 2022, to ensure they are using the most recent version.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Standard Setting

B.E.S.T. Standard Setting

- In late summer 2023, the Department will conduct Standard Setting activities:
  - Convene educator panels and a reactor panel to receive recommendations for new achievement level standards for the FAST assessments, as well as the new B.E.S.T.-aligned Writing and Algebra 1 and Geometry EOC assessments.
  - Submit proposed achievement level scores, including the passing score, to the President of the Senate and the Speaker of the House of Representatives at least 45 days before submission to the State Board of Education for review.
  - Commissioner submits recommended achievement level scores to the State Board of Education.
  - State Board of Education votes whether to accept the recommended achievement level scores.
- Standard Setting panels are tentatively scheduled for July 24–28, 2023, with the submission to the State Board of Education planned for the October 2023 State Board of Education meeting.

Florida Civic Literacy Examination

Florida Civic Literacy Requirement

- Florida Statutes (F.S.)
  - 1007.25(5)
  - 1003.4282(3)(d)
  - 1008.23(1)
  - 1008.24(1)
- Board of Governors Regulation
  - 8.006
- Florida College System Rule
  - 6A-10.02413

Statutory Requirement

In accordance with s. 1007.25(5), F.S.:

- (a) Beginning with students initially entering a Florida College System institution or state university in the 2018-2019 school year and thereafter, each student must demonstrate competency in civic literacy. Students must have the option to demonstrate competency either through successful completion of a civic literacy course or by achieving a passing score on an assessment…
- (b) Beginning with students initially entering a Florida College System institution or state university in the 2021-2022 school year and thereafter, each student must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course. Credits earned for such courses via articulated acceleration mechanisms in s. 1007.27 will count toward the civic literacy competency requirement…

Current FCLE Administrations

- Large-scale testing continues in K–12 public schools and the Florida College System.
- Shorter computer-based test forms delivered via the Cambium Assessment Inc. (CAI) platform, the Test Delivery System (secure browser) for K–12.
- SUS institutions are continuing to use the original 100-item test, per BOG regulation.
- Some SUS institutions will be coming onboard to the CAI system in Fall 2022.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Revised FCLE Content

FCLE Competencies

- Test items for the FCLE are based on competencies that describe the content to be covered by a test.
- FCLE competencies cover the knowledge necessary to demonstrate the postsecondary requirement for civic literacy, as outlined in statute:
  - Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government;
  - An understanding of the United States Constitution and its application;
  - Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government; and
  - An understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions, and their impact on law and society.

Target Test-Taking Population

- FCLE test items are written for a Florida high school or first-time-in-college postsecondary examinee who has sufficient knowledge of the four competencies described on the previous slide:
  - American democracy;
  - the U.S. Constitution;
  - the founding documents; and
  - landmark legislative, executive, and judicial actions.
- K–12 schools and postsecondary institutions will make local determinations about where dual enrollment students will take the FCLE (at a high school or college/university).

Target Test-Taking Population

- While students who are taking AMHX020 or POSX041 to meet U.S. Government course requirements are required to take the FCLE, FCS and SUS professors teaching those courses are not expected to modify the courses to incorporate the FCLE outcomes.
- Institutions may choose to use FCLE scores as part of course grades but are not required to do so. This is a local decision.

Updates to the FCLE and Item Review

- In early 2021, the FDOE began the process to revise the FCLE and to take steps to increase test security.
- A review was conducted in July 2021 by 30 content experts representing faculty from FCS, SUS, LFI, and the Bill of Rights Institute.
- The revised version of the FCLE addresses the same content as the previous version and is shorter, with 80 test items rather than 100 (still in use with SUS).
- The required passing score remains 60%.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

FCLE Administration

Cambium Assessment, Inc. (CAI) Test Platform for the FCLE

The use of the CAI test platform for the FCLE offers the following values of a singular platform for security and psychometrics:

- Consistency with state statutes and best practices;
- Ability to maintain integrity of the test;
- Preservation of validity and test security; and
- Ability to collect and analyze student performance data.
  - Ensures representation of SUS and FCS student achievement.
  - Statewide aggregate performance provides insights not otherwise available through local test administrations.
  - Allows for setting performance standards, rather than relying solely on percent-correct to establish achievement expectations.

CAI Test Platform for the FCLE (cont.)

- Additional benefits of a single test administration platform include:
  - Provides for field testing and replenishment of the test item bank.
  - Accommodations for students with disabilities are available.
  - The test is provided at no additional cost to FCS, SUS, or students.
    - Institutions are free to determine if there are other costs to recover related to their own implementation, as is the case for some institutions currently using the original form.
  - Allows for remote proctoring options for different environments.

NOTE: The revised version may NOT be administered as an un-proctored test.

The Florida Association of College Test Administrators (FACTA)

- FDOE has worked in close coordination with FACTA, which includes SUS members, to ensure we are meeting institutions' needs.
- For example, FACTA's recommendations led directly to the following features and policies:
  - A broad testing window to offer maximum flexibility. This year's window is August 8, 2022–July 28, 2023.
  - Students can retest as soon as the next day (allowing 30 days for remediation is best practice).
  - Unlimited number of attempts.

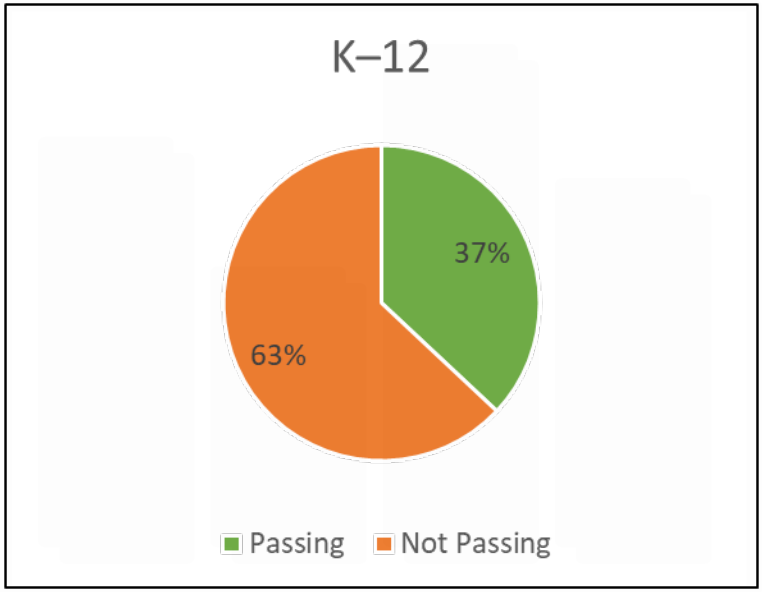
Test Preparation and Study Guides

- All of the preparation material available for the current form applies to the newer form. Such materials can be accessed at the Postsecondary Civic Literacy and the Civic Literacy pages on the FDOE website.
- FDOE has worked with partners in the field to produce and publish a Supplemental Guide for the Florida Civic Literacy Examination.
- Sample items have been developed at the same level of rigor and complexity of the items seen by examinees Florida Civic Literacy Examination Sample Items.
- A computer-based version of the sample items is available on the Florida Statewide Assessments Portal practice test site.

FCLE Statewide Results

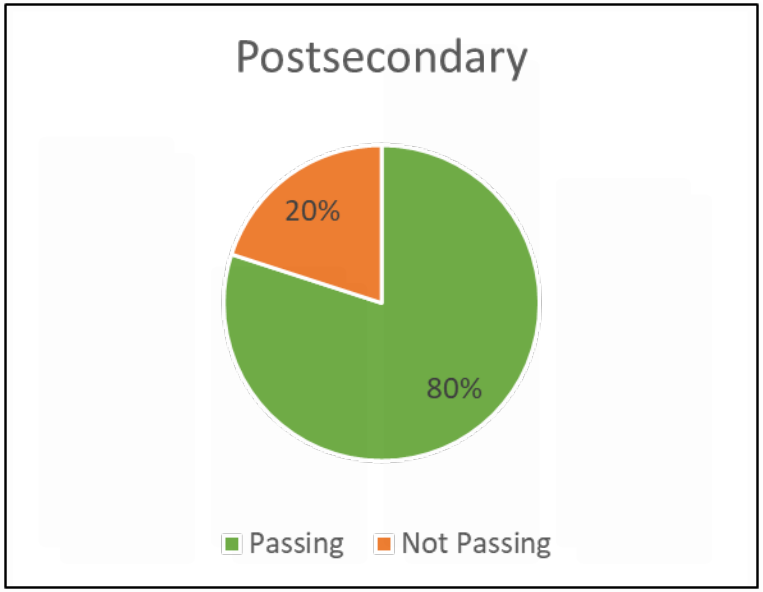
- 2021–2022 Baseline Results by District (K–12 Students) (Excel)
- 2021–2022 Baseline Results by Postsecondary Institution (Excel)

Number of Tests: 157,091



Average Test Time: 62 minutes

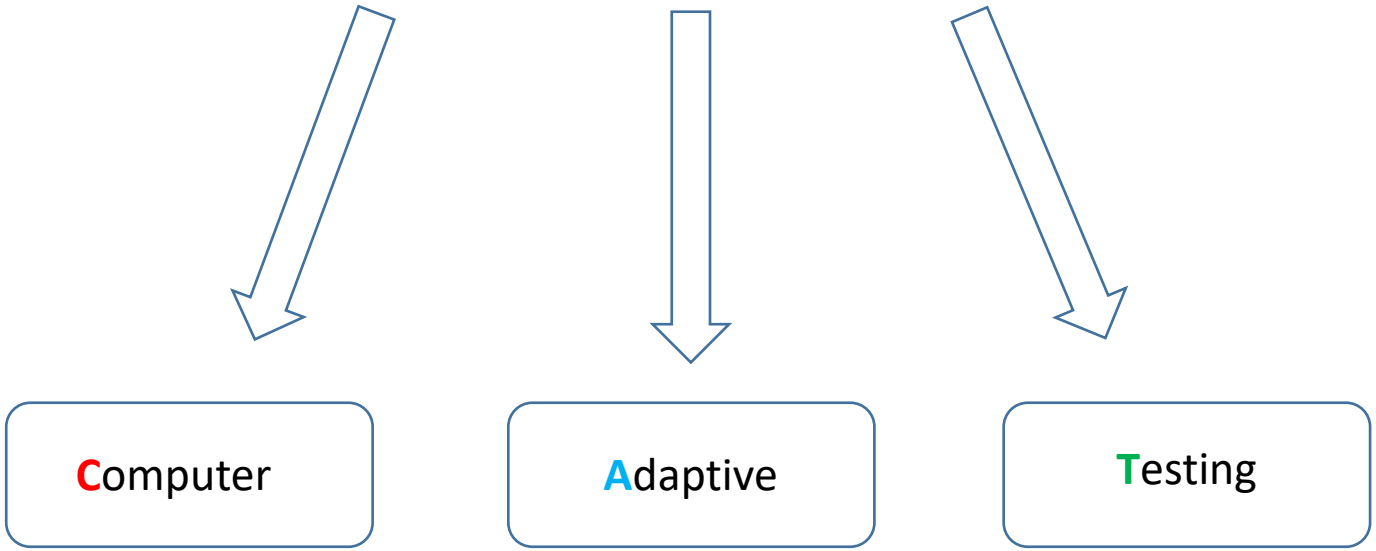
Number of Tests: 6,033



Average Test Time: 42 minutes

Introduction to Computer-Adaptive Testing

CAT stands for Computer-Adaptive Testing



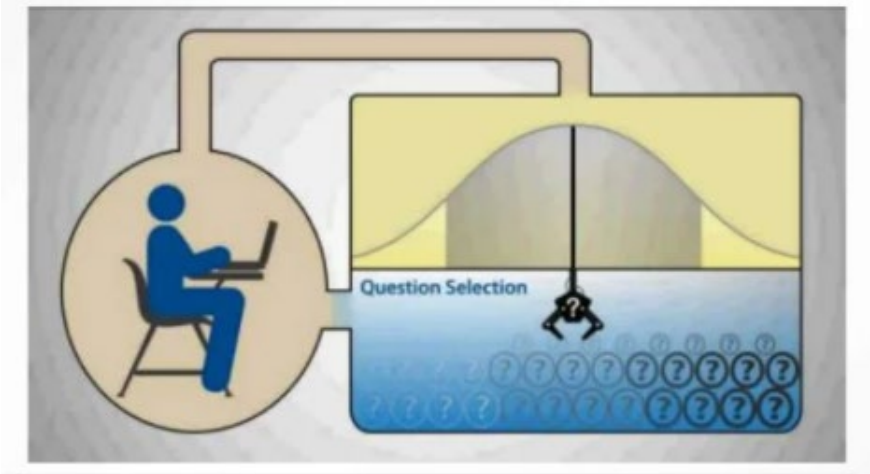
Computer

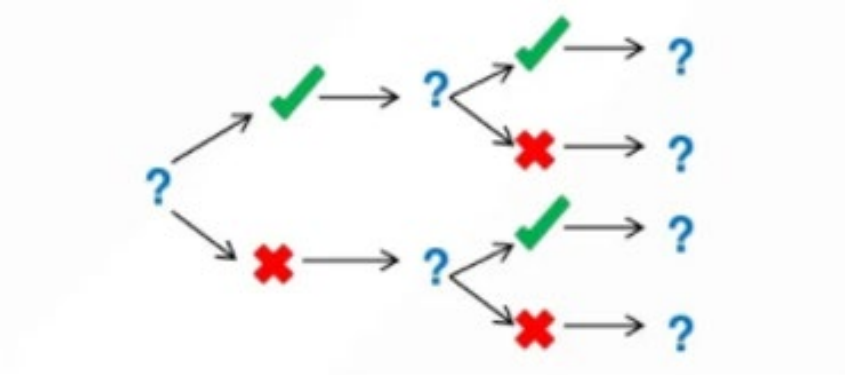
- Administered online
- Online delivery is more efficient compared to traditional paper-and-pencil tests.
  - Item types can go beyond the traditional Multiple-Choice items and may include interactive test questions even with videos or audio. Allows students to work on more engaging test questions.
  - Logistics of test administration is streamlined, eliminating tracking, labeling, and packing & shipping test and answer books.
- Expedited Score Reporting

Adaptive

- The questions (or items) are chosen for each student so that the test is neither too hard nor too easy.
- Tailored testing with more engaging questions.

Adaptive





Testing

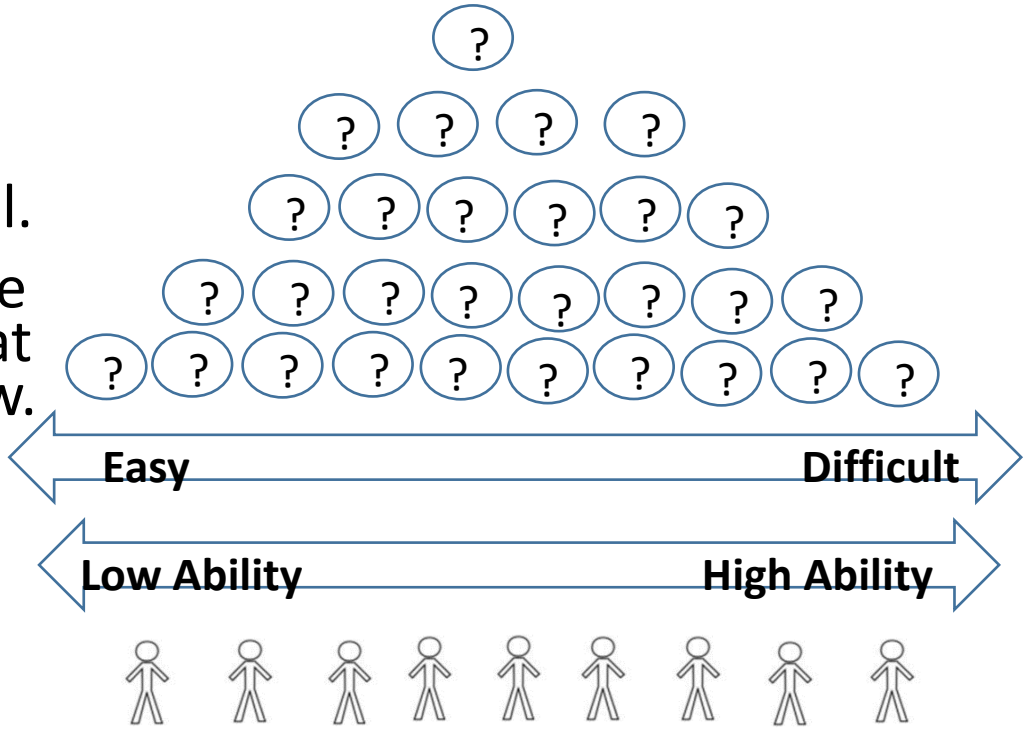
- Assessments are designed to assess how well a student masters the expectations of his or her grade level.
- Developed based on certain test content specifications, measuring specific knowledge, skills, and abilities.

So, how can CAT do that?

- Bank of test items (“item bank”)
- Content specifications (“blueprint”)
- Item selection algorithm (programming)
- Algorithm constraints (rules)

Bank of Test Items – General Guidelines

- Includes a large number of questions written to measure every standard in a grade level.
- Many questions measuring the same skills and knowledge that students are expected to know.
- Multiple item types with varying difficulties and cognitive complexities.
- All items are placed onto the same score scale.



Content Specifications

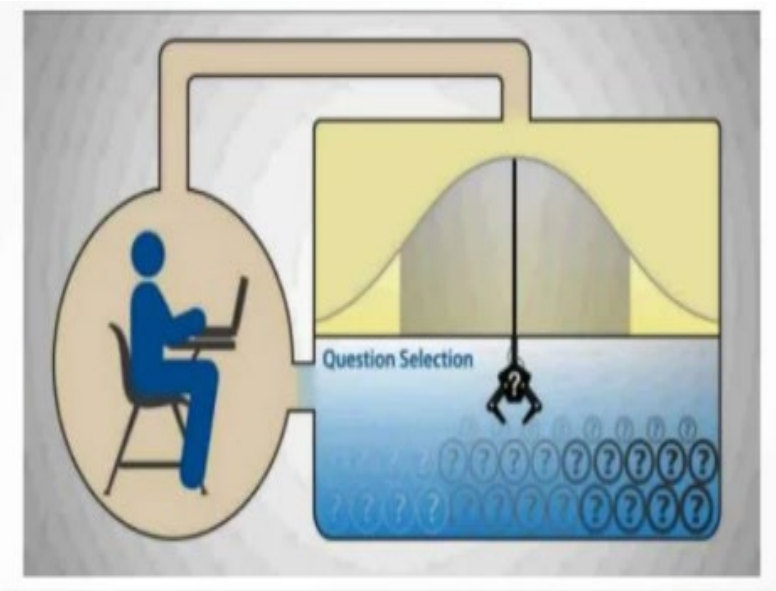
- The blueprint primarily establishes a link between skills and reporting categories within a test.
- It is one of the major drivers of the item selection algorithm.
- It dictates several test characteristics, such as
  - the minimum and maximum number of questions required from each reporting category;
  - the cognitive complexities (or DOKs); and
  - item types, etc.
- In other words, it sets the rules.

Sample Blueprint

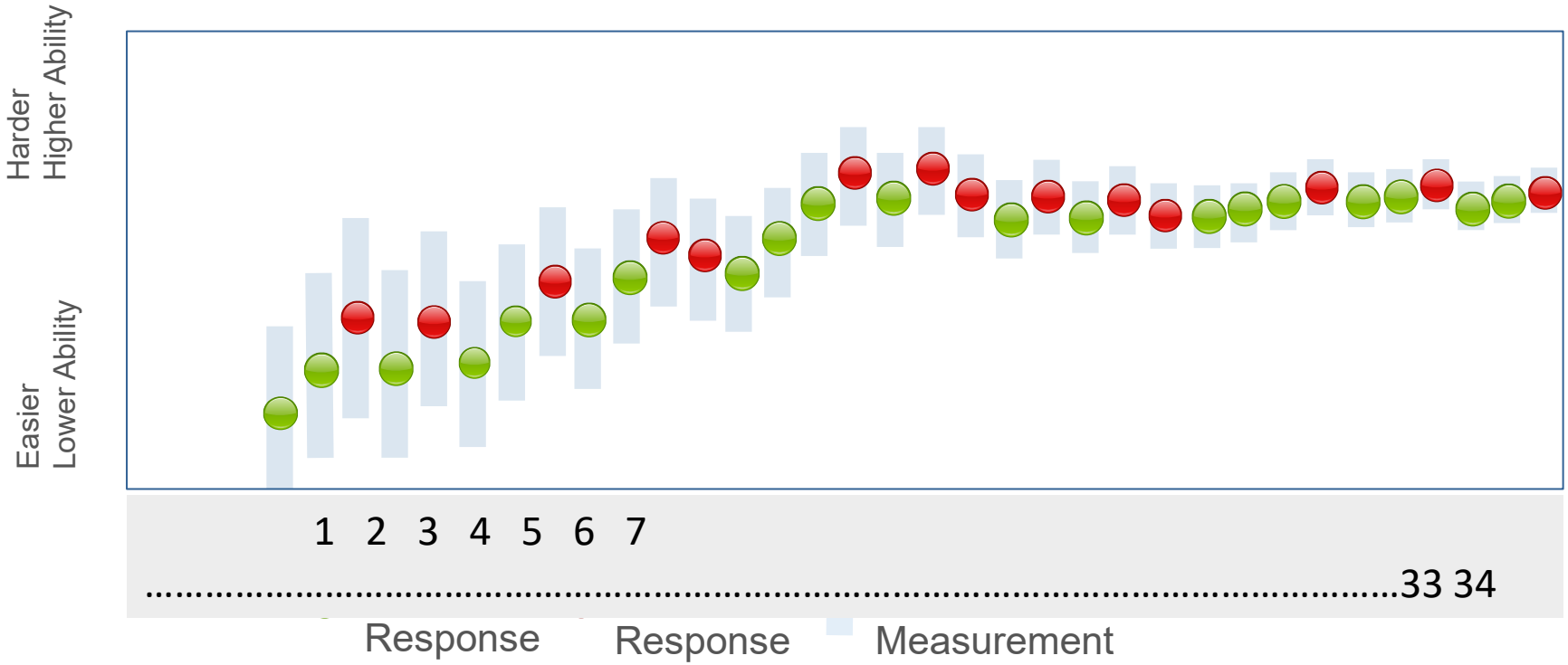
Reporting Category	Grade 6 SOL	Number of Items Computer Adaptive Test (CAT) Format
Number and Number Sense	6.1 6.2a-b 6.2c-d* 6.3a-c 6.4 6.5	9
Computation and Estimation	6.6a* 6.6b 6.7 6.8*	8
Measurement and Geometry	6.9 6.10a-d 6.11a-b 6.12 6.13	11
Probability, Statistics, Patterns, Functions, and Algebra	6.14a-c 6.15a-b 6.16a-b 6.17 6.18 6.19a-c 6.20	17

Item Selection Algorithm

- Focuses on selection of questions from the test bank to match the specified content so the structure of the test is similar for every student.
- Selects the precise questions based on the individual student's responses to the previous questions in the test.
- In other words, it tailors the test for each student so students can demonstrate their abilities in an engaging fashion.



Item Selection Algorithm Example



Item Selection Algorithm – General Principles

- Tests start with an item with a predetermined difficulty level.
- It may be based on average difficulty for the grade level, or it may be based on the information known about the student based on previous test performance.
- Students receive questions based on individual responses to previous questions. The computer program (algorithm) quickly selects a new question after reviewing how well the student performed on all of the previous questions.
- Based on the responses, the program selects a question that fits the blueprint and gives the best information about what students know.

Item Selection Algorithm – General Principles

- If the student continues answering questions correctly, questions covering the blueprint will continue to get more challenging.
- If the student starts missing the answers to questions, the program will start to select questions that are easier.
- In other words, the program adapts to how the student is performing.
- Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but *the student who has answered more challenging questions correctly will achieve a higher score*.
- A student's *score is based on the difficulty of the items that were answered correctly or incorrectly, rather than the total number of correct items*.

Benefits of the Algorithm

- Maximizes the blueprint representation
  - Question Type (selected response versus constructed response)
  - Reading Length (short, medium, long)
  - Cognitive complexity (low, medium, high)
- Minimizes the measurement error by choosing appropriate questions (proper difficulty) for each student where they can demonstrate their knowledge and skills at their respective levels.

Minimizing measurement error also means:

- Maximizing the reliability for the overall scale score.
- Maximizing the reliability for the subscores (reporting category scores).
- No raw scores available in CAT.

Questions?

- Vince.verges@fldoe.org
- Assessment@fldoe.org