



# K-12 Student Assessment Updates

## Florida Organization of Instructional Leaders

May 17, 2018

Vince Verges  
Assistant Deputy Commissioner  
Accountability, Research, and Measurement



[www.FLDOE.org](http://www.FLDOE.org)



FLORIDA DEPARTMENT OF  
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# FSA and NGSSS Score Results

## FSA and NGSSS Spring Reporting

In accordance with House Bill (HB) 7069, which went into effect July 1, 2017, the following reporting deadlines specified in s. [1008.22\(7\)\(a\)](#), Florida Statutes (F.S.):

“Assessment results for the statewide, standardized [English Language Arts] ELA and mathematics assessments and all statewide, standardized [End-of-Course] EOC assessments must be made available no later than **June 30**, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than **May 31**.”



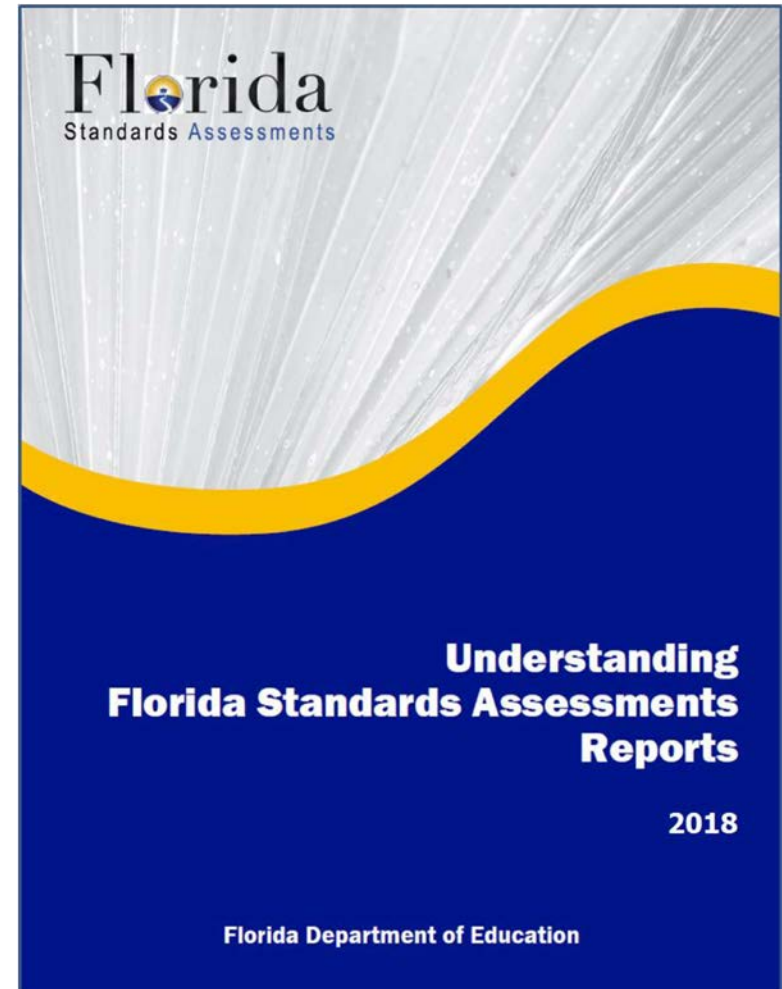
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# 2018 Enhanced Individual Score Reports

# 2018 Individual Score Reports – What’s New

## Understanding FSA Reports

This document has been updated for Spring 2018 and contains sample reports with descriptions of each section. (<https://fsassessments.org/users/students-and-families.shtml>)



# 2018 Individual Score Reports

- HB 7069, which went into effect July 1, 2017, amended s. 1008.22(7)(h), F.S., to require more comprehensive student score reports for statewide assessments, which districts must provide to parents within 1 week of their receipt.
- The report must contain:
  - an explanation of the student results,
  - information on student strengths and weaknesses,
  - specific actions that can be taken and resources that can be used for improving areas of weaknesses,
  - comparative data,
  - and, if available, longitudinal and predictive data.



**THE FLORIDA STANDARDS ASSESSMENTS**  
**GRADE 10 ENGLISH LANGUAGE ARTS SCORE REPORT**

**STUDENT, DEMO**  
FLEID: FL1000000039  
SPRING 2018

**SCHOOL: DEMO SCHOOL (9999)**  
**SCHOOL DISTRICT: DEMO DISTRICT (99)**

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**PURPOSE OF THIS REPORT**

With the Florida Standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1 and Geometry) serve Florida students by measuring education gains and progress. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met. This report reflects your student's performance on the Spring 2018 FSA ELA assessment. It also allows you to compare your student's score to the performance of students in his or her grade across the state and to follow your student's academic progress from year to year. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

Gracias a los Estándares de Florida que ayudan a los estudiantes de Florida a alcanzar el éxito, las FSA (Florida Standards Assessments, Evaluaciones de los Estándares de Florida) en ELA (English Language Arts, Lengua y Literatura Inglesa), Matemáticas y las materias de EOC (end-of-course, fin de curso) (Álgebra 1 y Geometría) ayudan a los estudiantes de Florida al medir el progreso y los avances educativos. Las evaluaciones fomentan la formación y el aprendizaje de los estudiantes, mientras que los resultados de las pruebas ayudan a los líderes y las partes interesadas en la educación de Florida a determinar si se están cumpliendo los objetivos del sistema educativo. Este informe incluye el desempeño de su estudiante en la evaluación FSA de las Spring 2018 ELA. Esto le permite comparar la puntuación de su estudiante con el desempeño de estudiantes de su mismo grado de todo el estado y hacer un seguimiento del progreso académico que hace el estudiante de un año a otro. Además, los puntos de las distintas categorías del informe le permitirán identificar las áreas que quizás deban reforzarse.

Ak Nòm Florida a an plas pou ede èlèv Florida yo reyisi. Evalyasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Anglè (Language Arts, ELA), Matematik, ak evalyasyon Fen Kou (end-of-course, EOC) (Aljèb 1 ak jèwometri) ap sèvi èlèv Florida yo kote yo mezire sa èlèv yo aprann ak pwogrè yo fè. Evalyasyon an kore enstriksyon ak aprentisaj èlèv yo, epi rezilta tèst yo ede dirijan ak patiprenan nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an. Rapò sa a montre pèfòmans plit ou a nan evalyasyon FSA Prentan 2018 la ELA. Epi tou li pral pèmet ou konpare pwen plit ou a make ak pèfòmans lòt èlèv ki nan menm klas ak li nan tout eta a ak pou swiv pwogrè akademik plit ou a chak ane. Answit, lè ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

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**DEMO'S PERFORMANCE ON THE GRADE 10 ELA ASSESSMENT**

**PERFORMANCE LEVEL**

4

Your student has met the Grade 10 English Language Arts assessment graduation requirement by scoring at or above the passing score of 350.

El alumno cumplió con el requisito de puntaje de la evaluación de Lengua y Literatura Inglesa de 10º grado, ya que obtuvo el puntaje necesario para aprobar de 350 o lo superó.

Plit ou te satisfè kondisyon gradyasyon evalyasyon Lang Anglè Klas 10èm ane a paske li te make 350 pwen, ki se pwen li sipoze fè pou pase oswa plis.



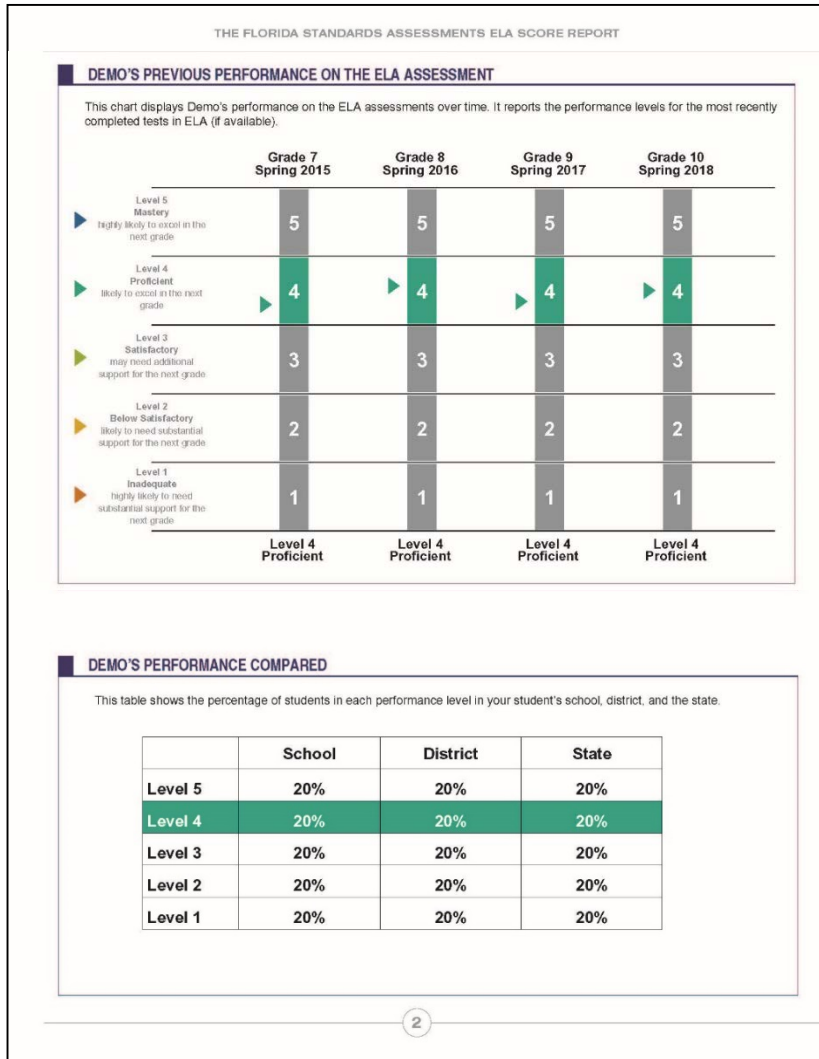
Performance Level	Description	Score
5	Mastery highly likely to excel in the next grade	412
4	Proficient likely to excel in the next grade	378
3	Satisfactory may need additional support for the next grade	362
2	Below Satisfactory likely to need substantial support for the next grade	350 (Passing Score)
1	Inadequate highly likely to need substantial support for the next grade	334
		284

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# 2018 Individual Score Reports – What’s New



## Previous Performance (longitudinal data)

- If students took an FSA ELA or Mathematics assessment in a prior year(s) and a score was reported, this chart will compare the student's performance over time
- The chart will indicate the performance levels for each year, and an arrow will indicate where in that level the student's score fell
- Previous performance information is not available on grade 3 ELA Reading, grade 3 Mathematics, Retake or EOC reports



# 2018 Individual Score Reports – What’s New

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

**DEMO'S PERFORMANCE DETAILS**

This FSA ELA assessment measures what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on FSA ELA progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

This table describes the knowledge and skills assessed in each reporting category on this assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES	POINTS EARNED	POINTS POSSIBLE
<b>Key Ideas and Details</b> In this category, students are expected to read closely to understand information, cite textual evidence to support inferences/conclusions, analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas, and summarize key concepts. En esta categoría, se espera que los estudiantes lean de manera atenta para entender la información, citen pruebas textuales para respaldar sus inferencias/conclusiones, analicen el desarrollo y la interacción de ideas, temas, personas y eventos centrales o ideas de respaldo y resuman los conceptos clave. Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dediksyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evenman, oswa ide sipò; epi rezime konsèp prensipal yo.	7	14
<b>Craft and Structure</b> In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/tone and how text structures impact the text, and determine the effects of point of view or purpose. En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo. Nan kategori sa a, elèv yo sipoze kapab entèprete silyfrikasyon konotatif ak figiratif mo/fraz, analize kijan chwa mo afekte sans/ton ak fason estrikti tèks la kapab enfluyanse tèks la, epi detèmine efè pwendvi pèsònèl ak objektiv.	8	20
<b>Integration of Knowledge and Ideas</b> In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics. En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios, evalúen los argumentos empleados para respaldar las afirmaciones, la validez, la relevancia y la suficiencia de las pruebas y analicen el tratamiento que se hace de ideas principales o temas similares. Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòm, evalye agiman pou deklarasyon, validite, pètinans, ak ase prèv, epi analize tretman tèm oswa sijè ki sanble.	7	13
<b>Language and Editing</b> In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés. Nan kategori sa a, elèv yo sipoze kapab demontre yo ka metrize nom gramè, fason pou itilize, ekrivi an majiskil ak miniskil, ponktyasyon, ak otograf lang angle estanda.	4	7
<b>Text-Based Writing</b> In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience. En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia. Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan. Eki yon fason ki kle epi rasyonèl ak devlopman, oganizasyon, ak estil ki apwopriye pou travay, objektiv, ak piblik la.	2	10

\* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the student's patterns of correct answers were different. See *Understanding FSA Reports* for more information.

## Performance Descriptions

- More detailed descriptions of what students are expected to know and do in each reporting category are provided for each subject and grade level
- Translated into Spanish and Haitian-Creole





# 2018 Individual Score Reports – What’s New

## Writing Performance (Domain Scores)

- Grades 4–10/Retake ELA reports contain the points earned and points possible for each of the three writing domains:
  - Statement of Purpose, Focus, and Organization (4 points possible)
  - Evidence and Elaboration (4 points possible)
  - Conventions of Standard English (2 points possible)
- If a student response was assigned a condition code (e.g., B – Off Topic), the code will be displayed in this section

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

**DEMO'S WRITING PERFORMANCE**

This table shows the number of points possible and number of points earned by your student in each domain of the writing component of the ELA assessment. For more information, please see the rubrics and scoring samplers on the FSA Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
<p>Your student earned 3 out of 4 possible points. The response is adequately sustained and generally focused within the purpose, audience, and task. It has a controlling idea/claim and evident organizational structure with a sense of completeness.</p> <p>Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta está bien fundamentada y, en términos generales, centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación y una estructura organizacional evidente con una sensación de integridad.</p> <p>Pittt ou ta te fe 3 pwen sou 4 pwen posib. Li te kore repons li yo ase epi jeneralman li te kore repons sou objektif, piblik ak travay li gen pou fe a. Li te bay yon ide/deklarasyon kontwòl ki epi estrikti a te gen òganize ki te fe konple.</p>	<p>Your student earned 3 out of 4 possible points. The response provides adequate support with cited evidence for the controlling idea/writer's claim that includes the use of sources, facts, and details.</p> <p>Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta incluye argumentos adecuados con pruebas citadas para respaldar la idea de control/afirmación del autor e incluye el uso de fuentes, hechos y detalles.</p> <p>Pittt ou ta te fe 3 pwen sou 4 pwen posib. Repons li a te bay ase sipò ak prèv site pou ide kontwòl/deklarasyon ekriyen an ki te ilizize sous, enfòmasyon, ak detay yo byen.</p>	<p>Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling.</p> <p>Su estudiante obtuvo 2 de los 2 puntos posibles. La respuesta demuestra un dominio adecuado de las convenciones básicas. La respuesta puede incluir errores menores en el uso, pero no presenta patrones de errores. Incluye el uso adecuado de la puntuación, el uso de mayúsculas, la formación de oraciones y la ortografía.</p> <p>Pittt ou ta te fe 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kek ti erè nan itilizasyon, men li pa gen anpil fot. Li ilizize ase ponktiyasyon, let majiskil ak miniskil li sipoze, fomasyon fraz, ak otograf.</p>

**RECOMMENDED RESOURCES**

**FSA Portal**  
The FSA Portal is the gateway for FSA information and resources ([www.fsassessments.org](http://www.fsassessments.org)), including FSA practice tests for both computer-based and paper-based tests, and the Students & Families page.  
The following resources can be found on the Students & Families page:

- **Understanding FSA Reports** – this document provides additional information about this report and the scoring process.
- **FSA Fact Sheets** – these documents contain test administration and policy information for the assessments.

**FDOE Website**  
You are encouraged to browse the department's website ([www.fldoe.org](http://www.fldoe.org)) for many useful parent resources, including the following:

- **Just Read, Florida!**
  - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
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- **Middle Grades Promotion Requirements** can be found on the Standards and Instruction Support page.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

**CPALMS**  
FSA assessments are written to the Florida Standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to the Florida Standards. You may visit this site to review the benchmarks for each grade level and subject order or course to help support your student and understand the expectations for learning at each stage of your student's education.

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**Recommended Resources**  
A list of information from the FSA Portal and the FDOE website that parents/guardians and students may find useful to understand more about the FSA program, state policies regarding assessments, and other resources to promote better understanding of student expectations and to promote family engagement.



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# 2019 Paper-Based Tests

## Spring 2019 Paper-Based Tests: Grades 3–6

- All grades 3–6 ELA and Mathematics test will be delivered on paper in spring 2019.
- Practice tests and item specifications will be updated and posted to the FSA Portal in September.
- Current paper-based practice tests include a few item types that will be removed. **Use with caution.**
  - One example is the “Open Response” items, in which students keyboard one or two sentences into a text field.
- New item types/renderings will be included in September release of updated practice tests.
- Districts will be notified when updates are posted.

## Spring 2019 Paper-Based Tests: ELA

- Most item types are transferable to paper in a slightly altered format.
- Item specifications will be updated to include all item types accessible on paper.
- Paper-based tests will NOT include audio.



## Spring 2019 Paper-Based Test: ELA Writing

- Grades 4–6 remain on paper.
- Grade 7 transitions to computer-based test.
- Grades 8–10/Retake remain computer based.

## Spring 2019 Paper-Based Tests: Mathematics

- Grades 3–6 Mathematics Paper-Based Practice Tests
  - All hand-scored items will be removed (grades 3 and 4).
    - All other practice items that were previously on paper-based practice tests will remain as-is.
  - All technology-enhanced items that are not adaptable for paper (e.g., Open Response, Table) will be removed.
  - New Editing Task Choice item inserted at each grade level.
  - New paper-based item types inserted to ensure standards coverage.
- As with ELA, new item types/renderings will be included in September release of updated practice tests.
- Also as with ELA, districts will be notified when updates are posted.



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# Concordant/Comparative Scores

## Statutory Requirement: s. 1008.22, Florida Statutes

- Sections [1008.22\(9\) and \(10\)](#), F.S., require the Commissioner of Education to identify scores on other assessments that if achieved satisfy the graduation requirement that a student pass the statewide, standardized grade 10 ELA assessment and the Algebra 1 EOC assessment. Law requires that the Commissioner identify scores on SAT and ACT for the grade 10 ELA assessment, though she can select other assessments.
- State law requires that if the content or scoring procedures change for the state assessments, new concordant and comparative scores must be determined.

## Statutory Requirement: s. 1008.22, Florida Statutes

(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT and ACT that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC) ASSESSMENT.—The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.

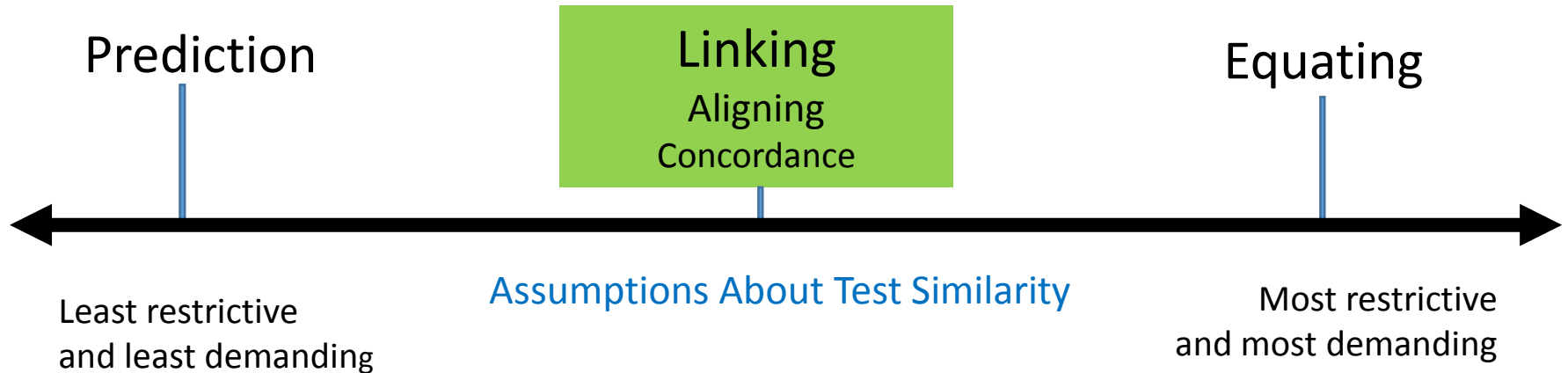


# Concordant/Comparative Score Background

- Performance standards (i.e., “cut scores”) for the Grade 10 FSA ELA and FSA Algebra 1 EOC were adopted by the State Board of Education in January 2016. These scores have been in effect and reported for students since the spring 2016 administration of the assessments.
- In order to determine new concordant and comparative scores, enough time must pass whereas Florida students take both the state assessments and the alternative assessments, such as SAT and ACT, in order to conduct the necessary analyses.
- Therefore, as required by state law, the last adopted concordant/comparative scores (i.e., those aligned to the former state assessments, FCAT 2.0 Reading and the Next Generation Sunshine State Standards [NGSSS] Algebra 1 EOC) have remained in effect even though the state transitioned to new assessments.

## How Concordant/Comparative Scores are Determined

- The procedure used to determine concordant and comparative scores is called “equipercentile linking.”
- Students’ scale scores on each assessment are rank ordered using percentiles.
- This rank ordering is then used to link the scores from one assessment to another in order to determine concordant/comparative scores.
- This empirical process is the same process previously used to set FCAT concordant scores and does not rely on external factors, nor on score interpretations of other assessments.



**Characteristics:**

- a) Scores on one test may predict scores on another
- b) Prediction accuracy varies depending upon similarity between tests

**Characteristics:**

- a) Assumes tests that each measure **similar** knowledge and skills
- b) Indicates that performance is likely to be similar between tests for a given student, and scores are sufficiently comparable

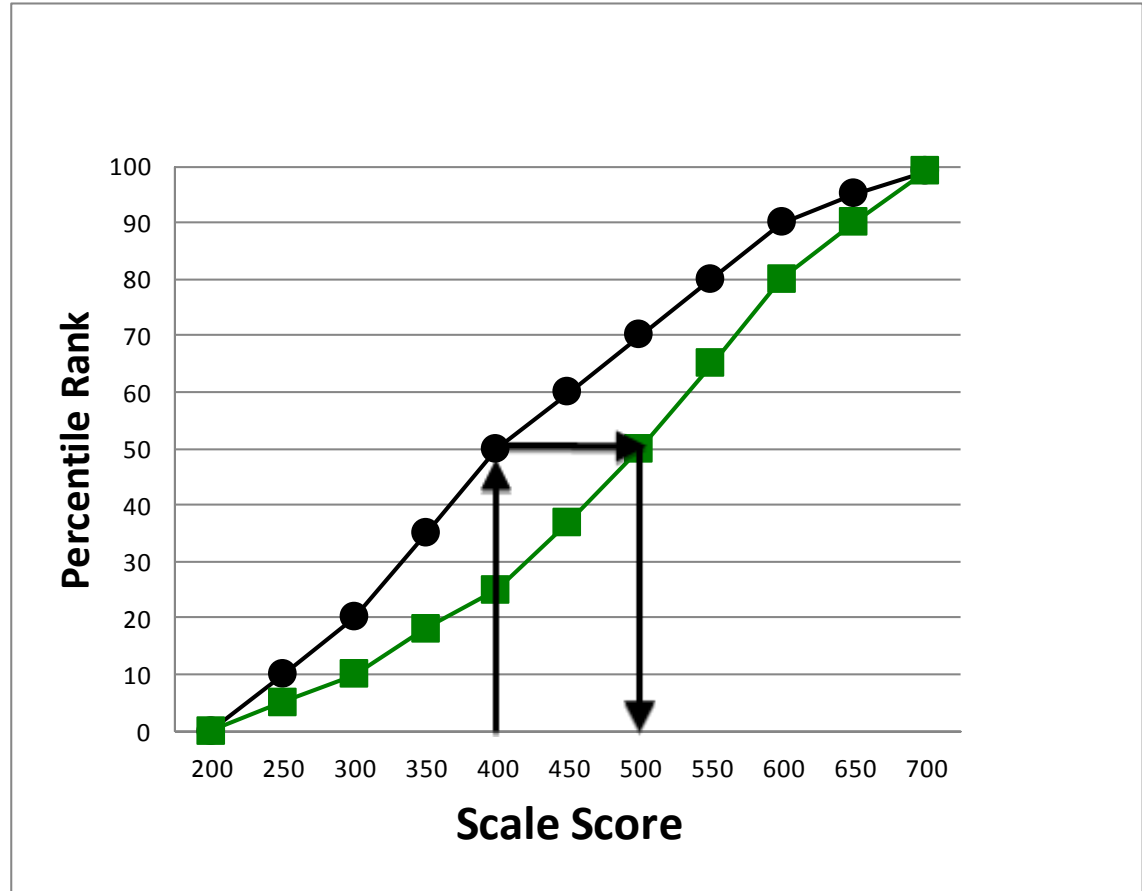
**Characteristics:**

- a) Equated tests measure the **same** knowledge and skills, and are equally reliable
- b) Assumes that scores are interchangeable between tests
- c) Assumes that all above hold true for students of all abilities

# How Concordant/Comparative Scores are Determined

## Equipercentile Linking Example

- The black and green lines represent scores on two different assessments
- The lines show how the scale score relates to the percentile rank
- A “black” score of 400 and a “green” score of 500 are both at the 50th percentile rank and are “equivalent”



## How Concordant/Comparative Scores are Determined

- The Buros Center for Testing (University of Nebraska-Lincoln) conducted an alignment study and performed concordance analyses for the FSA Algebra 1 EOC and FSA Grade 10 ELA assessments in January 2017.
- Further analyses were then conducted in conjunction with the Center for Assessment and Accountability Research and Design (University of Kansas) to include a broader test administration period and more students.
- Based on those analyses, the Department is recommending to the State Board of Education that the following concordant and comparative scores be adopted.



## Concordant Scores for FSA ELA Grade 10

SAT Evidence-Based Reading and Writing (EBRW) (Scale of 200–800)	ACT (English and Reading Components each on a Scale of 1–36)
480*	18**

\*Scale scores on the more recently-developed SAT EBRW are not comparable to scale scores on the previous version of the SAT Critical Reading, so the new SAT EBRW concordant score of 480 is not comparable to the previous SAT Critical Reading concordant score of 430.

\*\*The concordant score for ACT is the average of the combined English and Reading subject tests. If the average is a decimal, round up to the nearest whole number. The scores for the English and Reading components of the ACT are not required to come from the same test administration when averaging.

## Comparative Scores for FSA Algebra 1 EOC

PSAT/NMSQT (Scale of 160–760)	SAT Math (Scale of 200–800)	ACT Math (Scale of 1–36)
430	420	16

## Proposed Concordant/Comparative Score Rule Language

- The [proposed rule language](#) will establish new concordant and comparative scores beginning with students who enter grade 9 in the 2018–2019 school year (i.e., those scheduled to graduate from high school in the spring of 2022).
- For students who are currently in high school (i.e., those scheduled to graduate in either the spring of 2018, 2019, 2020, or 2021), the current concordant and comparative scores stay in effect. In addition, these students are also permitted to use the new concordant scores, if those new scores satisfy their graduation requirements.
- Therefore, under the proposed rule language, **the scores available for students to use if they cannot pass the statewide assessments are not changed for students currently enrolled in high school.**

### Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA

Available for *all* students who entered grade 9 in 2010–11 and beyond:

SAT EBRW	480
ACT English and Reading subtests	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
SAT Critical Reading	430
SAT EBRW	
SAT Reading Subtest	24
ACT Reading	19

### Algebra 1 EOC (NGSSS or FSA)

Available for *all* students who entered grade 9 in 2010–11 and beyond:

PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
PERT Mathematics	97

## Proposed Concordant/Comparative Score Rule Timeline

- The proposed rule language was presented to the State Board of Education at the May 16, 2018, board meeting.
- Rules are effective approximately 30 calendar days after State Board adoption
- The rule language and an FAQ is posted on the Standard Setting page of the FDOE website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.stml>.



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# SAT10 Update

# Stanford Achievement Test, Tenth Edition (SAT10) Norms Update

- SAT10 is a suite of 13 assessments in Grades K–12
- Last norms update: 2007
- Changes over time in the populations and curricula may affect the validity of score interpretations.
- Best practice for testing programs that maintain a common scale over time is to conduct periodic checks of the stability of scale on which scores are reported.
- The Department also requires that norms for such state-approved tests be updated after 10 years, and preferably after 5 years.



## SAT10 Norms Update

- Accuracy can be improved through psychometric processes, such as *recentering* or *rescaling*, which adjust score scales for overall shifts in student performance.
- A SAT10 recentering study was conducted by Pearson to evaluate *scale drift*, to update norms accordingly, and to provide validity evidence for the updated norms.
- Validity evidence can be provided by comparing the mean scaled score shift with other national norm-referenced achievement tests, examining standard score distribution, and examining students' proficiency classification.

# SAT10 Norms Update

- Updated norms
  - are based on scores from more than 500,000 students in public and private schools across the U.S.
  - are demographically matched to U.S. census data on SES, “urbanicity,” ethnicity, and school type.
  - include English Language Learners and students with disabilities.
  - accurately represent current national student achievement and account for changes in curricula and instruction, as well as changes in demographic composition since 2007.
- Test content is unchanged.

# SAT10 Norms Update

- The practical impact of the norms update is that students will need to score approximately 5 scale score points higher in reading comprehension than in the past to maintain the same national percentile rank.
- The new norms will become effective in the 2018–2019 school year, and are not applicable to students who take the SAT10 in summer 2018.



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# HB 7055: Social Studies Concepts

## Social Studies Concepts in ELA

- HB 7055, which will go into effect July 1, 2018, amends s. 1008.22, F.S., to specify that “Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies.”
- FSA ELA currently includes diverse topics, including many from social studies.
- Updates to be made to passage development plans, test construction specifications, and item specifications with grade level social studies strands/concepts.
- Process will now document the inclusion of social studies concepts at passage/item review and test construction.

**This will NOT alter the design of FSA ELA.**

# Questions?

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