



Statewide Assessment Update

Florida Organization of Instructional Leaders

November 1 & 2, 2023



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Topics

- Computer-Adaptive Testing (CAT) Information and Updates
- Science and Social Studies Updates
- Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing
- Reporting
- Enhanced Score Reports
- Released Tests
- Other Assessment Updates



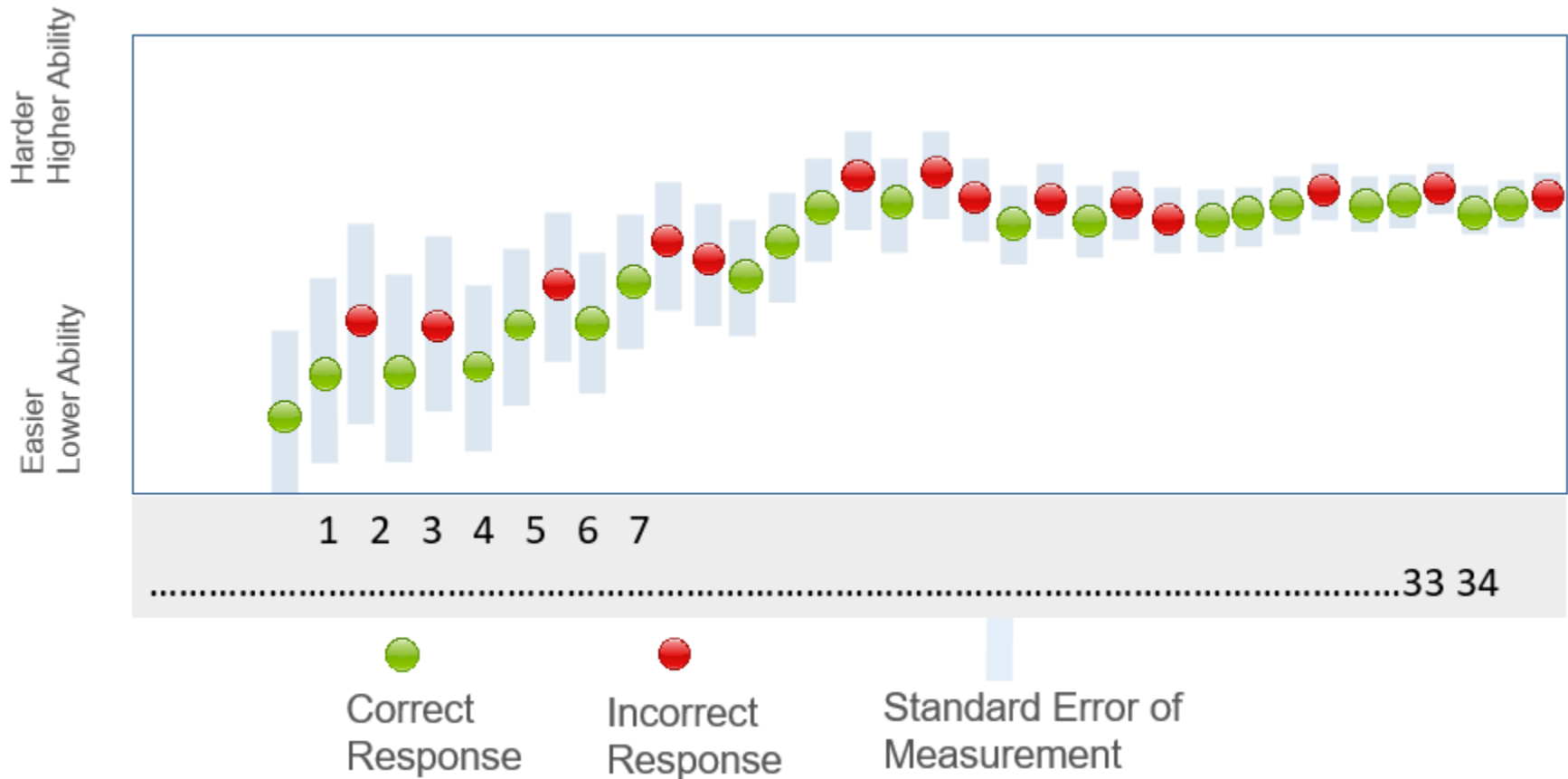
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CAT Information and Updates

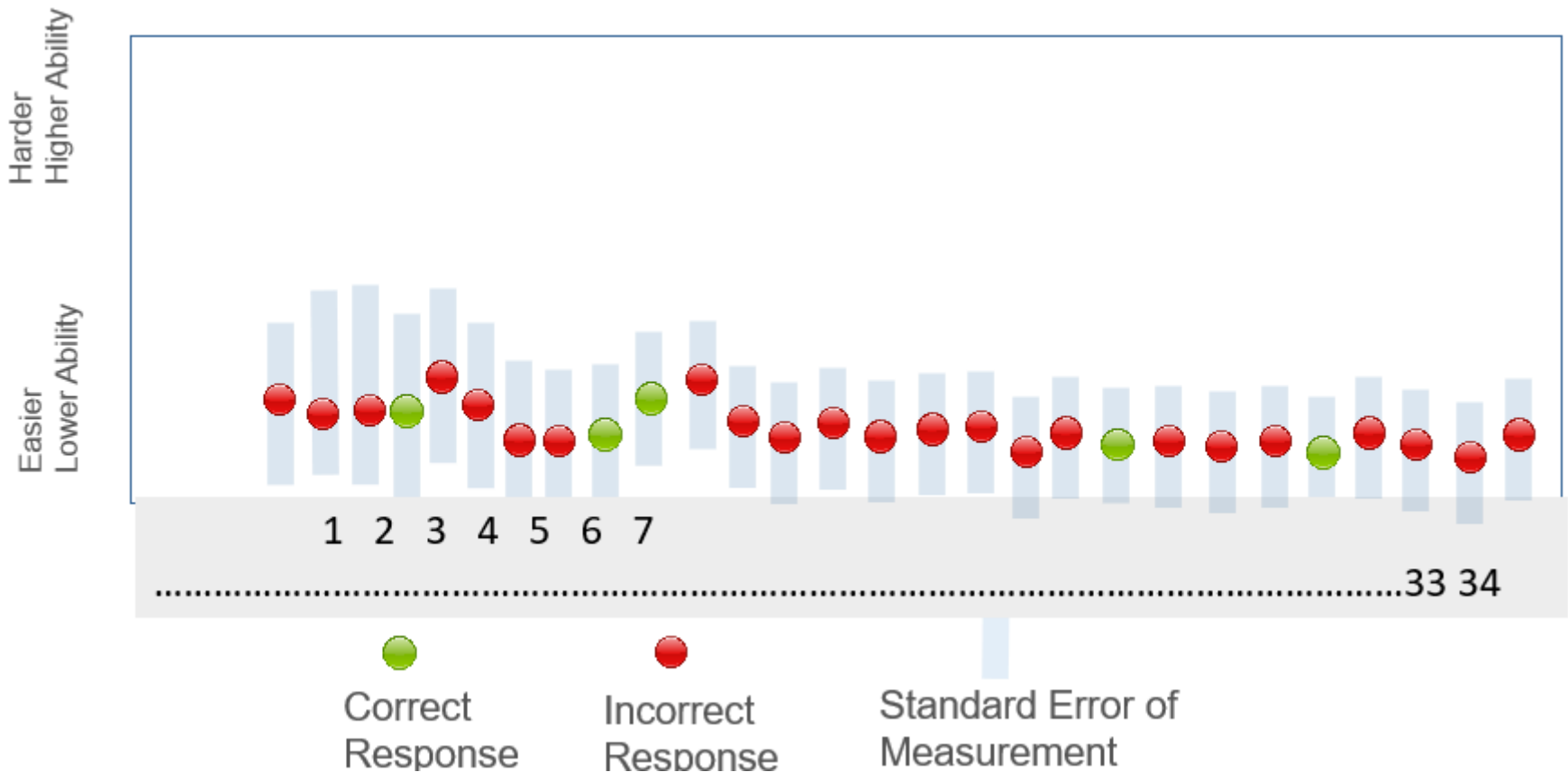
CAT Across PMs

- Beginning with the 2023–24 school year, past performance on the Florida Assessment of Student Thinking (FAST) will, in most cases, impact student starting points on testing.
 - For example, past performance on the first progress monitoring (PM) administration, PM1, will impact a student’s starting point for PM2.
 - A student’s first item will be of similar difficulty level to where they scored during the previous PM assessment.
- For grades 4–10 FAST assessments, a student’s starting point for PM1 is based on performance from the previous year, if available.
 - If no previous year performance is available, the student will begin with a moderately-difficult item.
- This does not apply to end-of-course (EOC) assessments and is not in place for grade 3 PM1 assessments at this time (i.e., grade 2 performance in the previous year does not determine starting point for grade 3).

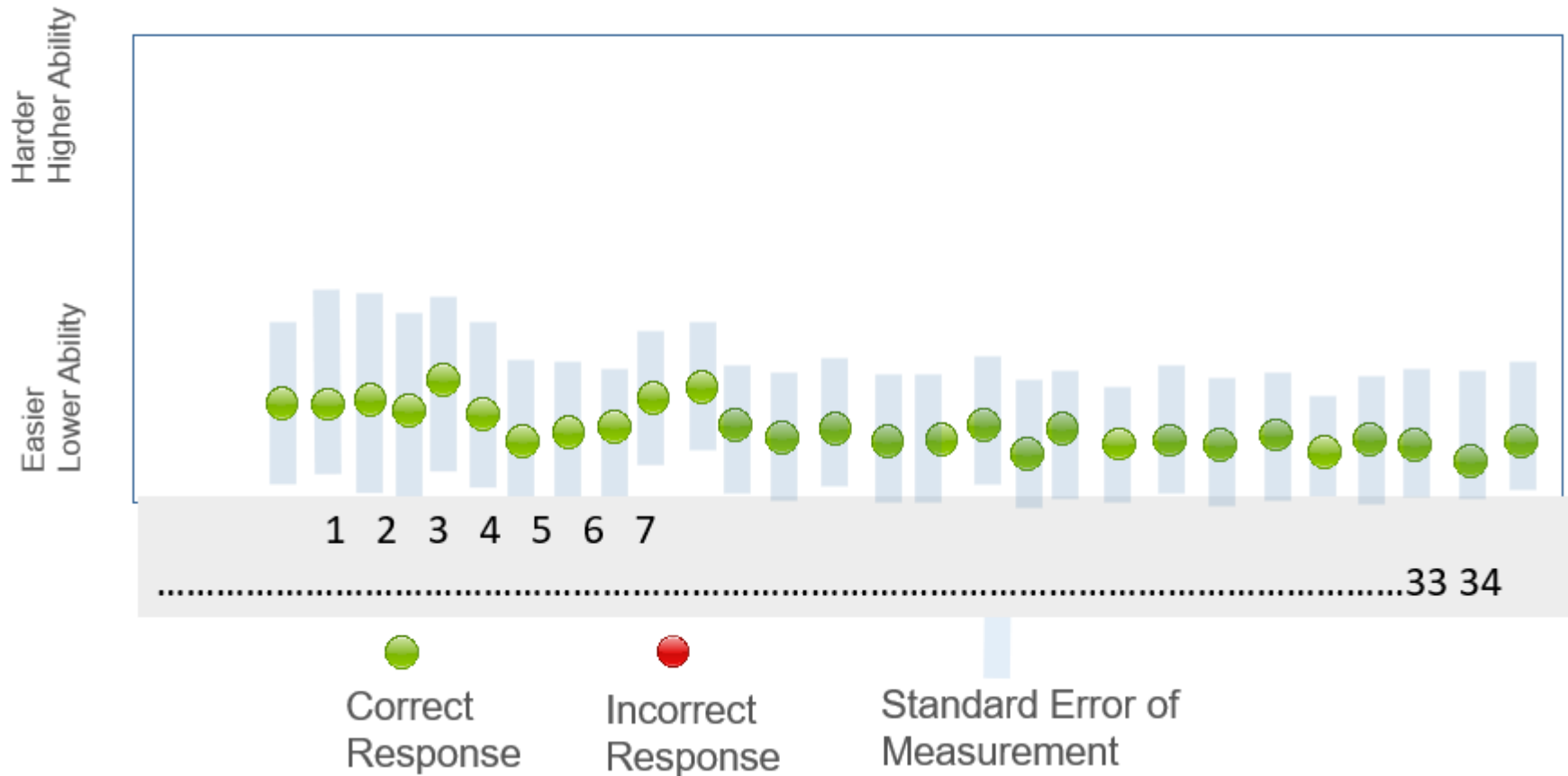
Item Selection Algorithm Example



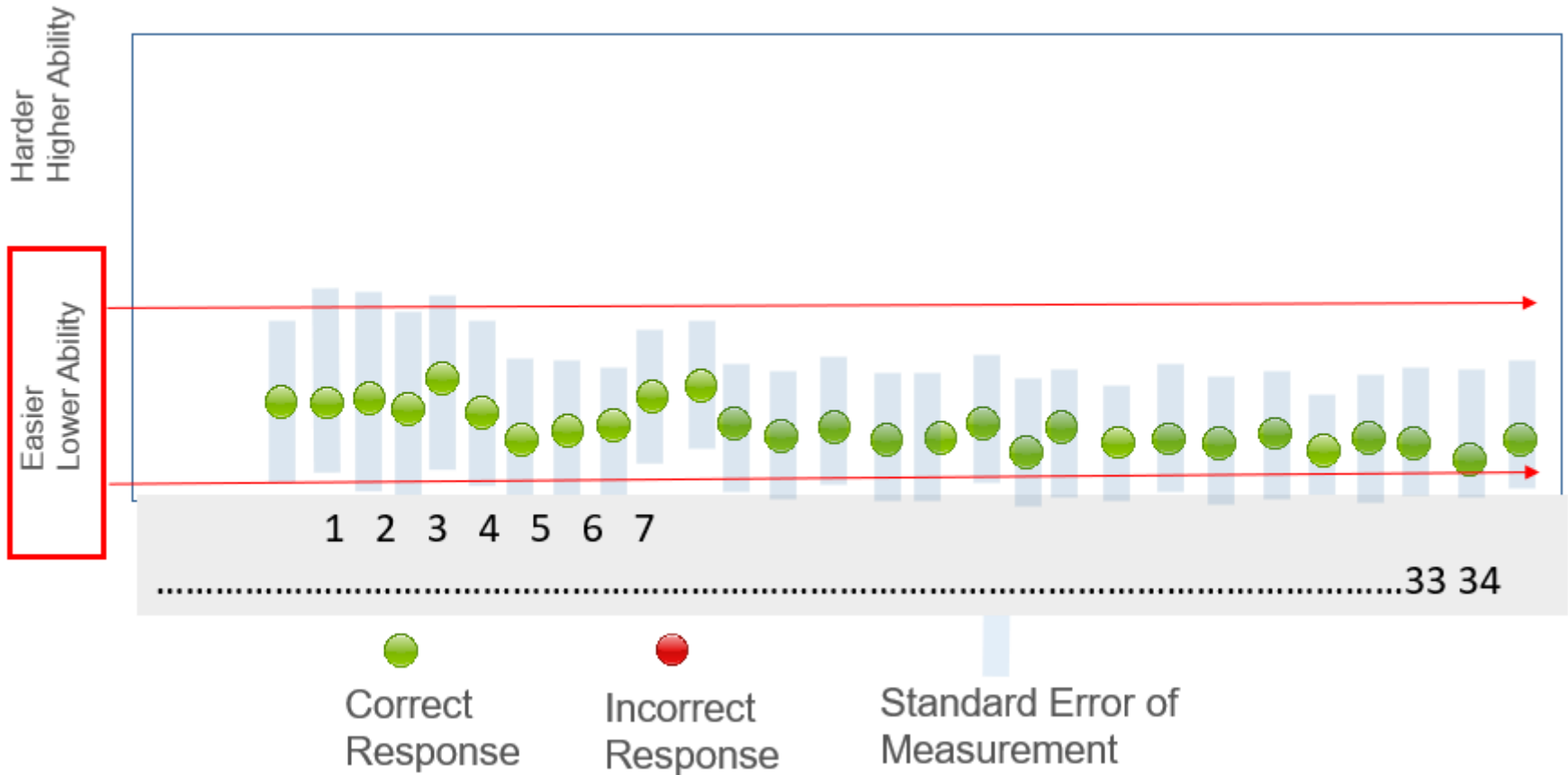
Item Selection Algorithm Example: “Guessing”



Item Selection Algorithm Example: “Guessing” (cont.)



Item Selection Algorithm Example: “Guessing” (cont.)



Item Selection Algorithm Example: “Guessing” (cont.)

- Because the student skipped/guessed on all items initially, only low-ability items were delivered by the algorithm.
- When the student returned to those items, they answered correctly, but the items only represented low-ability items.
- Result:
 - Students may see a lower scale score that is not reflective of the student’s true ability.
 - There is a greater measurement error.
- Skipping one or two items to move on should not affect the ability score for a student.



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Science and Social Studies Updates

Science and Social Studies Assessments

- The Spring 2024 administration of Science and Social Studies assessments will be the first step toward computer-adaptive delivery in the 2024–25 school year.
 - The Spring 2024 assessments will draw from a common item bank, cover the full test blueprints and be reported on the existing scales.
- We will not conduct a new standard setting for these assessments, but we will perform quality assurance analyses in the summer of 2024.
- Fall and Winter 2023 Biology 1, Civics and U.S. History EOCs are fixed-form computer-based tests (CBTs) with scores reported after the testing window.

Science and Social Studies Assessments

- All paper-based accommodations (regular print, braille, large print, one-item-per-page [OIPP]) will be available for eligible students (enter into the Data Entry Interface).
- Both grades 5 and 8 Science will be administered in one day.
 - Session Length = **160** minutes. Any student not completed at the end of the session may continue working up to the end of the school day.
- Statewide Science will continue to be a summative assessment offered only in the spring. It will not be part of the FAST progress monitoring system.

Science and Social Studies Assessments

- The Spring 2024 Science and Social Studies assessments will contain multiple-choice items only.
- The same parent/educator reports and information available in the Florida Reporting System (FRS) for FAST and B.E.S.T. assessments will be available for science and social studies assessments in Spring 2024.
 - However, there is no enhanced score report language for Science and Social Studies assessments.
- Districts will continue to access Biology 1, Civics and U.S. History EOC results within usual reporting timeframes in PearsonAccess Next Reporting for the 2023 Summer, Fall and Winter administrations.



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B.E.S.T. Writing

B.E.S.T. Writing

- First administered in Spring 2023 as a standalone field test administered to a representative sample of Florida students.
- Beginning with the 2023–24 school year, Writing will be administered during each spring administration.
 - April 1–12, 2024
- Computer-based for all grades (4–10) in one 120-minute session.
 - Any student not completed at the end of the session may continue working up to a half school day.
- B.E.S.T. Writing scores will be reported separately from English Language Arts (ELA) Reading; they will not contribute to an overall ELA score.
 - 12 point rubrics
 - Scale score with one passing cut score
- Spring 2024 B.E.S.T. Writing results will not be used in school accountability calculations.

B.E.S.T. Writing

- **Resources**

- [B.E.S.T. Writing Fact Sheet](#)
- [B.E.S.T. Writing Scoring Samplers](#)
- [Test Design Summary and Blueprint: FAST English Language Arts](#)
- [B.E.S.T. Standards Achievement Level Descriptions](#)
- **B.E.S.T. Writing Rubrics**
 - [Grades 4–6 Argumentative](#)
 - [Grades 4–6 Expository](#)
 - [Grades 7–10 Argumentative](#)
 - [Grades 7–10 Expository](#)



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Reporting

2023–24 Reporting

- On October 18, 2023, the State Board of Education adopted new score scales and passing scores for the FAST and B.E.S.T. EOC and Writing assessments.
- These new scores will be reported beginning with PM2 and the Winter B.E.S.T. EOC administrations.
- Students who take a B.E.S.T. EOC assessment for the first time this winter and beyond are required to earn a passing score on the new B.E.S.T. scale.
 - Algebra 1 graduation requirement: passing score of 400 (Level 3)
 - Geometry comparative score or Scholar designation: passing score of 404 (Level 3)
- Students who take Grade 10 FAST ELA Reading (PM3) in Spring 2024 and beyond are required to earn a passing score of 247 (Level 3) on the new FAST scale.

2023–24 Reporting

- **PM1**

- Grades 3–10 FAST scores were reported on the provisional scale that was used in 2022–23.
- These scores will be updated on the FAST scale in FRS by PM2 for apples to apples comparisons between PM1 and PM2.

- **PM2 and beyond**

- Grades 3–10 FAST scores will be reported on the new FAST scale.
- K–2 FAST scores will be reported on the FAST scale with achievement levels *and* on the Unified scale.

2023–24 Reporting: Alternate Passing Scores

- B.E.S.T. EOCs – Eligible Students
 - Any student who participated in a B.E.S.T. EOC prior to the adoption of the B.E.S.T. scale.
 - Students whose graduation requirement is FSA Algebra 1*.
- FAST ELA Reading – Eligible Students
 - Any student who was enrolled in grade 10 in the 2022–23 school year.
 - Students who participated in Spring 2023 FAST Grade 10 ELA Reading PM3 (including accelerated students).
 - Students whose graduation requirement is FSA ELA*.
- [Graduation Requirements for Florida’s Statewide Assessments](#)

*Spring 2023 will be the last administration of FSA ELA and FSA Algebra 1 Retakes.

2023–24 Reporting: Retrofitted Scores

- **Grades 3–10/B.E.S.T. EOC Retrofitted scores:** scores will be converted to the new FAST scale in the following order:
 - Spring 2023 PM3/Winter and Spring B.E.S.T. EOCs: these retrofitted scores will be used to calculate school grades. Districts will receive a new District Summary Report (DSR) for informational purposes only.
 - Fall 2023 PM1: new DSR; updated in FRS and Family Portal only.
 - 2022–23 PM1 and PM2: new DSR; FRS and Family Portal TBD.
 - No new PDF individual student reports will be generated; however, once the scores are updated in FRS and Family Portal, new reports for the 2022–23 school year will contain the FAST scores.

2023–24 Reporting: Retrofitted Scores (cont.)

- **Retrofitted Scores for Grade 10 ELA Reading (PM3), Algebra 1 and Geometry**
 - If a student who participated in Grade 10 ELA Reading PM3 in Spring 2023, the FAST ELA Reading Retake in Fall 2023 or a B.E.S.T. EOC in 2022–23 or Fall 2023 and earned a passing score on the FSA-linked scale, they use that score for graduation regardless of their retrofitted score on the FAST scale.

Achievement Standards

Level	FSA Labels	Labels Proposed to Educator Panel	Labels Approved by the SBE
Level 5	Mastery	Exemplary	Exemplary
Level 4	Proficient	Proficient	Proficient
Level 3	On Grade Level	On Grade Level	On Grade Level
Level 2	Below Satisfactory	Approaching Grade Level	Below Grade Level
Level 1	Inadequate	Emerging	Well Below Grade Level

Policy Achievement Level Descriptors Based on Reactor Panel Recommendations

<p>Well Below Grade Level (Level 1)</p>	<p>Students at this level demonstrate that they are well below grade level with respect to the challenging content of the <i>B.E.S.T. Standards</i>.</p>
<p>Below Grade Level (Level 2)</p>	<p>Students at this level demonstrate that they are below grade level with respect to the challenging content of the <i>B.E.S.T. Standards</i>.</p>
<p>On Grade Level (Level 3)</p>	<p>Students at this level demonstrate On Grade Level success with the challenging content of the <i>B.E.S.T. Standards</i>.</p>
<p>Proficient (Level 4)</p>	<p>Students at this level demonstrate a proficient level of success with the challenging content of the <i>B.E.S.T. Standards</i>.</p>
<p>Exemplary (Level 5)</p>	<p>Students at this level demonstrate exemplary success with the most challenging content of the <i>B.E.S.T. Standards</i>.</p>



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Enhanced Score Reports

Enhanced Score Reports

- Enhanced Score Reports describe student performance in each reporting category of the FAST assessment and B.E.S.T. EOC assessments (“What These Results Mean”), as well as suggestions for ways that parents can help students make progress in their learning (“Next Steps”).
- For each of the reporting categories, three tiers of text have been created based on the B.E.S.T. Standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators:
 - Below Expectations
 - At/Near Expectations
 - Above Expectations
- The reports classify student performance into one of the three tiers based on the students’ answers to items that measure the benchmarks associated with that reporting category.

Enhanced Score Reports (cont.)


Scale Score: 340

Achievement Level: Level 4

Percentile Rank: 72

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

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times within this testing window.

Category	Performance	Achievement Level	Achievement Level Description
1. Reading Across Genres & Vocabulary		Above the Standard	<p>What These Results Mean For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> Analyze how figurative language adds to implied meaning of the text(s). Summarize a story or an informational text to include complex or implied details (such as the plot and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding. Compare and contrast information from primary (firsthand) and/or secondary (secondhand) sources and explain how the sources support the same topic. Apply knowledge of word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, recognize the connection between affixes and parts of speech, and use multiple strategies to determine the meaning of complex and unfamiliar words and phrases. <p>Next Steps Ask your learner to read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> Analyze how using multiple instances of figurative language contributes to the meaning of complex text(s). Explain how concise and specific details support the theme and/or central idea to enhance the understanding of the text. Explain how the similarities and differences between two primary (firsthand) and secondary (secondhand) sources contribute to an overall understanding of the same topic. Explain the parts of an unknown word that may help with understanding what the word means, or that changes the meaning of the word, and the connection to complex parts of speech. Explain how the use of multiple strategies can help determine the meaning of an unknown word or phrase.
			<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Explain how a text structure (chronological order, comparison, cause and effect, problem/

Grade 3 ELA Reading: “What These Results Mean”

Reading Prose and Poetry

See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4

Below Expectations

For example, your learner may be able to:

- Answer questions about a character’s feelings, personality, motivations and/or actions.
- Identify simple details about the theme (message/big idea) of a story.
- Answer simple questions about a character’s perspective (thoughts, feelings and reactions about what is happening) in a story.
- Identify a feature of one type of poem (free verse, rhymed verse haiku or limerick).

Grade 3 ELA Reading: “Next Steps”

Reading Prose and Poetry

See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4

Below Expectations

Read and discuss a variety of stories with your learner. For example, have your learner:

- Retell the story and talk about how the characters’ thoughts, feelings and/or actions are important to the story.
- Talk about the story’s message/big idea using some stated details from the story (e.g., *What does the character want the reader to learn about life?*).
- Talk about how different characters feel, think or react.
- Read a variety of poems (free verse, rhymed verse, haiku and limerick) and talk about the different features of the poem (examples of features include rhyme, descriptive imagery, lines and stanzas).

Grade 3 Mathematics: “What These Results Mean”

Number Sense and Additive Reasoning

See Benchmarks for Excellent Student Thinking 3.NSO.1.1, 3.NSO.1.2, 3.NSO.1.3, 3.NSO.1.4, 3.NSO.2.1, 3.AR.1.2, 3.AR.3.1, 3.AR.3.3

Below Expectations

For example, your learner may be able to:

- Compose and decompose (build and break apart) four-digit numbers using objects or drawings.
- Plot and compare numbers up to 10,000 using symbols ($<$, $>$, $=$) and a number line with labeled intervals of 10s, 100s, or 1000s.
- Solve one-step word problems involving addition, subtraction, basic multiplication and division.
- Identify a numerical pattern (e.g., *What is the rule for the number pattern: 5, 10, 15, 20, 25, . . .?*).
- Determine whether a whole number from 1 to 100 is even or odd.
- Round whole numbers up to 1,000 to the nearest 100.

Grade 3 Mathematics: “Next Steps”

Number Sense and Additive Reasoning

See Benchmarks for Excellent Student Thinking 3.NSO.1.1, 3.NSO.1.2, 3.NSO.1.3, 3.NSO.1.4, 3.NSO.2.1, 3.AR.1.2, 3.AR.3.1, 3.AR.3.3

Below Expectations

For example, have your learner:

- Write and read numbers greater than 1,000 when given verbally and in written form.
- Use manipulatives, such as base-ten blocks, to build number sense to the hundreds and thousands in multiple ways (e.g., 1,034 would be represented with one thousand block, three tens rods and four unit cubes).

Interpreting the Enhanced Score Report

- The information in this report is provided for students and families and is not intended for use in or as a replacement for classroom instruction.
- Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.
- A student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the B.E.S.T. Standards.
- The Reporting Category Statements documents can be found the FDOE website at the links below:
 - [ELA](#)
 - [Mathematics](#)



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Released Tests

Released Tests

- [Section 1008.22\(8\)](#), Florida Statutes (F.S.), requires the Department to publish each statewide, standardized assessment administered, excluding retakes, at least once on a triennial basis, with the initial publication occurring no later than June 30, 2024.
- The initial publication of assessments must include, at a minimum, the grade 3 ELA Reading and Mathematics assessments, the grade 10 ELA Reading assessment and the Algebra 1 EOC assessment.
- Additionally, the Department plans to release Writing prompts and individual student Writing responses each year.
 - The Department will release public domain and commissioned passages and provide references to permissioned passages, which will not be able to be released as part of the interpretive product.

Released Tests (cont.)

- Each released test will include content that represents an operational test blueprint for each respective grade and subject.
- Per statute, released content must have appeared on tests in the administration year immediately preceding release.
 - For computer-adaptive tests, this means content that was eligible to have been administered to students in either PM1, PM2 or PM3.
 - Statute does not require FAST VPK–2 test content to be released.

Proposed Released Test Timeline

Below is a proposed timeline for the release of operational tests in accordance with section 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 10 ELA Reading	Grade 8 Science	Grade 5 Science
Algebra 1	Grade 9 ELA Reading	
Civics	Geometry	
Biology 1	U.S. History	
Annually: Grades 4–10 Writing prompts and individual student responses		



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Other Assessment Updates

Classic Learning Test (CLT) Concordant and Comparative Scores

- In July 2023, the State Board of Education adopted an amendment to Rule 6A-1.09422, F.A.C., codifying the use of CLT scores as comparative/concordant scores for graduation.
 - Eligible students may meet the grade 10 ELA assessment graduation requirement by earning a sum equal to or greater than **36** on the 0 to 80 scale of the combined Verbal Reasoning and Grammar/Writing sections of the CLT.
 - The scores for the Grammar/Writing and Verbal Reasoning subject tests on the CLT are not required to come from the same test administration.
 - Eligible students may meet the Algebra 1 EOC assessment graduation requirement by earning a score equal to or greater than **11** on the 0 to 40 scale of the Quantitative Reasoning section of the CLT.

National Assessment of Educational Progress (NAEP) 2024

	Operational Assessments				Pilot Assessments	
Sample Level	Nation		Nation, State, TUDA		Nation	
Grade	8	12	4	8	4	8
Subject	Science	Math & Reading	Math & Reading		Math & Reading	
Devices	13 SPs and 12 CBs		20 SPs and 5 CBs		25 CBs	
Number of Sessions	2 sequential sessions		2 sequential sessions		2 sequential sessions	
Session Duration	120 minutes		120 minutes		120 minutes	
Assessment Window	January 29, 2024 – March 8, 2024				January 29, 2024 – March 8, 2024	

ACCESS for ELLs Paper Field Test

- Purpose

- To vet new content aligned to 2020 Edition of WIDA English Language Development (ELD) Standards for operational use on Revised ACCESS Paper.
- The field test will also link ACCESS Online and Paper Scales, while aligning ACCESS Online and Paper Grade Level Clusters.

- Test Administration

- The ACCESS for ELLs Field Test only includes Listening and Reading domains.
- Each student takes only ONE field test booklet (either Listening or Reading).
- The field test will take approximately 20 minutes of additional seat time.
- The field test booklet can be administered at the same time as the operational test or within 4 weeks of completing the domain.



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