



# K-12 Student Assessment Updates Council of Language Arts Supervisors

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# FSA and NGSSS Score Results

## **FSA and NGSSS Spring 2018 Reporting**

The Department's goal is to report spring 2018 FSA and NGSSS scores within timeframes similar to last year, taking into consideration the spring schedule extensions due to the 2017 hurricane season.

## FSA and NGSSS Spring 2019 Reporting

In accordance with House Bill 7069, which went into effect July 1, 2017, the following reporting deadlines specified in s. [1008.22\(7\)\(a\)](#), Florida Statutes (F.S.), will be fully in effect spring 2019:

“Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized 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**.”



# 2017 NAEP Results

## 2017 NAEP Results

- 2017 National Assessment of Educational Progress (NAEP) results underscore the effectiveness of Florida's assessment and accountability policies:
  - Florida was the only state to increase its scores significantly on 3 of the 4 assessments (Grade 4 Math, Grade 8 Reading and Mathematics).
  - In Grade 4 Mathematics, Florida's Hispanic, black, students with disabilities, and students eligible for free or reduced priced lunch outscored all other states and ranked number one based on their average scale score.
  - All of Florida's student subgroups outperformed their national peers in Grade 4 Reading, and many of them significantly outperformed their national peers.



# ELA Concordant 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 English Language Arts (ELA) assessment and the Algebra 1 End-of-Course (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**

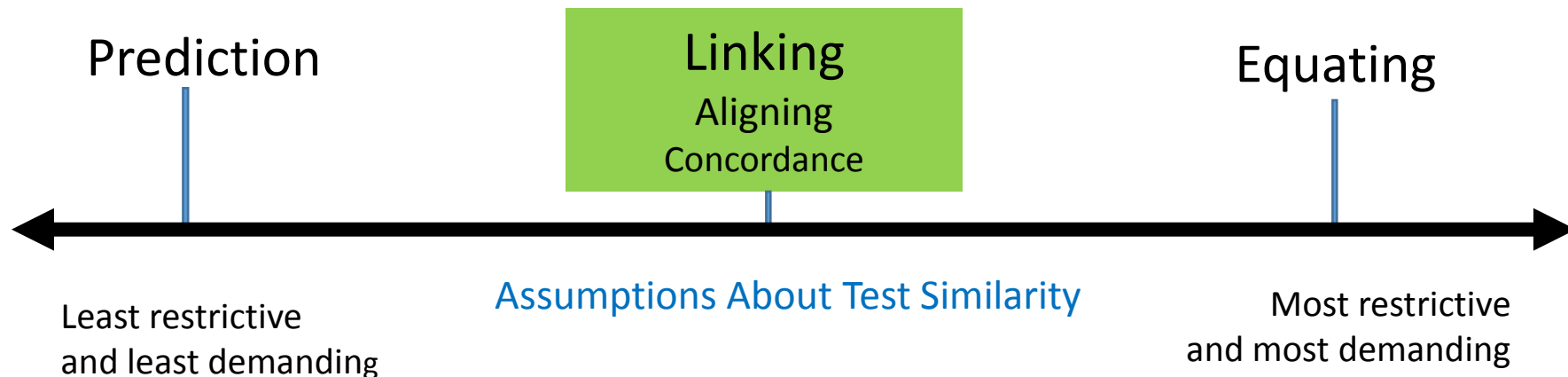
(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT and ACT that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify 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.

## Concordant Score Background

- Performance standards (i.e., “cut scores”) for the Grade 10 Florida Standards Assessments (FSA) ELA 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 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 scores (i.e., those aligned to the former state assessments, FCAT 2.0 Reading have remained in effect even though the state transitioned to new assessments.

## How Concordant Scores are Determined

- The procedure used to determine concordant 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 scores.
- This empirical process is the same process previously used to set FCAT concordant scores, and does not rely on external factors, nor does the process rely 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

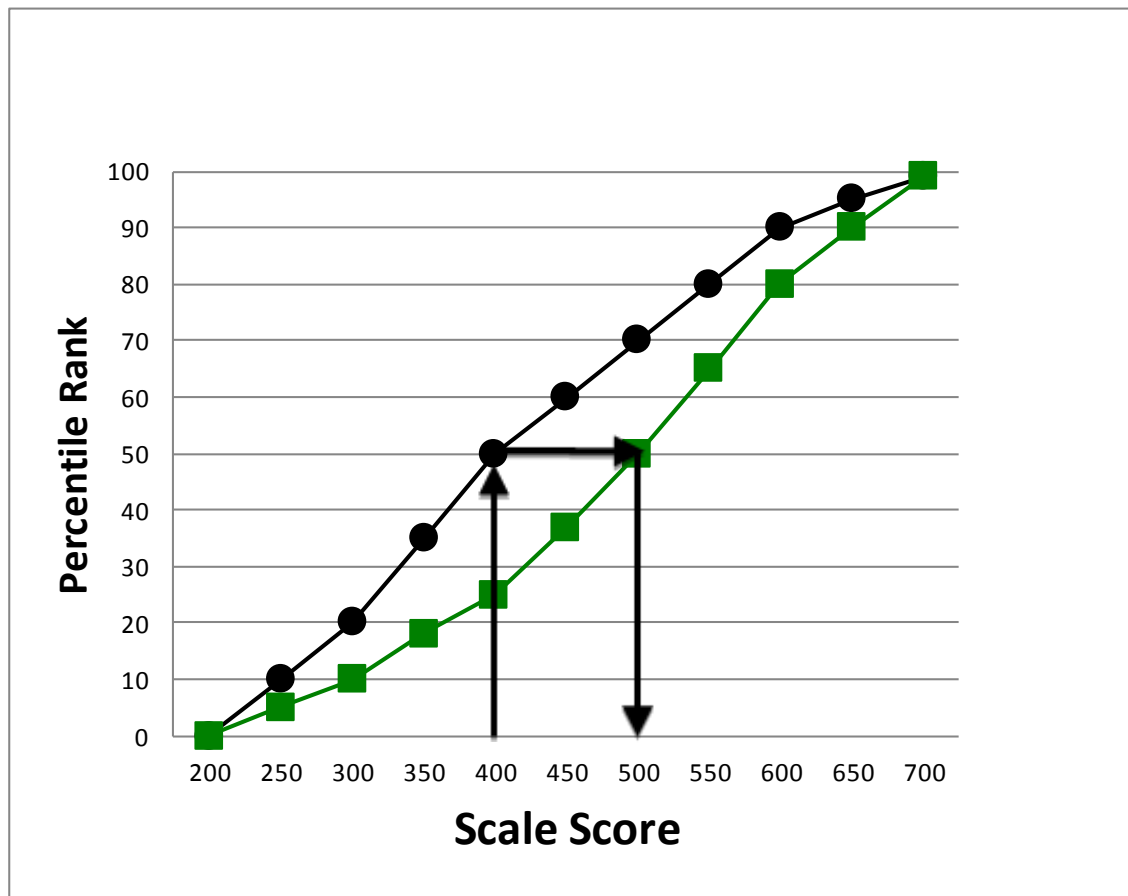
### Characteristics:

- 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 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 Scores are Determined

- The Buros Center for Testing (University of Nebraska-Lincoln) conducted an alignment study and performed concordance analyses for the 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 scores be adopted.

## Concordant Scores for FSA ELA Grade 10

**SAT EBRW**  
**(Scale of 200–800)**

**480\***

**ACT**  
**(English and Reading Components**  
**each on a Scale of 1–36)**

**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.

## Proposed Concordant Score Rule Language

- The [proposed rule language](#) will establish new concordant 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 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 <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)	480
ACT English and Reading subtests	18
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
SAT Critical Reading	430
SAT EBRW	
SAT Reading Subtest	24
ACT Reading	19

## Proposed Concordant Score Rule Timeline

- The proposed rule language will be presented to the State Board of Education at the May 16, 2018, board meeting.
- The proposed 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.shtml>.
- Public comment on the proposed rule language can be submitted by clicking “Submit Comment” for Rule 6A-1.09422 at the following link: <http://web02.fldoe.org/rules/>.



# 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 (e.g., 45<sup>th</sup> percentile).
- 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.

# Questions?

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