

## **Rule 6A-1.09422 Proposed Amendment Language**

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### **Annotation and FAQ**

The information below provides an explanation of the proposed Rule amendment language for Rule 6A-1.09422, Florida Administrative Code (F.A.C.), specifically for the sections related to concordant and comparative scores for assessment graduation requirements. A link to provide feedback on the proposed Rule language is posted on the [Assessments Standard Setting page](#) of the FDOE website.

### **Proposed Rule Language Annotation**

#### **Section (5)(c)**

The Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake End-of-Course (EOC) Assessment was administered for the final time during the summer 2017 administration, and the FCAT 2.0 Reading Retake will be administered for the final time during the spring 2018 administration. In light of these assessments no longer being administered, the section detailing their achievement levels is being removed from Rule.

Students for whom these tests were their graduation requirement can continue to meet that requirement by using the concordant and comparative scores outlined in sections (8)(a) and (8)(b), as appropriate, or by earning the alternate passing score on the FSA Algebra 1 EOC or Grade 10 FSA English Language Arts (ELA) Retake as specified in section (6).

#### **Section (8)(a)1. [ELA]**

*Beginning with students who entered grade 9 in the 2010-11 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA ELA Assessment, as applicable, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the respective section of the SAT or ACT. For eligible students, the concordant passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, twenty four (24) on the 10 to 40 scale of the SAT Reading Subtest section, or nineteen (19) on the 1 to 36 scale on the ACT Reading section. Eligible students may also use concordant scores set forth in subsection (8)(a)2. of this rule.*

Section (8)(a)1. addresses grade 10 Reading or grade 10 ELA assessment concordant scores for any students who entered grade 9 prior to the 2018-19 school year and whose graduation requirement is the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA ELA Assessment.

This section specifies that these students may use these concordant scores as well as the new concordant scores listed in section (8)(a)2. Students described in this section who achieve the established concordant scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

#### **Section (8)(a)2. [ELA]**

*Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Grade 10 FSA ELA Assessment, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and eighty (480) on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.*

Section (8)(a)2. specifies the concordant scores available to satisfy the Grade 10 FSA ELA Assessment graduation requirement for students who entered grade 9 in the 2018-19 school year or later. Students described in this section

who achieve the established concordant scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

This section, as required by law, fully aligns the concordant and comparative scores with FSA achievement level performance standards, which were recommended by Florida educators and stakeholders and adopted by the State Board of Education in 2016. Florida's assessment and accountability efforts, including the setting of the same high expectations for all students, have had a significant positive impact on student achievement over time.

#### **Section (8)(b)1. [Mathematics]**

*Beginning with students entering grade 9 in the 2011-12 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Mathematics section of the Postsecondary Education Readiness Test (PERT). For eligible students, the comparative passing scale score for the PERT shall be a score equal to or greater than ninety-seven (97) on the 50 to 150 scale. Eligible students may also use comparative scores set forth in section (8)(b)2. of this rule.*

Section (8)(b)1. addresses Algebra 1 assessment comparative scores for any students who entered grade 9 prior to the 2018-19 school year and whose graduation requirement is the NGSSS Algebra 1 EOC Assessment or the FSA Algebra 1 EOC Assessment.

This section specifies that these students may use these comparative scores as well as the new comparative scores listed in section (8)(b)2. Students described in this section who achieve the established comparative scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

#### **Section (8)(b)2. [Mathematics]**

*Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of either the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.*

Section (8)(b)2. addresses the comparative scores available to satisfy the FSA Algebra 1 EOC Assessment graduation requirement for students who entered grade 9 in the 2018-19 school year or later. Students described in this section who achieve the established comparative scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

This section, as required by law, fully aligns the concordant and comparative scores with FSA achievement level performance standards, which were recommended by Florida educators and stakeholders and adopted by the State Board of Education in 2016. Florida's assessment and accountability efforts, including the setting of the same high expectations for all students, have had a significant positive impact on student achievement over time.

#### **Section (8)(c) [ELA & Mathematics]**

*When a student or adult earns a passing score on the respective section of the alternative assessment used to meet the graduation requirement(s), it shall be recorded in their cumulative record. Regardless of whether they have already been awarded a certificate of completion, a student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement (the grade 10 Reading, the grade 10 ELA, or the Algebra 1 EOC) shall be awarded a standard high school diploma if the student or adult earns or has earned a concordant or comparative score for an alternative assessment, set forth in subsection (8)(a) and (b). A student or adult may retest until they earn a passing score on the respective statewide assessment or a concordant or comparative score on an alternative assessment.*

Although passing scores on alternative assessments are valid even if the student has not yet taken the respective statewide assessment, all students who are enrolled in Grade 10 and/or Algebra 1 or an equivalent course are still required, per s. 1008.22, Florida Statutes (F.S.), to participate in the respective statewide assessments.

### **Frequently Asked Questions**

#### **1. When will this Rule be presented for adoption by the State Board of Education?**

The proposed Rule amendment is anticipated to be presented at the May 2018 State Board of Education meeting.

#### **2. When will the Rule take effect?**

If the Rule is adopted by the State Board in May, it will take effect in mid-June 2018, according to the implementation schedule outlined in the Rule.

#### **3. Who will be required to use the new concordant or comparative scores? Who can continue to use the current concordant or comparative scores?**

The proposed concordant and comparative scores will be required for students entering grade 9 in the 2018-19 school year (i.e., those scheduled to graduate from high school in spring 2022) and beyond.

For students who are currently in high school (i.e., those scheduled to graduate in the spring of 2018, 2019, 2020, or 2021), the current concordant and comparative scores remain in effect. In addition, these students will also be permitted to use the newly-established concordant and comparative scores, if those new scores satisfy their graduation requirement(s). 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, and these students may also use the new scores if it is to their benefit.**

The table below shows the proposed implementation schedule by student cohort graduation date, and the proposed concordant/comparative scores for the alternative assessments for each cohort.

<b>Cohort</b>	<b>Scheduled Graduation Date</b>	<b>Concordant Scores</b>
Those who entered 9 <sup>th</sup> grade in 2018-2019 and beyond	Spring 2022 and beyond	Students can <u>only</u> use newly adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> <li>• 480 on SAT EBRW or</li> <li>• An average of 18 on ACT English and Reading</li> </ul> For Algebra 1 EOC: <ul style="list-style-type: none"> <li>• 420 on SAT Math or</li> <li>• 16 on ACT Math</li> </ul>
Those who entered 9 <sup>th</sup> grade between 2010-2011 and 2017-2018	Spring 2021 Spring 2020 Spring 2019 Spring 2018 <i>Spring 2017</i> <i>Spring 2016</i> <i>Spring 2015</i> <i>Spring 2014</i>	Students can use last-adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> <li>• 430 on SAT EBRW or</li> <li>• 24 on SAT Reading subtest or</li> <li>• 19 on ACT Reading</li> </ul> For Algebra 1 EOC: <ul style="list-style-type: none"> <li>• 97 on PERT Mathematics</li> </ul> Students can also use the newly adopted scores

#### **4. How were the concordant and comparative scores determined?**

Samples of students were identified who had taken FSA Algebra 1 and/or Grade 10 ELA tests as well as the respective SAT and/or ACT tests within 120 days of each other. The Department then used a process called equipercentile linking to rank order students' scale scores using percentiles. This rank ordering was used to link the scores from one assessment to another to determine concordant/comparative scores. This is a widely used and accepted methodology, and it was the methodology used to set all prior concordant scores for statewide assessments.

As required by law, this process fully aligns the concordant and comparative scores with FSA achievement level performance standards, which were recommended by Florida educators and stakeholders and adopted by the State Board of Education in 2016. Florida's assessment and accountability efforts, including the setting of the same high expectations for all students, have had a significant positive impact on student achievement over time.

#### **5. Can students still use a PERT comparative score to meet the Algebra 1 assessment graduation requirement?**

Under the changes proposed for Rule 6A-1.09422, F.A.C., students who enrolled in grade 9 prior to the 2018-19 school year will continue to be eligible to earn a passing comparative score of 97 on the PERT assessment to meet the graduation requirement for the Algebra 1 EOC assessment. Students enrolled in grade 9 in the 2018-19 school year and beyond will not be eligible to use PERT to satisfy the Algebra 1 assessment graduation requirement.

#### **6. Will PERT still be used for dual enrollment or other placement decisions?**

Other uses of PERT, as stated in other State Board Rules, will not be affected by the proposed change to Rule 6A-1.09422, F.A.C.

#### **7. Can students still use an SAT Reading subscore to satisfy the requirement?**

Students who entered grade 9 prior to the 2018-19 school year will continue to be eligible to use the SAT Reading test subscore of 24.

Students who enter grade 9 in 2018-19 and beyond will not be eligible to use SAT Reading subscore.

#### **8. Why can't students use lower SAT college-ready benchmark scores that are used for other purposes?**

The Florida Division of Colleges uses an SAT score of 440 for some placement decisions. However, this score relates to the SAT Critical Reading assessment, which was given prior to March 1, 2016, as indicated at the following website: <https://app2.fldoe.org/publicapps/articulation/perfCPT/default.asp>.

The College Board lists a score of 430 on the SAT EBRW as its 10th grade benchmark. However, for the purposes of determining concordance with the FSA Grade 10 ELA Assessment, the Department used the equipercentile linking method (described in #4 above) to determine that a score of 480 on the SAT EBRW is concordant with a passing score on the FSA Grade 10 ELA Assessment.

#### **9. Are there ways to help students pay for SAT or ACT tests?**

Both the College Board and ACT offer fee waivers for eligible students participating in the SAT and ACT, respectively. For more information on SAT eligibility, please visit <https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers>. For more information on ACT eligibility, please visit <https://www.act.org/content/dam/act/unsecured/documents/FeeWaiver.pdf>.

**10. Can students use the average of ACT English and ACT Reading scores from different test administrations?**

For any student who has taken ACT more than once, the student’s highest ACT English score from any administration may be combined with the student’s highest ACT Reading score from any administration to determine an average of the two scores.

**11. Can students use SAT or ACT concordant or comparative scores that are deemed “non-college-reportable” by College Board or ACT?**

Statute and Rule do not offer any distinction between “college-reportable” or “non-college-reportable” scores for either the SAT or ACT. Any valid passing score reported by ACT or College Board may be used for the purpose of satisfying Florida’s assessment graduation requirements.

**12. What if I have additional questions or wish to provide input on the Rule before it is adopted?**

Questions and input regarding Rule 6A-1.09422, F.A.C., may be sent to [Assessments@fldoe.org](mailto:Assessments@fldoe.org).

Another option for submitting input on the Rule prior to its adoption is via <https://web02.fldoe.org/rules/>. In the table on that webpage is a link titled ‘Submit Comment’ in the row for Rule 6A-1.09422. After clicking the link, you will be directed to a form that is used to record your input.