MEMORANDUM

TO:       School District Superintendents
FROM:     Pam Stewart
DATE:     February 21, 2014

SUBJECT: New U.S. History End-of-Course (EOC) Assessment Achievement Levels and the Designation of Passing Scores for Each FCAT 2.0 and EOC Assessment

The purpose of this memorandum is to announce that the Florida Department of Education, after conducting the necessary standard-setting processes, recommended Achievement Level cut scores for the U.S. History EOC Assessment and passing scores for each FCAT 2.0 and EOC assessment to the State Board of Education. Prior to submitting recommendations to the State Board, a panel of educators convened and proposed achievement standards for U.S. History, and then a reactor panel of business and policy leaders convened and recommended the same achievement standards. State Board workshops were then held to gather public input for the recommended U.S. History EOC Assessment Achievement Levels and the department’s recommended FCAT 2.0 and EOC assessment passing scores. These recommendations were first presented to the State Board on October 15, 2013. Following a 90-day legislative review period, they were approved by the State Board on January 21, 2014. Achievement Levels were scheduled to be established for the U.S. History EOC Assessment this school year. FCAT 2.0 and EOC assessment passing scores were established pursuant to Section 1008.22(3)(e)2., Florida Statutes (F.S.), which was passed as part of Senate Bill 1076 during the 2013 legislative session.

The minimum score in Achievement Level 3 has been adopted as the passing score on FCAT 2.0 Reading, Mathematics and Science and on each EOC assessment without an already-designated passing score. Additionally, a score point of 3.5 has been adopted as the passing score for FCAT 2.0 Writing. These passing standards are consistent with the current proficiency standards used for Florida’s accountability system and with passing scores already adopted by the State Board of Education for EOC assessments and Grade 10 FCAT 2.0 Reading. This does not impact or
replace state-mandated student progression requirements. For example, pursuant to Section 1008.25(5)(b), F.S., grade 3 students scoring in Achievement Level 1 on FCAT 2.0 Reading shall still be retained if they do not meet a good cause exemption allowing for promotion to grade 4; this student progression requirement is not being raised as a result of establishing the minimum score in Achievement Level 3 as the passing score for the test.

The adopted U.S. History EOC Assessment Achievement Levels are provided in the table below.

<table>
<thead>
<tr>
<th>U.S. History EOC Assessment Scale Scores (325 to 475)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>325-377</td>
</tr>
</tbody>
</table>

For students who took the U.S. History EOC Assessment in 2013, districts may convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned if the achievement standards had been implemented at that time. The table below provides the corresponding T score for each U.S. History EOC Assessment Achievement Level cut score on the 325 to 475 score scale.

<table>
<thead>
<tr>
<th>U.S. History EOC Assessment T-Score Cuts for Each Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut Point</td>
</tr>
<tr>
<td>Level 1/2 Cut</td>
</tr>
<tr>
<td>Level 2/3 Cut</td>
</tr>
<tr>
<td>Level 3/4 Cut</td>
</tr>
<tr>
<td>Level 4/5 Cut</td>
</tr>
</tbody>
</table>

The resource *FCAT 2.0 and Florida EOC Assessments Achievement Levels*, posted at [http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf](http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf), has been updated to reflect these changes. Please distribute this information to the appropriate staff in your district. I would also like to take this opportunity to extend a special thanks to the school districts whose representatives participated in the standard-setting committees for U.S. History. These achievement standards are the culmination of a collective process rooted in the valuable input of Florida educators from around the state.

PS/jtk

cc: Assistant Superintendents for Instruction  
School District Assessment Coordinators  
School District Accountability Coordinators
SUBJECT: Amendment to Rule 6A-1.09422, Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.22(3), Florida Statutes

EXECUTIVE SUMMARY

Section 1008.22, Florida Statutes (F.S.), requires that the State Board of Education (SBE) specify, by rule, the scale score ranges and Achievement Levels for each statewide, standardized assessment. The Commissioner’s recommendations for U.S. History Achievement Level standards and passing scores for each assessment were presented to the State Board at their October 15th meeting prior to legislative review. The legislative review was completed on November 21, 2013.

The baseline administration of the U.S. History End-of-Course (EOC) Assessment occurred in spring 2013, and the performance standards must now be established for this assessment. In addition, Section 1008.22(3)(e)2., F.S., requires that the SBE designate passing scores, by rule, for each Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) assessment and each Florida EOC Assessment.

The Department convened statewide committees and used an established standard-setting process to recommend Achievement Levels for the U.S. History EOC Assessment. The standard-setting process began with a committee of 26 educators who recommended cut scores to define each Achievement Level for the assessment. The standard-setting committee of educators, most of whom were nominated by their superintendents, met August 13-16, 2013, and proposed new Achievement Level cut scores based on their review of the assessment, informed by their experience with the Next Generation Sunshine State Standards (NGSSS) and teaching Florida’s students. Participants included teachers from the targeted subject area, school and district curriculum specialists, and school and district administrators. Each committee member made independent recommendations for where the cuts should be after extensive analysis, discussion with their colleagues, and a review of the simulated impact of these standards. Committee members evaluated what students should know related to each question and determined the percentage of “just-barely” prepared students at each Achievement Level who should get each item correct.

After the educators made their recommendations, the recommendations were presented to a “reactor panel,” comprised of Florida education leaders, postsecondary faculty in the targeted subject area, and business/community leaders. On August 22 and 23, 2013, the reactor panel reviewed and provided feedback on the standard-setting committee’s outcomes while also considering data from external assessments (NAEP U.S. History, AP U.S. History, and SAT U.S. History, in addition to the historical trend for FCAT 2.0 Reading and other Florida EOC Assessments). Both panels recommended the same cut score for each of the five Achievement Levels. The Commissioner reviewed both panels’
recommendations, as well as public input received during the rule development workshops held September 3-5, 2013, and recommends that the cut scores recommended by both the educator and reactor panels be implemented in rule.

For the 2012-13 school year, the U.S. History EOC Assessment scores were reported on a T-score scale, which ranged from 20-80. On that scale, a score of approximately 50 was the statewide average, and students received score reports that indicated whether they fell within the highest third, middle third, or lowest third compared to other students in Florida. The 2012-13 administration was used as a baseline year to collect data to use during the standard-setting process. The proposed scores for the U.S. History EOC Assessment will be reported in two ways: as scale scores and as one of five Achievement Levels. The proposed scores will also include an indication that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school.

The proposed U.S. History EOC Assessment scale score ranges for each Achievement Level are shown in the table below:

| U.S. History EOC Assessment Scale Scores (325 to 475) for each Achievement Level: |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Level 1                         | Level 2         | Level 3         | Level 4*        | Level 5         |
| 325-377                         | 378-396         | 397-416         | 417-431         | 432-475         |

*Scoring at or above Achievement Level 4 indicates that a student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school.

Impact data on the percentage of students scoring at each Achievement Level based on the proposed cut scores for the U.S. History EOC Assessment are shown in the table below:

| U.S. History EOC Assessment Impact Data Percentage of 2013 Test Takers in Achievement Level: |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1                               | 2               | 3               | 4               | 5               | >3              |
| 21%                             | 22%             | 29%             | 17%             | 11%             | 57%             |

In addition, Senate Bill 1076, passed during the 2013 legislative session, amended s. 1008.22, F.S., requiring that the SBE establish passing scores for each FCAT 2.0 and Florida EOC Assessment in rule. Passing scores are currently established in SBE Rule 6A-1.09422(9) as the minimum score in Achievement Level 3 for all assessments required for graduation or course credit for students enrolling in grade 9 during the 2010-11 school year and beyond. Language pertaining to passing scores needs to be amended via this rule and made more specific for EOC assessments due to changes made by Senate Bill 1076 removing certain requirements pertaining to course credit, graduation, and EOC assessments. SBE Rule 6A-1.09422 now must specify that the passing score of each EOC assessment is the minimum score in Achievement Level 3. FCAT 2.0 passing score requirements must be specified for each grade and subject area.

Section 1008.22(3)1., F.S., defines Achievement Level 3 as indicating satisfactory performance, which is the threshold currently used for accountability purposes; therefore, the recommendation is that the minimum score in Achievement Level 3 be the designated passing score for Grades 3 through 9 FCAT 2.0 Reading, Grades 3 through 8 FCAT 2.0 Mathematics, and Grades 5 and 8 FCAT 2.0 Science. Pursuant to Section 1008.25(5)(b), F.S., grade 3 students scoring in Level 1 shall be retained if they do not meet a good cause exemption allowing for promotion to grade 4; the Level 3 passing designation for Grade 3
FCAT 2.0 Reading would not change this student progression requirement. Beginning with the 2012-13 school year, SBE Rule 6A-1.09981(4)(a)1. designates a score of 3.5 as the satisfactory threshold for the Writing component of school grades; therefore, the recommendation is that a score of 3.5 be the designated passing score for Grades 4, 8, and 10 FCAT 2.0 Writing. The passing score for Grade 10 FCAT 2.0 Reading was established through a standard-setting process under subsection (9) of this rule and was effective February 12, 2012.

The passing standards for the Algebra 1, Biology 1, and Geometry EOC Assessments were established under subsection (9) of this rule through a standard-setting process when each of these assessments was scheduled to be a must-pass requirement for graduation; however, the EOC assessments are not named in the subsection of the rule. Rather, subsection (9) establishes the passing standard as Achievement Level 3 for all assessments required for high school graduation or course credit. Since s. 1008.22, F.S., now requires that passing scores be established for each EOC assessment in this rule and Senate Bill 1076 removes certain graduation and course credit requirements pertaining to EOC assessments, the passing requirements for EOC assessments need to be further specified in rule as the minimum score in Achievement Level 3. As part of this amendment to passing score requirements, subsection (9) of this rule needs to be further clarified to include the high school diploma Scholar designation, authorized in s. 1003.4285, F.S., and the Credit Acceleration Program (CAP), authorized in s. 1003.429, F.S., as uses for passing scores.

Public input on the passing score recommendations for FCAT 2.0 and EOC assessments was gathered via rule development workshops and was solicited via an online form posted on the Department of Education’s website.

Supporting Documentation Included: Proposed Rule 6A-1.09422, Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements; Rule Workshop and Public Feedback Summary; PowerPoint Presentation; Educator and Reactor Panel lists

Facilitator/Presenter: Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement
6A-1.09422 Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements.

(1) The statewide program of educational assessment required by Section 1008.22(2)(e), F.S., shall be developed under the direction and supervision of the Commissioner of Education and shall be:

(a) through (2) No change.

(3) The statewide assessment program shall be administered as follows:

(a) Before the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT Reading and Mathematics. Beginning with the 2010-2011 school year, all eligible students in grades three through ten shall take the FCAT 2.0 Reading, and all eligible students in grades three through eight shall take the FCAT 2.0 Mathematics. All eligible students in grades four, eight, and ten shall take the FCAT Writing. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212 1008.22(3)(c), F.S., and Rule 6A-6.0909, F.A.C.

(b) Before the 2011-2012 school year, all eligible students in grades five, eight, and eleven shall take the FCAT Science. Beginning with the 2011-2012 school year, all eligible students in grades five and eight shall take the FCAT 2.0 Science. Eligible students are those who are not exempted from the assessment pursuant to Section 1008.212 1008.22(3)(c), F.S.

(c) through (h) No change.

(i) In accordance with the requirements of Sections 1008.22(3)(a) and (b) 1008.25(4)(c), F.S., provisions shall be made by the Commissioner to retest students the following year if they do not attain passing scores on the assessments required for graduation minimum performance expectations and are retained.

(j) The assessments shall be administered to students not less than one (1) time per year on a schedule approved by the Commissioner; however, for assessments required for graduation with a standard high school diploma, students must participate in each retake of the assessment until achieving a passing score on the required assessment or a concordant or comparative score on an alternative assessment.

(4) through (6)(e) No change.

(f) The achievement levels for the United States History EOC Assessment shall be as shown in the following table.

United States History EOC Assessment scale scores (325 to 475) for each achievement level:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>325-377</td>
<td>378-396</td>
<td>397-416</td>
<td>417-431</td>
<td>432-475</td>
</tr>
</tbody>
</table>

(7) through (8) No change.

(9) Beginning with students entering grade nine during the 2010-2011 school year and beyond, the passing score for all assessments required for high school graduation, a high school diploma scholar designation, or for course credit under the Credit Acceleration Program (CAP) under Section 1003.4295, F.S., shall be the minimum scale score in achievement level 3. Since a level 3 score is a satisfactory performance level pursuant to Section 1008.22(3)(e)1. F.S., a level 3 score on an assessment that is a graduation requirement indicates that the student is on a pathway to college and career readiness.

(10) Beginning with the 2013-14 school year, passing scores shall be designated for each FCAT 2.0 and EOC assessment pursuant to Section 1008.22(3)(e)2. F.S. For FCAT 2.0 Reading, Mathematics, and Science, the passing score shall be the minimum scale score in achievement level 3. For FCAT 2.0 Writing, the passing score shall be a score of 3.5. For Algebra 1, Biology 1, Geometry, and United States History EOC Assessments, the passing score shall be the minimum scale score in achievement level 3.

(11) The Commissioner of Education shall review student performance levels annually and recommend to the State Board of Education whether to maintain the existing passing scores and achievement levels or to increase one or more of the requirements.

(12) The assessments shall be administered according to a schedule approved by the Commissioner.

(13) Students with disabilities may be provided test modifications or accommodations in accordance with the provisions of Rule 6A-1.0943, FAC.

(14) Invalidity of a section of this rule shall not invalidate the remainder of the rule.

Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 1008.22, 1008.25, 1008.33 FS. History—New 1-24-99, Amended 10-7-01, 1-22-02, 12-23-03, 3-27-06, 3-1-07, 2-25-09, 7-19-10, 2-12-12, 2-3-13.
Rule Development Workshops Public Input Summary
U.S. History End-of-Course Assessment Standard Setting and Statewide Assessment Passing Scores

State Board of Education Rule 6A-1.09422: Florida Comprehensive Assessment Test and End-of-Course Assessment Requirements

The following rule development workshops were conducted to solicit public feedback:

- September 3, 2013—Fort Meyers, Florida
- September 4, 2013—Lakeland, Florida
- September 5, 2013—Tallahassee, Florida

In addition, the rule development workshop presentation was posted and feedback was solicited online. Feedback was only provided to the Department via the rule development workshops. No feedback was submitted via the online form. The following summary data is based on feedback received by October 4, 2013.

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>School/District Representative</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Business Leader</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Parent</td>
<td>1</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Two members of the Reactor Panel attended the workshops. They provided feedback for the passing scores but did not provide feedback for the U.S. History End-of-Course (EOC) Assessment cut score recommendations due to the conflict of interest. Two stakeholders who provided feedback for the U.S. History EOC Assessment recommendations included N/A for feedback requested on the passing score recommendations. No respondents identified themselves as "students".

Feedback for U.S. History EOC Assessment cut scores recommended by the Reactor Panel:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1/2 Cut</th>
<th>Level 2/3 Cut</th>
<th>Level 3/4 Cut</th>
<th>Level 4/5 Cut</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recommends</td>
<td>%</td>
<td>Recommends</td>
<td>%</td>
</tr>
<tr>
<td>U.S. History EOC Assessment</td>
<td>Higher</td>
<td>0 0%</td>
<td>Higher</td>
<td>0 0%</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>1 11%</td>
<td>Lower</td>
<td>1 11%</td>
</tr>
<tr>
<td></td>
<td>No Change</td>
<td>8 89%</td>
<td>No Change</td>
<td>8 89%</td>
</tr>
</tbody>
</table>

Feedback for the Passing Scores recommended by the Department:

<table>
<thead>
<tr>
<th>FCAT 2.0 Reading</th>
<th>FCAT 2.0 Mathematics</th>
<th>FCAT 2.0 Science</th>
<th>FCAT 2.0 Writing</th>
<th>EOC Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommends</td>
<td>#</td>
<td>%</td>
<td>Recommends</td>
<td>#</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>89%</td>
<td>Agree</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>11%</td>
<td>Neutral</td>
<td>1</td>
</tr>
</tbody>
</table>

2013 U.S. History EOC Assessment Standard Setting and Passing Scores Rule Development
The following presentation was provided at the October 15, 2013, State Board of Education meeting prior to Legislative review.

Legislative review was completed November 21, 2013.
State Board Rule Amendment

• Establish Achievement Levels for the U.S. History End-of-Course (EOC) Assessment

• Establish passing scores for FCAT 2.0 and EOC assessments, as required by Senate Bill 1076
Presentation:
U.S. History End-of-Course Assessment Standard Setting and FCAT 2.0 / EOC Passing Scores
FCAT 2.0 and EOC Assessments are Standards-Based Tests

- Based on Florida’s content standards (Next Generation Sunshine State Standards)
- Students’ scores are in comparison to achievement standards – the criteria (Criterion-Referenced Test)
- Used to measure how well students have learned the content assessed
- Used to measure the teaching and learning of important content in Florida’s schools
When is Standard Setting Necessary?

- Standard setting becomes necessary whenever any of the following occur:
  - New test
  - Curriculum updates
  - Blueprint changes
  - Achievement Level Descriptions (ALDs) change

- Next Generation Sunshine State Standards – new content standards
Achievement Levels

• Florida uses Achievement Levels
• Requires the setting of four Achievement Level cuts
• The Level 2/3 cut is the “Satisfactory” cut

Five Achievement Levels, Four Cut Points
Florida EOC Assessment Scale Score Range

- All Florida EOC Assessments use the same scale score range.
- U.S. History EOC Assessment Achievement Level cuts must be determined on this score scale.

<table>
<thead>
<tr>
<th>Scale</th>
<th>325-475</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC Assessments</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>Achievement Level</td>
<td>Policy Definition</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Level 5</td>
<td>Students at this level demonstrate mastery of the most challenging content of the Next Generation Sunshine State Standards.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Students at this level demonstrate an above satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Students at this level demonstrate a below satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Students at this level demonstrate an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards.</td>
</tr>
</tbody>
</table>
Setting Standards is a Multi-Stage Process

1. Reactor Panel
2. Educator Panel
3. Achievement Level Descriptions (ALDs)
4. Commissioner’s Recommendations/Proposed Rule
5. Legislative Review (up to 90 days)
6. State Board of Education
7. Public Input Workshops
8. Commissioner’s Review/Proposed Rule
9. Legislative Review (up to 90 days)
10. State Board of Education
Standard-Setting Timeline

Complex process with input solicited from several groups of stakeholders

- **Summer 2012:** Content experts defined U.S. History EOC Assessment Achievement Level Descriptions (ALDs).

- **March/April 2013:** ALDs posted for public comment.

- **August 13-16, 2013:** Content experts rated the difficulty of items on the test relative to student expectations, which were aggregated to derive recommended cut scores.

- **August 22-23, 2013:** Reactor Panel reviewed the Educator Panel’s outcomes and provided feedback and recommendations for adopting the cut scores.

- **September 3-5, 2013:** Rule Workshops were held for gathering public input on the Educator and Reactor Panels’ recommendations.

- **October 15, 2013:** Informational presentation to State Board of Education on process, outcomes, and current recommendations.

- **January 21, 2014:** The State Board of Education will consider prior information and legislator input, then will make a final cut-score decision.
Educator Panel: August 13-16

- 26 teachers and district-level administrators with subject-area expertise and expertise with special populations

- Panel represented Florida’s diversity, including:
  - Gender
  - Race/Ethnicity
  - District Size
  - Region
  - School/District Type
The “Just-Barely” Test Taker

• Borderline in terms of Achievement Level

• Just barely meets criteria to be classified into the Achievement Level
Reactor Panel: August 22-23

• Convened a group of diverse stakeholders from across Florida
  – Business and Community Leaders
  – Education Leaders (Superintendents, School Board Members)
  – Postsecondary Faculty
  – Parents

• Provided feedback to the department on the outcomes of the Educator Panel

• Maintained Educator Panel’s recommended cut scores
Reactor Panel Review

Considered the following:

- Information and materials from the standard-setting Educator Panel meeting
- Next Generation Sunshine State Standards
- Achievement Level Descriptions (ALDs)
- External tests
  - Impact data
Recommendations and Impact Data
Proposed U.S. History EOC Cuts Impact Data: Percentage of Students in Each Achievement Level

<table>
<thead>
<tr>
<th>Source</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>&gt; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Panel</td>
<td>21%</td>
<td>22%</td>
<td>29%</td>
<td>17%</td>
<td>11%</td>
<td>57%</td>
</tr>
<tr>
<td>Reactor Panel</td>
<td>21%</td>
<td>22%</td>
<td>29%</td>
<td>17%</td>
<td>11%</td>
<td>57%</td>
</tr>
<tr>
<td>Commissioner</td>
<td>21%</td>
<td>22%</td>
<td>29%</td>
<td>17%</td>
<td>11%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Variation at Level 2/3 cut score of 397 was 389-405
Recommendation: All Students
Percentage in Each Achievement Level
Impact Data (Based on 2013 Student Performance)

- Level 5: 11%
- Level 4: 17%
- Level 3: 22%
- Level 2: 29%
- Level 1: 21%
Impact Data and Data Comparisons for Recommended Cut Scores
Impact Data – Based on 2013 Student Performance
Reading Grade 10, Algebra 1, Biology 1, Geometry, and Proposed U.S. History

Note: Percentages may not add to 100 due to rounding.
Impact Data – Based on 2013 Student Performance
U.S. History EOC Assessment, by Race/Ethnicity
Percentage in each Achievement Level

Note: Percentages may not add to 100 due to rounding.