

# Opt Out Orlando

## Opt Out Guide and Supporting Documents

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This document is for informational purposes only and in no way represents legal advice.

## Steps to Opt Out

1. **Have conviction in your reason to opt out.** This could include: The test is written with tricks and distractors that are intended to fail 30% of our students every year. You advocate for multiple measures of assessment. You disagree with the weight put on the test including, teacher pay, school grades, retention, remediation or the denial of a diploma. You disagree with the federal intrusion on local decision and policy. It does not matter what your reason is, you just need to feel strongly about it. This will help you get through the process and the possible push back.

2. **Look at all the resources, and research to determine what tests you want to opt out of (FCAT, FSA, etc.).** You will need to decide for yourself what risk level is acceptable to you and your family.

3. **Determine what kind of opt out will work for you.** A student can refuse the test (see Instruction to refuse a computer based test and paper based test). Or, you can keep your child home during the testing window. If you keep your child home, research and be mindful of your district's truancy policy beforehand. The actual testing window can last as long as 2 weeks because of testing make-up days, and you do not want to be found truant. (Note: A scheduled dentist or doctor appointment is considered an excused absence in many districts, so this might be a good time to plan those). Whether you refuse the test or keep your child home during the test, the ultimate goal is to achieve a score of NR2, or non-attemptedness. This is not the same as receiving a 0.

4. **Determine if you need to write an opt out letter.** If you are opting out of 3rd grade FSA you will need to write a portfolio request letter at the very beginning of the school year (see Portfolio Letter to Teacher and Principal for example). Portfolios are considered an acceptable alternative assessment in the state of Florida. Your opt out letter should inform the school of your desire to have your child refuse the test. Do not ask for permission to opt out – tell them you are opting out. The only real reason to write an opt out letter is to gauge push back from school or district personnel or to see if they threaten you. You can still have your child show up on the day of testing and not take the test.

Remember: You are trying to get cooperation from the teacher and principal, so if you choose to write a letter, keep it "soft." There's no need to get tough unless you get push back. Note: If you write a letter quoting constitutional laws of parental rights, you are likely to receive a response from your district's legal department. If you want to ask for alternative activities for your child after (s)he refuses the test, you will need to send in a letter. You can also request to pick up your child in the office after (s)he refuses.

5. **Be prepared for test day.** There are 2 options.

*Option #1 - Stay home on test day:* You may choose to keep your child home during test days. But if you do, ask school personnel how they handle testing make-up days. Some schools accept the family's wish to opt out, and they will not try to test your child during the make-up days. Other schools, however, might try to test your child on every make-up day. If your school does this, you may have to keep your child home

during the entire make-up period. Review your district truancy policy, and remember that you may be able to avoid excessive unexcused absences by scheduling doctor and dentist visits.

*Option #2 - Refuse the test on test day:* Your child may go to school and refuse the test on test day. Florida gives paper tests and computer tests, and the refusal process is different for each one. Ask school personnel which test your child will be taking, and then see "instructions for refusing a paper test" or "Instruction to refuse a computer based test". Once a student breaks the seal on a paper test, or once (s)he breaks the seal virtually on a computer test, the student will receive a score of NR2 or non-attemptedness. Note: Some subject-based tests last only one day, and some last two days. If your child is opting out of a subject-based test that is scheduled to last *more than one day*, (s)he only needs to refuse it on the first day in order to get an NR2 for that particular test. Once a student receives an NR2 on a test, the school cannot try to retest the student on a make-up day.

6. **Know that every opt out case is different.** Schools have historically handled opt outs differently. Some schools make students sit and stare. Some schools allow students to go to other classrooms to read or work on schoolwork. Many have allowed students to be picked up by parents. You will need to work this out with your school. If these options are in your plan, you will want to confirm your arrangement through email. Always communicate through email so you can keep a written record.

This is not a legal document. It is for informational purposes only.

Procedure letter for test refusal.....used for third grade but could be any paper test. Sent to teacher and principal two days before the test. Edit to serve your students needs.

The procedure he has been instructed to follow is:

He will sit for the test.

He will politely refuse to sign the Test Rules Acknowledgement.

He will "break the seal" on the FSA test.

He will slide the test away.

If he is prompted to sign the acknowledgement or to begin the test he is to say "no thank you". Only one reminder is needed, anything more would be coercion.

At that time he should be sent to the office where I will be waiting to take him to his dentist appointment on the 14th and home on the 17th.

Upon test refusal, he cannot be asked to make up the test. This will accommodate valuable instruction time. Because he will not take day 1 of testing, day 2 is automatically invalidated.

Therefore, on day two, for each test, I will keep him home during the test window and bring him in late. I do not wish to cause any disruption to your testing procedures. I do need to know what time testing will end.

**ADDITION 3/4/15: after the first week of FSA paper testing we have some new information. Some students are being asked to sign the outside folder and to fill in name and district before they can get to the color tab to break the seal. This is fine and does not interfere with a refusal.**

This procedure will score his test as NR2 "did not meet attemptedness criteria" per the Florida Department of Education and Cyndi Landers at OCPS Assessment.

Please see the attached account of another parent and principal here in OCPS. The principal gained this information from Cyndi Landers, OCPS Assessment Department.

Thank you in advance for your cooperation with my request.

I received a call yesterday from my children's school. Next week, they will only be made to refuse two days, not all four.

This is how it must happen if a student is to be considered to have refused:

1. They will be read the instructions.
2. They will be asked to sign the Test Rules Acknowledgement, which reads: "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." Prior to testing, test administrators will read the rules to students, and students must acknowledge that they understand the testing rules by signing their names under the statement. The last portion of the testing rules read to students before they sign the acknowledgment reads, "After the test, you may not discuss the test with anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or

Instagram.” If students are found sharing information about test items, even without the intent to cheat, their tests will be invalidated. All students are required to sign this contract. Even 8 year olds.

3. Students refusing may push the Test Rules Acknowledgment away AND MUST NOT SIGN IT. The Test Administrator is supposed to notify the school’s Test Coordinator, so there may be a little commotion if the school has not been prepared for this. PER the test Instruction Manual - If they ask the student to sign it and they refuse, they should make a note of the refusal to sign and move on.

4. After they are instructed to open their test and start testing, they must break the seal on the test and refuse – they should simply push the test away and say, “No thank you.” Any additional prompting from test administrators may be considered coercion or intimidation. The test security breach is what precludes them from having to sit for the makeup test. The student should NOT write on the test.

5. \*\* At my children’s school\*\* after they refuse, on the two days they refuse, they may be removed from the classroom if the parent requests it, so I will take them out of school for about an hour and return them in time to resume class after testing is completed for the day. No sense making them sit and stare just because they can cope. Parents need to determine how their child will cope for the four days, if required.

6. Because refusing Day 1 test invalidates Day 2, my children’s school will not require the kids to refuse on Day 2 also I could just take them to school late, since they would not be made to refuse. But they will be allowed to go to a non-testing classroom – Kindergarten, First grade, etc., so they’ll just go to school and actually learn and be useful during testing.

So I will not have to keep them out of school for the entire testing window and they won’t have to miss regular instruction. Sanity.

AND – Per our school administration, “This is from Cynthia Landers,” who is the person in charge of the OCPS Student Assessment Dept. This is a pretty big deal considering how literally OCPS has interpreted the test administration rules until now. It’s a pleasant surprise to see common sense being put into practice, especially with our younger students.

February 23, 2015

Refusal of computer delivered tests 8 - 11 grade.

After reviewing the Script for Administering the Computer based Tests I have found that refusing this test **is not any more complicated** than what students have done in the past with FCAT. In the following pages, everything in boxes is what the proctor will read to the student.

**The student will have to follow the directions delivered by the teacher/proctor to access "their" test including clicking on "Yes, start my test". Once they have completed all the steps to get to the questions, they do not answer any. They can now click "End test now" and follow the directions on screen to submit.**

**ADDITION 3/4/15 from a testing student:** the end test will not pop up unless you type something in and then hit save. Then go back and delete the word, hit the space bar a couple of times for the end test to pop up then follow the steps to submit and log out

Please take some time to look over this document. You have a couple of decisions to make. First will this work for your student? Second, will you pick your student up, once they have refused, or will you have them sit and stare? I know a sticking point for many of you is the signing of the "Rules Acknowledgement" and according to these directions they will not be told to start the test until they have signed it. If they don't sign it they will have to click "yes, start my test" before being told to do so. These decision are your to make and we do not advise on what might be best for your student.

These directions are specifically for 8 - 11th graders if we get anything different for 5 - 7 we will let you know. These directions are also for the Writing test but the platform will be the same for other subject tests.

What I think is the most important thing in this document:

"If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test.

No exceptions will be made once the student leaves the school's campus.

If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions."

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# Script for Administering the Computer-Based Grades 8–11 FSA ELA Writing Component Test

## 120 Minutes

This test administration script is modified to administer a 120-minute test session to all students (rather than stopping at 90 minutes and then providing students who request additional time an additional 30 minutes). This script may be used in place of the script in the *Spring 2015 FSA ELA Writing Component Test Administration Manual* (Spring 2015 ELA Writing Manual).

When testing students who are allowed certain accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications. If you are administering an accommodated computer-based form (masking, text-to-speech), use the script located in the FSA Portal.

Remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- If a student starts a test and leaves campus without finishing (due to an appointment, illness, etc.), he or she will NOT be allowed to complete that test. **No exceptions will be made once the student leaves the school's campus.** If you have concerns about a student, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Students should not discuss or exchange information about the test with anyone during breaks. **Students should not be given access to electronic devices (e.g., cell phones, smartphones, tablets) during breaks.** If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing a student's test. If a student is paused in TDS, the student must log back in and be approved in TDS before he or she can continue testing.
- **If a student has difficulty logging in or gets kicked out of his or her test more than once, do not have the student continue to attempt to log in until the issue is diagnosed and resolved.**
- When reading the following script, please note that optional words are italicized and in parentheses.

Follow the instructions from your school assessment coordinator for how students will access the student comment form once they have finished the test. The comment form is available at <http://FSAssessments.org/student-comment-form/>.

## Before Testing

1. Before students arrive, ensure that the testing room is prepared on pages 28–29 of the Spring 2015 ELA Writing Manual, and that you have all test materials needed for this test session (see pages 13–14 of the manual).
2. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are provided in Appendix D of the manual.)
3. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids, such as posters with writing tips, have been removed or covered.
4. Ensure that you understand your school assessment coordinator’s instructions regarding students leaving the room for breaks and pausing tests.
5. Ensure that all software applications, including Internet browsers other than the secure browser, are closed on all computers or devices before testing begins.
6. Launch the secure browser on student computers or devices prior to beginning the test session.
7. Ensure that you have received the correct test tickets from your school assessment coordinator for all students testing in your room. Do not distribute tickets until instructed to do so in the script.
8. Ensure that each student has a pen or pencil.
9. Provide each student with a planning sheet. Ensure you have a copy of the sample planning sheet found in Appendix D to display for students when instructed in the script.

## Create a Test Session

- Go to the FSA Portal, click the “Test Administrator” icon, and then click the “Test Administration” icon.
- Log in to the Test Administrator Interface with your username and password.
- Select the test you will be administering, and then click “Start Session.”
- Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart.

**Note:** As a security measure, test administrators are automatically logged out of TDS after 90 minutes of test administrator and student inactivity. **If you navigate away from the Test Administrator Interface page or are logged out, the session will close and all in-progress tests in the session will be paused. You will need to log back in to the Test Administrator Interface, create a new session, and approve students to resume their tests once they have logged back in.** A session will remain active if students are waiting for approval, if students are actively taking the test, or if the Test Administrator is actively interacting with the Test Administrator Interface.

<b>SAY</b>	<p>Today, you are going to take the Florida Standards Assessments Grade __ English Language Arts Writing Component Test. Remove all materials from your desk except your pen or pencil and your planning sheet.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, MP3 players, cameras, and any device capable of recording,</p>
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storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time including individual breaks, your test will not be scored.** If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school's procedures regarding electronic devices. At this time, silence your own electronic devices.

Now, hold up a sample planning sheet with the lined side facing the students.

**SAY** Now, look at your planning sheet. Print your name in the upper right corner. You may use the front and back of this planning sheet to jot down ideas, plan, and organize (*prewrite, cluster, map, or web*) what you'll write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to enter your response in the online testing platform. The writing on your planning sheet will NOT be scored. Only the response you enter in the test will be scored.

Ensure the Session ID is displayed where all students can see it.

**SAY** Now, look at the login screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the login screen, open the secure browser on that computer or device.

**SAY** Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

**SAY** Look closely at your test ticket and make sure it has your name, date of birth, and ID number on it.

Do NOT sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

**SAY** Now, log in by entering your First Name as it appears on your test ticket, your Username, and the Session ID \_\_\_\_\_. The Session ID is displayed for you. Click "Sign In." Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

**SAY** Now, you will see a screen that says "Is This You?" Verify that the information is correct. If the information is correct, select "Yes" to continue. If the information is not correct, then select "No" to return to the login page, and raise your hand.

Assist any students who raise their hands.

SAY	Now, you will see the test you are going to take today: the Grade ____ FSA English Language Arts Writing Component. Click the green arrow for this test to proceed.  Now, sit quietly while I approve your tests.
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In the Test Administrator Interface, select the “Approvals (#)” button to review the list of students ready to begin testing.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding “See Details” button. Test settings and/or accommodations for individual students are displayed. If changes are required, contact your school assessment coordinator who will update the student’s test settings.

Once you ensure that all students have logged in correctly, approve students to test by selecting “Approve All Students.”

SAY	Now, you should see a screen that says “Is This Your Test?” Verify that the screen displays the correct test, but do NOT click “Yes, Start My Test” until I tell you to do so.  This screen also allows you to choose the print size and background color for your test. If you would like to change your print size and background color selections, do so now. If you have any questions, raise your hand.
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If a student is in the wrong test, have the student select “No” on the screen, log in again and make adjustments, and approve that student’s test again. Ensure the correct information displays for that student on the “Is This Your Test?” screen.

SAY	Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not <ul style="list-style-type: none"><li>▪ talk to other students or make any disturbance</li><li>▪ look at another student’s computer or device screen or planning sheet</li><li>▪ allow another student to look at your computer or device screen or planning sheet</li><li>▪ ask for help responding to the writing prompt</li><li>▪ give help to another student in responding to the writing prompt</li><li>▪ have notes or scratch paper other than your planning sheet</li><li>▪ have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them</li><li>▪ fail to follow any other instructions given</li></ul> <p>After the test, you may not reveal details about the writing prompt or passages to anyone. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on websites like Facebook, Twitter, or Instagram. If you are found sharing information about the writing prompt or passages, your test will be invalidated.</p> <p>Are there any questions?</p>
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Answer all questions.

<b>SAY</b>	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

<b>SAY</b>	<p>Read each passage carefully and respond completely to the writing prompt. Your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>You are required to write your response in English. Responses written in languages other than English will not be scored.</p> <p>You may NOT use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your planning sheet and test ticket (<i>and passage booklet</i>) before you leave the room. While outside the testing room, you are NOT permitted to access any electronic devices or discuss the test with anyone.</p> <p>Now, click "Yes, Start My Test." Now you will see a "Test Instructions and Help" screen. Do not click "Begin Test Now" until I instruct you to do so.</p> <p>Take a moment to review the "Test Instructions and Help." These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. Do NOT begin your test at this time.</p>
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Pause to allow students a moment to review the instructions, and answer all student questions.

**If you have students with Writing Passage Booklets, distribute Writing Passage Booklets to any students with this accommodation, and read the following SAY box. (If no students require this accommodation, skip the following SAY box.)**

SAY	Write your name in the space on the front cover of your passage booklet. Find the plastic pull tab in the right side of your passage booklet. Gently pull the tab OUT and DOWN. Then, open your booklet and check each page through the end of the book to see that all page numbers are in order and that there aren't any missing or upside-down pages. You may write in your passage booklet, but be careful not to tear the pages or obscure any parts of a passage. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.
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If a defective passage booklet is found, contact your school assessment coordinator.

SAY	You have 120 minutes to complete this test, and we will take a short break after 60 minutes. Now, open your test and answer book and begin working.
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Complete the following:

STARTING TIME:	_____
Add 60 minutes:	+ 60 minutes
Time to call a break:	_____
Add 50 minutes:	+ 50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+ 10 minutes
STOPPING TIME:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the “Student Status” column in the Test Administrator Interface. This page automatically refreshes every 60 seconds. When the page refreshes, student statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Ensure that students who use their planning sheets allow enough time to enter their responses completely in the test. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

Do not use cell phones, classroom phones, or computers (except to monitor student progress, or to contact your school assessment coordinator or technology coordinator in case of a technical issue). Do not check email, grade papers, etc. Your full attention should be on students AT ALL TIMES.

After 60 minutes from the STARTING time,

SAY	STOP. You may stand and stretch, but do not talk or look at another student’s computer screen, device, or planning sheet.
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After a short break,

<b>SAY</b>	Now be seated. You still have 60 minutes left to complete this test session, and I'll let you know when you have 10 minutes left. Now continue working.
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After 50 minutes,

<b>SAY</b>	You have 10 minutes left to finish writing your response and to review it.
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After 10 more minutes,

<b>SAY</b>	<p>STOP. Click the button that says "End Test Now" and follow the instructions on the screen to submit your test.</p> <p>I will collect your planning sheet and test ticket (<i>and passage booklet</i>) and provide you with instructions for accessing the comment form. Please complete the comment form and submit it as instructed.</p>
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Students will be returned to the login screen once they submit their tests. Collect student planning sheets and assist students with accessing the comment form available at <http://FSAssessments.org/student-comment-form>.

Once all students have submitted their tests, end the test session by immediately clicking "Stop Session" in the Test Administrator Interface. This will pause any remaining tests, so only select "Stop Session" after all students have submitted their tests. Then log out of the Test Administrator Interface by clicking "Log Out" in the upper right corner of the screen.

Complete the following steps:

1. Ensure you have all student planning sheets, test tickets, and passage booklets and that your record of required administration information and seating chart are accurate and complete.
2. Report any test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your record of required administration information. Use the following accommodations codes to record this information:

**For ESE/504 students:**

1-FP = Flexible Presentation  
1-FR = Flexible Responding  
1-FSC = Flexible Scheduling  
1-FSE = Flexible Setting  
1-AD = Assistive Devices

**For ELL students:**

2-FSC = Flexible Scheduling  
2-FSE = Flexible Setting  
2-AHL = Assistance in Heritage Language

2-ADI = Approved Dictionary

4. Return materials to your school assessment coordinator as instructed on page 58 of the manual.

## From FLDOE: Instructions to refuse a computer based test

A student logs into a computer-based test using a login ID and test code which is unique to their student profile. The student must visit the Welcome Screen, respond to the Testing Rules Acknowledgment, and enter the Test Group Code prior to being entered into the actual test items. Currently, the test items are not mandatory. A student could leave any and every item blank. A student must answer at least six questions to receive a score. If the student answers 5 or less questions, they will receive an NR2, which means the student "Did Not Meet Attemptedness Criteria."

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## NR2

For Florida: An NR2 is the score on a FCAT/FSA for non-attemptedness. This is what we get when we opt out or refuse. An NR2 = NO DATA. It is not a 0, it is not a failing score. When your students are threatened with remedial classes, or with not being placed in advanced classes for refusing to test, this is usually being decided as if they had a failing score. Take a look at your district Progression Plan. Your student did not provide data for these decisions and you must insist they be evaluated on classroom performance. An NR2 does not get averaged into teacher evaluation or school grades and should not be used to place students.

### Statute 1008.22

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1008/Sections/1008.22.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html)) reads " Participation in the assessment program is mandatory for all school districts and all students attending public schools".

If your student sits for and refuses the test they have "participated". Please read instructions for refusing tests in our files. (Opt Out Orlando) Take note of the email from FLDOE regarding refusing a computer test: "Currently, the test items are not mandatory. A student could leave any and every item blank. A student must answer at least six questions to receive a score. If the student answers 5 or less questions, they will receive an NR2, which means the student "Did Not Meet Attemptedness Criteria."



**From:** Black, Jenny  
**Sent:** Monday, June 23, 2014 12:07 PM  
**To:** Assessment  
**Subject:** RE: SASS Feedback Form (Cindy Hamilton)

Ms. Hamilton,

A student logs into a computer-based test using a login ID and test code which is unique to their student profile. The student must visit the Welcome Screen, respond to the Testing Rules Acknowledgment, and enter the Test Group Code prior to being entered into the actual test items. Currently, the test items are not mandatory. A student could leave any and every item blank. A student must answer at least six questions to receive a score. If the student answers 5 or less questions, they will receive an NR2, which means the student "Did Not Meet Attemptedness Criteria."

Please let us know if you have any other questions.

Thanks,

**Jenny Black**  
Bureau of K-12 Student Assessment  
Florida Department of Education  
850-245-9470  
[jenny.black@fldoe.org](mailto:jenny.black@fldoe.org)

Original Message-----

**From:** Tovine, Gina H.  
**Sent:** Tuesday, August 19, 2014 1:00 PM  
**To:** Roach, Judge R.  
**Cc:** Jara, Jesus F.  
**Subject:** Fwd: Question

Mr. Roach please see the answer below.

Thanks

Gina

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> The NR codes indicate that no data are reported for the student because too few questions were answered or the assessment was invalidated. An assessment marked NR2 means that the assessment experience did not meet the attempt criteria. Students who score NR2 are not included in school or teacher accountability.

>

>

> Brandon McKelvey, Ph.D.  
> Senior Director  
> Accountability, Research and Assessment  
> Email: [Brandon.McKelvey@ocps.net](mailto:Brandon.McKelvey@ocps.net)

This document is for informational purposes only and in no way represents legal advice.

Alternative Assessment is provided by the State of Florida (check your district Progression Plan for details on what your district has adopted)

**Third Grade:**

Many districts, by policy/progression plan, do not start a portfolio until the student shows reading deficiency. For purposes of opting out you want this started at the beginning of the school year. So ask nicely!! Some districts have refused to provide a portfolio until after a student fails the test.

Teacher developed portfolio is preferred. You must request for this to be started at the beginning of the school year. District guidance office should be able to provide guidelines.

State provided "Portfolio CD" This is a secret CD, only the teacher can see it. A student must complete 42 reading passages and pass a test at the end of each one. This is NOT a portfolio and a student can fail it.

SAT 10

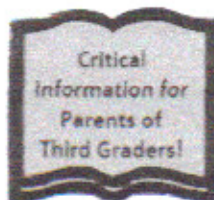
ITBS Iowa Test of Basic Skills

**Tenth Grade:**

Concordant scores on SAT (430) or ACT (19)

For Algebra I EOC a concordant score on the Postsecondary Education Readiness Test (PERT)

These tests can be taken anytime during the four years of high school. If you plan a 10th grade opt out, the student can achieve these concordant scores before and after the FSA and Algebra I EOC. Take them early and you will be prepared!



## INTRODUCTION

This information is for parents of Florida's third-grade students. It is designed to help parents understand what Florida law says about reading requirements for third-grade students and promotion to fourth grade. It also describes what the school will do to help if your child is reading below grade level.

## STATUTORY REQUIREMENT FOR THIRD GRADE READING

Florida law [Section 1008.25(5)] says that third graders who score at Level 1 in reading on the FCAT must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state approved alternative standardized reading test or through a student portfolio can be granted a "good cause exemption" and be promoted to fourth grade.

If your child scores at Level 1, you will be notified by the school that your child will not be promoted to fourth grade until he or she achieves the required reading level. Students who are retained must be given intensive instruction in reading to help them catch up. You will be given information about the intensive instruction that will be provided to help your child make progress in reading.

*Note:* Some students with disabilities, some English language learners, and some students who have already been retained twice can receive a "good cause exemption" and be promoted, even though they are not reading at the required level. If your child is not eligible for the good cause exemption, you will be notified as to why your child is not eligible. Please refer to page 4 of this document for additional information.

## WHAT DOES THE LAW MEAN?

This law means, "We are not going to give up on struggling students; we are going to invest in them." The results should have a positive effect on our whole state. It will reduce the need for remedial education in middle and high school and may lower dropout rates and juvenile delinquency. It will also help Florida develop the highly skilled workforce needed for a strong economy.

## NEW RIGOROUS READING STANDARDS

This year we have new, more rigorous achievement levels for FCAT 2.0. Education Commissioner Gerard Robinson provided the following statement regarding the FCAT 2.0 achievement level cut scores recently adopted by the State Board of Education: "FCAT 2.0, based on the Next Generation Sunshine State Standards (NGSSS), is designed to test Florida's students on more rigorous material. The standards I am recommending today reflect this, raising the bar for Florida's children from 3rd through 10th grade and ensuring that our students are on the path to graduating college and career ready. For the first time in Florida's history, our graduation requirements are aligned with college readiness and our standards are consistent across grade levels. Parents, teachers, and administrators will now be able to identify those children who need additional help earlier so that they can graduate college ready."

## EXPECTATIONS FOR THIRD GRADERS

The specific skills that students need in reading are described in the Florida Next Generation Sunshine State Standards. Designed by teachers with input from stakeholders, the Standards describe what Florida students should know and be able to do at each grade level. They are in line with national education standards. By the end of third grade, students are expected to be able to read independently. This means that they can read and understand words, sentences, and paragraphs without help.

In order to meet the minimum reading requirements for the end of third grade, students are asked to demonstrate at least a limited ability to determine the meaning of words using appropriate strategies, apply reading comprehension and literary analysis skills, and locate, interpret, and organize information for a variety of purposes from grade-appropriate texts encompassing a range of complexity.

## EARLY READING SKILLS

Reading is the core of the school day for young students. Walk into a kindergarten, first-, second-, or third-grade classroom, and you will find children learning to read. They may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, working on a computer reading program, or talking and writing about what they have read. Students are engaged in these activities because reading and comprehension are the foundations for all academic learning. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

Schools regularly assess the reading proficiency of all students in kindergarten through grade three. This allows schools to identify students who are struggling with reading. If your child is reading below grade level, the school will let you know exactly what type of reading difficulty your child is having. The school will then develop a plan to provide special instruction in reading, such as individual help from teachers, aides, volunteer tutors, and parents.

## FCAT

The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) measures students' progress on the Next Generation Sunshine State Standards. Students in grades 3–10 take the FCAT each spring. Third graders are tested in reading and mathematics. Their scores fall into one of five levels: Level 5 is the highest; Level 1 is the lowest.

The third-grade FCAT 2.0 requires students to read stories that are approximately 500 words long and answer questions about what they have read. The test also requires them to use charts, graphs, maps, and other materials to gather information to answer questions.



## WHAT DOES SCORING LEVEL 1 ON FCAT READING 2.0 MEAN?

When a third grader scores in the lowest level on the FCAT 2.0, it warns us that the child is reading at a much lower level than is expected of third graders. Students who score Level 1 may not be able to recognize or sound-out new words or know their meaning. These students may have trouble answering questions that identify a story's main idea, main characters, and order of events. They may not be able to use information from charts, graphs, or maps to answer specific questions.

## WHAT IS THE MEANING AND PURPOSE OF RETENTION?

Retention does not mean that the child has failed. It does not mean that teachers or parents are not working hard enough. It does mean that the child needs and will have more time and help to catch up and reach reading proficiency. The purpose of retention is to give children who have substantial reading deficiencies more time and the intensive instruction they need to catch up in reading.



## WHY THIRD GRADE?

A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork of fourth grade and beyond. As students progress through the grades, the text and tasks that are required for students to understand what they are reading are more complex. Textbooks become more difficult to understand; reading passages are longer. Students use reference books, websites, and other written materials to do research for history reports, science projects, and other schoolwork. Students who have trouble understanding what they read find it very difficult to keep up. Many students become frustrated when they try to tackle this schoolwork without necessary reading skills. For some students, this leads to years of difficulty in school and limited opportunities in adult life.



## MAKING PROGRESS

### MID-YEAR PROMOTION

If the child can demonstrate the required reading level before the start of the next school year, he or she may be promoted to fourth grade. If the child achieves the required reading level during the next school year, the child may be promoted to fourth grade mid-year. To be promoted to fourth grade mid-year, the child must demonstrate mastery of the third grade reading skills and beginning fourth grade reading skills. This will ensure that the student has made enough progress to be

successful in fourth grade. The student may be given a standardized test, or the teacher may put together a portfolio of the student's work.

### INTENSIVE ACCELERATION CLASS

If the student has already been retained once in third grade and then scores at Level 1 again, the school must provide an intensive acceleration class that focuses on increasing the child's reading level at least two grade levels in one school year. The intensive acceleration class must:

- Have a lower teacher-student ratio than other third-grade classes
- Have a high-performing teacher
- Provide reading instruction for most of the school day
- Give students the opportunity to master the fourth-grade Next Generation Sunshine State Standards in other subjects, such as math and science
- Use research-based reading, language, and vocabulary instructional programs
- Monitor student progress weekly
- Maintain a portfolio for each student



The district must also offer these students the option of being served in a transitional instructional setting designed to help them meet the fourth-grade Next Generation Sunshine State Standards, while continuing the remediation of the reading deficiency.

### PROGRESS MONITORING PLANS

Schools are required to develop a progress monitoring plan (PMP) for each struggling reader. Parents will be invited to participate in developing this plan. The PMP describes the child's specific reading difficulties and the intensive teaching practices that will be used to help the child catch up in reading. This intensive instruction will be provided during regular school hours in addition to the regular reading instruction.

### SIX COMPONENTS OF READING

Teachers in the early grades work on improving students' skills in these six components of reading:

1. Oral language provides the foundation for literacy development involving listening and speaking skills.
2. Phonemic awareness is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in words (phonemes).
3. Phonics is the understanding of the relationships between the written letters of the alphabet and the sounds of spoken language. This knowledge allows a reader to "decode" words by translating the letters into speech sounds.
4. Fluency is the ability to read quickly, accurately, and with proper expression. Fluent readers can concentrate on comprehension rather than focusing all of their effort on decoding words.
5. Vocabulary includes all the words the reader can understand and use. The more words a child knows, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.
6. Comprehension is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes things like recognizing the main idea of an article or being able to compare and contrast different characters in a story.



## EXEMPTIONS FROM THIRD-GRADE RETENTION

Some third-graders who score Level 1 on the FCAT in reading can be exempted from the retention requirement and be promoted to fourth grade. This is called a "good cause exemption." Good cause exemptions are given to only the following students:

1. English language learners who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program
2. Students with disabilities whose individual educational plan (IEP) shows that it is not appropriate for them to take the FCAT
3. Students who show an acceptable level of performance on an alternative standardized reading test approved by the State Board of Education
4. Students who show through a teacher-developed portfolio that they can read on grade level\*
5. Students with disabilities who take the FCAT and whose IEP or 504 Plan says that they have received intensive remediation in reading for more than two years but still show a deficiency in reading and were previously retained in kindergarten through grade 3
6. Students who have received intensive remediation in reading for two or more years but still have a deficiency in reading and who have already been retained in kindergarten through grade 3 for a total of two years

If you believe your child may be eligible for a good cause exemption, talk to your child's teacher. For a good cause exemption to be approved, the following steps must take place:

1. The student's teacher must submit documentation to the principal.
2. The principal must review the documentation and decide whether or not the student should be promoted. If the principal determines that the student should be promoted, the principal must make the recommendation to the school district superintendent.
3. The school district superintendent must accept or reject the principal's recommendation that the student be promoted.

\*The teacher selects the contents of the portfolio. The documents in the portfolio must show that the student has mastered the Next Generation Sunshine State Standard benchmarks that are assessed by the grade 3 Reading FCAT 2.0. Talk to your child's teacher to learn more or go to <http://www.justreadflorida.com/docs/6A-1-094221.pdf> to view the State Board rule that addresses portfolios.



Gerard Robinson  
Commissioner of Education

**6A-1.094221 Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.**

(1) Pursuant to Section 1008.25(6), F.S., relating to the statewide public school student progression law eliminating social promotion, students who score at Level 1 on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Reading may be promoted to grade four if the student:

(a) Scores at or above the 45th percentile on the Reading SAT-10;

(b) Demonstrates an acceptable level of performance on an alternative standardized reading assessment approved pursuant to subsection (2) of this rule;

(c) Demonstrates reading on grade level as evidenced through mastery of the Sunshine State Standards in reading equal to at least Level 2 performance on the Grade 3 FCAT Reading.

(2) The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to fourth grade.

(a) The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.85;

2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent, or criterion validity;

3. Norming studies within the last five (5) to ten (10) years, with norming within five (5) years being preferable; and

4. Serves as a measure of grade 3 achievement in reading comprehension.

(b) Districts may submit requests for the approval of alternative standardized reading assessments to be used as a good cause exemption for promotion to fourth grade. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use.

(c) The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment.

(d) The earliest the alternative assessment may be administered for student promotion purposes is following administration of the Grade 3 FCAT Reading. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

(3) To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT Reading. Such evidence shall be an organized collection of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT Reading. The student portfolio must meet the following criteria:

(a) Be selected by the student's teacher,

(b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,

(c) Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments.

(d) Be an organized collection of evidence of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above, and

(e) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

September 1, 2014

Dear Ms. Crabtree,

I respectfully request that a portfolio assessment be created this year to demonstrate Darla's achievements and skills. The state's high stakes test, that is required of my child, does not inform their teacher's instruction. True accountability demands that we look at the whole child.

The only tool that will demonstrate a child's achievements and skills is a teacher-developed portfolio. It provides a clear picture of the whole child and reflects the authentic teaching and learning that occurs in our school.

The portfolio should contain samples of work completed independently in the classroom and which reflect the requirements as outlined by Just Read Florida or the school district. At the end of each marking period, I would like to monitor the progress of the portfolio.

Should you require any additional information, please do not hesitate to contact me.

Sincerely,

Parent's Full Name  
CC: Principal's Name



of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.

**Concordant and Comparative Scores Option**—A student can also graduate by receiving a score concordant the FCAT 2.0 passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for FCAT concordant scores see Table 4). FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013 by the department. These concordant scores and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013.

Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.). Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S. Additional guidance regarding FCAT concordant scores is posted at <http://www.fldoe.org/Bll/StudentPro/resources.asp>.

**Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9**

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

**High School Diploma Scholar Designation**—To qualify for a standard high school diploma Scholar designation students must earn passing scores on each of the following statewide assessments: Biology 1 and U.S. History. The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://fcats.fldoe.org/fcat2/pdf/achlevel.pdf>). For students who took an EOC assessment during its implementation year, districts may opt to 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, or a district may allow these students to retake the test. Districts received a conversion table that may be used to convert students' T scores into the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar designation.

**Waivers for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT 2.0 and Florida EOC Assessments; however, legislation provides for a waiver of the FCAT 2.0 or Algebra 1 EOC Assessment as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. Pursuant to s. 1008.22(3)(c)2., F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized

The Score Inquiry System is a Web-based system that allows District Assessment Coordinators (DACs) to request information about students' FCAT, FCAT 2.0, or Algebra 1 End-of-Course (EOC) scores, including requests for more information if a student's test score is missing, not reported, or anomalous, based on the student's prior performance. This document provides descriptions of the types of inquiries that may be submitted and instructions for entering an inquiry into the system.

Questions about this system should be directed to Carlton Gay, Sr. Database Analyst, at 850.245.0757 or [carlton.gay@fldoe.org](mailto:carlton.gay@fldoe.org).

A deadline for submitting a score inquiry is established for each test administration. For the Spring 2011 administrations the deadline is September 12, 2011.

## TYPES OF INQUIRIES

The type of inquiry must be identified when a request is submitted. There is a comment box in the system that can be used to provide details regarding the inquiry.

### Missing Scores

If a school's records indicate that a student was administered a test but the student's name does not appear on the reports or files, the DAC must obtain that student's Test Group Code, Security Number (from test and answer books or test books), or Student Authorization Ticket Login ID (for computer-based tests [CBT]). These numbers must be entered into the Score Inquiry System to assist in locating the document. For CBT record searches, enter the authorization number in the district comments field.

The contractor will review the records and materials for the students in that school to determine if the student's document/CBT record was mislabeled or processed incorrectly. If the answer document is located or if the record is located but contains incorrect information (e.g., the wrong school number), the score will be reported during a late reporting cycle.

### Not Reported Scores

If a student received an FCAT, FCAT 2.0, or EOC report but his or her score(s) were not reported, the DAC may request additional information regarding these scores.

The following codes are used on the reports and files when a student's scores are not reported:

- NR2 – The student did not meet attemptedness criteria (i.e., the student answered fewer than 6 questions per session on a Reading, Mathematics, or Science test).
- NR3 – The Do Not Score (DNS) bubble was gridded on the answer document or the DNS field was marked on the CBT profile.
- NR5 – The grade level on the Preidentification File was different from the answer document/CBT record grade level.
- NR6 – There are two records for the student for that test.  
(i.e., two records contain the same name, student ID number, and grade)
- NR7 – The FDOE is holding the results for further review.
- NR8 – The FDOE invalidated the results.

If requested, the Department will provide additional information for scores with any of these codes. If necessary, contractor and Department staff will review answer documents/CBT records in order to try to resolve the inquiry.

The current policy to UNDO a DNS record is:

DOE will request that the district provide a superintendent's signature on his or her letterhead acknowledging the school's error and the permission for DOE to alter the DNS bubble/field. The letter must identify the student by name, school, and grade with a specific request to process the test. Please fax the letter to the DOE Assessment office at 850-245-0771 or 850-245-0793. After receipt, a specialist will update the score inquiry and proceed with rescoring and late reporting according to the schedule.

### Anomalous Scores

A DAC may request a formal review of a student's FCAT, FCAT 2.0, or EOC score if the score is vastly different from that student's previous performance. Poor performance on FCAT, FCAT 2.0, or EOC alone is not a scoring anomaly that justifies a score review; there must be additional evidence indicating a scoring anomaly, such as a drop in multiple achievement levels on a test.

If the DAC thinks a test score has been attributed to the wrong student, the DAC should submit a separate inquiry for each student in question, and indicate in the comment box that the two inquiries are related.

When the DAC enters the information into the Score Inquiry System, the DAC should provide an explanation of the anomaly in the Comment Box. The FDOE may request that additional information be mailed or faxed for review.

### Reading, Mathematics, or Science

Before submitting an inquiry for anomalous scores, the parent/guardian or school personnel must submit a score review request in a written letter or email to the DAC. The request must clearly describe the scoring anomaly, the difference between previous student performance and performance on the FCAT, FCAT 2.0, or EOC, and any special circumstances occurring at the time of testing. The request should be supported by copies of relevant documentation (e.g., transcripts, score reports, or other documents) indicating previous student performance.

### Writing

Before submitting an inquiry for anomalous scores for Writing, school staff should review the student's response provided on the CD/DVD in mid-July. School staff should review the response and the student ID number to verify it is the student's response and that the correct ID number was used. If an error is found, the DAC should submit an inquiry with an explanation.

If the Writing response on the CD/DVD is verified as the student's response, school staff should use the scoring rubric to review the response and determine if it appears to deserve a score more than one score point different from the score given. If so, then the district language arts supervisor should confirm the school staff's review. If both the school staff and district language arts supervisor think the paper was scored incorrectly, the DAC should submit a request for the FDOE to review the response. In the comment area, the DAC should indicate why the response should have received a different score. The Department will then review the response. If a scoring anomaly is identified, the district may invalidate the test score in the student's file; however, the Department will not reissue a report.

### Algebra 1 EOC Paper-based Transcriptions

Scores for Algebra 1 EOC paper-based tests submitted to Pearson for transcription will not be processed during the normal reporting cycle. Please be patient before submitting an inquiry for these accommodated students, as they will likely be reported with the first late reporting wave.



Student response does not appear on CD (Writing)

- CBT? – Updated for spring 2011. This flag is used to disable the required Test Book Security number entry and indicate a request about an online test.
- Test Type (subject)
- Test Group Code (unique 4-digit number for a group of students tested together)
- Test Book Security Barcode (Even if answers are not marked in the test book, this number should be provided as missing answer documents are often found inside test books.)
- Additional District Comments (Add any available information to clarify/expand the request that is not otherwise addressed on the submission form.)

Once all information is entered, click the **'Submit'** button to enter the inquiry request. Immediately after the request is submitted, the system will generate an individual log number and post the request to the district's active request list. To view the request and its associated log number, click the **'Return to Menu'** link at the top of the page and use the **'Track Status'** link to access the score inquiry request list described below.

Please note that once a request has been submitted, it cannot be changed at the district level. If there is a need to correct any information on a specific request, use the **'Request Correction'** link to the left of each request on the list. This will open an email template for you to fill out and submit to the FCAT/FCAT 2.0/EOC Score Inquiry System. Indicate the specific corrections that need to be made to your request in this email, click **'Send,'** and a Department specialist will make these corrections for you.

#### Submit a batch file of inquiries

- Use the **'Bulk Excel Template'** link at the top of the page to enter multiple inquiry requests at the same time. Data must be entered into the Excel template provided, using the column value definitions as listed in the **'Column Value Key'** link. Once the data are entered into the Excel Template, it must be saved to a hard drive and closed before it can be uploaded.
- To upload the completed and saved Excel spreadsheet, use the **'BROWSE'** link to locate the file, and then click the **'UPDATE'** button. The system will generate separate inquiry records for each row on the spreadsheet and post them to the district's active request list (as described above).

#### Track status of submitted inquiries


- Click **'GO'** to view all inquiries submitted by the district.
- Enter limiting parameters to retrieve partial lists (e.g., by district, content/subject, or grade level) and click **'GO.'**
- The list that appears will contain all inquiry requests submitted by the district. If a record is not on this list, it is not in the database and will need to be resubmitted by the district. Continued problems with submitted inquiries that do not appear on this list should be reported immediately.
- Each record has a **'Request Correction'** link (left justified), allowing district personnel to request corrections to specific score inquiries.
- Each column title is also a sort option. For example, to sort the list by School ID, click on the School ID column title.
- Acronym definitions used in this list can be found through the **'Column Value Key'** link in the **'Submit a Batch File of Inquiries'** menu option (see above).
- The DAC will be sent periodic emails as the inquiry is processed.


#### Contact Us:

- Clicking on **'Contact Us'** will open an email to the FDOE office.

# FLORIDA STATEWIDE ASSESSMENT PROGRAM

## 2014–2015 SCHEDULE

 <b>Florida Standards Assessments (FSA)</b>	
<b>English Language Arts and Mathematics</b>	
<b>Dates</b>	<b>Assessment</b>
December 1–19, 2014	<b>Computer-Based:</b> FSA English Language Arts Writing Component Field Test (selected schools only)
March 2–13, 2015	<b>Paper-Based:</b> FSA Grade 4 English Language Arts Writing Component
March 2–13, 2015	<b>Computer-Based (including Paper-Based Accommodations):</b> FSA Grades 5–11 English Language Arts Writing Component
March 23–April 10, 2015	<b>Paper-Based:</b> FSA Grades 3 and 4 English Language Arts FSA Grades 3 and 4 Mathematics
April 13–April 24, 2015	<b>Paper-Based Accommodations:</b> FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics
April 13–May 8, 2015	<b>Computer-Based:</b> FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics
<b>FSA End-of-Course Assessments</b>	
<b>Dates</b>	<b>Assessment</b>
April 20–May 1, 2015	<b>Paper-Based Accommodations:</b> Algebra 1, Geometry, Algebra 2
April 20–May 15, 2015	<b>Computer-Based:</b> Algebra 1, Geometry, Algebra 2
July 13–17, 2015	<b>Paper-Based Accommodations:</b> Algebra 1, Geometry, Algebra 2
July 13–24, 2015	<b>Computer-Based:</b> Algebra 1, Geometry, Algebra 2

<b>Next Generation Sunshine State Standards (NGSSS) Assessments</b>	
 <b>Florida Comprehensive Assessment Test® FCAT 2.0</b>	
<b>Dates</b>	<b>Assessment</b>
October 6–10, 2014 and March 23–April 3, 2015	<b>Paper-Based Accommodations:</b> FCAT Mathematics Retake (SSS) and FCAT 2.0 Reading Retake
October 6–17, 2014 and March 23–April 10, 2015	<b>Computer-Based:</b> FCAT Mathematics Retake (SSS) and FCAT 2.0 Reading Retake
April 13–May 8, 2015	<b>Paper-Based:</b> FCAT 2.0 Grades 5 and 8 Science

# 2014–2015 SCHEDULE

EOC NGSSS End-of-Course Assessments	
Dates	Assessment
September 15–19, 2014	<b>Paper-Based Accommodations:</b> <i>Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History</i>
September 15–26, 2014	<b>Computer-Based:</b> <i>Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History</i>
December 1–12, 2014	<b>Paper-Based Accommodations:</b> <i>Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History</i>
December 1–19, 2014	<b>Computer-Based:</b> <i>Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History</i>
March 23–April 3, 2015	<b>Paper-Based Accommodations:</b> <i>Algebra 1 Retake</i>
March 23–April 10, 2015	<b>Computer-Based:</b> <i>Algebra 1 Retake</i>
April 20–May 15, 2015	<b>Paper-Based Accommodations:</b> <i>Biology 1, Civics, U.S. History</i>
April 20–May 22, 2015	<b>Computer-Based:</b> <i>Biology 1, Civics, U.S. History</i>
July 13–17, 2015	<b>Paper-Based Accommodations:</b> <i>Algebra 1 Retake, Biology 1, Civics, U.S. History</i>
July 13–24, 2015	<b>Computer-Based:</b> <i>Algebra 1 Retake, Biology 1, Civics, U.S. History</i>

Other Statewide Assessments	
Dates	Assessment
July–October 2014	<u>Florida Kindergarten Readiness Screening (FLKRS)</u> (Administered within the first 30 instructional days of the school year)
August 2014–May 2015	<u>Florida Assessments for Instruction in Reading (FAIR)</u> (optional – K-12)
September–December 2014	<u>ACT Plan<sup>®</sup></u>
October 15 and 18, 2014	<u>Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)</u>
January–March, 2015	<u>National Assessment of Educational Progress (NAEP)</u> Grades 4, 8, and 12 Reading, Mathematics, and Science
February 16–April 3, 2015	<u>Comprehensive English Language Learning Assessment (CELLA)</u>
March 2–April 8, 2015	<u>Alternate Assessment for Students with Significant Disabilities</u>
May 2015	<u>Advanced Placement (AP) Exams</u>
Year Round	<u>Postsecondary Education Readiness Test (PERT)</u>

Updated 10/24/2014

Test questions EVERY PARENT needs to ask:  
(From a veteran teacher)

For principals:

1. How many standardized tests does my child have to take this year?
2. Where do these tests originate?
3. What is the specific academic purpose for each one?
4. How will these tests affect my child's academic future or standing?
5. For each test, does the teacher see individual student results and have a chance to adjust individual instruction to help each student?
6. Who sees the scores, where will they be recorded, and for what purpose?
7. Do the scores become part of my child's record?
8. Who in the district instructed you to give these tests?

For school superintendents:

1. Identify by name and frequency each standardized test your district requires in each grade.
2. Explain where these tests originate and, for each, explain its specific academic purpose and the year it started.

For school board attorneys:

1. Explain your district's policy on opting out of/refusing standardized tests and cite its legal foundation.

For school board members:

1. How do you view the academic purposes for standardized testing?
2. Are you familiar with all the standardized tests your district requires, and their academic purposes?
3. Are you willing to initiate a parent/teacher review of the use of testing in your district?





## Students Entering Grade Nine in the 2011-2012 School Year What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements\*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

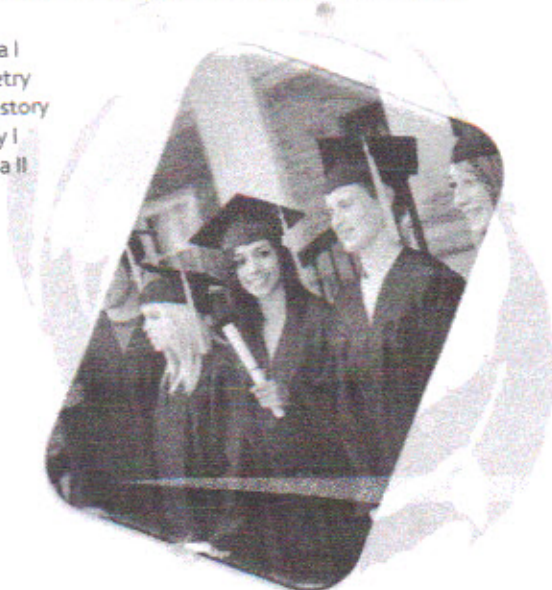


Photo courtesy of iStock/Thinkstock

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must have a laboratory component</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/articulation/CCD/default.asp">http://www.fldoe.org/articulation/CCD/default.asp</a> .
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1-5, Florida Statutes [F.S.]).

## What are the requirements for standard diploma designations?

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

### SUS (State University System)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

<http://www.flbog.edu/forstudents/planning>

### The Florida College System

Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

<http://www.fldoe.org/fcs>

### Career and Technical Centers

Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

<http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

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\* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade



## Students Entering Grade Nine in the 2012-2013 School Year What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements\*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



Photo courtesy of Digital Vision/Thinkstock

### What are the requirements for the 24-credit standard diploma?

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<ul style="list-style-type: none"> <li>• One of which must be Algebra I and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
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<ul style="list-style-type: none"> <li>• One of which must be Biology I, two of which must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
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To include the integration of health
<b>8 Elective Credits</b>
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Students must earn a 2.0 grade point average on a 4.0 scale.

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### Scholar Diploma Designation

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- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
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### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
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All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

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- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

<http://www.fibog.edu/forstudents/planning>

### The Florida College System

Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

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## Students Entering Grade Nine in the 2013-2014 School Year What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

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### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
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<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

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Digital Vision/  
Thinkstock

## What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"><li>▪ Earn 1 credit in Algebra II;</li><li>▪ Earn 1 credit in Statistics or an equally rigorous mathematics course;</li><li>▪ Pass the Biology I EOC;</li><li>▪ Earn 1 credit in Chemistry or Physics;</li><li>▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics;</li><li>▪ Pass the U.S. History EOC;</li><li>▪ Earn 2 credits in the same World Language; and</li><li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li></ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"><li>▪ Takes the respective AP, IB or AICE assessment; and</li><li>▪ Earns the minimum score to earn college credit.</li></ul>
Merit Diploma Designation
<ul style="list-style-type: none"><li>▪ Meet the standard high school diploma requirements</li><li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li></ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

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## Students Entering Grade Nine in the 2014-2015 School Year What Students and Parents Need to Know

### What are the diploma options?

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Students must pass the following statewide assessments:

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Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
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Photo courtesy Chad Baker/Ryan  
McVay/Thinkstock

### What are the requirements for the 24-credit standard diploma option?

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Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
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## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>



## What OPT OUT is not –

by Chris Cerrone , New York

### OPT-OUT is:

1. **NOT an easy way out for students.** Opting out is not a method to go easy on our children to prevent failure in any way. Failing at a task can build character, look at some of our greatest inventors-they failed and tried and tried again.
2. **NOT an attack on our children's teachers.** Boycotting high-stakes tests is not a way to hurt our teachers, in fact most teachers support opting out because they see the harm in the testing culture that is controlling our schools.
3. **NOT an attack on our children's schools.** Opting out our children will save our schools from financial and educational harm caused by corporate high-stakes testing machine.
4. **NOT a protest against using tests in our classrooms.** Tests given by our teachers, grade levels and schools are *one way* to assess our children. Evaluating our children properly requires a variety of methods that our teachers complete on a daily basis. Sadly the high-stakes state exams focus on one test score to determine the progress and quality of our children, teachers and schools.
5. **NOT a way to avoid teacher evaluation.** As one test score should not judge a student, the same applies to our educators. Using a variety of methods with professional observation, peer mentoring and collaboration will help develop highly effective teachers.

**Opting out IS a way to take back control of our schools.** The latest policies such as Common Core and APPR teacher evaluations in New York State will lead to an explosion of high-stakes standardized tests. The time devoted to testing and test preparation will grow to previously unheard of levels in the next few years. Parents need to say no to the "testing culture" and say our children's education needs a diverse curriculum, creativity and critical thinking.

Posted by [Chris Cerrone](#) at [8/11/2012 09:19:00 AM](#)

If you are interested in the Boycott/Opt Out webinar from 8/24/14

Want the recorded version of our [#boycott](#) webinar and all the resources that go with it? Just click this link, sign up with your name and email. Then you can view the video and access the resources right there on that page.

<http://conversationed.com/webinar/>

**Title XLVIII**  
**K-20 EDUCATION**  
**CODE**

**Chapter 1008**  
**ASSESSMENT AND**  
**ACCOUNTABILITY**

**[View Entire](#)**  
**[Chapter](#)**

1008.22 Student assessment program for public schools.—

(1)PURPOSE.—The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars. The program must be designed to:

(a)Assess the achievement level and annual learning gains of each student in English Language Arts and mathematics and the achievement level in all other subjects assessed.

(b)Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.

(c)Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

(d)Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.

(e)Provide information to aid in the evaluation and development of educational programs and policies.

(2)NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the commissioner. The assessments must be conducted using the data collection procedures, student surveys, educator surveys, and other instruments included in the National Assessment of Educational Progress or similar national or international assessments being administered in Florida. The administration of such assessments shall be in addition to and separate from the administration of the statewide, standardized assessments.

(3)STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. [1003.4282](#) and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:

(a)Statewide, standardized comprehensive assessments.—The statewide, standardized Reading assessment shall be administered annually in grades 3 through 10. The statewide, standardized Writing assessment shall be administered annually

at least once at the elementary, middle, and high school levels. When the Reading and Writing assessments are replaced by English Language Arts (ELA) assessments, ELA assessments shall be administered to students in grades 3 through 11. Retake opportunities for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must be provided. Students taking the ELA assessments shall not take the statewide, standardized assessments in Reading or Writing. ELA assessments shall be administered online. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. Students taking a revised Mathematics assessment shall not take the discontinued assessment. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (7).

(b)End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1.Statewide, standardized EOC assessments in mathematics shall be administered according to this subparagraph. Beginning with the 2010-2011 school year, all students enrolled in Algebra I must take the Algebra I EOC assessment. Except as otherwise provided in paragraph (c), beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I must earn a passing score on the Algebra I EOC assessment or attain a comparative score as authorized under subsection (8) in order to earn a standard high school diploma. In order to earn a standard high school diploma, a student who has not earned a passing score on the Algebra I EOC assessment must earn a passing score on the assessment retake or a comparative score as authorized under subsection (8). Beginning with the 2011-2012 school year, all students enrolled in Geometry must take the Geometry EOC assessment. Middle grades students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment. When a statewide, standardized EOC assessment in Algebra II is administered, all students enrolled in Algebra II must take the EOC assessment. Pursuant to the commissioner's implementation schedule, student performance on the Algebra II EOC assessment constitutes 30 percent of a student's final course grade.

2.Statewide, standardized EOC assessments in science shall be administered according to this subparagraph. Beginning with the 2011-2012 school year, all students enrolled in Biology I must take the Biology I EOC assessment. Beginning with students entering grade 9 in the 2013-2014 school year, performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

3.Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized middle grades Civics EOC assessment constitutes 30 percent of the student's final course grade in civics education.

4.The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in

the Next Generation Sunshine State Standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.

5. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.

6. All statewide, standardized EOC assessments must be administered online except as otherwise provided in paragraph (c).

(c) Students with disabilities; Florida Alternate Assessment.—

1. Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

2. A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

3. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.

a. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

b. If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.

c. If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in hard copy.

4. For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the Next Generation Sunshine State Standards.

(d) Implementation schedule.—

1. The Commissioner of Education shall establish and publish on the department's website an implementation schedule to transition from the statewide, standardized Reading and Writing assessments to the ELA assessments and to the revised Mathematics assessments, including the Algebra I and Geometry EOC assessments.

The schedule must take into consideration funding, sufficient field and baseline data, access to assessments, instructional alignment, and school district readiness to administer the assessments online.

2. The Department of Education shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and broadband capacity to facilitate school district compliance with the requirement that assessments be administered online.

(e) Assessment scores and achievement levels.—

1. All statewide, standardized EOC assessments and Reading, Writing, and Science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment. For purposes of the statewide, standardized Writing assessment, student achievement shall be scored using a scale of 1 through 6.

2. The state board shall designate by rule a passing score for each statewide, standardized assessment.

3. If the commissioner seeks to revise a statewide, standardized assessment and the revisions require the state board to modify performance level scores, including the passing score, the commissioner shall provide a copy of the proposed scores and implementation plan to the President of the Senate and the Speaker of the House of Representatives at least 90 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjust student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing score on the discontinued assessment. The commissioner may, with approval of the state board, discontinue administration of the former assessment upon the graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

(f) Assessment schedules and reporting of results.—The Commissioner of Education shall establish schedules for the administration of assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedule. By August 1 of each year, the commissioner shall notify each school district in writing and publish on the department's website the assessment and reporting schedules for, at a minimum, the school year following the upcoming school year. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. Assessment results for the statewide, standardized Reading assessments, or upon implementation the ELA assessments, and Mathematics assessments, including the EOC assessments in Algebra I and Geometry, must be made available no later than the week of June 8. The administration of the statewide, standardized Writing assessment and the Florida Alternate Assessment may be no earlier than the week of March 1. School districts shall administer assessments in accordance with the schedule established by the commissioner.

(g) Prohibited activities.—A district school board shall prohibit each public school from suspending a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for a statewide, standardized assessment. However, a district school board may authorize a public school to engage in the following assessment-preparation activities:

1. Distributing to students sample assessment books and answer keys published by the Department of Education.

2. Providing individualized instruction in assessment-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment.

3. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.

4. Administering a practice assessment or engaging in other assessment-preparation activities that are determined necessary to familiarize students with the organization of the assessment, the format of assessment items, and the assessment directions or that are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education with specific reference to this paragraph.

(h) Contracts for assessments.—The commissioner shall provide for the assessments to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner may enter into contracts for the continued administration of the assessments authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next fiscal year and may be paid from the appropriations of either or both fiscal years. The commissioner may negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law.

(4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results as required by the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. [1008.385](#) and the development of remediation programs.

(5) REQUIRED ANALYSES.—The commissioner shall provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by teacher, school, and school district.

(6) LOCAL ASSESSMENTS.—

(a) Measurement of student performance in all subjects and grade levels, except those subjects and grade levels measured under the statewide, standardized assessment program described in this section, is the responsibility of the school districts.

(b) Except for those subjects and grade levels measured under the statewide, standardized assessment program, beginning with the 2014-2015 school year, each

school district shall administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course. As adopted pursuant to State Board of Education rule, course content is set forth in the state standards required by s. [1003.41](#) and in the course description. Local assessments may include:

- 1.Statewide assessments.
- 2.Other standardized assessments, including nationally recognized standardized assessments.
- 3.Industry certification assessments.
- 4.District-developed or district-selected end-of-course assessments.
- 5.Teacher-selected or principal-selected assessments.

(c)Each district school board must adopt policies for selection, development, administration, and scoring of local assessments and for collection of assessment results. Local assessments implemented under subparagraphs (b)4. and 5. may include a variety of assessment formats, including, but not limited to, project-based assessments, adjudicated performances, and practical application assignments. For all English Language Arts, mathematics, science, and social studies courses offered in the district that are used to meet graduation requirements under s. [1002.3105](#), s. [1003.4281](#), or s. [1003.4282](#) and that are not otherwise assessed by statewide, standardized assessments, the district school board must select the assessments described in subparagraphs (b)1.-4.

(d)The Commissioner of Education shall identify methods to assist and support districts in the development and acquisition of assessments required under this subsection. Methods may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.

(e)Each school district shall establish schedules for the administration of any district-mandated assessment and approve the schedules as an agenda item at a district school board meeting. The school district shall publish the testing schedules on its website, clearly specifying the district-mandated assessments, and report the schedules to the Department of Education by October 1 of each year.

(7)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.

(8)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.

(9)CHILD WITH MEDICAL COMPLEXITY.—In addition to the exemption option provided for under s. [1008.212](#), effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized



assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

(a) **Definition of child with medical complexity.**—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

(b) **Exemption options.**—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

1. **One-year exemption** approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.

2. **One- to three-year exemption** approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

3. **Permanent exemption** approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

(c) **Reporting requirements.**—The Commissioner of Education shall annually report to the Legislature data, by district, related to the implementation of this subsection at the same time as results are reported regarding student performance on statewide, standardized assessments.

(10) **REPORTS.**—The Department of Education shall annually provide a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives which shall include the following:

(a) **Longitudinal performance of students in reading and mathematics.**  
(b) **Longitudinal performance of students by grade level in reading and mathematics.**

(c) **Longitudinal performance regarding efforts to close the achievement gap.**

(d) Other student performance data based on national norm-referenced and criterion-referenced tests, if available; national assessments, such as the National Assessment of Educational Progress; and international assessments.

(e) The number of students who after 8th grade enroll in adult education rather than other secondary education.

(f) Any plan or intent to establish or implement new statewide, standardized assessments.

(11) RULES.—The State Board of Education shall adopt rules to implement this section.

History.—s. 368, ch. 2002-387; s. 7, ch. 2003-8; s. 2, ch. 2003-413; s. 49, ch. 2004-41; s. 3, ch. 2004-42; s. 5, ch. 2004-271; s. 40, ch. 2006-74; s. 174, ch. 2007-5; s. 7, ch. 2008-142; s. 18, ch. 2008-235; s. 99, ch. 2009-21; s. 8, ch. 2010-22; s. 4, ch. 2010-48; s. 3, ch. 2011-1; s. 20, ch. 2011-37; s. 8, ch. 2011-137; s. 25, ch. 2011-175; s. 22, ch. 2012-191; s. 5, ch. 2012-194; s. 33, ch. 2013-27; s. 55, ch. 2013-35; s. 4, ch. 2013-185; ss. 9, 12, ch. 2014-23; s. 71, ch. 2014-39.

<sup>1</sup>Note.—Section 7, ch. 2013-250, provides that “[t]he technology infrastructure, connectivity, and capacity of all public schools and school districts that administer statewide standardized assessments pursuant to s. 1008.22, Florida Statutes, including online assessments, shall be load tested and independently verified as appropriate, adequate, efficient, and sustainable.”