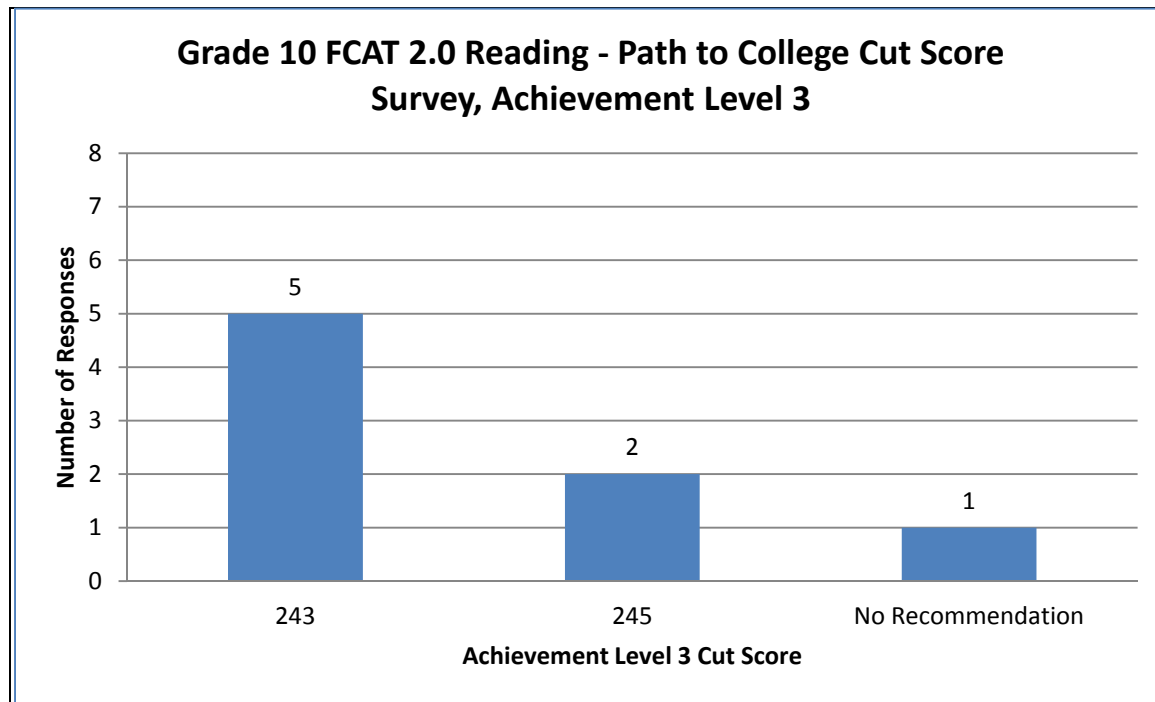
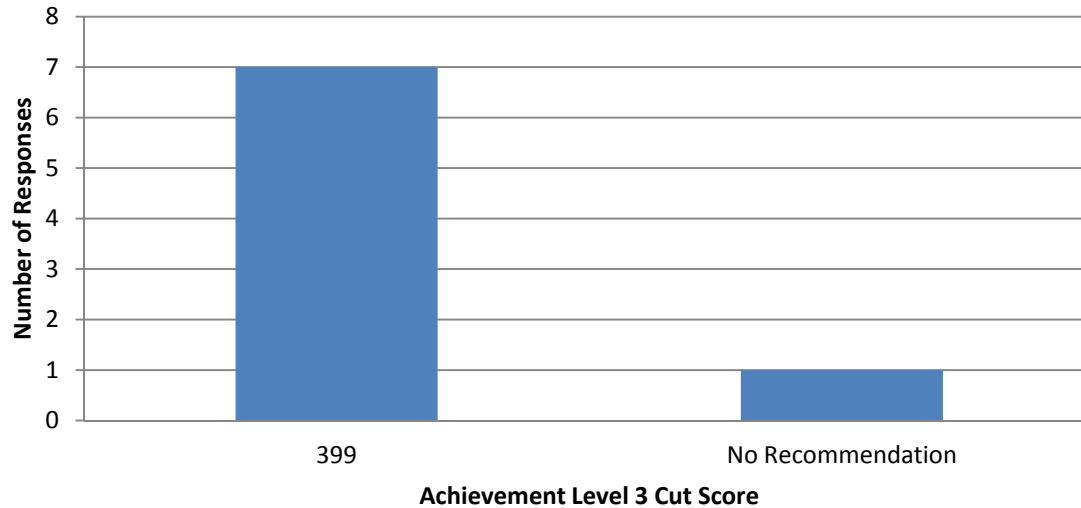


## Reactor Panel #2 – The Path to College Cut Score Survey Results

The following charts summarize the feedback forms received from 8 of the 9 panelists regarding the Grade 10 FCAT 2.0 Reading and Algebra 1 EOC Assessment Achievement Level 3 cut score recommendations. One panelist only participated for a short time (Phil Handy) and did not complete a form. The table below summarizes the comments of the panel regarding the Algebra 1 EOC Assessment score that indicates a student is high achieving and has the potential to meet college-readiness standards by the time of graduation.



**Algebra 1 EOC Assessment - Path to College Cut Score  
Survey, Achievement Level 3**



Name	Representing	Grade 10 FCAT 2.0 Reading Level 3 Cut Score	Algebra 1 EOC Assessment Level 3 Cut Score	Algebra 1 EOC Assessment – “On Track to be Ready” Cut
Gina Cortes-Suarez	President, InterAmerican Campus/Miami-Dade	243; The result of several hundred educators with expertise in their area. It also seems to be supported by the empirical data available currently. In the future we would need additional data to validate. Regardless of the score, the support for students needs to be strategic and well executed.	399; Just like in reading, it seems to be the best choice based on the available data. Support for students not meeting the cut-off score is paramount.	No recommendation; The system should not create a vehicle that shuts out students with potential to benefit and succeed in college.

Name	Representing	Grade 10 FCAT 2.0 Reading Level 3 Cut Score	Algebra 1 EOC Assessment Level 3 Cut Score	Algebra 1 EOC Assessment – “On Track to be Ready” Cut
Dr. Greg Beaumont	Associate Dean, Florida State University	243; Same as recommended by previous panels. They had more time and expertise.	399; I concur with those that spent more time studying the issue. In addition, arguably, the educator panels have greater expertise to make this judgment.	No recommendation
Dr. Barbara Foorman	Professor, Florida State University	243; The concordance of Hillsborough PSAT data was very helpful in justifying the 243 cutpoint. Also, the items around the cutpoint appear to be appropriately difficult. [PERT needs to be more rigorous.] <sup>1</sup>	399; One point below the mean is a reasonable cutpoint for Level 3.	Somewhere between 425-437; On FCAT 1.0, Level 5 ensured readiness for College Algebra. On FCAT 2.0, the exact cutpoint is yet to be determined. Given that FCAT 2.0 is more difficult, a 4+ is likely needed by grade 10.
John Grosskopf	President, North Florida Community College	245; We recommend a bit more rigorous with the cut score of 245 because reading skills are essential to academic success in all subject areas.	399; This cut score of 399 allows for consistency of learning gains across grades can be maintained.	No recommendation; It should be noted that high achieving and having the potential to meet college-readiness standards are not the same, particularly because this cut score simply allows students to enter a course (MAT 1033) that is not a general education requirement. A cut score that more closely mirrors an SAT score of 500 should be established for this purpose.
Allison Jones	Vice President, Postsecondary Collaborative, Achieve	243; Appears rigorous enough to identify students who are on track to be college ready.	399; 54% passing rate appears appropriate at the end of Algebra 1 to be on track to be college ready. The questions	No recommendation; More information is needed to set “high achieving” on Algebra 1 test that would mean student can be placed in baccalaureate-level math courses.

<sup>1</sup> The purpose of the Postsecondary Education Readiness Test (P.E.R.T.) was explained to be an assessment of basic communication and computation skills and used by postsecondary institutions for accurate course placement.

Name	Representing	Grade 10 FCAT 2.0 Reading Level 3 Cut Score	Algebra 1 EOC Assessment Level 3 Cut Score	Algebra 1 EOC Assessment – “On Track to be Ready” Cut
			were rigorous and would prepare students to enroll in Geometry and Algebra 2, i.e., would appear to set the foundation for success.	
Ed Massey	President, Indian River State College	243; We concur with the Reactor Panel 1 proposed cut scores.	399; We concur with the Reactor Panel 1 proposed cut scores.	Level 3; Level 3 is on-track for the student to become college-ready, provided appropriate subsequent high school coursework is taken and successfully completed. It is important to make the distinction that the <u>potential</u> to <u>become</u> college-ready is not in any way the same thing as <u>being</u> college-ready.
Susan Pareigis	President, Florida Council of 100	?; No external data has been provided to determine benchmark we need to achieve in order to be ready for PARCC.	?; Not enough data supplied regarding high stakes/low stakes testing environment. In addition, current statutes require passing of Geometry and Algebra 2. Data must be segmented to trend.	No recommendation
Joe Pickens	President, St. John’s River State College	245; I am concerned that a lower number will result in too high of a % of students needing remediation. We need to stop “lulling” our students into a false sense of readiness security, only to be surprised later to their detriment.	399	No recommendation; Cut score should be determined by: An Algebra 1 EOC exam score that crosswalks to the 10 <sup>th</sup> grade PSAT score that projects to an SAT math score of 500+ by the end of the 12 <sup>th</sup> grade (SAT math score of 500 = ready for College Algebra, MAT 1105, for college <u>math</u> credit.)