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1 A bill to be entitled  
2 An act relating to public K-12 education; amending s.  
3 1003.41, F.S., relating to the Sunshine State Standards;  
4 providing requirements for social studies standards  
5 relating to civics education; requiring social studies  
6 standards to be included in assessments; amending s.  
7 1008.22, F.S.; requiring the Florida Comprehensive  
8 Assessment Test to measure student content knowledge and  
9 skills in social studies; providing requirements for  
10 administration; providing an effective date.

11  
12 Be It Enacted by the Legislature of the State of Florida:

13  
14 Section 1. Paragraph (a) of subsection (1) of section  
15 1003.41, Florida Statutes, is amended to read:

16 1003.41 Sunshine State Standards.--

17 (1) Public K-12 educational instruction in Florida is  
18 based on the "Sunshine State Standards." The State Board of  
19 Education shall review the Sunshine State Standards and replace  
20 them with the Next Generation Sunshine State Standards that  
21 establish the core content of the curricula to be taught in this  
22 state and that specify the core content knowledge and skills  
23 that K-12 public school students are expected to acquire. The  
24 Next Generation Sunshine State Standards must, at a minimum:

25 (a) Establish the core curricular content for language  
26 arts, science, mathematics, and social studies, as follows:

27 1. Language arts standards must establish specific  
28 curricular content for, at a minimum, the reading process,

29 literary analysis, the writing process, writing applications,  
30 communication, and information and media literacy. The standards  
31 must include distinct grade level expectations for the core  
32 content knowledge and skills that a student is expected to have  
33 acquired by each individual grade level from kindergarten  
34 through grade 8. The language arts standards for grades 9  
35 through 12 may be organized by grade clusters of more than one  
36 grade level. The language arts standards must also identify  
37 significant literary genres and authors that encompass a  
38 comprehensive range of historical periods. The State Board of  
39 Education shall, in accordance with the expedited schedule  
40 established under subsection (2), review and replace the  
41 language arts standards adopted by the state board in 2007 with  
42 Next Generation Sunshine State Standards that comply with this  
43 subparagraph.

44 2. Science standards must establish specific curricular  
45 content for, at a minimum, the nature of science, earth and  
46 space science, physical science, and life science. The standards  
47 must include distinct grade level expectations for the core  
48 content knowledge and skills that a student is expected to have  
49 acquired by each individual grade level from kindergarten  
50 through grade 8. The science standards for grades 9 through 12  
51 may be organized by grade clusters of more than one grade level.

52 3. Mathematics standards must establish specific  
53 curricular content for, at a minimum, algebra, geometry,  
54 probability, statistics, calculus, discrete mathematics,  
55 financial literacy, and trigonometry. The standards must include  
56 distinct grade level expectations for the core content knowledge

57 | and skills that a student is expected to have acquired by each  
58 | individual grade level from kindergarten through grade 8. The  
59 | mathematics standards for grades 9 through 12 may be organized  
60 | by grade clusters of more than one grade level.

61 |       4. Social studies standards must establish specific  
62 | curricular content for, at a minimum, geography, United States  
63 | and world history, government, civics, economics, and  
64 | humanities. The standards must include distinct grade level  
65 | expectations for the core content knowledge and skills that a  
66 | student is expected to have acquired by each individual grade  
67 | level from kindergarten through grade 8. The social studies  
68 | standards for grades 9 through 12 may be organized by grade  
69 | clusters of more than one grade level. The standards must  
70 | include an emphasis on the integration of civics education at  
71 | all grade levels, based on the framework provided by the  
72 | National Standards for Civics and Government. The social studies  
73 | standards must be included in all appropriate state testing  
74 | provisions and assessments as they are developed, with an  
75 | emphasis on student application, analysis, synthesis, and  
76 | evaluation.

77 |       Section 2. Paragraph (c) of subsection (3) of section  
78 | 1008.22, Florida Statutes, is amended to read:

79 |       1008.22 Student assessment program for public schools.--

80 |       (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall  
81 | design and implement a statewide program of educational  
82 | assessment that provides information for the improvement of the  
83 | operation and management of the public schools, including  
84 | schools operating for the purpose of providing educational

85 services to youth in Department of Juvenile Justice programs.  
86 The commissioner may enter into contracts for the continued  
87 administration of the assessment, testing, and evaluation  
88 programs authorized and funded by the Legislature. Contracts may  
89 be initiated in 1 fiscal year and continue into the next and may  
90 be paid from the appropriations of either or both fiscal years.  
91 The commissioner is authorized to negotiate for the sale or  
92 lease of tests, scoring protocols, test scoring services, and  
93 related materials developed pursuant to law. Pursuant to the  
94 statewide assessment program, the commissioner shall:

95 (c) Develop and implement a student achievement testing  
96 program known as the Florida Comprehensive Assessment Test  
97 (FCAT) as part of the statewide assessment program to measure a  
98 student's content knowledge and skills in reading, writing,  
99 science, ~~and~~ mathematics, and social studies. Other content  
100 areas may be included as directed by the commissioner.  
101 Comprehensive assessments of reading and mathematics shall be  
102 administered annually in grades 3 through 10. Comprehensive  
103 assessments of writing and science shall be administered at  
104 least once at the elementary, middle, and high school levels.  
105 Comprehensive assessments of social studies shall be  
106 administered at least once at the elementary, middle, and high  
107 school levels beginning with the 2014-2015 school year. End-of-  
108 course assessments for a subject may be administered in addition  
109 to the comprehensive assessments required for that subject under  
110 this paragraph. An end-of-course assessment must be rigorous,  
111 statewide, standardized, and developed or approved by the  
112 department. The content knowledge and skills assessed by

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113 comprehensive and end-of-course assessments must be aligned to  
114 the core curricular content established in the Sunshine State  
115 Standards. The commissioner may select one or more nationally  
116 developed comprehensive examinations, which may include, but  
117 need not be limited to, examinations for a College Board  
118 Advanced Placement course, International Baccalaureate course,  
119 or Advanced International Certificate of Education course or  
120 industry-approved examinations to earn national industry  
121 certifications as defined in s. 1003.492, for use as end-of-  
122 course assessments under this paragraph, if the commissioner  
123 determines that the content knowledge and skills assessed by the  
124 examinations meet or exceed the grade level expectations for the  
125 core curricular content established for the course in the Next  
126 Generation Sunshine State Standards. The commissioner may  
127 collaborate with the American Diploma Project in the adoption or  
128 development of rigorous end-of-course assessments that are  
129 aligned to the Next Generation Sunshine State Standards. The  
130 testing program must be designed as follows:

131 1. The tests shall measure student skills and competencies  
132 adopted by the State Board of Education as specified in  
133 paragraph (a). The tests must measure and report student  
134 proficiency levels of all students assessed in reading, writing,  
135 mathematics, ~~and~~ science, and social studies. The commissioner  
136 shall provide for the tests to be developed or obtained, as  
137 appropriate, through contracts and project agreements with  
138 private vendors, public vendors, public agencies, postsecondary  
139 educational institutions, or school districts. The commissioner  
140 shall obtain input with respect to the design and implementation

141 of the testing program from state educators, assistive  
142 technology experts, and the public.

143 2. The testing program shall be composed of criterion-  
144 referenced tests that shall, to the extent determined by the  
145 commissioner, include test items that require the student to  
146 produce information or perform tasks in ~~such~~ a way that allows  
147 the core content knowledge and skills he or she uses to ~~can~~ be  
148 measured.

149 3. Beginning with the 2008-2009 school year, the  
150 commissioner shall discontinue administration of the selected-  
151 response test items on the comprehensive assessments of writing.  
152 Beginning with the 2012-2013 school year, the comprehensive  
153 assessments of writing shall be composed of a combination of  
154 selected-response test items, short-response performance tasks,  
155 and extended-response performance tasks, which shall measure a  
156 student's content knowledge of writing, including, but not  
157 limited to, paragraph and sentence structure, sentence  
158 construction, grammar and usage, punctuation, capitalization,  
159 spelling, parts of speech, verb tense, irregular verbs, subject-  
160 verb agreement, and noun-pronoun agreement.

161 4. A minimum score shall be designated for each subject  
162 area tested, below which ~~score~~ a student's performance is deemed  
163 inadequate. The school districts shall provide appropriate  
164 remedial instruction to students who score below these levels.

165 5. Except as provided in s. 1003.428(8)(b) or s.  
166 1003.43(11)(b), students must earn a passing score on the grade  
167 10 assessment test described in this paragraph or attain  
168 concordant scores as described in subsection (10) in reading,

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169 writing, and mathematics to qualify for a standard high school  
170 diploma. The State Board of Education shall designate a passing  
171 score for each part of the grade 10 assessment test. In  
172 establishing passing scores, the state board shall consider any  
173 possible negative impact of the test on minority students. The  
174 State Board of Education shall adopt rules that ~~which~~ specify  
175 the passing scores for the grade 10 FCAT. Any ~~such~~ rules that,  
176 ~~which~~ have the effect of raising the required passing scores,  
177 shall apply only to students taking the grade 10 FCAT for the  
178 first time after such rules are adopted ~~by the State Board of~~  
179 ~~Education.~~

180 6. Participation in the testing program is mandatory for  
181 all students attending public school, including students served  
182 in Department of Juvenile Justice programs, except as otherwise  
183 prescribed by the commissioner. If a student does not  
184 participate in the statewide assessment, the district must  
185 notify the student's parent and provide the parent with  
186 information regarding the implications of such nonparticipation.  
187 A parent must provide signed consent for a student to receive  
188 classroom instructional accommodations that would not be  
189 available or permitted on the statewide assessments and must  
190 acknowledge in writing that he or she understands the  
191 implications of such instructional accommodations. The State  
192 Board of Education shall adopt rules, based upon recommendations  
193 of the commissioner, for the provision of test accommodations  
194 for students in exceptional education programs and for students  
195 who have limited English proficiency. Accommodations that negate  
196 the validity of a statewide assessment are not allowable in the

197 administration of the FCAT. However, instructional  
198 accommodations are allowable in the classroom if included in a  
199 student's individual education plan. Students using  
200 instructional accommodations in the classroom that are not  
201 allowable as accommodations on the FCAT may have the FCAT  
202 requirement waived pursuant to the requirements of s.  
203 1003.428(8)(b) or s. 1003.43(11)(b).

204 7. A student seeking an adult high school diploma must  
205 meet the same testing requirements that a regular high school  
206 student must meet.

207 8. District school boards must provide instruction to  
208 prepare students to demonstrate proficiency in the core  
209 curricular content established in the Next Generation Sunshine  
210 State Standards adopted under s. 1003.41, including the core  
211 content knowledge and skills necessary for successful grade-to-  
212 grade progression and high school graduation. If a student is  
213 provided with instructional accommodations in the classroom that  
214 are not allowable as accommodations in the statewide assessment  
215 program, as described in the test manuals, the district must  
216 inform the parent in writing and must provide the parent with  
217 information regarding the impact on the student's ability to  
218 meet expected proficiency levels in reading, writing, and  
219 mathematics. The commissioner shall conduct studies as necessary  
220 to verify that the required core curricular content is part of  
221 the district instructional programs.

222 9. District school boards must provide opportunities for  
223 students to demonstrate an acceptable level of performance on an  
224 alternative standardized assessment approved by the State Board



225 of Education following enrollment in summer academies.

226 10. The Department of Education must develop, or select,  
 227 and implement a common battery of assessment tools that will be  
 228 used in all juvenile justice programs in the state. These tools  
 229 must accurately measure the core curricular content established  
 230 in the Sunshine State Standards.

231 11. For students seeking a special diploma pursuant to s.  
 232 1003.438, the Department of Education must develop or select and  
 233 implement an alternate assessment tool that accurately measures  
 234 the core curricular content established in the Sunshine State  
 235 Standards for students with disabilities under s. 1003.438.

236 12. The Commissioner of Education shall establish  
 237 schedules for the administration of statewide assessments and  
 238 the reporting of student test results. The commissioner shall,  
 239 by August 1 of each year, notify each school district in writing  
 240 and publish on the department's Internet website the testing and  
 241 reporting schedules for, at a minimum, the school year following  
 242 the upcoming school year. The testing and reporting schedules  
 243 shall require that:

244 a. There is the latest possible administration of  
 245 statewide assessments and the earliest possible reporting to the  
 246 school districts of student test results which is feasible  
 247 within available technology and specific appropriations;  
 248 however, test results must be made available no later than the  
 249 final day of the regular school year for students.

250 b. Beginning with the 2010-2011 school year, a  
 251 comprehensive statewide assessment of writing is not  
 252 administered earlier than the week of March 1 and a

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253 comprehensive statewide assessment of any other subject is not  
254 administered earlier than the week of April 15.

255 c. A statewide standardized end-of-course assessment is  
256 administered within the last 2 weeks of the course.

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258 The commissioner may, based on collaboration and input from  
259 school districts, design and implement student testing programs,  
260 for any grade level and subject area, necessary to effectively  
261 monitor educational achievement in the state, including the  
262 measurement of educational achievement of the Sunshine State  
263 Standards for students with disabilities. Development and  
264 refinement of assessments shall include universal design  
265 principles and accessibility standards that will prevent any  
266 unintended obstacles for students with disabilities while  
267 ensuring the validity and reliability of the test. These  
268 principles should be applicable to all technology platforms and  
269 assistive devices available for the assessments. The field  
270 testing process and psychometric analyses for the statewide  
271 assessment program must include an appropriate percentage of  
272 students with disabilities and an evaluation or determination of  
273 the effect of test items on such students.

274 Section 3. This act shall take effect upon becoming a law.