

The following email was received from Vince Verges, Assistant Deputy Commissioner Division of Accountability, Research, and Measurement following the FABES Coffee and Chat on September 22, 2002.

Good afternoon,

Thank you again for allowing me to participate in your webinar. We appreciate all that you do to support students. I know there were many more attendees than are listed here, so feel free to forward as needed.

Please see attached in slides 14 through 21 for the section on Graduation Pathways for ESOL Students. As I mentioned on the webinar, I presented this information at various statewide convenings, with the latest being our annual assessment and accountability meeting in late August.

As promised, I am also providing clarification regarding State Board Rule [6A-1.09422](#) Statewide, Standardized Assessment Program Requirements. I have excerpted Section 12 (C) of that Rule to highlight the portion in question.

(b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on **a** formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

(c) Formative assessments that may be used for this purpose are:

- 1. Benchmark assessments included as part of an instructional materials adoption;**
- 2. Portfolios of independently-produced student work; and**
- 3. Assessments developed or purchased by districts in order to monitor academic progress.**

I can confirm that the “and” portion in green highlight is only intended as a transition to the 3rd and final type of formative assessment listed, and is not to be interpreted as a conjunction to tie #2 and #3 together. To be clear, districts may choose to use option #1, or #2, or #3, totally independent of one or the other. Districts may also choose to include any 2 or all 3 options, each as separate pathway options in their district plans. As noted in (b), a single formative assessment may be used to satisfy the requirement.

Feel free to email me any further questions regarding the assessment aspect of this Rule, and please submit your plans by October 1st to assessment@fldoe.org (note that ‘assessment’ is singular) if you have not done so already.

Vince Verges

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