

## Senate Bill 4 TWO IMPORTANT ISSUES

### Statewide, standardized end-of-course assessments

(I) Statewide, standardized end-of-course assessments in

672 mathematics shall be administered according to this sub-sub  
673 subparagraph. Beginning with the 2010-2011 school year, all  
674 students enrolled in Algebra I or an equivalent course must take  
675 the Algebra I end-of-course assessment. Students who earned high  
676 school credit in Algebra I while in grades 6 through 8 during  
677 the 2007-2008 through 2009-2010 school years and who have not  
678 taken Grade 10 FCAT Mathematics must take the Algebra I end-of  
679 course assessment during the 2010-2011 school year. For students  
680 entering grade 9 during the 2010-2011 school year and who are  
681 enrolled in Algebra I or an equivalent, each student's  
682 performance on the end-of-course assessment in Algebra I shall  
683 constitute 30 percent of the student's final course grade.  
684 Beginning with students entering grade 9 in the 2011-2012 school  
685 year, a student who is enrolled in Algebra I or an equivalent  
686 must earn a passing score on the end-of-course assessment in  
687 Algebra I or attain an equivalent score as described in  
688 subsection (11) in order to earn course credit. Beginning with  
689 the 2011-2012 school year, all students enrolled in geometry or  
690 an equivalent course must take the geometry end-of-course  
691 assessment. For students entering grade 9 during the 2011-2012  
692 school year, each student's performance on the end-of-course  
693 assessment in geometry shall constitute 30 percent of the  
694 student's final course grade. Beginning with students entering  
695 grade 9 during the 2012-2013 school year, a student must earn a  
696 passing score on the end-of-course assessment in geometry or  
697 attain an equivalent score as described in subsection (11) in

698 order to earn course credit.

699 Statewide, standardized end-of-course assessments in (II)  
700 science shall be administered according to this sub-sub  
701 subparagraph. Beginning with the 2011-2012 school year, all  
702 students enrolled in Biology I or an equivalent course must take  
703 the Biology I end-of-course assessment. For the 2011-2012 school  
704 year, each student's performance on the end-of-course assessment  
705 in Biology I shall constitute 30 percent of the student's final  
706 course grade. Beginning with students entering grade 9 during  
707 the 2012-2013 school year, a student must earn a passing score  
708 on the end-of-course assessment in Biology I in order to earn  
709 course credit.

710 b.The commissioner may select one or more nationally  
711 developed comprehensive examinations, which may include, but  
712 need not be limited to, examinations for a College Board  
713 Advanced Placement course, International Baccalaureate course,  
714 or Advanced International Certificate of Education course, or  
715 industry-approved examinations to earn national industry  
716 certifications identified in the Industry Certification Funding  
717 List, pursuant to rules adopted by the State Board of Education  
718 ~~as defined in s. 1003.492~~, for use as end-of-course assessments  
719 under this paragraph, if the commissioner determines that the  
720 content knowledge and skills assessed by the examinations meet  
721 or exceed the grade level expectations for the core curricular  
722 content established for the course in the Next Generation  
723 Sunshine State Standards. The commissioner may collaborate with  
724 the American Diploma Project in the adoption or development of  
725 rigorous end-of-course assessments that are aligned to the Next  
726 Generation Sunshine State Standards. ~~The testing program must be~~  
727 ~~designed as follows:~~

728 Contingent upon funding provided in the General c.  
729 Appropriations Act, including the appropriation of funds  
730 received through federal grants, the Commissioner of Education  
731 shall establish an implementation schedule for the development  
732 and administration of additional statewide, standardized end-of  
733 course assessments in English/Language Arts II, Algebra II,

734 chemistry, physics, earth/space science, United States history,  
735 and world history. Priority shall be given to the development of  
736 end-of-course assessments in English/Language Arts II. The  
737 Commissioner of Education shall evaluate the feasibility and  
738 effect of transitioning from the grade 9 and grade 10 FCAT  
739 Reading and high school level FCAT Writing to an end-of-course  
740 assessment in English/Language Arts II. The commissioner shall  
741 report the results of the evaluation to the President of the  
742 Senate and the Speaker of the House of Representatives no later  
743 than July 1, 2011.

## Graduation

220           The 24 credits may be earned through applied, (2)  
221 integrated, and combined courses approved by the Department of  
222 Education. The 24 credits ~~and~~ shall be distributed as follows:  
223           Sixteen core curriculum credits: (a)  
224           Four credits in English, with major concentration in 1.  
225 composition, reading for information, and literature.  
226           Four credits in mathematics, one of which must be 2.  
227 Algebra I, a series of courses equivalent to Algebra I, or a  
228 higher-level mathematics course. Beginning with students  
229 entering grade 9 in the 2010-2011 school year, in addition to  
230 the Algebra I credit requirement, one of the four credits in  
231 mathematics must be geometry or a series of courses equivalent  
232 to geometry as approved by the State Board of Education.  
233 Beginning with students entering grade 9 in the 2010-2011 school  
234 year, the end-of-course assessment requirements under s.  
235 1008.22(3)(c)2.a.(I) must be met in order for a student to earn  
236 the required credit in Algebra I. Beginning with students  
237 entering grade 9 in the 2011-2012 school year, the end-of-course  
238 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be  
239 met in order for a student to earn the required credit in  
240 geometry. Beginning with students entering grade 9 in the 2012  
241 2013 school year, in addition to the Algebra I and geometry  
242 credit requirements, one of the four credits in mathematics must

243 be Algebra II or a series of courses equivalent to Algebra II as  
244 approved by the State Board of Education. ~~School districts are~~  
245 ~~encouraged to set specific goals to increase enrollments in, and~~  
246 ~~successful completion of, geometry and Algebra II.~~

247         Three credits in science, two of which must have a 3.  
248 laboratory component. Beginning with students entering grade 9  
249 in the 2011-2012 school year, one of the three credits in  
250 science must be Biology I or a series of courses equivalent to  
251 Biology I as approved by the State Board of Education. Beginning  
252 with students entering grade 9 in the 2011-2012 school year, the  
253 end-of-course assessment requirements under s.  
254 1008.22(3)(c)2.a.(II) must be met in order for a student to earn  
255 the required credit in Biology I. Beginning with students  
256 entering grade 9 in the 2013-2014 school year, one of the three  
257 credits must be Biology I or a series of courses equivalent to  
258 Biology I as approved by the State Board of Education, one  
259 credit must be chemistry or physics or a series of courses  
260 equivalent to chemistry or physics as approved by the State  
261 Board of Education, and one credit must be an equally rigorous  
262 course, as determined by the State Board of Education.

263         Three credits in social studies as follows: one credit 4.  
264 in United States ~~American~~ history; one credit in world history;  
265 one-half credit in economics; and one-half credit in United  
266 States ~~American~~ government.