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ABSTRACT

This test administration plan sets forth the terms and conditions governing the administration of the College Level Academic Skills Test (CLAST), an instrument designed to measure the achievement of the communication and computation skills expected of all students by the time they complete their sophomore year. CLAST scores are required of all Florida college students seeking an associate in arts degree or seeking upper-division status at a state university in Florida. First, information is provided on the purpose, status, and effective date of the administration plan. The next sections present an overview of CLAST's development; purposes; reading, writing, computation, and essay subtests; and testing schedule. After detailing the responsibilities of the College-Level Academic Skills Project (CLASP) Office, the Statewide Test Administrator, and the Institutional Test Administrator for ensuring the uniform, secure, and professional administration of the test across the state, the plan provides information on regular and additional CLAST administrations in 1983-84. Subsequent sections contain information on eligibility to take CLAST; registration of examinees; requests to take CLAST in another institution; ordering test materials; test administration; scoring conventions; reporting test results; verification of score reports; recording and use of CLAST scores; student appeals; setting passing scores; retake policy; and investigation of alleged irregularities. Appendices include a glossary, laws relating to CLAST, the CLASP organization, and a test description. (LAL)

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FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

Purpose and Status of This Plan

This Test Administration Plan sets forth the terms and conditions which govern the administration of the College-Level Academic Skills Test (CLAST) in community colleges and state universities as well as in any other institutions which may be authorized to participate in the testing program. The Test Administration Plan consists of this document and the 1983-84 Test Administration Manual which is made a part hereof but published as a separate document.

The Test Administration Plan, including the Test Administration Manual, is intended to ensure that all students who take CLAST have equal opportunity to demonstrate the level of their achievement of the skills which are measured by the test.

This plan has been developed and issued as an exercise of the responsibility for statewide administration of CLAST which is vested in the Commissioner of Education by Section 229.551(3)(j), Florida Statutes. Further, it is noted that the test, test scoring criteria, and testing procedures are exempt from rule-making requirements by provisions of Section 120.52(14)(e), Florida Statutes, as amended by Section 7, Chapter 82-180, Laws of Florida.

Effective Date

The Test Administration Plan for 1983-84 becomes effective on the date of issuance by the Commissioner of Education, and it replaces the Plan for the Administration of the Sophomore Test, issued April 30, 1982, and all supplements thereto.

Overview

The College-Level Academic Skills Test (CLAST) is a part of an overall effort in Florida which is designed to assure that students completing any level of education have acquired the skills which are expected of them. It is the particular function of CLAST to measure the achievement of the communication and computation skills which are expected of all students by the time they complete their sophomore year in college.

The skills which are measured by CLAST were identified by the faculties of community colleges and state universities through the College-Level Academic Skills Project; the skills have been adopted by the State Board of Education and are listed in Rule 6A-10.31, FAC. Provisions for keeping the skills list current and for maintaining active participation of faculty members in the implementation of the testing program are set forth in Appendix C.

By law, scores on CLAST are required of all students who are seeking the award of an Associate of Arts degree from a community college or state university or admission to upper division status in a state university in Florida. While CLAST scores have been required of all such students since October, 1982, any further use of CLAST scores prior to August 1, 1984, is limited to student counseling and curriculum improvement.

Beginning August 1, 1984, CLAST scores must meet minimum standards of performance which are to be set by the State Board of Education.

Statutes and rules which are applicable to the CLAST requirement are contained in Appendix B.

Purpose of CLAST

The College-Level Academic Skills Test has been designed as an achievement test. It is intended to measure the level of achievement of the communication and computation skills which are expected of all students by the time they complete their sophomore year in college, i.e., those which are listed in State Board of Education Rule 6A-10.31, FAC.

Each of the four subtests of CLAST--computation, reading, writing, and essay--has been designed to yield a single score which is a valid and reliable estimate of the achievement by individual examinees of the group of skills measured in that subtest. For individual students the objective subtests also provide additional information by broad skill area which is useful in identifying areas of possible strength or weakness. While the test is not designed to yield information, skill by skill, needed for full diagnosis of the problems of individual students, institutions can use the aggregated results with confidence in determining the extent to which they have been successful with those groups of examinees in teaching the skills measured by the subtests.

While it is presumed that CLAST scores relate positively to other measures of academic performance, both prior to and after the test has been taken, CLAST does not purport to be a predictor of subsequent performance of examinees in upper division programs.

Description of the Test

The test consists of four subtests--reading, writing, computation, and essay. The reading subtest measures eleven skills in the areas of literal comprehension and critical comprehension. The objective writing subtest measures fourteen of the writing skills in the broad areas of word choice, sentence structure, and grammar, spelling, and punctuation. The essay affords students opportunity to demonstrate all twenty-four of the writing skills by writing an expository essay on one of the two topics presented. The computation subtest measures fifty-six skills in the areas of arithmetic, algebra, geometry and measurement, logical reasoning, computer technology, and statistics, including probability.

The number of items by subtest and by broad skill areas within each subtest is shown in Appendix D. Alternate forms of the test which meet these specifications are developed for each administration.

The test consists of two books--one containing computation items and one containing reading and writing items, and instructions for the essay. In order to increase test security, multiple forms of each test are printed for each administration. Braille, cassette, and large-print versions are available.

Testing Schedule

The test is administered in one morning session, which includes a ten-minute break. Actual testing time is three and one-half hours, plus time required for checking in examinees, coding identifying information, distributing and collecting materials, and reading directions for each subtest. The order in which subtests are administered and the time allowed for completion of each is shown below:

Essay	50 minutes
Writing and Reading	70 minutes
Computation	90 minutes

Modifications in the testing schedule, administration procedures, and/or format for handicapped examinees are detailed in the Test Administration Manual.

Responsibility for the Administration of CLAST

The College-Level Academic Skills Test is a standardized test which must be administered across the state in a uniform, secure, and professional manner. That requirement is dictated by the fact that the consequences of the test to students are such that all examinees must be afforded equal opportunity to demonstrate the level of their attainment of the skills measured by the test. In order to ensure that all examinees take CLAST under the same conditions, detailed assignments of responsibility are made in the Plan to each of the three levels involved in the administration of CLAST: the CLASP Office, the Statewide Test Administrator and the Institutional Test Administrator.

1. The CLASP Office of the DOE. By law the Commissioner of Education must maintain statewide responsibility for the administration of the College-Level Academic Skills Test; and the functions which cannot be assigned to the Statewide Test Administrator are exercised by the CLASP Office of the Department of Education. The responsibilities assigned to the CLASP Office are as follows:

a. Serving as the public spokesperson for the testing program

b. Developing the Test Administration Plan

c. Approving Institutional Test Administrators

d. Negotiating contract(s) to effect the assignment of responsibility to the Statewide Test Administrator

e. Monitoring and verifying performance of the Statewide Test Administrator under terms of the assignment

f. Monitoring the review of skills by the College-Level Academic Skills Project and recommending any proposed changes in the list of skills to the Commissioner of Education

g. Approving specifications for the development of test items

h. Negotiating and monitoring contracts for the development of test items

i. Reviewing and approving test blueprints

j. Reviewing and approving draft and camera-ready copy for all test materials prior to printing

k. Verifying the accuracy of computer programs and score reports

l. Validating test score keys

m. Providing and orienting personnel authorized to observe the administration of the test

n. Investigating alleged irregularities in the implementation of the Test Administration Plan or in the administration of the test, including any alleged breaches of security

o. Reviewing and processing complaints from individuals or institutions

p. Approving the Test Administration Manual

q. Providing content for student information brochures and posters

r. Releasing statewide test results and other information relating to the testing program

s. Facilitating the setting and reviewing of passing scores by the State Board of Education

2. The Statewide Test Administrator (STA). Under the law the Commissioner of Education is authorized to assign administrative responsibility for the College-Level Academic Skills Test to any public community college or state university. Such assignment has been made to the Office of Instructional Resources of the University of Florida and the assignment has been effected through contracts which assign responsibilities as follows:

a. Developing and maintaining the item bank for CLAST

b. Developing blueprints for forms of the test

c. Designing and formating test books, the answer folder, administration manual, score reports, score interpretation guide, student registration forms, and student information posters and brochures

d. Printing all testing materials

e. Disseminating test materials and providing for their return

f. Training Institutional Test Administrators

g. Directing the administration of CLAST

h. Scoring tests, including the essay

i. Providing score reports to individual examinees

j. Providing reports of test results to institutions and to the Department of Education

k. Analyzing test results and recommending changes in the test and/or test procedures

l. Preparing a technical manual

m. Storing test materials as required by the record retention schedule for CLAST materials

3. Institutional Test Administrator (ITA). In each participating institution one individual has been assigned responsibility for coordinating all activities relating to the administration of CLAST. The specific responsibilities assigned to the Institutional Test Administrator are as follows:

a. Notifying students of the examination and of the requirements for CLAST scores

b. Receiving applications from students to take CLAST

c. Determining the eligibility of applicants to take CLAST

d. Giving room assignment and admissions tickets to students who have been found to be eligible to take the test

e. Identifying and scheduling test rooms according to the requirements set forth in the Test Administration Manual

f. Appointing room supervisors and proctors as stipulated in the Test Administration Manual

g. Training room supervisors and proctors using materials provided by the Statewide Test Administrator

h. Making provisions for testing students with handicaps

i. Notifying the Statewide Test Administrator, upon the close of registration for the test, of the exact number of students registered and ordering test materials in the manner detailed in the Test Administration Manual

j. Observing all requirements for test security which are set forth in the Test Administration Manual

k. Insuring that the administration of CLAST in each test room is governed in detail by the Test Administration Manual

l. Determining the eligibility of students to participate in the make-up administration

m. Certifying to the CLASP Office of the DOE any students who are eligible to participate in the central make-up administration of CLAST

n. Making arrangements for eligible students who request to take CLAST in an institution other than their own

o. Certifying to the CLASP Office of the DOE the eligibility of students who request out-of-state administrations of CLAST

p. Receiving and disseminating summary reports of test results in their respective institutions

Administrations of CLAST, 1983-84

The College-Level Academic Skills Test (CLAST) will be administered during the academic year, 1983-84 as follows:

Regular Administrations. Regular administrations of CLAST will be held in all community colleges and state universities as well as in any other institutions which may be authorized to participate in the testing program on the following dates:

1. Saturday, October 1, 1983
2. Saturday, March 10, 1984
3. Saturday, June 2, 1984

Institutional Make-Up Administrations. Make-up administrations of CLAST will be scheduled in each participating institution in which there is need on the Thursday following the regular administration. Participation in those administrations is limited to students who meet the following criteria:

1. They were registered on or before the deadline for registration for the regular administration; and
2. They were prevented from participating in the regular administration for health or religious reasons or by reason of duty assignment while on temporary or active duty in military service, or as a result of an administrative error on the part of the institution.

Central Make-Up Administrations. On a date immediately preceding the scoring of test papers for any administration there will be opportunity for students who meet the following criteria to take CLAST in a central location:

1. They were registered on or before the deadline for registration for the regular administration; and
2. They were prevented from participating in both the regular and institutional make-up administrations for health or religious reasons, by duty assignment while on temporary or active duty in military service, or as a result of an administrative error on the part of the institution; and
3. They were certified to the CLASP Office of the DOE by the Institutional Test Administrator as meeting the above conditions.

Out-of-State Administrations. In order to be eligible for an out-of-state administration of CLAST, students must be in one of the following categories:

1. A student who is enrolled in an external degree program of a community college or state university in Florida and who lives more than 100 miles from an institution in which CLAST is administered:

2. A student who is enrolled in a community college or state university in Florida whose academic program requires him or her to be in an out-of-state location which is 100 miles or more from an institution in which CLAST is administered.

3. A student who was registered for CLAST prior to the deadline in the term in which he or she became eligible to take CLAST and was prevented from taking the test in the regular administration and make-up administrations by health or religious reasons, or by duty assignment while on temporary or active duty in military service, or by administrative error on the part of the institution, and who lives more than 100 miles from an institution in which CLAST is administered.

4. A student who is completing course requirements for an associate of arts degree from a community college or state university in Florida with credit earned in an out-of-state institution and who lives more than 100 miles from an institution in which CLAST is administered.

It is the responsibility of the Institutional Test Administrator in which a student registers to take CLAST to certify to the CLASP Office of the DOE the eligibility of a student to take CLAST in an out-of-state location. The CLASP Office will provide the student and the institution the name and location of an approved test center; and, unless otherwise arranged with the institution, it is the responsibility of the student to make arrangements, including the payment of any fee, with the approved test center to administer CLAST on or about the date of the next regularly scheduled test administration. Once arrangements for taking the test have been made, the CLASP Office will ship testing materials to the test administrator and provide for the return of the materials.

Administrations in Remote Centers. Institutions which have students enrolled in programs in remote centers out of the country are required to propose a plan for administering the test which will involve the use of current forms of the test and a schedule which permits scoring of tests on schedule following each regular administration.

Special Administrations. The Commissioner may authorize a special administration of CLAST in the event of an emergency which prevents an institution from administering the test as scheduled, or in the event that an answer document or section of an answer document is inadvertently lost of destroyed during shipping or scoring.

Eligibility to Take CLAST

An individual, to be eligible to take CLAST during any given term, must make application to take the test on or before the deadline established for registering for that administration. Additionally, to be eligible to take CLAST during a given term, an individual must (1) have progressed to the point in his/her academic program that completion of all requirements for the award of an associate degree and/or admission to upper division status in a state university can be expected during that term, (2) be enrolled in a state university under provisions of Rule 6A-10.314 (5), FAC, (3) have been eligible to take CLAST during the previous term but failed to do so, or (4) meet the eligibility requirements set forth below in the retake policy.

In all cases registration of students for CLAST must be made in an institution which can determine the eligibility of applicants to take the test. Normally, registration will take place in the institution in which students are enrolled during the term in which they are to take the test. If, however, applicants for upper division status in a state university are not enrolled in an institution in which CLAST is administered, they may be registered in the institution to which they are seeking admission. Other persons who are not enrolled in an institution in which CLAST is administered, who need CLAST scores, and who meet eligibility requirements may be registered for the test in the institutions in which the scores are needed.

Registration of Examinees

It is the responsibility of each institution to notify its students of the requirement for taking CLAST, register applicants for the examination, determine the eligibility of students to take CLAST in the administration for which he/she is applying, and issue room assignments and admission tickets to students who meet the eligibility requirements.

Written notice of the examination shall be provided for each term prior to or during the registration of students for classes. The notice shall include information concerning the requirements for CLAST scores, the nature and purpose of the examination, the date and time the test will be administered, and the responsibility of students to register for the test prior to the established deadline.

Institutions are free to open the period of registration for an administration of CLAST at any time but the close of registration must be uniform throughout the participating institutions. The deadlines for closing registrations for the three administrations during the 1983-84 academic year are as follows:

1. September 2, 1983 for the October, 1983 administration
2. February 10, 1984 for the March, 1984 administration
3. May 4, 1984 for the June, 1984 administration

The application form shall provide opportunity for a student with a handicap which will require special testing conditions to make that fact known when applying for the test and will provide the name of the individual or office at the institution to whom requests for special testing conditions are to be made.

Upon determination by the Institutional Test Administrator that an applicant meets the above eligibility requirements, the applicant will be given a room assignment and a ticket which, upon presentation of identification required by the Test Administration Manual, will admit the student to the testing room. No late, standby, or walk-in registrations are permitted.

Requests to Take CLAST in Another Institution

Under certain circumstances arrangements can be made for students to take CLAST in an institution other than the one in which they are enrolled or to which they are seeking admission to upper division status.

Students may request that arrangements be made to take CLAST in another institution under the following circumstances:

1. If they are attending class in or near the institution in which they want to take the test;

2. If they are representing their own institution in a scheduled interinstitutional activity at or near the institution in which they want to take the test; or

3. If travel to the institution in which they are enrolled or the institution to which they are applying for admission to upper division status would constitute a hardship.

Arrangements for a student to take CLAST in another institution are to be made by the Institutional Test Administrator of the institution in which the student is enrolled or in which the student is seeking admission to upper division status. Arrangements must be made prior to the close of registration. The other institution may grant the request if it finds the request to be in compliance with provisions of this plan and if its own testing capabilities permit.

The form attached as Appendix E is to be used by the two Institutional Test Administrators to work out any arrangements for students to take CLAST in another institution.

Ordering Testing Materials

It is the responsibility of each Institutional Test Administrator to order test materials from the Statewide Test Administrator. Detailed instructions for ordering the materials are contained in the Test Administration Manual.

Orders for materials shall be based on the actual number of students who have registered for the test. The Statewide Test Administrator will provide that number of test books plus a 10% overage.

Administration of the Test

The administration of CLAST in each of the participating institutions is to be under the control and direction of the Institutional Test Administrator. The administration of the test, including the requirements for security of the test, is to be governed by the Test Administration Manual which is made a part of this plan but published as a separate document.

Scoring Conventions

Scores are generated on the objective subtests if the examinee has attempted any part of the subtest and has recorded responses in the answer folder. Raw scores (number right) are converted to scale scores, which are reported to the examinee and recorded in the permanent record.

The essay is scored only if the examinee has attempted to write an essay on one of the two topics assigned. If an examinee fails to receive a score because his/her essay was judged by the readers to be off the topic, the individual score report and the institutional data tape will indicate this.

For the objective subtests, scale scores are used in estimating levels of achievement of the skills. Unlike raw scores, which are affected by random fluctuations in test difficulty, equal scale scores can be interpreted to represent equal levels of achievement regardless of the particular form of the test which was taken. The essay score is the sum of two ratings assigned by readers using a scale of one (lowest) to four (highest).

Procedures for generating scores and converting raw scores to scale scores are described in the Technical Manual.

Reporting Test Results

For the 1983-84 administration of CLAST the following reports will be generated:

I. Individual Student Reports

A. Individual student reports will include the following:

1. Scale scores for the reading, writing, and computation subtests

2. The percent of items correct in each broad skill area for each objective subtest

3. A score on the essay subtest

4. A score interpretation guide

II. Statewide Reports

A. Summary statistics (means, medians, and standard deviations and frequency distributions) by subtest for each of the following:

1. All students

2. Native university students

3. Transfer students in universities

4. Associate of Arts students (community colleges only)

5. Associate of Science students (community colleges only)

6. Retakes

7. Racial/ethnic groups (White, Black, American Indian, Asian, Hispanic, and other, including foreign nationals)

8. Males/Females

9. Race by sex

B. Master alphabetical list including examinees' scores and social security numbers

C. Item analyses and technical data

III. Institutional Data Reports

A. Summary statistics and frequency distributions by subtest for each of the following:

1. All students

2. Native university students

3. Transfer students in universities

4. Associate of Arts students (community colleges only)

5. Associate of Science students (community colleges only)

6. Retakes

7. Racial and ethnic groups

8. Males/Females

9. Race by sex

B. An alphabetical list including examinees' scores and social secur numbers

Each examinee receives his/her score report directly from the Statewide Test Administrator at the address coded on the answer folder during the test administration. Undeliverable score reports will be sent to the institutions in which the students were registered to take the test. The STA will not issue duplicate score reports to individual students.

Each institution receives its own institutional reports, statewide summary statistics and frequency distributions, a computer tape or hard copy list of its student response data, the data tape format, and a test blueprint which shows item/skill correspondence.

The Department of Education will receive all of the above reports.

The Statewide Test Administrator will mail the reports for the three administrations in 1983-84 on the following schedule:

	October 1983	March 1984	June 1984
Individual Student Reports	11/4/83	4/13/84	7/13/84
Institutional Data Tapes and Master Rosters	11/4/83	4/13/84	7/13/84
Statewide Reports	11/18/83	4/27/84	7/27/84
Institutional Reports to Community Colleges and Universities	12/7/83	5/11/84	8/10/84
Institutional Reports to CLASP Office of the DOE	12/14/83	5/18/84	7/17/84

Following each administration, the Commissioner of Education will make the initial news release concerning the performance of examinees on CLAST. The release will include statewide, regional, and institutional results.

Any individual, institution, or agency that wishes to use the statewide response data for research purposes must request access to the data from the CLASP Office of the Department of Education.

Verification of Score Reports

Students who have questions about the score reports which they receive from the Statewide Test Administrator are to begin their inquiry with the person in their own institution whose name has been provided in the score report. If there is need to verify the accuracy of the score report, examinees may initiate a request to the Statewide Test Administrator.

The verification of score reports on the objective subtests is limited to determining that the examinee had coded in the correct form code on the answer folder and to handscoring the answer sheet for the subtest(s) in question. The verification of the essay score is limited to ascertaining that the score report accurately reflects the judgments of the trained readers who scored the essay.

Requests for the verification of score reports are to be made on the form provided for that purpose and are to include a copy of the score report received by the examinee. Requests are to be directed to the Statewide Test Administrator and must be accompanied by a money order for ten dollars ($10.00) payable to the University of Florida. Checks and currency are not acceptable.

Results of the score verification will be reported by the Statewide Test Administrator to the examinee requesting the verification, to the institution which had received the score report, and to the CLASP Office of the Department of Education.

Recording CLAST Scores

It is the responsibility of the Institutional Test Administrator to ensure that the scores which students earn on the four subtests of CLAST are recorded in the permanent records of the examinees. Both the scores earned on the initial attempt and on any retakes are to be entered and retained in the permanent records of the students.

Scores on CLAST are transmitted officially from one institution to another via the transcript which is issued by the institution in which the student registered to take the test.

Use of CLAST Scores

The use of CLAST scores is governed by Florida Statutes and the State Board of Education. Scores are required for the award of an Associate of Arts degree by a community college or state university and for the admission of students to upper division status in a state university in Florida. Beyond establishing eligibility for those awards, use of CLAST scores prior to August 1, 1984, is limited to student counseling and curriculum improvement.

Under current requirements of law, effective August 1, 1984, no Associate of Arts degree can be awarded to any student whose scores on CLAST do not satisfy minimum standards which are yet to be set by the State Board of Education. For any term which begins after August 1, 1984, no student can be admitted to upper division status in a state university who does not have CLAST scores which satisfy the minimum standards of the State Board. Students enrolled in a state university under the provisions of Rule 6A-10.314(5), FAC, must present scores on CLAST which satisfy the minimum standards of the State Board during the first term of enrollment.

Student Appeals

Responsibility for using scores on CLAST to determine eligibility of students for an Associate of Arts degree or admission to upper division status is vested by law in the respective community colleges and state universities. While the exercise of that responsibility is governed by Florida Statutes, Rules of the State Board of Education, and Rules of the State Board of Regents, it is the respective institutions which determine whether any given student meets the requirements to present scores on the College-Level Academic Skills Test.

Thus, any appeal by a student from a decision involving the use of his/her CLAST scores by a community college or state university is made through the procedures which are established by the respective institution for other student appeals of academic matters.

Setting Passing Scores on CLAST

Under provisions of law, the State Board of Education has the responsibility, acting on a recommendation from the Commissioner of Education, to set the passing scores on the four subtests of CLAST, which scores will constitute the Board's minimum standard of performance on the communications and computation skills set forth in Rule 6A-10.31, FAC.

The Commissioner of Education has established a procedure under which a panel of interested individuals in each community college and state university will become thoroughly familiar with the test, the skills it measures, and the performance of students on the test and will, after public hearing, recommend passing scores on each of the CLAST subtests. The procedure calls for a similar statewide panel, appointed by the Commissioner of Education, who will develop the familiarity with the test expected of the institutional panels, consider the recommendations of the several institutions, hold hearings, and make recommendations to the Commissioner of Education.

Upon receipt of the scores recommended by the Commissioner of Education, the State Board of Education under rule-making procedures will proceed to establish the score which will satisfy the minimum standards of the Board.

CLAST Retake Policy

Prior to the setting of passing scores on CLAST by the State Board of Education, students who have taken CLAST but failed to earn a score on one or more of the subtests may register for and take only the subtests for which they have no scores.

After the State Board of Education has established passing scores on CLAST, students who have taken the test may apply to retake any or all of the subtests.

All scores earned on retakes of CLAST are to be entered in the permanent records of examinees by the institution(s) which register them for the retakes.

The highest score earned on any subtest, not necessarily the most recent one, may be used to satisfy the requirement for CLAST scores.

Retake administrations of CLAST are to be conducted under conditions set forth in the Test Administration Manual. Scores on retakes are to be reported separately in institutional and statewide reports.

Investigation of Alleged Irregularities

The CLASP Office of the Department of Education has responsibility for the investigation of any alleged irregularities in the administration of the college-level academic skills testing program, including any breaches of test security.

Such an irregularity is defined as any deviation from the Test Administratio Plan, including the Test Administration Manual, which brings into question the comparability of test results or the equitable treatment of all students and institutions impacted by the testing program.

Any person, including examinees and observers appointed by the CLASP Office of the DOE to monitor the administration of the test in the several institutions, who has knowledge of any such irregularity is expected to report same in writing to the CLASP Office of the DOE. Copies of any such report will be sent to the Statewide Test Administrator and to the Institutional Test Administrator(s) involved. The report is to describe the nature of the alleged irregularity, the time and place of the occurence, and the names of persons involved in or witness to the occurence, if known.

The CLASP Office of the DOE will review the report and make such other inquiry needed to determine whether the alleged occurence constitutes an irregularity within the above definition. Upon such determination, the Deputy Commissioner for Special Programs will appoint and charge an investigating team, setting a date by which its findings and conclusions are to be delivered to the Department of Education. Discussion of any irregularity in the administration of CLAST is the prerogative of the Department of Education after a full report is received.

Amendments

While suggestions and recommendations for changes in the procedures outlined in the Test Administration Plan and the Test Administration Manual are invited from any interested parties, the procedures are to be carried out as stipulated herein until such time as this plan has been superceded or amended by the Commissioner of Education.

GLOSSARY

College-Level Academic Skills

The communication and computation skills adopted by the State Board of Education in Rule 6A-10.31, FAC.

CLAST

The College-Level Academic Skills Test, a test developed by the Department of Education pursuant to Section 229.551(3)(k), Florida Statutes to measure student achievement of the skills listed in Rule 6A-10.31, FAC.

CLASP

The College-Level Academic Skills Project, a cooperative faculty activity maintained to advise the Department of Education to ensure continuing faculty contributions to decisions concerning skills to be expected of college students, the ways in which the skills are tested, and the utilization of test results.

Chairperson of CLASP

A faculty member who is designated by the Department and who serves on a part-time basis to direct and coordinate activities of the College-Level Academic Skills Project.

The CLASP Office of the DOE

A unit in the Office of the Deputy Commissioner for Special Programs through which the Commissioner of Education exercises responsibility for the development and administration of CLAST.

The Statewide Test Administrator

The contractor assigned responsibility for functions involved in the development and administration of CLAST.

Institutional Test Administrator

The officer in each community college, state university, or other participating institution who is assigned responsibility for coordinating all activities related to the administration of CLAST in that institution.

LAWS RELATING TO CLAST

Florida Statutes

Section 229.053 General Powers of State Board

(2) The board has the following duties

(d) To adopt for public universities and community colleges, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression through the baccalaureate level; and to approve tests and other assessment procedures which measure student achievement of those skills;

Section 229.551 Educational Management

(3) As a part of the system for educational accountability the department shall:

(i) Maintain for the information of the State Board of Education and the Legislature a file of data compiled by the Articulation Coordinating Committee to reflect achievement of college-level communication and computation competencies by students in state universities and community colleges.

(j) Develop or contract for, and submit to the State Board of Education for approval, tests which measure and diagnose student achievement of college-level communication and computation skills. Any tests and related documents developed shall be exempt from the provisions of s. 119.07. The commissioner shall maintain statewide responsibility for the administration of such tests and may assign administrative responsibilities for the tests to any public university or community college. The state board, upon recommendation of the commissioner, is authorized to enter into contracts for such services beginning in one fiscal year and continuing into the next year which are paid from the appropriation for either or both fiscal years.

Section 240.239 Associate of Arts degrees; issuance

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(3) An Associate of Arts degree shall not be granted unless a student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and a minimum of 60 academic semester hours or the equivalent, with not less than 36 of the semester hours in general education courses such as communications, mathematics, social sciences, humanities, and natural sciences.

History.—ss. 1, 2, 3, 4, ch. 71-178; s. 28, ch. 79-222; s. 5, ch. 82-180.
Note.—Former s. 241.478

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Section 240.233 Universities; admission of students

...

(5) Effective August 1, 1984, rules of the State Board of Education shall require the use of scores on tests of college-level communication and computation skills provided in s. 229.551 as a condition for admission of students to upper division instructional programs from community colleges, including those who have been awarded Associate of Arts degrees. Use of such test scores as an admission requirement shall extend equally and uniformly to students enrolled in lower divisions in the State University System and to transfer students from other colleges and universities. Effective August 1, 1982, the tests shall be required for community college students seeking Associate of Arts degrees and students seeking admission to upper division instructional programs in the State University System. The use of test scores prior to August 1, 1984, shall be limited to student counseling and curriculum improvement.

History.—s. 18, ch. 79-222; s. 4, ch. 82-180.

Section 240.319 Community college district boards of trustees; duties and powers

...

(3) Such rules and procedures for the boards of trustees include, but are not limited to the following:

...

(r) Effective August 1, 1984, each board of trustees shall require the use of scores on tests for college-level communication and computation skills provided in s. 229.551 as a condition for graduation with an Associate of Arts degree. Use of test scores prior to August 1, 1984, shall be limited to student counseling and curriculum improvement.

Section 119.07 Inspection and examination of records; exemptions

(1)(a) Every person who has custody of public records shall permit the records to be inspected and examined by any person desiring to do so, at reasonable times, under reasonable conditions, and under supervision by the custodian of the records or his designee. The custodian shall furnish copies or certified copies of the records upon payment of fees as prescribed by law or, if fees are not prescribed by law, upon payment of the actual cost of duplication of the copies. Unless otherwise provided by law, the fees to be charged for duplication of public records shall be collected, deposited, and accounted for in the manner prescribed for other operating funds of the agency.

...

(3)(a) All public records which are presently provided by law to be confidential or which are prohibited from being inspected by the public, whether by general or special law, shall be exempt from the provisions of subsection (1).

Section 120.52 Definitions.-As used in this (Administrative Procedure) act

(14) "Rule" means each agency statement of general applicability that implements, interprets, or prescribes law or policy, or describes the organization, procedure, or practice requirements of an agency and includes any form which imposes any requirement or solicits any information not specifically required by statute or by an existing rule. The term also includes the amendment or repeal of a rule. The term does not include:

. . .

(e) Any tests, test scoring criteria, or testing procedures relating to student assessment which are developed or administered by the Department of Education pursuant to s. 229.57, s. 232.245, s. 232.246, or s. 232.247 or any other statewide educational test required by law.

Florida Administrative Code

6A-10.31 College-level communication and computation skills. The communication and computation skills identified herein, pursuant to Section 229.053(2)(d), Florida Statutes, are associated with successful performance of students in college programs through the baccalaureate level.

(1) The following skills, by designated category, are defined as college-level communication skills:

(a) Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage.
2. Identifying supporting details.
3. Determining meaning of words on the basis of context.

(b) Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose.
2. Distinguishing between statement of fact and statement of opinion.
3. Detecting bias.
4. Recognizing author's tone.
5. Recognizing explicit and implicit relationships within sentences.
6. Recognizing explicit and implicit relationships between sentences.
7. Recognizing valid arguments.
8. Drawing logical inferences and conclusions.

(c) Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas.
2. Identifying supporting details.
3. Recognizing explicit relationships among ideas.
4. Recalling basic ideas and details.

(d) Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose.
2. Perceiving the speaker's organization of ideas and information.
3. Discriminating between statements of fact and statements of opinion.
4. Distinguishing between emotional and logical arguments.
5. Detecting bias.
6. Recognizing the speaker's attitude.
7. Synthesizing by drawing logical inferences and conclusions.
8. Evaluating objectively.
9. Recalling the arguments and identifying the implications.

(e) Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to expository writing.
2. Determining the purpose for writing.
3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience.
4. Formulating a thesis statement which reflects the purpose.
5. Developing the thesis statement by all of the following:

a. Providing adequate support which reflects the ability to distinguish between generalized and concrete evidence.

b. Arranging the main ideas and supporting details in an organizational pattern appropriate to the expository purpose.

c. Writing unified prose in which all supporting material is relevant to the thesis statement.

6A-10.31 cont'd

d. Writing coherent prose, providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.

(f) Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:

a. Using words which convey the denotative and connotative meanings required by context.

b. Avoiding slang, jargon, cliches, and pretentious expressions.

c. Avoiding wordiness.

2. Employing conventional sentence structure by all of the following:

a. Placing modifiers correctly.

b. Coordinating and subordinating sentence elements according to their relative importance.

c. Using parallel expressions for parallel ideas.

d. Avoiding fragments, comma splices, and fused sentences.

3. Employing effective sentence structure by all of the following:

a. Using a variety of sentence patterns.

b. Avoiding unnecessary use of passive construction.

c. Avoiding awkward constructions.

4. Observing the conventions of standard American English grammar and usage by all of the following:

a. Using standard verb forms.

b. Maintaining agreement between subject and verb, pronoun and antecedent.

c. Using proper case forms.

d. Maintaining a consistent point of view.

5. Using standard practice for spelling, punctuation, and capitalization.

6. Revising, editing, and proofreading units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English.

(g) Speaking involves composing the message, providing ideas and information suitable to topic, purpose and audience which includes all of the following skills:

1. Determining the purpose of the oral discourse.

2. Choosing a topic and restricting it according to purpose and audience.

3. Fulfilling the purpose by the following:

a. Formulating a thesis statement.

b. Providing adequate support material.

c. Selecting a suitable organizational pattern.

d. Demonstrating careful choice of words.

e. Providing effective transitions.

(h) Speaking involves transmitting the message, using oral delivery skills suitable to the audience and the occasion by all of the following skills:

1. Employing vocal variety in rate, pitch, and intensity.

2. Articulating clearly.

3. Employing the level of American English appropriate to the designated audience.

4. Demonstrating nonverbal behavior which supports the verbal message with eye contact and appropriate posture, gestures, facial expressions, and body movements.

(2) The following skills, by designated category, are defined as college-level computation skills:

(a) Demonstrating mastery of all of the following arithmetic algorithms.

1. Adding, subtracting, multiplying, and dividing positive rational numbers.

2. Adding, subtracting, multiplying, and dividing positive rational numbers in decimal form.

(b) Demonstrating mastery of all of the following geometric and measurement algorithms.

1. Rounding measurements to the nearest given unit of the measuring device used.

2. Calculating distances, areas, and volumes, including English-metric conversions when given the conversion units.

(c) Demonstrating mastery of all of the following algebraic algorithms:

1. Adding, subtracting, multiplying, and dividing real numbers.

2. Applying the order-of-operations agreement to computations involving numbers and variables.

3. Using scientific notation in calculations involving very large or very small measurements.

4. Solving linear equations and inequalities.

5. Using given formulas to compute results, when geometric measurements are not involved.

(d) Demonstrating mastery of all of the following statistical algorithms, including some from probability:

1. Identifying information contained in bar, line, and circle graphs.

2. Determining the mean, median, and mode of a set of numbers.

3. Selecting the sample space associated with an experiment.

(e) Demonstrating mastery of logical-reasoning algorithms by deducing facts of set inclusion or set non-inclusion from a diagram.

(f) Demonstrating understanding of arithmetic concepts by all of the following skills:

1. Recognizing the meaning of exponents.

2. Recognizing the role of the base number in determining place value in the base-ten numeration system and in systems that are patterned after it.

3. Identifying equivalent forms of positive rational numbers involving decimals, percents, and fractions.

4. Determining the order relation between magnitudes.

(g) Demonstrating understanding of geometric and measurement concepts by all of the following skills:

1. Recognizing horizontal, vertical, parallel, perpendicular, and intersecting lines.

2. Identifying relationships between angle measures.

6A-10.31 cont'd

3. Classifying simple plane figures by recognizing their properties.

4. Recognizing similar triangles and their properties.

5. Identifying appropriate types of measurement for geometric objects.

(h) Demonstrating understanding of algebraic concepts by all of the following skills:

1. Recognizing and using properties of operations.

2. Determining whether a particular number is among the solutions of a given equation or equality.

3. Recognizing statements and conditions of proportionality and variation.

4. Identifying regions of the coordinate plane which correspond to specified conditions.

(i) Demonstrating understanding of statistical concepts including probability by all of the following skills:

1. Recognizing the normal curve and its properties.

2. Recognizing samples that are representative of a given population.

3. Identifying the probability of a specified outcome in an experiment.

(j) Demonstrating understanding of logical-reasoning concepts by all of the following skills:

1. Identifying simple and compound statements and their negations.

2. Determining equivalence or non-equivalence of statements.

3. Drawing logical conclusions from data.

4. Recognizing that an argument may not be valid even though its conclusion is true.

5. Distinguishing fallacious arguments from non-fallacious ones.

6. Recognizing proof by contradiction.

(k) Demonstrating understanding of computer-technology concepts by all of the following skills:

1. Identifying characteristics of tasks which computers perform well.

2. Identifying the human functions necessary to utilize computers.

3. Identifying possible abuses of computer use.

(l) Generalizing and selecting applicable generalizations in arithmetic by both of the following skills:

1. Inferring relations between numbers in general by examining particular number pairs.

2. Selecting applicable properties for performing arithmetic calculations.

(m) Generalizing and selecting applicable generalizations in geometry and measurement by both of the following skills:

1. Inferring formulas for measuring geometric figures.

2. Selecting applicable formulas for computing measures of geometric figures.

(n) Generalizing and selecting applicable generalizations in algebra by both of the following skills:

1. Inferring relations among variables.

2. Selecting applicable properties for solving equations and inequalities.

(o) Generalizing and selecting applicable generalization in statistics, including probability, by inferring relations and making accurate predictions from studying particular cases.

(p) Generalizing and selecting applicable generalizations in logical reasoning by both of the following skills:

1. Inferring valid reasoning patterns and expressing them with variables.

2. Selecting applicable rules for transforming statements without affecting their meaning.

(q) Demonstrating proficiency for solving problems in the area of arithmetic by both of the following skills:

1. Solving real-world problems which do not require the use of variables.

2. Solving problems that involve the structure and logic of arithmetic.

(r) Demonstrating proficiency for solving problems in the area of geometry and measurement by both the following skills:

1. Solving real-world problems involving perimeters, areas, volumes of geometric figures.

2. Solving real-world problems involving the Pythagorean property.

(s) Demonstrating proficiency for solving problems in the area of algebra by both of the following skills:

1. Solving real-world problems involving the use of variables, aside from commonly used geometric formulas.

2. Solving problems that involve the structure and logic of algebra.

(t) Demonstrating proficiency for solving problems in the area of statistics, including probability for both of the following skills:

1. Solving real-world problems involving the normal curve.

2. Solving real-world problems involving probabilities.

(u) Demonstrating awareness of the ways in which logical reasoning is used to solve problems by drawing logical conclusions when facts warrant them.

(3) The Articulation Coordinating Committee shall file with the Commissioner and the State Board, on or before November 30 of each odd numbered year, its recommendations for changes, if any, in the above definitions of college-level communication and computation skills.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053 (2)(d), 229.551(3)(g) FS. History - New 9-3-81, Amended 5-25-82.

6A-10.311 Assessment of Student Attainment of College-Level Communication and Computation Skills.

(1) The skills in Rule 6A-10.31, FAC, shall be used by the Articulation Coordinating Committee as the basis for the development of specifications for test items.

(2) The specifications shall be used by the Articulation Coordinating Committee as the basis for the development of tests and other assessment procedures to measure the level of student attainment of the skills.

6A-10.311 cont'd

(3) The College-Level Academic Skills Test, an achievement test developed by the Department pursuant to Section 229.551 (3)(h), Florida Statutes, to measure the level of attainment of college-level communication and computation skills listed in Rule 6A-10.31, FAC, is approved and designated for use in community colleges and state universities for the purposes specified in Sections 240.319(3)(c) and 240.325(3), Florida Statutes and Sections 4, 5, and 6 of Chapter 82-180, Laws of Florida.

(4) A person required to take the College-Level Academic Skills Test who has a record of physiological disorder(s) which substantially impairs that person's visual, auditory, manual or speaking abilities or who has a record of a learning disability shall be deemed to have satisfied any requirement to present a score on any subtest which has not been modified in administration so as best to ensure that the performance of the person on the subtest accurately reflects the person's achievement of the skill being measured, rather than the person's impaired abilities. The test modifications may include but are not limited to the following:

(a) Flexible scheduling. The person may be administered a subtest during several brief sessions, so long as all testing is completed on the test administration date.

(b) Flexible setting. The person may be administered a subtest individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The person may mark answers in a test booklet, type the answers by machine, or indicate selected answers to a test proctor. The proctor may then transcribe the person's responses onto a machine-scorable answer sheet.

(d) Revised format. The person may use a large print booklet, a Braille test booklet, or a magnifying device.

(e) Auditory aids. The person may use audio devices. A tape recorded version of appropriate portions of the test may be used, along with a printed copy. Appropriate portions of the test may be read to the student by a narrator.

...

6A-10.312 Minimum standards of college-level communication and computation skills.

(1) The Commissioner shall approve procedures for establishing uniform standards of performance on the College-Level Academic Skills Test and recommend the levels of attainment of the communication and computation skills included in Rule 6A-10.31, FAC, that are to be required of students to satisfy the standards of the State Board, which levels of attainment, when approved by the State Board, shall constitute the minimum standards of college-level communication and computation skills of the State Board.

(2) The Commissioner shall recommend changes in the minimum standards to adjust to changes in the level of attainment of communication and computation skills being achieved by students in community colleges and state universities and to changes in the definition of the college-level skills included in Rule 6A-10.31, FAC.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053 (2)(d), 240.233(5) FS., Sections 3 and 4 of Chapter 82-180, Laws of Florida. History - New 9-3-81, Amended 9-29-82.

6A-10.313 College-level communication and computation skills in community colleges.

(1) The communication and computation skills included in Rule 6A-10.31, FAC, shall be taken into consideration by the respective district boards of trustees in the establishment of student performance standards for the awarding of associate degrees. No associate of arts degree shall be awarded after the October, 1982 administration of the College-Level Academic Skills Test to students who do not present scores earned on that test or who do not satisfy the requirements of Rule 6A-10.311(4), FAC. Effective August 1, 1984, student scores earned on that test must satisfy the minimum standards of the State Board.

(2) For purposes specified in Section 240.319(3)(q), Florida Statutes, each district board of trustees shall define the levels of attainment of the communication and computation skills defined in Rule 6A-10.31, FAC, which are associated with successful performance in college-credit programs in the respective community colleges.

...

(4) The respective district boards of trustees shall assure that all students in college-credit programs have the opportunity to acquire the skills included in Rule 6A-10.31, FAC.

(5) Prior to August 1, 1984, use made of student scores on the College-Level Academic Skills Test by a community college shall be limited to establishing eligibility for the award of an associate of arts degree, student counseling, and curriculum improvement. Prior to August 1, 1984, the level of scores earned on College-Level Academic Skills Test shall not be used in any way to deny a student an associate of arts degree.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053(2)(d), 240.319(3)(c)(p)(q)(r) FS., Sections 4 and 6 of Chapter 82-180, Laws of Florida. History - New 9-3-81, Amended 10-7-82.

6A-10.314 College-level communication and computation skills in state universities.

(1) The communication and computation skills included in Rule 6A-10.31, FAC, shall be taken into account by each state university awarding an associate of arts degree in the establishment of student performance standards for the award of that degree; provided, however, that no associate of arts degrees shall be awarded after the October 1982 administration of the College-Level Academic Skills Test to students who do not present scores earned on that test; and provided, further, that beginning August 1, 1984, student scores on that test must satisfy the minimum standards of the State Board.

...

6A-10.314 cont'd

(3) Each state university with a lower division shall assure that all students in college-credit programs have opportunity to acquire the skills included in Rule 6A-10.31, FAC.

(4) Except as provided in Rule 6A-10.314(5), FAC, beginning with the October 1982 administration of the College-Level Academic Skills Test, each state university shall require all applicants for upper division status, including students who were admitted to the university as freshmen or sophomores, to present scores which have been earned on the College-Level Academic Skills Test; and for any term beginning on or after August 1, 1984, the admission of all students to upper division status shall require presentation of scores on the College-Level Academic Skills Test which satisfy the minimum standards of the State Board.

(5) Students required to present scores on the College-Level Academic Skills Test who have not had opportunity to take the test may be enrolled in a state university provided that the period of such enrollment does not extend beyond the end of the semester during which the test is next administered. Students who have not had opportunity to take the test shall include students who were awarded an associate of arts degree from a public community college in Florida prior to October 1982, students who are transferring to a state university from an institution at which the test is not administered, and to students who were prevented for medical or religious reasons from taking the test when it was administered.

(6) Prior to August 1, 1984, use made of student scores on the College-Level Academic Skills Test by any state university shall be limited to establishing eligibility for admission to upper division status, student counseling, and curriculum improvement. Prior to August 1, 1984, the level of scores earned on College-Level Academic Skills Test shall not be used in any way to deny a student an associate of arts degree, admission to upper division status or admission to any upper division program.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053 (2)(d), 240.233(5) FS., Sections 3, 4, and 5, Chapter 82-180, Laws of Florida. History - New 9-3-81, Amended 10-7-82.

6C-6.17 Progression or admission to upper division status

Progression to upper division status by a native SUS lower division student or admission to upper division status by a Florida community college or a non-SUS institution student shall be granted on the basis of the following:

(1) At least 60 semester hours (90 quarter hours) of academic work;

(2) Completion of requirements in English and Mathematics as prescribed by the State Board of Education in DOE Rule 6A-10.30, FAC;

(3) Presentation of scores on the College-Level Academic Skills Test (CLAST) as required by Rule 6A-10.314, FAC;

(4) Completion of any other degree program requirements as specified by the university.

Specific Authority: 240.209(1) FS. Law Implemented: 240.209(3)(j), 240.233(5), 240.239(3), 229.053(2)(d) FS. History - New 8-9-83.

THE COLLEGE-LEVEL ACADEMIC SKILLS PROJECT

The organization known as the College-Level Academic Skills Project, which has been instrumental in the development of the college-level academic skills testing program, is maintained by the Department of Education to ensure that faculty members continue to have opportunity to contribute to decisions concerning the skills which are expected of students in college, the ways in which achievement of the skills are measured, and the utilization of test results. The CLASP organization is advisory to the Department of Education through the CLASP Office of the DOE and the Deputy Commissioner for Special Programs.

The CLASP organization consists of three units, viz., the task force on communication skills, the task force on computation skills, and the standing committee on student achievement. For each of the three units there is a chairperson designated by the Department. The Department also designates and arranges for the part-time services of a faculty member as chairperson of CLASP and provides support services for CLASP activities through the CLASP Office of the DOE.

Appointments to the CLASP units are made by the Deputy Commissioner for Special Programs after consultation with the respective divisions within the Department of Education. Terms of task force and standing committee members are for four years, beginning on January 1 of even numbered years. Terms are staggered and members may be reappointed.

The membership of the communications and computation task forces consists of faculty members who are teaching courses which include skills listed in State Board of Education Rule 6A-10.31, FAC. There are three members each from community colleges, state universities, private colleges and universities, and secondary schools. Members are selected with a view toward the representation of each of the broad skill areas in communication and computation.

The task forces have two principal functions, i.e., (1) recommend in odd numbered years the revision, retention, addition, or deletion of communication and computation skills listed in the State Board of Education Rule 6A-10.31, FAC, and (2) participate in the review of item specifications to verify consistency with skill intent. Additionally, the task forces monitor test results seeking implications for curriculum and instruction as well as for any need for change in the list of skills.

The membership of the standing committee on student achievement consists of faculty members and administrators whose institutional responsibilities include the assessment of student achievement and/or the utilization of test results. There are three members each from community colleges, state universities, private colleges and universities, and secondary schools.

The standing committee on student achievement has three principal functions, i.e., (1) advise the Department of Education concerning the availability of tests which can be used to measure the skills

listed in State Board of Education Rule 6A-10.31, FAC, (2) advise the Department of Education concerning the need to develop or modify tests to make them appropriate for use in measuring student achievement of the skills, and (3) provide the Department of Education annually with a report of student achievement of the communication and computation skills, including an analysis and interpretation of test results. Additionally, the standing committee on student achievement, working in conjunction with the task forces, fosters the articulation of curriculum, instruction, and student learning so as to ensure the efficient attainment of the communication and computation skills expected of students prior to the completion of their sophomore year in college.

The chairperson of the College-Level Academic Skills Project is a person who is eligible for membership on the task forces or the standing committee. The chairperson is appointed by the Deputy Commissioner for Special Programs for a term negotiated with the institution in which the individual is employed.

The Department of Education looks to the chairperson of the College-Level Academic Skills Project to stimulate and direct faculty activities needed to ensure faculty contributions to the college-level academic skills testing program. The Chairperson provides leadership for the three units in CLASP to ensure that their assigned functions are accomplished. The Department looks to the chairperson for both the formal and informal communications which are needed to assure that the CLASP voice is heard in the DOE. The chairperson serves as the chief spokesperson for the College-Level Academic Skills Project.

The chairperson of CLASP and the chairpersons of the task forces and the standing committee meet with and advise the CLASP Office of the DOE on matters relating to the development and administration of CLAST.

The staff of the CLASP Office of the DOE is responsible through the Deputy Commissioner for Special Programs to the Commissioner of Education for the development and administration of the College-Level Academic Skills Test.

Test Specifications

for October, 1983

READING SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
3	Literal Comprehension	10		
8	Critical Comprehension	26		
		36	8	44

To the extent possible, given the constraints of the passages, scored items are to be evenly distributed among the skills. The number of reading passages should be kept to a minimum.

WRITING SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
3	Word Choice	8		
5	Sentence Structure	12		
6	Grammar, Spelling, & Punctuation	15		
		35	5	40

Scored items should include a minimum of two, but no more than three, items per skill.

COMPUTATION SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
6	Arithmetic	8		
9	Algebra	13		
7	Geometry & Measurement	10		
7	Logical Reasoning	10		
6	Statistics, including Probability	8		
		49	16	65

Scored items should include a minimum of one item per skill, but no more than two items per skill. Experimental items will include new items in the areas of generalizations and problem solving plus additional items which are in the experimental bank.

ESSAY - Two topics will be given. The examinee will choose one on which to write the essay.

CLAST Specifications

March and June, 1984

READING SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
3	Literal Comprehension	10		
8	Critical Comprehension	26		
		36	8	44

To the extent possible, given the constraints of the passages, scored items are to be evenly distributed among the skills. The number of reading passages should be kept to a minimum.

WRITING SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
3	Word Choice	8		
5	Sentence Structure	12		
6	Grammar, Spelling, & Punctuation	15		
		35	5	40

Scored items should include a minimum of two, but no more than three, items per skill.

COMPUTATION SUBTEST

Number of Skills	Broad Skill Areas	Scored Items	Exp. Items	Total Items
10	Arithmetic	10		
13	Algebra	13		
11	Geometry & Measurement	11		
10	Logical Reasoning	10		
9	Statistics, including Probability	9		
3	Computer Technology	3		
		56	9	65

Scored items should include one item per skill.

ESSAY - Two topics will be given. The examinee will choose one on which to write the essay.

Request to Take CLAST in Another Institution

TO: _____, Institutional Test Administrator
for CLAST at _____

FROM: _____, Institutional Test Administrator
for CLAST at _____

SUBJECT: Request for the Administration of CLAST to students from

_____

The following students have requested to take CLAST in your institution on _____. Each student is properly registered for the test and has been found eligible both to take it and to request opportunity to take it in another institution.

NAME	S.S.#	BUILDING	ROOM

If you are able to accept these students, please enter the name of the building and the number of the room to which they are to report for the administration of CLAST (or enclose the notice or admission ticket containing this information), sign the acceptance and return it to me.

Upon receipt of your acceptance, I will notify the students of their acceptance and of the place to which they are to report.

Your cooperation in this matter is very much appreciated.

The student(s) listed above will be accepted as examinees at my institution.

_____ _____
Signature of ITA Date