



**Florida Standards
Alternate Assessment**
— DATAFOLIO —

**Florida Standards Alternate
Assessment (FSAA) Datafolio**

Standard Setting Report

July 11–12, 2017

Orlando, FL

Prepared for the Florida Department of Education by:



100 EDUCATION WAY, DOVER, NH 03820 www.measuredprogress.org

TABLE OF CONTENTS

CHAPTER 1. DESCRIPTION OF STANDARD SETTING METHODOLOGY	1
1.1 Overview of Standard Setting Procedures	1
CHAPTER 2. TASKS COMPLETED PRIOR TO THE STANDARD SETTING MEETING	3
2.1 Creation of Achievement Level Descriptions	3
2.2 Preparation of Materials for Panelists	3
2.3 Preparation of Presentation Materials	4
2.4 Preparation of Process Instructions	4
2.5 Preparation of Systems and Materials for Analysis During the Meeting	4
2.6 Selection of Panelists	4
CHAPTER 3. TASKS COMPLETED DURING THE STANDARD SETTING MEETING	6
3.1 Overview of the Standard Setting Method	6
3.2 Orientation	6
3.3 Review of Assessment Materials	7
3.4 Review of Achievement Level Descriptions	7
3.5 Training Round	8
3.6 Training Evaluation	8
3.7 Phase A: Reasoned Judgment	8
3.7.1 Round 1	8
3.7.2 Round 2	9
3.7.3 Tabulation of Phase A Results	9
3.8 Phase B: Content-Based Standards Validation	11
3.8.1 Tabulation of Phase B Consensus Results	12
3.9 Phase C: large Group Discussion	18
CHAPTER 4. TASKS COMPLETED AFTER THE STANDARD SETTING MEETING	20
4.1 Analysis and Review of Panelists’ Feedback	20
4.2 Policy Adjustments	20
4.3 Preparation of Standard Setting Report	22
REFERENCES	23
APPENDICES	24
APPENDIX A AGENDA	
APPENDIX B ACHIEVEMENT LEVEL DESCRIPTIONS	
APPENDIX C ACHIEVEMENT LEVEL DESCRIPTION CHARACTERISTICS	
APPENDIX D NONDISCLOSURE FORM	
APPENDIX E SCORE COMBINATION RATING FORMS	
APPENDIX F ADDITIONAL PANELIST MATERIALS	
APPENDIX G SLIDE PRESENTATIONS	
APPENDIX H GENERAL PROCESS INSTRUCTIONS AND TABLE LEADER PRESENTATIONS	
APPENDIX I PANELISTS	
APPENDIX J TRAINING EVALUATION RESULTS	
APPENDIX K PROCEDURAL PHASE A & B EVALUATION RESULTS	
APPENDIX L FINAL EVALUATION RESULTS	
APPENDIX M DISAGGREGATED RESULTS BASED ON POLICY ADJUSTMENTS	

Chapter 1. DESCRIPTION OF STANDARD SETTING METHODOLOGY

1.1 OVERVIEW OF STANDARD SETTING PROCEDURES

This report summarizes the activities of the standard setting meeting for the Florida Standards Alternate Assessment Datafolio (FSAA–Datafolio) in grades 3–10 English language arts (ELA), grades 3–8 Mathematics, grades 5 and 8 Science, and End of Course (EOC) assessments in Algebra I, Geometry, Biology, and U.S. History for high school and in Civics for grade middle school.

The FSAA-Datafolio was fully implemented for the first time in 2016–2017 following a successful trial administration in the previous school year. It assesses the educational performance and growth of students through a collection of student work samples for three content standards across three specific collection periods throughout the year for each content area being assessed. The same skills selected for collection period #1 are assessed through aligned activities during collection period #2 and collection period #3. Student evidence from all three collection periods is submitted electronically to the student’s online FSAA–Datafolio. Each of the three content- area standards is then scored to determine the student’s performance.

The standard setting meeting to set the achievement-level standards for the FSAA–Datafolio was held July 11–12, 2017. There was 1 panel with 16 panelists participating in the process. The configuration of the panel is shown in Table 1-1.

**Table 1-1. 2017 FSAA–Datafolio Standard Setting:
Configuration of the Standard Setting Panel**

<i>Panel</i>	<i>Number of Panelists</i>	<i>Content Area</i>
1	4	ELA
2	4	Mathematics
3	4	Science
4	4	Social Studies

The standard setting standard modified the Body of Work (BoW) method for use in phases. The BoW standard setting method was developed by Measured Progress. The BoW method belongs to the holistic family of standard setting methods in which the panelist rating task consists of assigning each set of examinee work into one of the achievement categories (Hambleton & Pitoniak, 2006). This method was developed specifically for use with assessments that are designed to allow for a range of student responses, such as portfolios and achievement-based assessments. Also, this standard setting focused on categorizing each individual score combination according to the Achievement Level Descriptions (ALDs) in a pattern-based scoring approach. As such, traditional raw or theta cut scores were not produced.

The standard setting process consisted of three phases. In Phase A, the panelists were provided with all possible score combinations for the four content-area standards. They then categorized the score combinations in relation to the ALDs using reasoned judgment. This phase was conducted as a large content-neutral group and did not use actual student work. Phase B was a content-based standards validation. In this phase, panelists were separated into content-specific groups and presented with actual student work. Panelists then reassessed the reasoned judgments from Phase A in a content-specific context and were able to make modifications to the score combination ratings for their content area. In Phase C, panelists reconvened as a large group to discuss the content-area modifications and overall trends.

The agenda for the standard setting meeting is provided in Appendix A.

This report is organized into three major sections describing tasks completed: (1) prior to, (2) during, and (3) after the standard setting meeting.

Chapter 2. TASKS COMPLETED PRIOR TO THE STANDARD SETTING MEETING

2.1 CREATION OF ACHIEVEMENT LEVEL DESCRIPTIONS

The Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions for the FSAA–Datafolio that served as the defining descriptions for each achievement level. In collaboration with Measured Progress, staff at the Department drafted grade- and content-specific ALDs. The ALDs describe the knowledge, skills, and abilities and the amount of progress students must make toward independently demonstrating the knowledge, skills, and abilities to be classified into an achievement level for each grade and content area. The FSAA–Datafolio subcommittee, made up of Alternate Assessment Advisory members and special educators, reviewed and provided input on the draft descriptions prior to the standard setting meeting where they were presented to the panelists. The ALDs were written to three levels, where Level 1 does not demonstrate an adequate level of success, Level 2 demonstrates a limited level of success, and Level 3 demonstrates a satisfactory level of success. The full ALDs are provided in Appendix B.

2.2 PREPARATION OF MATERIALS FOR PANELISTS

The following materials were assembled for presentation to the panelists at the standard setting meeting:

- meeting agenda
- ALDs
- nondisclosure form
- FSAA–Datafolio score combination rating forms
- FSAA–Datafolio scoring rubric
- Levels of Assistance
- General process instructions
- *2016–2017 Teacher Resource Guide/Blueprint & Activity Choices* documents
- bodies of student work
- evaluation surveys

Copies of the meeting agenda (Appendix A), ALDs (Appendix B), Achievement Level Description Characteristics (Appendix C), the nondisclosure form (Appendix D), a sample score combination rating sheet (Appendix E), the scoring rubric, Levels of Assistance, and *2016–2017 Teacher Resource Guide* (Appendix F), are also included.

2.3 PREPARATION OF PRESENTATION MATERIALS

The PowerPoint presentations used in the opening session were prepared prior to the meeting. The first presentation included an overview of students within the alternate assessment system. The second presentation included information on the eligibility for alternate assessment FSAA–Datafolio participation, assessed content areas, and an overview of the FSAA–Datafolio administration. The third presentation focused on the standard setting process. In addition, it included information on how panelists were selected, their roles in the standard setting, and general phases of the cut score review and approval process. These presentations (and therefore their preparation) were the joint effort of Measured Progress and the Department. Copies of the presentations are included in Appendix G.

2.4 PREPARATION OF PROCESS INSTRUCTIONS

The standard setting process was facilitated by the Measured Progress Special Education Director, Susan Izard. A process document was created for her to refer to while working through each step of the standard setting process. In addition, one panelist per content area was selected prior to the meeting to serve as a table leader. These table leaders attended an initial webinar training session led by Ms. Izard the week before the standard setting meeting. The purpose of the training was to prepare the table leaders for the panel activities and to ensure consistency in the implementation of procedures. The general process instructions for the FSAA–Datafolio standard setting document and the presentations used during the table leader webinar are included in Appendix H.

2.5 PREPARATION OF SYSTEMS AND MATERIALS FOR ANALYSIS DURING THE MEETING

The computational programming to calculate impact data for use during the standard setting meeting was completed and thoroughly tested prior to the standard setting meeting. See Section 3.7, Tabulation of Phase A Results, for a description of the analyses performed during standard setting.

2.6 SELECTION OF PANELISTS

Measured Progress worked collaboratively with the Department to recruit and select panelists prior to the standard setting meeting. They were divided into four tables by content area. Each table had

both special educators and general educators and consisted of four panelists. A list of the panelists by content area is included in Appendix I.

Chapter 3. TASKS COMPLETED DURING THE STANDARD SETTING MEETING

3.1 OVERVIEW OF THE STANDARD SETTING METHOD

The standard setting was an iterative process with a number of rounds that allowed panelists to review the materials, participate in discussions, practice the methodology, and refine the cuts being established. Each subsequent round of setting cuts provided further information to the panelists to consider, such as the group-level cuts and impact data. During various points in the process, panelists were also able to provide feedback on the process via surveys.

Since the FSAA–Datafolio assessment is based on goals set by teachers and progress targets, as opposed to strict content criterion, the standard setting process included three phases. All phases incorporated the modified Body of Work (BoW) method. Phase A: Reasoned Judgment was the primary standard setting activity which focused on categorizing all possible combinations of student scores on the three entries based on definitions in the ALDs and was not content specific. Panelists worked independently and then came to a group consensus within this phase of the standard setting process.

Phase B: Content-Based Standards Validation was a content-specific standards validation of the results from the first phase. The 16 panelists split into groups of four by content area and were led by a table leader aided by the group facilitator. Using the results of the first phase as a benchmark and actual bodies of student work, the panelists reassessed the categorizations from the first phase taking into account content considerations. This activity took place the second day of the standard setting and allowed the panelists to make adjustments to the categorizations made during the first phase. Panelists worked independently and then came to a group consensus within this phase of the standard setting process.

Following the establishment of the content groups' consensus on final recommended cuts for each content area, the larger group reconvened for Phase C: Large Group Discussion. This phase allowed panelists to view the recommended cuts across content areas displayed graphically, and provided an avenue for further discussion and data collection.

3.2 ORIENTATION

With regard to panelist training, *Standards for Educational and Psychological Testing* states the following:

Care must be taken to assure these persons understand what they are to do and that their judgments are as thoughtful and objective as possible. The process must be such that well-qualified participants can apply their knowledge and experience to reach meaningful and relevant judgments that accurately reflect their understandings and intentions. (AERA/APA/NCME, 2014, p. 101)

The training of the panelists began with a general orientation at the start of the standard setting meeting. The purpose of the orientation was to ensure that all panelists received the same information about the need for and goals of standard setting, and about their part in the process. First, the Department’s Assistant Deputy Commissioner for the Division of Accountability, Research, and Measurement, Vince Verges, welcomed the panelists. Then the Department’s Senior Educational Program Director of the Bureau of Exceptional Education and Student Services, Heidi Metcalf, provided high-level information about students taking the alternate assessment, including video clips of typical FSAA students participating in activities with a teacher. Measured Progress’s special education lead specialist, Mariann Bell, provided an overview of the assessment, including administration, scoring, and participation criteria for the alternate assessment FSAA–Datafolio. Following this presentation, Measured Progress’s lead psychometrician, Lei Yu, provided an overview of the standard setting method procedure and the activities that would occur during the standard setting meetings. Panelists were given an opportunity to ask questions.

3.3 REVIEW OF ASSESSMENT MATERIALS

The first step after the opening session was for the panelists to become familiar with the FSAA–Datafolio assessment. The purpose of this step was to make sure the panelists thoroughly understood how the assessment is administered and scored. The panelists reviewed materials including: FSAA–Datafolio Scoring Rubrics, Levels of Assistance, and the *2016–017 Teacher Resource Guide/Blueprint & Activity Choice* documents. The panelists engaged in discussions of the reviewed materials as well.

3.4 REVIEW OF ACHIEVEMENT LEVEL DESCRIPTIONS

The second step in the process was to review and discuss the Achievement Level Descriptions (ALDs). This important step was designed to ensure that the panelists came to agreement on the configuration of student progress possessed by students in each of the achievement levels (Level 1, Level 2, and Level 3). The panelists first reviewed the ALDs on their own and then participated in a group discussion of the ALDs, clarifying the description for each achievement level. The discussions focused on the evidence that differentiated adjacent achievement levels. The purpose of this activity was for the panelists to establish an understanding of student performance indicated by specific score combinations in

order to be classified into each level as well as the characteristics of these students. Bulleted lists of characteristics defining each level were generated based on the group discussion and were posted in the room for the panelists to refer to during the rounds of ratings.

The bulleted lists were developed as working documents to be used by the panelists for purposes of standard setting. They supplemented the ALDs, which provide the official definition of what it means for a score combination to be classified into each achievement level by specifically addressing the amount of progress shown by students.

The ALD characteristics detailed by the panelists are provided in Appendix C.

3.5 TRAINING ROUND

Next, the panelists completed a practice round of ratings. The purpose of the practice round was to familiarize the panelists with all of the materials they would be using as part of the standard setting process and to walk them through the process of rating student profiles. In addition to the ALDs, the panelists were given the practice score combination rating sheet. The panelists were given a set of three score combinations in a rating form, which provided three columns for a score on each of the three entries and one blank rating column. The panelists entered the level (1, 2, or 3) in the column that they believed the score combination should be classified. A sample practice/score combination form is provided in Appendix E.

3.6 TRAINING EVALUATION

At the end of the practice round, the panelists completed the training evaluation form. The evaluation form was designed to ascertain whether the panelists were comfortable moving ahead to the rating task or whether there were lingering questions or issues that needed to be addressed before proceeding to the Phase A ratings. The facilitator reviewed each panelist's evaluation as he or she completed it to make sure the panelist was ready to move on. Any outstanding questions or concerns were addressed with the entire group before moving on. The results of the training evaluation can be found in Appendix J.

3.7 PHASE A: REASONED JUDGMENT

3.7.1 Round 1

In the first round, the panelists worked individually using the ALDs and the score combination rating form. The rating form consisted of all possible unique score combinations. Each assessment included three standards, and each entry had six possible score points (0, 1, 2, 3, 4, or 5). Orders of scores

on the three entries did not matter. For example, score combinations of 123, 132, 213, 231, 312, and 321 were considered as one unique combination. This resulted in a total of 56 score combinations. For each score combination, the panelists made an initial judgment as to which achievement level best matched the progress demonstrated by that particular score combination. The panelists worked their way through the score combinations, making a rating for each one, and recorded their ratings on the Round 1 rating form.

3.7.2 Round 2

The purpose of Round 2 was for panelists to discuss their Round 1 judgments as a group and share their rationale for how they believed the score combinations should be categorized and to come to a consensus as a group on all ratings. The facilitator filled in the consensus results for each score combination in the rating form. Prior to the group discussion, the facilitator asked for a show of hands to determine the number of panelists who had placed each score combination into each achievement level. Starting with the first score combination, the panelists began discussing the categorization of the score combinations according to their initial ratings in the context of the classifications made by other members of the group. The panelists were encouraged to share their own points of view as well as listen to the comments of their colleagues. The facilitator made sure the panelists knew that the purpose of the discussion was to reach a consensus.

One of the outcomes of this discussion centered on total scores of zero. Many of the instances that result in a total score of zero are due to teacher error. Panelists discussed this at length and were not comfortable with the idea of this impacting student scores. Panelists requested the ability to place the score combinations into Levels 0, 1, 2 and 3. Level 0 was used by content area for datafolios with total scores of zero, meaning that each of the standard entries for the content area was scored as a zero. This adjustment was made during the meeting after the Phase A activities and prior to the Phase B activities. This allowed panelists to have a better understanding of the impact data. Therefore, some appendices reflect Levels 0, 1, 2 and 3 and some reflect Levels 1, 2, and 3.

At the completion of Round 2, panelists completed an evaluation related to the Phase A process and consensus ratings from Round 2. The results of the Phase A evaluation can be found in Appendix K.

3.7.3 Tabulation of Phase A Results

When consensus ratings of Phase A were complete, the Measured Progress data analysis team calculated the impact data. The results of the panelists' consensus ratings are provided in Table 3-1. Since this phase was conducted as a large content-neutral group, the consensus ratings apply to all content areas.

**Table 3-1. 2017 FSAA–Datafolio Standard Setting: Phase A
Consensus Ratings**

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Consensus Ratings</i>
1	0	0	0	1
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	3
6	2	1	0	2
7	1	1	1	1
8	4	0	0	3
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	3
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
33	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3

continued

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Consensus Ratings</i>
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

3.8 PHASE B: CONTENT-BASED STANDARDS VALIDATION

Phase B took place immediately following Phase A activities. The same panelists from Phase A were split into four tables, one for each content area. The table leaders previously identified and trained facilitated the Phase B process and discussion. Phase B consisted of one round, which was Round 3.

Round 3 began with the consensus ratings from Phase A. Panelists were provided with sets of student entries representing the score combinations for their content area to review and evaluate Phase A consensus ratings.

In addition, panelists were also provided impact data based on the Round 2 judgments. The impact data consisted of the percentage of students who would score in each achievement level according to the score combination ratings. Mathematics and English language arts panelists saw impact data totaled across all grades by content area. Due to the small population, science and social studies panelists saw impact data totaled across all grades and subjects.

Panelists were provided with the consensus rating form from the Phase A process. This form included a place for panelists to notate individual information for each rating. Using the sets of student entries for the content area and taking the impact data into consideration, panelists made initial individual rating changes. Individual ratings were made based on whether they believed the consensus score combination ratings were appropriate or if any of the ratings needed to be changed. The table leader then

led a discussion at the table to come to a consensus at the content-area level on the score combination ratings. The table leader used the following questions to facilitate the discussion:

- Did the overall philosophy and decisions that came out of Round 2 continue to impact your judgment in Round 3?
- Did the introduction of the content or the difficulty of the standard impact the score combination decisions you made in Round 3?

The table leader recorded the Round 3 consensus outcomes of the content group. Both the individual and Round 3 consensus forms were collected. At the completion of Round 3, panelists completed an evaluation related to the Phase B process and consensus ratings from Round 3. The results of the Phase B evaluation can be found in Appendix K.

3.8.1 Tabulation of Phase B Consensus Results

When Round 3 ratings of Phase B were complete, the Measured Progress data analysis team once again calculated the associated impact data based on score combination consensus ratings. The results of the panelists' Round 3 ratings are outlined in Tables 3-2 through 3-5.

**Table 3-2. 2017 FSAA–Datafolio Standard Setting:
Phase B Results—ELA**

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	2
6	2	1	0	2
7	1	1	1	1
8	4	0	0	2
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	2
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2

continued

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
33	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

**Table 3-3. 2017 FSAA–Datafolio Standard Setting:
Phase B Results—Mathematics**

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	3
6	2	1	0	2
7	1	1	1	1
8	4	0	0	3
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	3
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	3
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	3
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
33	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3

continued

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

**Table 3-4. 2017 FSAA–Datafolio
Standard Setting: Phase B Results—Science**

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	3
6	2	1	0	2
7	1	1	1	1
8	4	0	0	3
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	3
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3

continued

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
33	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

**Table 3-5. 2017 FSAA–Datafolio Standard Setting:
Phase B Results—SOC**

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	3
6	2	1	0	2
7	1	1	1	1
8	4	0	0	3
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	3
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
33	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3

continued

<i>Profile</i>	<i>Entry_1</i>	<i>Entry_2</i>	<i>Entry_3</i>	<i>Rating</i>
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

Table 3-6. 2017 FSAA–Datafolio Standard Setting: Phase B Impact Data—All

<i>Level</i>	<i>ELA</i>	<i>Mathematics</i>	<i>Science</i>	<i>Social Studies</i>
Level 3	18.3	27.8	26.4	26.4
Level 2	33.8	24.4	26.0	26.0
Level 1	21.0	22.5	21.7	21.7
Level 0	26.9	25.4	26.0	26.0

3.9 PHASE C: LARGE GROUP DISCUSSION

Panelists reconvened as a large group and table leaders reported on any rating changes made for each content area, as well as any overall trend discussion points and rationale that supported those changes.

Information projected for the large group discussion included Phase A consensus and Phase B consensus by content area. Panelists focused the discussion on changes from Phase A consensus to Phase B consensus, noting differences by content area. Impact data were also provided based on the Phase B consensus ratings by content area. At the end of Phase C, panelists completed a final evaluation related to the overall standard setting process. The results of the final evaluation can be found in Appendix L. Since

Phase C was a large group discussion and no new ratings were completed, running data analysis was not needed.

Chapter 4. TASKS COMPLETED AFTER THE STANDARD SETTING MEETING

Upon conclusion of the standard setting meeting, several important tasks were completed. These tasks centered on the following: reviewing the standard setting process and addressing issues presented by the outcomes; presenting the results to the Department; and making any final revisions or adjustments based on policy considerations under the direction of the Department.

4.1 ANALYSIS AND REVIEW OF PANELISTS' FEEDBACK

The measurement literature sometimes considers the evaluation process to be another product of the standard setting process (e.g., Reckase, 2001) as it provides important validity evidence supporting the cut scores that are obtained. To provide evidence of the participants' views of the standard setting process, the panelists were asked to complete questionnaires after the training round: after Phase A and Phase B content area as a procedural evaluation, and again at the end of the standard setting process. The results of the evaluations are presented in Appendices J, K, and L.

Upon completion of the evaluation forms, panelists' responses were reviewed. This review did not reveal any anomalies in the standard setting process. In general, participants felt that the recommended cut scores were appropriate and that their judgments were based on appropriate information and decision making.

4.2 POLICY ADJUSTMENTS

The standard setting panel recommendations were provided to the Department. In addition, the Department requested that the changes that the ELA panel made in their Phase B recommendations related to score combinations with at least two zeros be applied to all content areas and be rerun. Measured Progress data analysis team once again calculated the associated impact data based on these adjustments. The final ratings and the impact data are provided in Tables 4-1-4-2. Disaggregated results are included in Appendix M. Measured Progress also provided this set of results to the Department.

**Table 4-1. 2017 FSAA–Datafolio Standard Setting:
Policy Adjustment Results**

Profile	Entry_1	Entry_2	Entry_3	Final Ratings
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1

continued

Profile	Entry_1	Entry_2	Entry_3	Final Ratings
5	3	0	0	2
6	2	1	0	2
7	1	1	1	1
8	4	0	0	2
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	2
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
24	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3
32	4	3	1	3
33	4	2	2	2
34	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3

continued

Profile	Entry_1	Entry_2	Entry_3	Final Ratings
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

Table 4-2. 2017 FSAA–Datafolio Standard Setting: Impact Data Based on Policy Adjustment

<i>Level</i>	<i>ELA</i>	<i>Mathematics</i>	<i>Science</i>	<i>Social Studies</i>
Level 3	18.3	20.3	20.3	20.3
Level 2	33.8	31.9	32.1	32.1
Level 1	21.0	22.5	21.7	21.7
Level 0	26.9	25.4	26.0	26.0

The standard setting panel recommendations (with the datafolios resulting in total scores of zero by content area removed from the data) were provided to the Department. These results will be used to inform the Commissioner’s final recommendations that will be presented to the Governor, the Speaker of the House, the President of the Senate, and the State Board of Education for a 90-day public review and comment period as mandated by the Florida Legislature prior to being presented for adoption by the State Board in early 2018.

4.3 PREPARATION OF STANDARD SETTING REPORT

Following final compilation of standard setting results, Measured Progress prepared this report, which documents the procedures and results of the summer 2017 standard setting meeting to establish performance standards for the FSAA–Datafolio.

REFERENCES

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Hambleton, R. K., & Pitoniak, M. J. (2006). Setting performance standards. In R. L. Brennan (Ed.) *Educational Measurement* (4th ed.). Westport: American Council on Education & Praeger Publishers.
- Reckase, M.D. (2001). Innovative methods for helping standard-setting participants to perform their task: The role of feedback regarding consistency, accuracy, and impact. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 159–173). Mahwah, NJ: Lawrence Erlbaum.

APPENDICES

APPENDIX A—AGENDA



Florida Department of Education
 FSAA-Datafolio Standard Setting
 Crowne Plaza Tampa-Westshore, Tampa, FL

FSAA–Datafolio Standard Setting
 July 11-12, 2017

Day 1 (July 11) Location: Lido

Time	Activity/Presentation	Presenter
7:30 am – 8:55 am	Registration & Breakfast (provided)	
9:00 am – 9:10 am	Welcome, Introductions, and Thank You	Florida Department of Education Measured Progress
9:10 am – 9:45 am	Standard Setting Educator Panel Overview General Orientation to Alternate Assessment Students	Vince Verges, Florida Department of Education Heidi Metcalf, Florida Department of Education
	General Orientation to the FSAA–Datafolio	Mariann Bell, Measured Progress
9:45 am – 10:15 am	Standard-Setting Process Overview Role of Panelists Review Agenda and Materials	Lei Yu, Measured Progress Susan Izard, Measured Progress
10:15 am – 12:00 pm	Individual Group Introductions Standard Setting Process	Susan Izard, Measured Progress
12:00 pm – 1:00 pm	Lunch (provided)	
1:00 pm – 5:00 pm	Standard-Setting Process*	Susan Izard, Measured Progress

Adjourn by 5:00 PM

**Morning and afternoon breaks taken as appropriate based on panel progress.*

Day 2 (July 12) Location: Lido

Time	Activity/Presentation	Presenter
7:30 am – 8:30 am	Breakfast (provided)	
8:30 am – 12:00 pm	Standard-Setting Process*	Susan IZARD, Measured Progress
12:00 pm – 1:00 pm	Lunch (provided)	
1:00 pm – 5:00 pm	Standard-Setting Process Completed*	Susan IZARD, Measured Progress

Adjourn by 5:00 PM

**Morning and afternoon breaks taken as appropriate based on panel progress.*

APPENDIX B—ACHIEVEMENT LEVEL DESCRIPTIONS

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - SCIENCE

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSS-APs:</u></p> <ul style="list-style-type: none"> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSS -APs:</u></p> <ul style="list-style-type: none"> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSS-APs:</u></p> <ul style="list-style-type: none"> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSS -APs:</u></p> <ul style="list-style-type: none"> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow <p><u>Biology 1, NGSS -APs:</u></p>	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 5, NGSS-APs:</u></p> <ul style="list-style-type: none"> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <p><u>Grade 8, NGSS -APs:</u></p> <ul style="list-style-type: none"> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow <p><u>Biology 1, NGSS -APs:</u></p> <ul style="list-style-type: none"> • Match parts of common living things to their

Biology 1, NGSS -APs:

- Match parts of common living things to their functions
- Sort common living things into plant and animal kingdoms

- Match parts of common living things to their functions
- Sort common living things into plant and animal kingdoms

functions

- Sort common living things into plant and animal kingdoms

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - MATHEMATICS

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Multiply a fraction by a whole or mixed number using visual fraction models 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Multiply a fraction by a whole or mixed number using visual fraction models Write a simple expression for a calculation 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> Solve and check one-step word problems using the four operations within 100 Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths Identify different examples of quadrilaterals <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> Generate a pattern when given a rule Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) Identify and sort objects based on parallelism, perpendicularity, and angle type <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Multiply a fraction by a whole or mixed number using visual fraction models Write a simple expression for a calculation Use polygon-shaped manipulatives to classify and

<ul style="list-style-type: none"> • Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales 	<ul style="list-style-type: none"> • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function 	<p>organize two-dimensional figures into Venn diagrams based on the attributes of the figures</p> <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <p><u>Algebra 1, FS-APs:</u></p> <ul style="list-style-type: none"> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function using words <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine if two figures are similar • Identify shapes created by cross sections of two-
---	---	---

<ul style="list-style-type: none"> Describe the rate of change of a function using words <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> Determine if two figures are similar Identify shapes created by cross sections of two-dimensional and three-dimensional figures Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed 	<p>using words</p> <p><u>Geometry, FS-APs:</u></p> <ul style="list-style-type: none"> Determine if two figures are similar Identify shapes created by cross sections of two-dimensional and three-dimensional figures Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed 	<p>dimensional and three-dimensional figures</p> <ul style="list-style-type: none"> Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed
--	---	---

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - ENGLISH LANGUAGE ARTS (ELA)

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information related to the topic) with relevant facts, 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Grade 3, FS-APs:</u></p> <ul style="list-style-type: none"> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <p><u>Grade 4, FS-APs:</u></p> <ul style="list-style-type: none"> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic

<p>related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text Use the relationship between particular words 	<p>definitions, concrete details, quotations, or other information and examples related to the topic</p> <p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text Use the relationship between particular words to better understand each of the words 	<p><u>Grade 5, FS-APs:</u></p> <ul style="list-style-type: none"> Summarize a portion of text, such as a paragraph or a chapter Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area Summarize the text or a portion of the text read, read aloud, or presented in diverse media <p><u>Grade 6, FS-APs:</u></p> <ul style="list-style-type: none"> Identify key individuals, events, or ideas in a text Find the precise meaning of a word Compare texts from different genres that have a similar theme or address the same topic <p><u>Grade 7, FS-APs:</u></p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases Spell words correctly in writing <p><u>Grade 8, FS-APs:</u></p> <ul style="list-style-type: none"> Provide/create an objective summary of a text Use the relationship between particular words to better understand each of the words Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p> <ul style="list-style-type: none"> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text
--	--	--

<p>to better understand each of the words</p> <ul style="list-style-type: none"> • Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums 	<ul style="list-style-type: none"> • Create an organizational structure in which ideas are logically grouped to support the writer's claim <p><u>Grade 9, FS-APs:</u></p> <ul style="list-style-type: none"> • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums 	<ul style="list-style-type: none"> • Find the precise meaning of a word • Identify claims and arguments made by the author <p><u>Grade 10, FS-APs:</u></p> <ul style="list-style-type: none"> • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums
---	---	--

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - SOCIAL STUDIES

Level 1	Level 2	Level 3
<p>Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people 	<p>Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people 	<p>Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to:</p> <p><u>Civics, NGSS-APs:</u></p> <ul style="list-style-type: none"> Recognize that the government has different parts Recognize an obligation of citizens, such as obeying laws Recognize that local, state, and federal governments provide services <p><u>US History, NGSS -APs:</u></p> <ul style="list-style-type: none"> Recognize characteristics of life during the Civil War Recognize that groups may fear people who are different Recognize a social or economic concern of people

APPENDIX C—ACHIEVEMENT LEVEL DESCRIPTION CHARACTERISTICS



2017 FSAA-Datafolio Standard Setting

Achievement Level Characteristics

Definitions:

Level 1:

- No progress shown
- No upward movement in accuracy percentage or in LOA
- No student engagement
- Unscorable evidence?

Level 2:

- Inconsistent performance
- Limited
- Some upward progress (increase in accuracy or movement in LOA) shown in performance
- Making progress toward the LOA goal but did not meet it
- Some engagement
- Some regression?

Level 3

- Consistent progress (increase in accuracy or movement in LOA) to meeting the goal
- More to complete engagement
- Met or exceeded goals (majority)
- Maintaining

APPENDIX D—NONDISCLOSURE FORM



Florida Standards Alternate Assessment – Datafolio
July 2017 Standard Setting
Nondisclosure Agreement

The design of Measured Progress’s test programs requires that student evidence submitted for the FSAA—Datafolio remain secure. To maintain the security of the FSAA—Datafolio, only authorized persons are permitted to view the datafolios. With the exception of materials released by the Florida Department of Education for informational purposes, all evidence (draft or final) and associated materials must be regarded as secure and confidential. This includes, but is not limited to, any online system data, program, functionality, and content. As a result, such materials and information may not be reproduced, discussed, or in any way released, shared, or distributed to unauthorized persons.

During this activity, I understand that I will have access to personally identifiable information (PII). I will not reveal or create a copy in any manner of a student’s or teacher’s PII or other confidential information conveyed in presentations, trainings, conversations, visual screen projections, videos of student performance evidence, documentation within the student datafolio, or any other method.

I will preserve the confidentiality of students and teachers. I will not discuss or divulge the contents of any datafolio or use the names of any student or teacher outside this activity.

As an employee, contractor, assessment committee member, or person otherwise authorized to view secure materials for the Florida Standards Alternate Assessment, I hereby agree to be bound to the terms of this agreement restricting the disclosure of said materials and information.

I acknowledge receipt and understanding of the FSAA—Datafolio Nondisclosure Agreement.

This agreement is effective April 12, 2017, until further notice.

Printed Name: _____

Signature: _____

Date: _____

APPENDIX E—SCORE COMBINATION RATING FORMS

Rater ID: _____ Content: _____

Rating (1=Level 1, 2=Level 2, 3=Level 3)

Profile	Entry 1	Entry 2	Entry 3	Phase A
				Round 1
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	
13	4	1	0	
14	3	2	0	
15	3	1	1	
16	2	2	1	
17	5	1	0	
18	4	2	0	
19	4	1	1	
20	3	3	0	
21	3	2	1	
22	2	2	2	
23	5	2	0	
23	5	1	1	
25	4	3	0	
26	4	2	1	
27	3	3	1	
28	3	2	2	
29	5	3	0	
30	5	2	1	
31	4	4	0	
32	4	3	1	
33	4	2	2	
33	3	3	2	
35	5	4	0	
36	5	3	1	
37	5	2	2	
38	4	4	1	
39	4	3	2	
40	3	3	3	
41	5	5	0	
42	5	4	1	
43	5	3	2	
44	4	4	2	
45	4	3	3	
46	5	5	1	
47	5	4	2	
48	5	3	3	
49	4	4	3	
50	5	5	2	
51	5	4	3	
52	4	4	4	
53	5	5	3	
54	5	4	4	
55	5	5	4	
56	5	5	5	

Phase A Consensus (Round 2) Rating
 (1=Level 1, 2=Level 2, 3=Level 3)

Profile	Entry 1	Entry 2	Entry 3	Consensus
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	
13	4	1	0	
14	3	2	0	
15	3	1	1	
16	2	2	1	
17	5	1	0	
18	4	2	0	
19	4	1	1	
20	3	3	0	
21	3	2	1	
22	2	2	2	
23	5	2	0	
23	5	1	1	
25	4	3	0	
26	4	2	1	
27	3	3	1	
28	3	2	2	
29	5	3	0	
30	5	2	1	
31	4	4	0	
32	4	3	1	
33	4	2	2	
33	3	3	2	
35	5	4	0	
36	5	3	1	
37	5	2	2	
38	4	4	1	
39	4	3	2	
40	3	3	3	
41	5	5	0	
42	5	4	1	
43	5	3	2	
44	4	4	2	
45	4	3	3	
46	5	5	1	
47	5	4	2	
48	5	3	3	
49	4	4	3	
50	5	5	2	
51	5	4	3	
52	4	4	4	
53	5	5	3	
54	5	4	4	
55	5	5	4	
56	5	5	5	

Rater ID: _____				Content: _____	
Rating (1=Level 1, 2=Level 2, 3=Level 3)					
Profile	Entry 1	Entry 2	Entry 3	Phase A	Phase B
				Consensus	Round 3
1	0	0	0		
2	1	0	0		
3	2	0	0		
4	1	1	0		
5	3	0	0		
6	2	1	0		
7	1	1	1		
8	4	0	0		
9	3	1	0		
10	2	2	0		
11	2	1	1		
12	5	0	0		
13	4	1	0		
14	3	2	0		
15	3	1	1		
16	2	2	1		
17	5	1	0		
18	4	2	0		
19	4	1	1		
20	3	3	0		
21	3	2	1		
22	2	2	2		
23	5	2	0		
23	5	1	1		
25	4	3	0		
26	4	2	1		
27	3	3	1		
28	3	2	2		
29	5	3	0		
30	5	2	1		
31	4	4	0		
32	4	3	1		
33	4	2	2		
33	3	3	2		
35	5	4	0		
36	5	3	1		
37	5	2	2		
38	4	4	1		
39	4	3	2		
40	3	3	3		
41	5	5	0		
42	5	4	1		
43	5	3	2		
44	4	4	2		
45	4	3	3		
46	5	5	1		
47	5	4	2		
48	5	3	3		
49	4	4	3		
50	5	5	2		
51	5	4	3		
52	4	4	4		
53	5	5	3		
54	5	4	4		
55	5	5	4		
56	5	5	5		

Phase B Consensus **Content:** _____
Rating (1=Level 1, 2=Level 2, 3=Level 3)

Profile	Entry 1	Entry 2	Entry 3	Consensus
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	
13	4	1	0	
14	3	2	0	
15	3	1	1	
16	2	2	1	
17	5	1	0	
18	4	2	0	
19	4	1	1	
20	3	3	0	
21	3	2	1	
22	2	2	2	
23	5	2	0	
23	5	1	1	
25	4	3	0	
26	4	2	1	
27	3	3	1	
28	3	2	2	
29	5	3	0	
30	5	2	1	
31	4	4	0	
32	4	3	1	
33	4	2	2	
33	3	3	2	
35	5	4	0	
36	5	3	1	
37	5	2	2	
38	4	4	1	
39	4	3	2	
40	3	3	3	
41	5	5	0	
42	5	4	1	
43	5	3	2	
44	4	4	2	
45	4	3	3	
46	5	5	1	
47	5	4	2	
48	5	3	3	
49	4	4	3	
50	5	5	2	
51	5	4	3	
52	4	4	4	
53	5	5	3	
54	5	4	4	
55	5	5	4	
56	5	5	5	

Phase A and B Consensus								
Rating (1=Level 1, 2=Level 2, 3=Level 3)								
Profile	Entry 1	Entry 2	Entry 3	Phase A	Phase B	Phase B	Phase B	Phase B
				Consensus	Math	ELA	Science	S.S.
1	0	0	0					
2	1	0	0					
3	2	0	0					
4	1	1	0					
5	3	0	0					
6	2	1	0					
7	1	1	1					
8	4	0	0					
9	3	1	0					
10	2	2	0					
11	2	1	1					
12	5	0	0					
13	4	1	0					
14	3	2	0					
15	3	1	1					
16	2	2	1					
17	5	1	0					
18	4	2	0					
19	4	1	1					
20	3	3	0					
21	3	2	1					
22	2	2	2					
23	5	2	0					
23	5	1	1					
25	4	3	0					
26	4	2	1					
27	3	3	1					
28	3	2	2					
29	5	3	0					
30	5	2	1					
31	4	4	0					
32	4	3	1					
33	4	2	2					
33	3	3	2					
35	5	4	0					
36	5	3	1					
37	5	2	2					
38	4	4	1					
39	4	3	2					
40	3	3	3					
41	5	5	0					
42	5	4	1					
43	5	3	2					
44	4	4	2					
45	4	3	3					
46	5	5	1					
47	5	4	2					
48	5	3	3					
49	4	4	3					
50	5	5	2					
51	5	4	3					
52	4	4	4					
53	5	5	3					
54	5	4	4					
55	5	5	4					
56	5	5	5					

Rater I.D. _____				
Rating (1=Level 1, 2=Level 2, 3=Level 3)				
				Practice
Profile	Entry 1	Entry 2	Entry 3	Round 1
1	1	1	0	
2	2	2	2	
3	5	4	4	

APPENDIX F—ADDITIONAL PANELIST MATERIALS

F.1 Levels of Assistance

F.2 Progress Rubric

F.3 *2016-17 FSAA-Datafolio Teacher Resource Guide*

Levels of Assistance (LOA)

The FSAA—Datafolio is designed to measure the progress of students who require varying LOA to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOA provided and increasing student accuracy within the context of content to show progress between CP #1 and CP #3.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition	Example	Non-Example
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the correct answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance	The student requires the teacher to model a similar problem/ opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform the same or similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.




2016–17 FSAA—Datafolio Administration

DEFINITIONS

- Student shows “Progress” when Accuracy and/or LOA increase from Collection Period (CP) #1.
- Student “Meets the Level of Assistance (LOA) Goal” when LOA Goal and accuracy is achieved on over 50% of the opportunities assessed.
- Student “Exceeds the LOA Goal” when Accuracy is achieved at 70% or higher by CP #3.
-OR-
LOA is one or more levels higher than the original LOA Goal with Accuracy by CP #3.

PROGRESS RUBRIC



0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal <u>and</u> there was no progress from CP #1 to CP #3. -OR- The LOA Goal is the same as the baseline and there is no progress from CP#1 to CP#3.	The student did <u>not</u> meet the LOA Goal with Accuracy; <u>however</u> , demonstrated some progress from CP #1 to CP #3.	The student met the LOA Goal <u>with</u> Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 <u>and</u> maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -OR- The student met the LOA Goal at CP #2 with Accuracy <u>and</u> exceeded the LOA Goal with Accuracy by CP #3.

-F.3-



**Florida Standards
Alternate Assessment**

— DATAFOLIO —

**FSA—Datafolio
Teacher Resource Guide**

2017–2018

INTRODUCTION TO THE DATAFOLIO

Purpose of the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio)

The Individuals with Disabilities Education Act (IDEA) requires students with disabilities to be included in each state’s system of accountability and that students with disabilities have access to the general curriculum. The Every Student Succeeds Act (ESSA), which replaces the No Child Left Behind Act (NCLB), also speaks to the inclusion of all children in a state’s accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity.

All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal. To provide an option for participation of all students in the state’s accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with accommodations, Florida developed the Florida Standards Alternate Assessment (FSAA). The FSAA—Performance Task and FSAA—Datafolio form a continuum of assessment to meet the needs of Florida’s students with the most severe cognitive disabilities. The program is organized as follows:

1. **FSAA—Performance Task:** The FSAA—Performance Task allows students an opportunity to progress through three levels of complexity per item. This tiered process provides students the opportunity to work to their potential for each item in each content area. This is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the wide diversity of students with significant cognitive disabilities. (Refer to the *FSAA—Performance Task Teacher Administration Manual* for additional information.)
2. **FSAA—Datafolio:** The FSAA—Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. Eligible students are those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. This assessment is designed to show student progress on a continuum of access toward academic content. For these students, participation in the FSAA—Datafolio has been determined by the Individual Educational Plan (IEP) Team to be the most appropriate method for assessing growth. (Refer to “FSAA—Datafolio Participation Guidelines” on page 4.)

Both methods of the 2016–2017 FSAA are aligned to the following by content area, course, and grade:

- Florida Standards—Access Points (FS-AP)
 - o English Language Arts (Grades 3–10)
 - o Mathematics (Grades 3–8)
 - o Access Algebra 1 and Access Geometry
- Next Generation Sunshine State Standards—Access Points (NGSSS-AP)
 - o Science (Grades 5 and 8)
 - o Access Biology 1
 - o Access Civics and Access U.S. History

New for 2016–2017

After the successful completion of the Trial Administration in 2015–2016, the FSAA—Datafolio is entering the first year of full-scale implementation. Teachers who participated in the 2015–2016 FSAA—Datafolio Trial Administration will note the following changes:

- Reduced number of standards assessed per content area to three
- Increased length of the collection period windows
- Expanded to include Access Civics and Access U.S. History End-of-Course (EOC) exams
- Added new level of user (School Level Coordinator) to the Assessment View System (AVS)
- Changed Level of Assistance (LOA) goal-setting and implementation procedures

FSAA Participation Guidelines

Checklist for Course and Assessment Participation

IEP Teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment (with or without accommodations) or the FSAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). The IEP Team should consider the student's present level of educational performance in reference to the Florida Standards and the Next Generation Sunshine State Standards. The IEP Team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP Teams should answer each of the following questions when determining the appropriate assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities Will Be Instructed and Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP Team determines that all three of the questions accurately characterize a student's current educational situation, then the student should be enrolled in access courses and the FSAA should be used to provide meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

In accordance with Rule 6A-6.03331(10)(b), F.A.C., if the decision of the IEP Team is that the student will participate in access courses and be assessed through the FSAA, the parents and/or guardians of the student must give signed consent to have their child instructed in access points and their child's achievement measured based on alternate academic achievement standards. This decision must be documented on the **Parent Consent Form—Instruction in the State Standards Access Points Curriculum and Florida Standards Alternate Assessment Administration**, available at <https://www.flrules.org/gateway/reference.asp?No=Ref-04779>. If the parent fails to respond after reasonable efforts by the school district to obtain consent, the school district may provide instruction in the state standards

access points curriculum and administer the FSAA. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate. For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Education Plan (IEP) Teams, March 2016*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/>.

FSAA—Datafolio Participation Guidelines

Once the IEP Team determines that a student will participate in the FSAA, the next step is to determine the method in which the student will be assessed: the FSAA—Performance Task or the FSAA—Datafolio. The IEP Team, including the parents, should consider the student’s present level of performance and communication mode in reference to the *FSAA—Datafolio Participation Guidelines*. The FSAA—Datafolio is an alternate achievement standards-based assessment designed specifically for students with the most significant cognitive disabilities with no formal mode of communication.

After carefully reviewing the **Checklist for Course and Assessment Participation**, the IEP Team may determine that the most meaningful evaluation of the student’s current academic achievement is through participation in the FSAA. Next, the IEP Team should answer each of the following questions when determining how the student will participate in FSAA. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How the Student Will Participate in the FSAA	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone (require interpretation by listeners/observers)?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (i.e., student only communicates that he or she is hungry, tired, uncomfortable, sleepy, etc.)?		
Previous FAA Performance (if Applicable)		
1. Has the student’s previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflect limited growth within Level 1?		
2. Has the student historically received a score of 20 or less on the FAA?		

Grade 3 Students or Transfer Students

For a student in grade 3 or a student who does not have previous FAA scores, the IEP Team may determine that the FSAA—Datafolio is the appropriate method to provide meaningful evaluation of the student’s current academic achievement. For the student to qualify, the IEP Team must select “yes” in any one of the first three questions.

If the IEP Team does not select “yes” in one or more areas, then the IEP Team must consider whether the FSAA—Performance Task is a more appropriate statewide assessment for the student.

Grade 4 through High School Students

For a student in grades 4 through high school, the IEP Team may determine that the FSAA—Datafolio is the appropriate method to provide meaningful evaluation of the student’s current academic achievement. For the student to qualify, the IEP Team must select “yes” for any one of the first three questions AND “yes” for question 4 and/or 5. If the IEP Team does NOT select “yes” in these areas, then the IEP Team must consider whether the FSAA—Performance Task is a more appropriate statewide assessment for the student.

For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Education Plan (IEP) Teams*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/>.

ASSESSMENT OVERVIEW

Grade Levels, Content Areas, and Courses Assessed

The FSAA—Datafolio has been developed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The assessment is designed to show student progress on a continuum of access toward academic content. Student progress is shown through reduced Levels of Assistance required to engage in the academic content and/or increased Level of Accuracy.

The *2016–2017 FSAA—Datafolio Blueprints & Activity Choices* assess the following grade levels, content areas, and courses:

Grade Level	ELA	Mathematics	Science	Access Civics	Access U.S. History	Access Algebra 1	Access Geometry	Access Biology 1
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X		X				
8	X	X	X					
9	X							
10	X							
End-of-Course					X	X	X	X

The FSAA—Datafolio is a submission of student work samples from three collection periods throughout the school year. The samples are developed from classroom activities/tasks that address selected skills.

The same skills selected for collection period #1 (CP #1) are assessed through aligned activities during collection period #2 (CP #2) and collection period #3 (CP #3). Student evidence from all three collection periods is submitted in the student’s online datafolio in the AVS. This student evidence is then scored to determine the student’s performance.

Responsible Personnel for Administration

The student’s exceptional student education teacher—who has either attended face-to-face training for the FSAA—Datafolio or completed the FSAA—Datafolio Administration Training Module online—should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.

NOTE: The student’s entire FSAA—Datafolio (either the electronic or paper version) must be stored at the school or district level for a period of one year.

Assessment Design

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. During the three collection periods, teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity.

The submission of all student evidence gathered during the three collection periods makes up each standard entry. The results of each of the three collection period entries are then combined to determine a total score for knowledge, skills, and progress over time.

Levels of Assistance (LOA)

The FSAA—Datafolio is designed to measure the progress of students who require varying LOA to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOA provided and increasing student accuracy within the context of content to show progress between CP #1 and CP #3.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	Example: The student resists the teacher’s physical assistance toward the correct answer.	Non-Example: The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	Example: The teacher physically moves the student’s hand to the correct answer.	Non-Example: The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	Example: When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	Non-Example: The teacher moves the student’s hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	Example: The teacher says, “Remember, the main character was George. Point to the picture of the main character.”	Non-Example: The teacher says “Who is the main character?” without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	Example: The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	Non-example: The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	Example: The teacher asks the student, “Who is the main character of the book?” and the student meaningfully responds without any prompting or assistance.	Non-example: The teacher asks the student, “Who is the main character?” and points to the picture of the main character.

When scoring student evidence, teachers must indicate whether the student gave the correct answer or gave an incorrect answer for each opportunity provided. The evidence must also indicate the LOA provided to the student in order to complete the work.

Allowable Adjustments and Supports

The FSAA—Datafolio is designed to allow maximum access to students with the most significant cognitive disabilities. Some students may require adjustments and/or modified materials to access the assessment and demonstrate their knowledge (including the use of assistive technology devices). Adjustments are available to all students on alternate assessment who have been found eligible to receive exceptional student education services.

To individualize the activities for a student, identify the current supports and adaptations the student uses daily in the classroom and integrate them as needed into the learning activities for that student. If additional or new supports are needed to teach the skill or concept, it may first be necessary to teach the student how to use the new supports. Growth in performance may be delayed while the student learns to use these new supports. Be sure to choose instructional activities and materials appropriate to the age and grade of the student or those that are age neutral.

Accommodations and Criteria for Use

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are allowed when assessing students on the FSAA—Datafolio. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for students with visual impairments, students with hearing impairments, and English Language Learners (specific accommodations). All accommodations used during the administration of the assessment should be designated in the student’s IEP and align with what the student uses on a daily basis during classroom instruction.

For additional guidance on differentiating activities, please see the “FSAA—Datafolio Activity Choice Differentiation Guide” in Appendix A.

For additional guidance on IEPs, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Education Plan (IEP) Teams*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/>.

Students with Visual Impairments*

Criteria

Additional accommodations are available for students who have been found eligible to receive special education services under the Visually Impaired Program with accommodations noted on their current IEP. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For students with visual impairments (VI), the following accommodations are allowable:

For students who are blind, Braille/tactile objects may be used for the FSAA—Datafolio if Braille/tactile objects are used regularly by the student.

- The use of an abacus, adapted calculator, raised number line, or Braille ruler is permitted.
- The use of a light box is permitted.
- The types of stimulus or response options are determined by the teacher when constructing the assessment activity or task. Objects may include a label or any text that is read aloud to the student. When naming objects, use the same language typically used in the classroom.
- In Reading, best practice is to describe any object that accompanies the selected reading passage.

*Includes students found eligible for the Dual Sensory Impaired Program

- In some instances, a table or graph may be placed on the work surface as a stimulus. It is important to read and describe the table or graph to the student as during normal instruction.
- Real objects should be used instead of pictures whenever possible. For example, real buttons could be used instead of pictures of buttons. In addition to hearing the description of the buttons, the student could actually feel and manipulate the buttons.
- Real objects should be actual size (not a miniature replica, if possible) and be able to fit on the work surface. Provide real objects to the student and allow them to handle the objects as needed.
- Caution should be applied when determining whether or not to provide real food products (e.g., apple) because of possible allergies.

Students with Hearing Impairments*

Criteria

Additional accommodations are available for students who have been found eligible to receive special education services under the Deaf/Hard of Hearing Program with accommodations noted on their current IEP. The use of accommodations must be in accordance with what the student uses during classroom instruction on a daily basis.

Accommodations

For students with hearing impairments (HI), the following accommodations are allowable:

- If the administrator of the assessment is not experienced in sign language, the use of an interpreter is permitted.
- The use of American Sign Language (ASL) or manually coded English in place of oral speech is permitted.
- The use of total communication (speaking and signing simultaneously) is permitted.

**Includes students found eligible for the Dual Sensory Impaired Program*

English Language Learner (ELL) Students

Criteria

Additional accommodations are available for students whose access to the assessment is hindered due to language. The ELL student is an individual who: was not born in the United States and whose native language is a language other than English, is an individual who comes from a home environment where a language other than English is spoken in the home, or is an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency—who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language—which denies such individual the opportunity to learn successfully in classrooms where the language of instruction is English. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For ELL students, the following accommodations are allowable:

- The FSAA—Datafolio must be administered completely and solely in English. Limited assistance may be provided from the assessment administrator; English for Speakers of Other Languages (ESOL) teacher; heritage language teacher; or interpreter in the heritage language, including answering specific inquiries concerning a word or phrase and questions for clarification.
- For mathematics, writing, and science assessments, limited assistance may be provided using the student’s heritage language to answer specific questions about a word or phrase.
- For the reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student’s heritage language.

Assistive Technology Devices

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

The Department of Education, Bureau of Exceptional Education and Student Services provides a wide variety of technology supports for students with disabilities. Below is contact information for statewide service providers who can give guidance, support, and information on available assistive technology devices.

- Florida Diagnostic and Learning Resources System (FDLRS)
<http://www.fdlrs.org/>
- Florida Diagnostic and Learning Resources System Technology Coordinating Unit (FDLRS TECH) <http://www.fdlrs.org/technology.html>
- Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH)
<http://www.fsdb.k12.fl.us>
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
<http://www.fimcvi.org>
- Florida Alliance for Assistive Services and Technology (FAAST)
<http://www.faast.org>

Additional examples of how accommodations can be implemented within the activity choices can be found in the “FSAA—Datafolio Activity Choice Differentiation Guide” in Appendix A.

FSAA—Datafolio Evidence

When collecting evidence for submission in the student’s datafolio, teachers must use one of the acceptable types of evidence listed below:

1. **Observation Evidence:** an anecdotal observation of the student working on the activity choice
2. **Digital Recording Evidence:** a digital recording of the student working on the activity choice
3. **Work Product Evidence:** a permanent work product such as an original work sample or teacher-constructed activity that results in a tangible product

Teachers **MUST** use the same collection evidence type within a single activity choice submission. However, teachers may use different evidence types **between** collection period submissions. For example, teachers may choose to use

- observation evidence for CP #1,
- work product evidence for CP #2, and
- digital recording evidence for CP #3.

Teachers can also choose to use the same type of evidence for all three collection periods. Choose the evidence type that best suits the student and the skills being assessed. Below is one example of the types of evidence that might be submitted for a Grade 10 ELA datafolio.

Language Arts			
Activity Choice Selection	CP #1	CP #2	CP #3
LAFS.910.RL.1.3.choice 1	Observation*	Observation*	Observation*
LAFS.910.L.3.4.choice 1	Observation*	Digital Recording*	Work Product*
LAFS.910.RI.3.7.choice 3	Digital Recording*	Digital Recording*	Digital Recording*

**One evidence type file submission per collection period with no fewer than 5 and no more than 8 assessment opportunities*

Evidence Collection Form

Once the type of evidence that will be collected has been determined, teachers will use the **Evidence Collection Form** (Appendix A) to organize the evidence and document necessary information for scoring. All evidence and form information must be submitted in the AVS. This information must include:

- student’s name
- student’s ID number (SID)
- standard code/choice # (e.g., MAFS.3.OA.4.8/Choice1)
- date evidence is completed
- CP #1, #2, or #3 label
- LOA provided to the student (N, P, G, V, M, I)
- student’s accuracy score (including correct and incorrect marks)
- scoring key (if needed) detailing any acronyms, abbreviations, or symbols used for scoring student work

Observation Evidence

In addition to the information indicated above, when observation evidence is submitted, the following information is required:

- a running record or hard copy of the opportunities performed and the student’s responses
- teacher name and witness signature

NOTE: The **teacher** and a **witness to the assessment** must sign the FSAA—Datafolio Evidence Collection Form certifying that the assessment was completed in the manner described.

Digital Recordings

In order for digital evidence to be effectively evaluated during scoring, the following guidelines should be noted:

- **Use of personal recording devices (e.g., cell phone, tablet, camera, digital recorders, etc.) for capturing FSAA—Datafolio student evidence is strictly prohibited. Student evidence may only be recorded using district-provided equipment (e.g., camera, tablet, laptop, etc.) and submitted through a secure data upload process.**
- Details related to the upload process are described in “AVS Upload Menu: Uploading Digital Evidence and Required Forms” on page 40.
- Teachers should consult their technology coordinator about the tools available in their schools and districts. The system requirements are detailed in “System Requirements” on page 18.

Digital Recording Length

Digital recordings representing each assessed standard should be no longer than three minutes in length and should not include the student demonstrating any prerequisite or post-activity steps or preparation. Only the first three minutes of a longer recording will be reviewed during scoring. Teachers may edit the original digital recording to remove information not related to the student demonstrating the skill.

Acceptable File Types

Digital recordings must be submitted in one of the following file formats: .FLV, .AVI, .WMV, .MP4, .MOV, .MPG, .3GP. When providing digital evidence, a separate digital recording must be submitted for each activity choice.

In order for digital recordings to be scored, the information from the **Evidence Collection Form** (Appendix A) must be submitted with each recording that is uploaded into the AVS. Refer to “Entering Data Collection Requirements: Part 2—Data Viewer” on page 51 when transferring your information from the forms into the AVS.

Digital Recording: Evidence Content

It should be clear what information was presented to the student AND the student’s responses **MUST** be clearly visible in all digital recording evidence. A written transcript of the interactions between the teacher and the student must be submitted within the AVS for EACH uploaded digital recording.

Best Practices for Digital Recording

It is recommended that ONLY the student being assessed appears in digital recordings. However, if there are any submissions that include students inadvertently captured in the digital recording of another student's assessment, a signed **FSAA—Datafolio Digital Recording Consent Form** must be included for each student in the digital recording.

DO

- Arrange for recording equipment in advance of assessment date(s). Practice using equipment and become familiar with its use prior to using it with students.
- Place the equipment in a location where the student and assessment materials can be seen clearly and without obstruction. Set the angle of recording equipment close enough to see the answer choices, but not so close that if the student points at a picture, his or her hand cannot be seen. Make sure the student's body does not obstruct the clear recording of the student's response.
- Use only the digital file formats indicated and make sure the file extension is included in the file name being uploaded.

DO NOT

- Upload just the shortcut or project files.
- Submit digital recording files in "fast forward" mode.

Required Forms for Digital Recording

A signed **FSAA—Datafolio Digital Recording Consent Form** (Appendix A) is required for each student in a digital recording for the evidence to be used during scoring. Teachers must obtain parent/guardian consent via this form prior to creating a digital recording. These signed forms must be submitted through the AVS.

NOTE: If any FSAA—Datafolio Digital Recording Consent Forms are missing or not submitted for all students in the digital recording, including the student being assessed, the digital recording cannot be scored.

Work Product Evidence

When submitting work product evidence, in addition to the information from the **Evidence Collection Form**, be sure to

- provide additional information for the work product submitted along with the actual work product (e.g., worksheet).
- indicate how the student performed each opportunity and the LOA (N, P, G, V, M, I) provided.
- include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

Evidence Documentation

Teachers must adhere to the following requirements to ensure enough information has been documented in the evidence.

- CP #2 and CP #3 evidence **MUST** be aligned to all parts of the activity choice previously selected in CP #1.
- Evidence must be student work consisting of at least five opportunities that align to the activity choice.
- Evidence must have a score clearly indicated by the teacher. If the student’s work is graded other than correct/incorrect, a rubric or set of scoring rules must be provided to enable the Scoring Center to understand and replicate the scoring. All evidence must be graded by the teacher prior to submission. Acceptable markings are “C” or “+” (meaning correct) and “X” or “-” (meaning incorrect). Every opportunity must be marked as correct or incorrect and given an accuracy grade expressed as a percentage (e.g., 80%). The accuracy score may be recorded on the evidence itself or entered in the AVS. A scoring key must be provided when the scoring is not explicitly clear. **If scorers cannot validate the teacher’s scoring, the student’s overall performance score will be impacted.**
- **Evidence must have the LOA clearly identified for each activity choice.**

Documenting student performance in this manner will assist raters with understanding the ability of the student during scoring. Independent raters must be able to easily see that the evidence has been graded for accuracy and assigned LOA by the teacher to validate scoring. Clear notations will assist independent raters at the Scoring Center.

A Special Note Regarding English Language Arts (ELA) Evidence

Many of the ELA activity choices require the student to interact with specific types of text. The teacher must document the text used by submitting the following information:

- **Genre (literature or informational)**
- **Text title**
- **Text author**
- **Other relevant information**

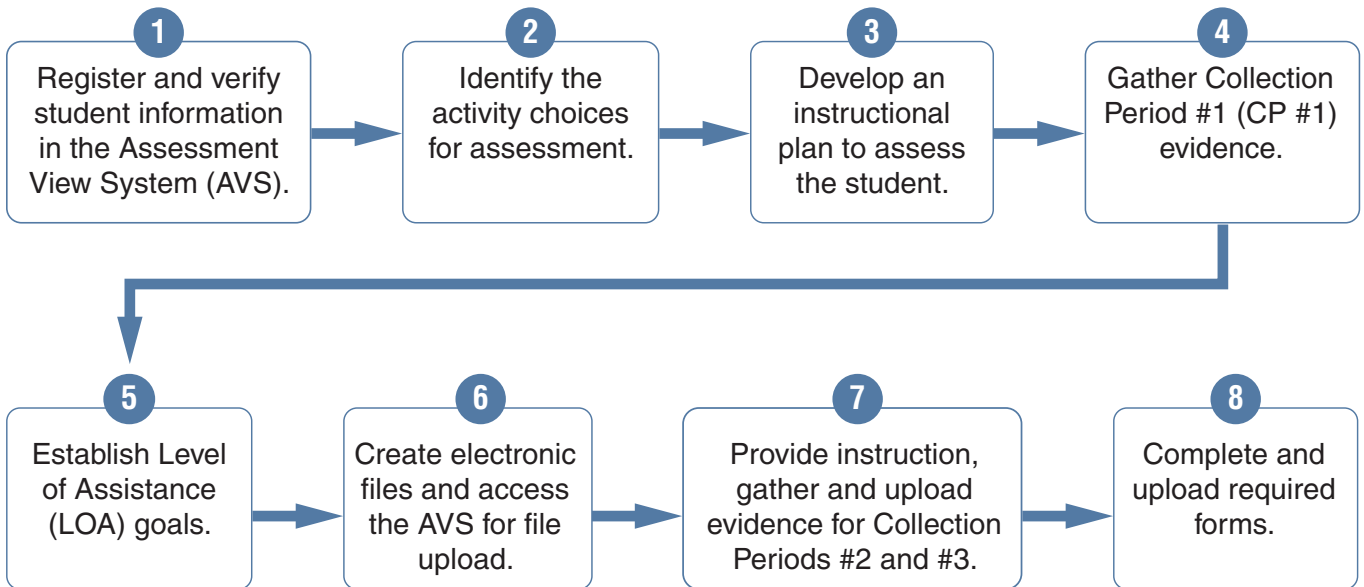
The above information must be submitted either within the evidence or in the AVS.

NOTE: Pay attention to the activity choice requirements to determine whether the objective requires reading literature or informational text and if more than one text is required.

NOTE: Activities aligned to text other than the text indicated, or not providing more than one text when required, will not be considered fully aligned and may impact the student’s score.

STEPS TO SUCCESS	
1	Register and verify student information in the Assessment View System (AVS).
2	Identify the activity choices for assessment.
3	Develop an instructional plan to assess the student.
4	Gather Collection Period #1 (CP #1) evidence.
5	Establish Level of Assistance (LOA) goals.
6	Create electronic files and access the AVS for file upload.
7	Provide instruction, gather and upload evidence for Collection Periods #2 and #3.
8	Complete and upload required forms.

STEPS TO SUCCESS



STEP 1: REGISTER AND VERIFY STUDENT INFORMATION IN THE ASSESSMENT VIEW SYSTEM (AVS)

The AVS will open on **August 30, 2017**. Teachers must register in the AVS before accessing the system (see “Part 2: Getting Started with the Assessment View System (AVS)”).

Verifying Student Data

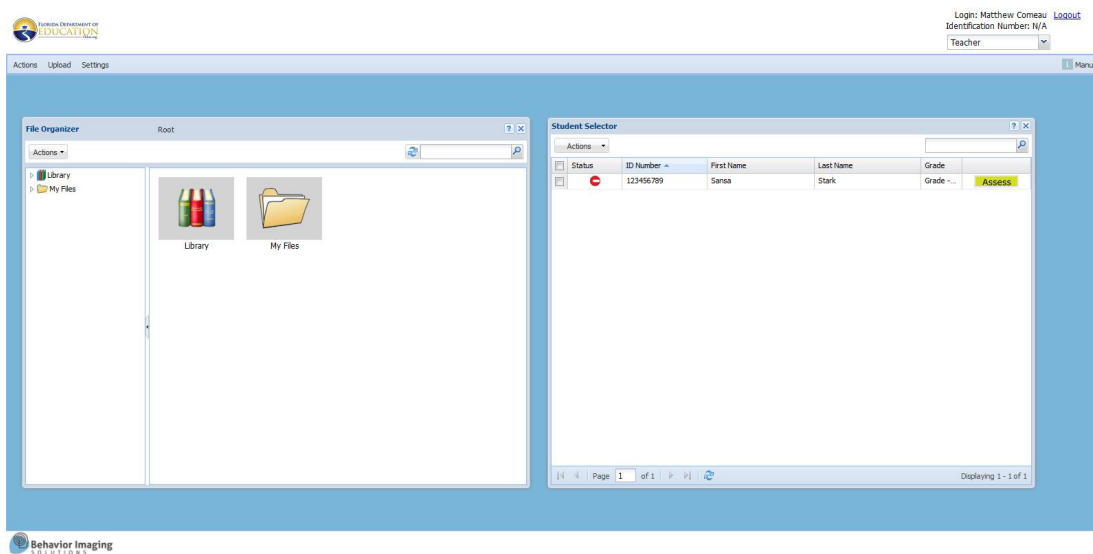
Once teachers have registered, they must login and verify that the

- student selector (roster) displays the correct students.
- student demographic information is correct.
- student grade, content, and course assignments are correct.

Landing Page

Once registration is completed and the e-mail address has been successfully confirmed, the teacher will be navigated to the AVS **Landing Page**, as shown below. The AVS **Landing Page** presents two windows:

- **File Organizer**
- **Student Selector**



NOTE: If either the File Organizer or Student Selector windows are closed, the teacher may open them from the Actions menu. Refer to “AVS Actions Menu” on page 60.

Display: Login and Identification

In the upper right corner of the screen, there are informational data points: **Login** and **Identification Number**.

- The **Login** is the username registered upon initial login and registration.
- The **Identification Number** dynamically populates a FLEID when the teacher opens a student record from the Student Selector. The **Identification Number** will present as N/A upon login.

STEP 2: IDENTIFY THE ACTIVITY CHOICES FOR ASSESSMENT

Review the 2017–2018 FSAA—Datafolio Blueprints & Activity Choices

As discussed in “Assessment Design” on page 7, teachers will choose one activity choice per standard for assessment from a list of two or three choices. Each entry is made up of a submission of student evidence from three collection periods throughout the year.

Identify Activity Choices

Start by reviewing the 2017–2018 FSAA—Datafolio Blueprints & Activity Choices (Appendix B), which are broken out by content area, course, and grade listed below.

- ELA (Grades 3–10)
- Mathematics (Grades 3–8)
- Access Algebra 1 and Access Geometry
- Science (Grades 5 and 8)
- Access Biology 1
- Access Civics and Access U.S. History

In each content area or course, the teacher selects a total of three activity choices (ONE activity choice per standard) across the standards. Each standard/access point assessed contains two or three activity choices. Teachers review the activity choices in each standard to select the most appropriate choice for each student.

NOTE: Teachers only select ONE activity choice per standard/access point to align with their assessment activity. The same activity choice must be administered for all collection periods.

Examples of the intended skill(s) for assessment by activity choice have been provided in the FSAA—Datafolio Blueprints & Activity Choices document. The examples listed are just ONE way of addressing the associated choice. Teachers are not limited to these examples. Additional examples can be found in the FSAA—Datafolio Activity Choice Differentiation Guide in Appendix C.

Example: FSAA—Datafolio Grade 3 ELA Blueprint

Reporting Category	Domain/Strand	Grade	Cluster 1: Conventions of Standard English
Language and Learning	Language	Literature or Informational	STANDARD CODE Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a. Capitalize appropriate words in titles. 2b. Use commas in addresses. 2c. Use commas and other standard marks in dialogue. 2d. Form and use possessives. 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, chiefs, happiness). 2f. Use a spelling pattern and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
			ACCESS POINT CODE Access Point Standard (COC): Capitalize words in holidays, product names, geographic names, and appropriate words in titles. Essential Understandings > Capitalize the first word in a sentence. > Capitalize names. > Capitalize names of people. > Capitalize proper nouns.
		LAFS.3.L.1.2	Activity Choices Choice 1: Capitalize the first word in a sentence. Choice 2: Capitalize dates. Choice 3: Capitalize proper nouns.
			Examples 1. Student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? Response: not vary 2. Student is presented with and read a sentence and three response options. Which parts of the date (weekday, day, 2013, need to be capitalized)? Response: I in "Tuesday" and M in "May" 3. Student is presented with and read a sentence and three response options. Which words (proper nouns) need to be capitalized? Response: names of people, geographic names, holiday, product names

NOTE:

- Teachers choose ONE Activity Choice (per standard) from the Activity Choices column to align one activity per collection period.
- The SAME activity choice (per standard) is assessed across all three collection periods.

This design is an innovative approach that provides teachers with the ability to structure assessment opportunities within activities and tasks that reflect typical classroom activities and instruction for students with the *most* significant cognitive disabilities by using the individual communication systems they are *most* familiar with.

Target the Specific Learning Goals

Identify the targeted skill(s) within each Activity Choice to determine what is required for assessment. Next, determine the most appropriate way to present those skills to the student while maintaining alignment with the requirements of the targeted skills. For example, the access point for standard *MAFS.3.G.1.1* is to “identify different examples of quadrilaterals.” This is broken down into a concrete Essential Understanding (EU) to “sort shapes into quadrilaterals and non-quadrilaterals.” Activity Choice 2 asks a student to “sort by same and different.” The example provided for Activity Choice 2 states, “Student is presented with an assortment of squares and circles, and asked to sort squares into one group, and circles into another group. **Response:** squares sorted into one group and circles sorted into another group.” The example is aligned to the Activity Choice; the Activity Choice is aligned to the EU, which is aligned to the access point, which, in turn, is aligned to the standard.

As the teacher develops opportunities similar to the example provided above, the teacher must ensure alignment to the Activity Choice. One example of non-alignment might be providing the student with three shapes and asking the student, “Which shape is round?” This opportunity would not be aligned to the skills in the selected Activity Choice because the student is identifying characteristics of shapes, not sorting by same and different.

It is recommended, but not required, that the chosen standards from the *FSAA—Datafolio Blueprints & Activity Choices* be included in the short-term objectives in the student’s current IEP. For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Education Plan (IEP) Teams*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/>.

For additional examples of how Activity Choices can be administered, please refer to the “FSAA—Datafolio Activity Choice Differentiation Guide” in Appendix A.

STEP 3: DEVELOP AN INSTRUCTIONAL PLAN TO ASSESS THE STUDENT

Identify the Outcome of Instruction and Potential Instructional Activities

After selecting the most appropriate Activity Choices to include in the assessment, the teacher should identify the intended outcome of instruction. Plan grade-appropriate activities that could include individual, small-group, or large-group activities typically available to students in the general education classroom.

When planning for instruction, it may be beneficial to consult with a general education teacher or curriculum specialist to identify, select, and modify the Activity Choices. This collaboration will help ensure that the intent of the standard remains the same and represents the intended academic content.

Develop a Data Collection Plan for Instruction and Assessment

Teachers must choose an assessment strategy that is compatible with the selected instructional activity and the student's mode of communication. A good way to document whether the student has demonstrated learning of the content standard is to use data from instruction and student work samples produced during the activity. Work samples may be teacher observations, digital recordings, or work products of the student performing an activity or task.

The collection of evidence of student learning should be an ongoing process. Learning should occur throughout the instructional year and should represent the skills the student is working on related to a standards-based curriculum.

Systematically monitoring progress and adjusting instruction throughout the year represents best practice. This process increases the likelihood of progress and higher achievement on targeted skills. An example data collection form appropriate for the FSAA—Datafolio, the **Running Record Template**, can be found in Appendix A.

CP #1 Data Collection

During CP #1, the teacher collects baseline evidence to identify the student's performance level *prior* to instruction. The evidence collected during CP #1 is used to determine a baseline of the student's LOA for each Activity Choice. It is recommended that CP #1 assessments be completed with the LOA required by the student to engage in the activity in order to demonstrate a baseline level. From this baseline evidence, the teacher identifies both the LOA required to engage the student in the content for assessment as well as the level of Accuracy the student achieved in the activity to determine the student's performance level.

Student performance at CP #1 should not be at the Independent (I) LOA with Accuracy, as performance at that level will leave very little room to demonstrate progress over the three collection periods. If the student's performance at CP #1 is already accurate at an Independent (I) performance level on the targeted skills, the teacher should present the Activity Choice in a more challenging manner or select a different, more challenging Activity Choice entirely. Either way, the teacher must complete a new assessment for the standard using a different Activity Choice within CP #1.

As a reminder, students who become eligible to participate in the FSAA—Datafolio after the conclusion of CP #1 may have baseline Accuracy and LOA goals determined during the initial collection period that the student became eligible to participate. Refer to "Transfer Students/Late Enrollment" in Step 1 for more details.

STEP 4: GATHER COLLECTION PERIOD #1 EVIDENCE

Once the instructional plan is in place, CP #1 evidence should be collected.

As a reminder, CP #1 evidence is collected before instruction occurs, in order to provide a baseline for determining student growth. **All CP #1 evidence must be collected prior to the deadline of October 21, 2016.**

STEP 5: ESTABLISH LEVEL OF ASSISTANCE (LOA) GOALS

LOA goals are determined by the teacher after completing CP #1 assessments for each Activity Choice, or, in the case of late enrollment by a student in the FSAA—Datafolio, during the initial collection period when the student became eligible to participate (through the **Late Enrollment Form** in Appendix A). During this process, the teacher identifies the targeted LOA the student will be able to achieve when performing the specified skill by the end of CP #3. **LOA goals must be created at the end of CP #1 for each of the Activity Choices completed for all students enrolled in the FSAA—Datafolio during CP #1.**

It is possible and appropriate to have a student utilizing Physical Assistance (P) for one Activity Choice and Gestural Assistance (G) on another Activity Choice within or across content areas, courses, and grades. The goal is to determine progress across performance. It is important to remember that the *FSAA—Datafolio* is a compilation of student evidence and is intended to produce a snapshot in time of the progress the student has or has not made in relation to the Activity Choices selected for assessment.

When setting LOA goals in CP #1, the following steps may be helpful:

Step 1: Administer the baseline assessment for the Activity Choice using the LOA most commonly used with the student during similar activities during classroom instruction.

Step 2: Calculate the Accuracy score and consider the results.

If the student achieved an Accuracy score of 50% or higher, it would be appropriate to set the LOA goal to reflect a decreased LOA from the baseline (e.g., if the baseline was administered with Gestural Assistance, set the LOA goal to utilizing Verbal Assistance).

If the student achieved a score of less than 50%, and if, in a teacher's professional opinion, the student is likely to require the time between CP #1 and CP #3 to achieve an Accuracy score of 50% or higher at the LOA provided during CP #1, the LOA goal may be set to improving Accuracy within that LOA. This would be documented by selecting that particular LOA as the goal.

For example, if a student scores 25% Accuracy with Verbal Assistance (V), and the teacher, based on his/her knowledge of the student and professional judgment, considers that increasing Accuracy to over 50% with Verbal Assistance (V) by CP #3 is a reasonable goal, that teacher would select (V) as the LOA goal in the AVS.

Note: If the Activity Choice was initially administered at the Physical Assistance (P) level, this is the option that must be followed.

Refer to “Entering Data Collection Requirements: Part 1—Assessment Module” on page 50 for additional information on documenting goals in the AVS.

STEP 6: CREATE ELECTRONIC FILES AND ACCESS THE ASSESSMENT VIEW SYSTEM (AVS) FOR FILE UPLOAD

Creating a Single Upload File

In the AVS, each Activity Choice being assessed can have only one file uploaded **per** collection period. Each electronic file (CP #1, #2, and #3) must consist of the appropriate student evidence for upload.

To create each entry, it is necessary to have all pages of student evidence in ONE electronic file. A few methods for creating ONE electronic file are listed below:

1. Teachers may choose to print and scan all pages of student evidence. Individual image files (JPEGs or PNGs) must be merged and saved into a single uploadable document, such as a Microsoft Word document. The AVS will automatically convert Word documents to PDFs during upload.
2. If each document is already saved as a separate PDF file, combine them into ONE electronic file using PDF-merging software. Follow the steps below to merge the PDFs.
 - Download free PDF-merging software from a free site such as <https://www.pdfmerge.com> PRIOR TO uploading secure student materials. DO NOT UPLOAD STUDENT WORK TO A WEB SITE. The software must be downloaded and used on the computer to ensure some security of student information and work.
 - Click the first **Choose File** or **Browse** button in the PDF-merging software and select the first file of student evidence. Then add each page of evidence in the order it should appear in the final file. Once all pages have been added, click the **Merge** button. The merged file will be downloaded onto the computer. Some districts have restrictions on downloads that will require assistance from technical staff within the district.
 - If the evidence is any file type other than a PDF, such as a JPG, PNG, or DOC, the file(s) must be converted to PDF before using a PDF merger.

If further instruction is needed on how to prepare evidence for uploading, please contact the FSAA Service Center for assistance.

Once teachers have created one file for upload, they must ensure the evidence is complete and correctly named. Once the review is completed, teachers can begin uploading evidence.

STEP 7: PROVIDE INSTRUCTION, GATHER AND UPLOAD EVIDENCE FOR COLLECTION PERIODS #2 AND #3

After the completion of all CP #1 activities, the teacher should begin incorporating explicit instructional opportunities that target the identified goals. These are not intended to be separate nor exclusive of typical classroom instruction practices.

Provide Instruction

Embedded in the standards outlined in the course description, the teacher instructs the student on the FSAA—Datafolio Activity Choices that were selected after CP #1, providing opportunities for learning and acquisition of the skills and concepts contained within each Activity Choice. In addition to instructing on the Activity Choices, the teacher should work toward the LOA goals that were set at the end of CP #1.

Collection Periods #2 and #3

CP #2 and #3 assess the same Activity Choice skills and concepts as previously selected in CP #1. The evidence must be collected and documented following the same process as previously outlined (Steps 1–6).

- This evidence should assess the same Activity Choice as in the CP #1 evidence using a **different instructional activity**.
- The level of complexity of CP #2 and #3 evidence should be comparable to that of the CP #1 evidence.
- Evidence must be a student work product, student observation, or digital recording consisting of **at least five and no more than eight opportunities** that align to the selected Activity Choice. **For CP #2, all opportunities must be presented at the LOA goal level as determined in CP #1.**
- Assessments must be conducted within the dates specified for each collection period. Assessment dates do not include weekends, school holidays, inclement weather day cancellations, and/or teacher workdays, with the exception of students in a hospital homebound setting.

Levels of Assistance (LOA) at CP #2 and CP #3

The LOA Goal set by the teacher for the student during CP #1 informs the LOA chosen for documenting evidence in CP #2 and CP #3. For CP #2, the evidence submitted to the Datafolio for a student **must contain documentation of the student's Accuracy for an Activity Choice at the LOA Goal level as determined during CP #1**. If the LOA goal was set for an Activity Choice as improving the Accuracy within the Gestural Assistance (G) level, **all** opportunities for CP #2 should be presented with Gestural Assistance (G). For CP #3, an exception may be made for presenting the opportunity at a decreased LOA goal level, under the following circumstance:

Exception to Presenting Opportunities at the LOA Goal Level in CP #3

1. If the student responds with 50% or greater Accuracy at the LOA goal level during CP #2, the teacher may decide that in CP #3, it is more appropriate for the student to be presented with opportunities at a decreased LOA (e.g., from gestural assistance at CP #2 to verbal assistance at CP #3). It is important to note that all opportunities must be presented at the same LOA for scoring purposes. For example, it is **not permissible** to present three items at the gestural assistance level and two items at the verbal level for a collection period. Evidence submitted for each collection period must display **only one LOA** for the entire piece of evidence for the collection period. Submitting evidence for a collection period with more than one LOA may impact student scores on the FSAA—Datafolio.

The reason for presenting opportunities at a decreased LOA than the LOA goal **must** be documented on the **Evidence Collection Form** (Appendix A) for CP #3 in question in order to ensure proper scoring. For example, the teacher may note “Opportunities for CP #3 were presented at the Gestural LOA because the student achieved 80% Accuracy at the Verbal LOA during CP #2.”

Submitting Collection Period #2 or #3 Evidence into the AVS

Once teachers have completed CP #2 or #3, and the electronic files are created, **teachers must go into the AVS to upload files and enter the data collection requirements as described in Step 6.**

NOTE: Evidence **must** be uploaded and submitted within the AVS. Evidence collected and submitted outside of the following dates will not be scored.

CP #2 evidence must be completed and submitted within the AVS between **November 14, 2016 and December 16, 2016.**

CP #3 evidence must be completed and submitted within the AVS between **February 1, 2017 and March 3, 2017.**

NOTE: The AVS will close at midnight on **March 10, 2017.** Teachers and AACs will not be able to access the AVS information or make changes after **March 10, 2017.**

STEP 8: COMPLETE AND UPLOAD THE REQUIRED FORMS

Required Forms

The following forms (Appendix A) are required for each student datafolio submission:

- **Ethics in Data Collection and Submission Form**—All datafolios must include this signed form. This form must be completed with signatures at the end of CP #3.
- **Digital Recording Consent Form**—This signed form must be included for any digital recording that includes the student being assessed, as well as any other student in the media submitted. If an Activity Choice entry includes a digital recording and there is no signed consent form for the student being assessed or other visible students, the Activity Choice entry will be considered unscorable. Datafolios that do not contain digital recordings do not need to include this form.

After all three collection period activities are complete and evidence has been submitted, teachers must sign and submit the **Ethics in Data Collection and Submission Form** into the AVS.

Verify that signed **Digital Recording Consent Forms** were submitted during CP #1 as required or submit now.

Submitting the Required Forms in the Assessment View System (AVS)

Each student datafolio will also contain a **Required Forms** tab for collecting necessary datafolio assessment forms. To upload the signed forms listed below, use the same Electronic Upload process that was used to upload evidence.

- **Digital Recording Consent Form** (required for any datafolio that will contain a digital recording submission). Refer to “Required Forms for Digital Recording” on page 14.
- **Ethics in Data Collection and Submission Form** (required for all datafolios). Refer to “Required Forms” on page 56.

NOTE: Make sure to obtain a signed form for every student in the digital recordings and upload the forms together as one document. Refer to “Required Forms for Digital Recording” on page 14.

APPENDIX G—SLIDE PRESENTATIONS



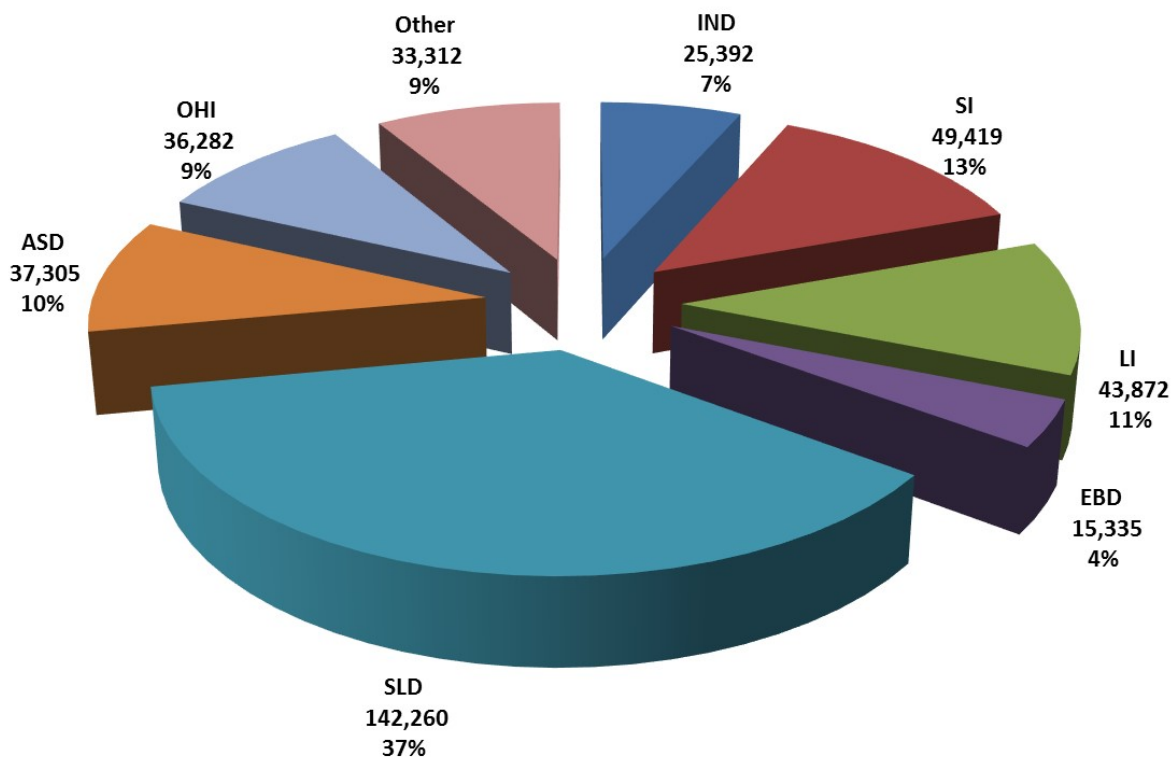
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Department of Education Bureau of Exceptional Education and Student Services

Heidi Metcalf, Senior Educational Director

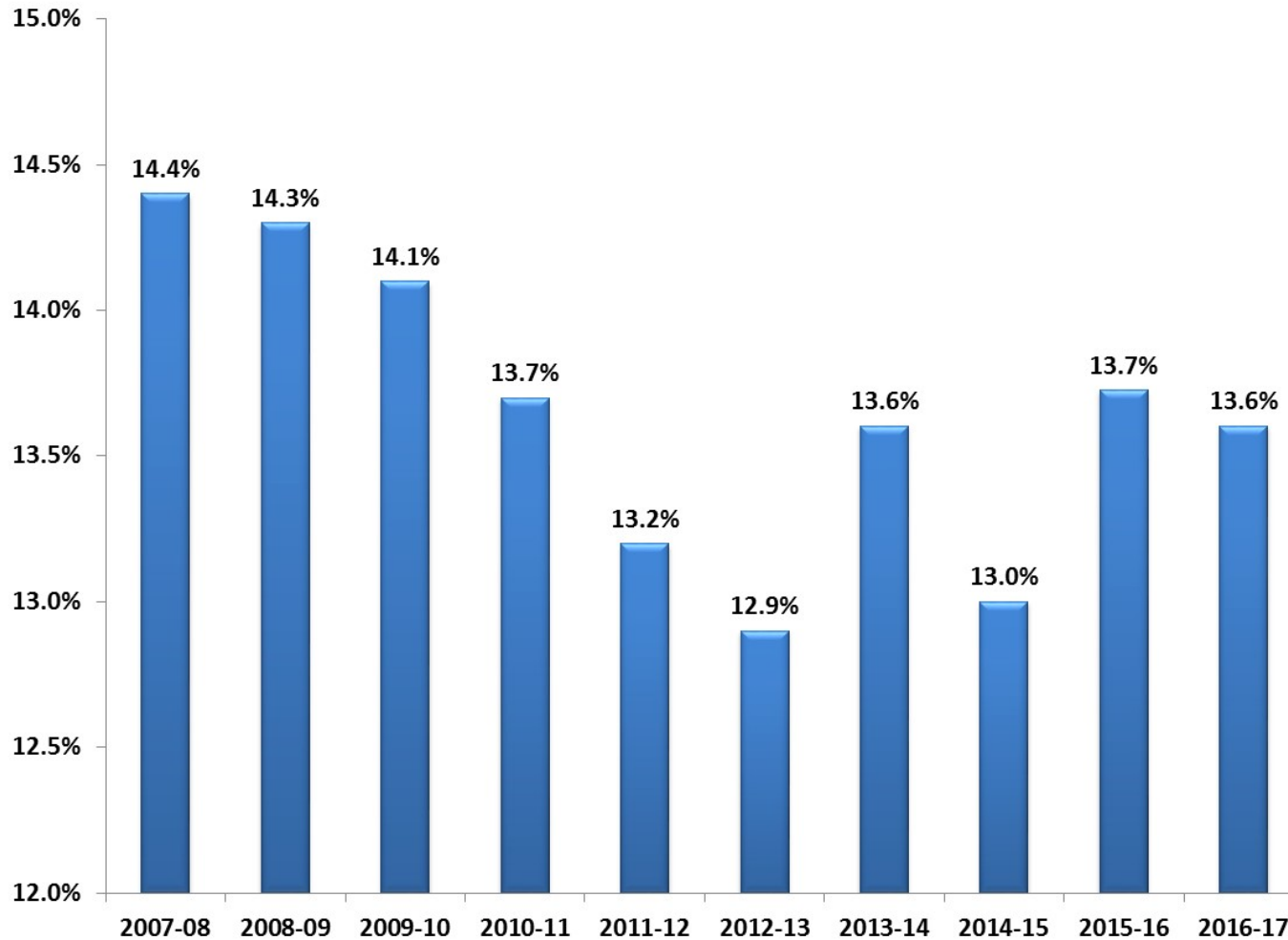
Heidi.Metcalf@fldoe.org

Florida's Students with Disabilities Fall 2016



Source: File 63.355, Survey 2, Fall 2016 as of 4/18/17

SWD AS PERCENT OF TOTAL POPULATION





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Students with Significant Cognitive Disabilities

Who are we?



Significant Cognitive Disabilities

***Individuals with Disabilities Education Act (IDEA)
and the No Child Left Behind Act of 2001 (NCLB):***

Refers to students having “significant cognitive disabilities” who face the most profound and complex learning challenges, and they constitute less than one percent of the student population (Gong & Marion, 2006)

Intelligence quotient (IQ) scores alone is not sufficient, IEP teams should review available information evidence of a significant cognitive disability. Such information includes:

- Psychological assessments
- Achievement test data
- Observations
- Attendance records
- Adaptive behavior assessments
- Student response to instruction/intervention
- Language assessments
- Medical records
- Aptitude tests
- Mental Health assessments
- School history
- Curricular content

Students with significant cognitive disabilities may have:

- **Down Syndrome**
- **Autism**
- **Cerebral Palsy**
- **Traumatic Brain Injury**
- **Or many other disabilities**

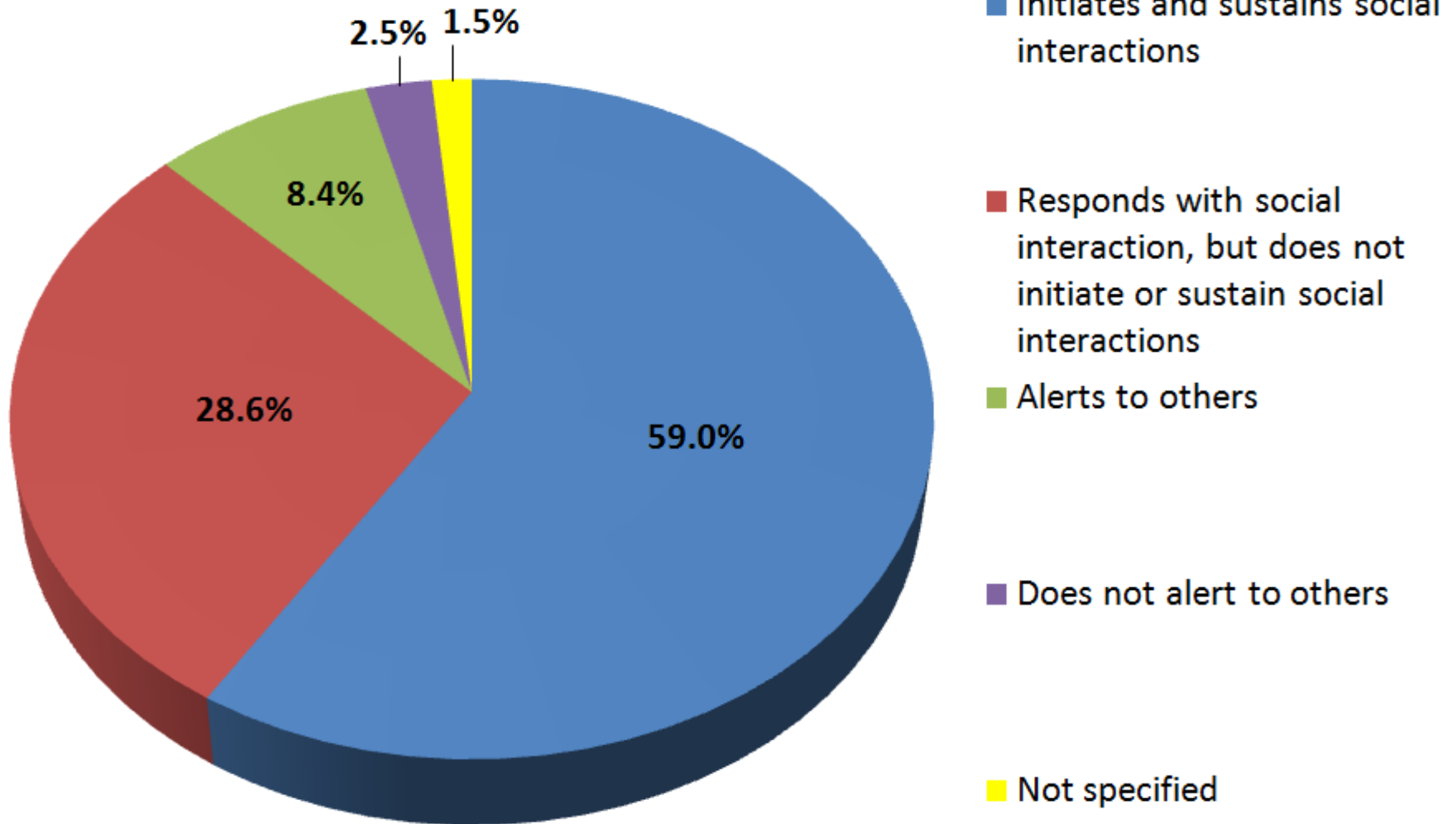
Some characteristics of their disability include:

- **Range in abilities**
- **Significantly below average intelligence**
- **Low adaptive functioning skills**

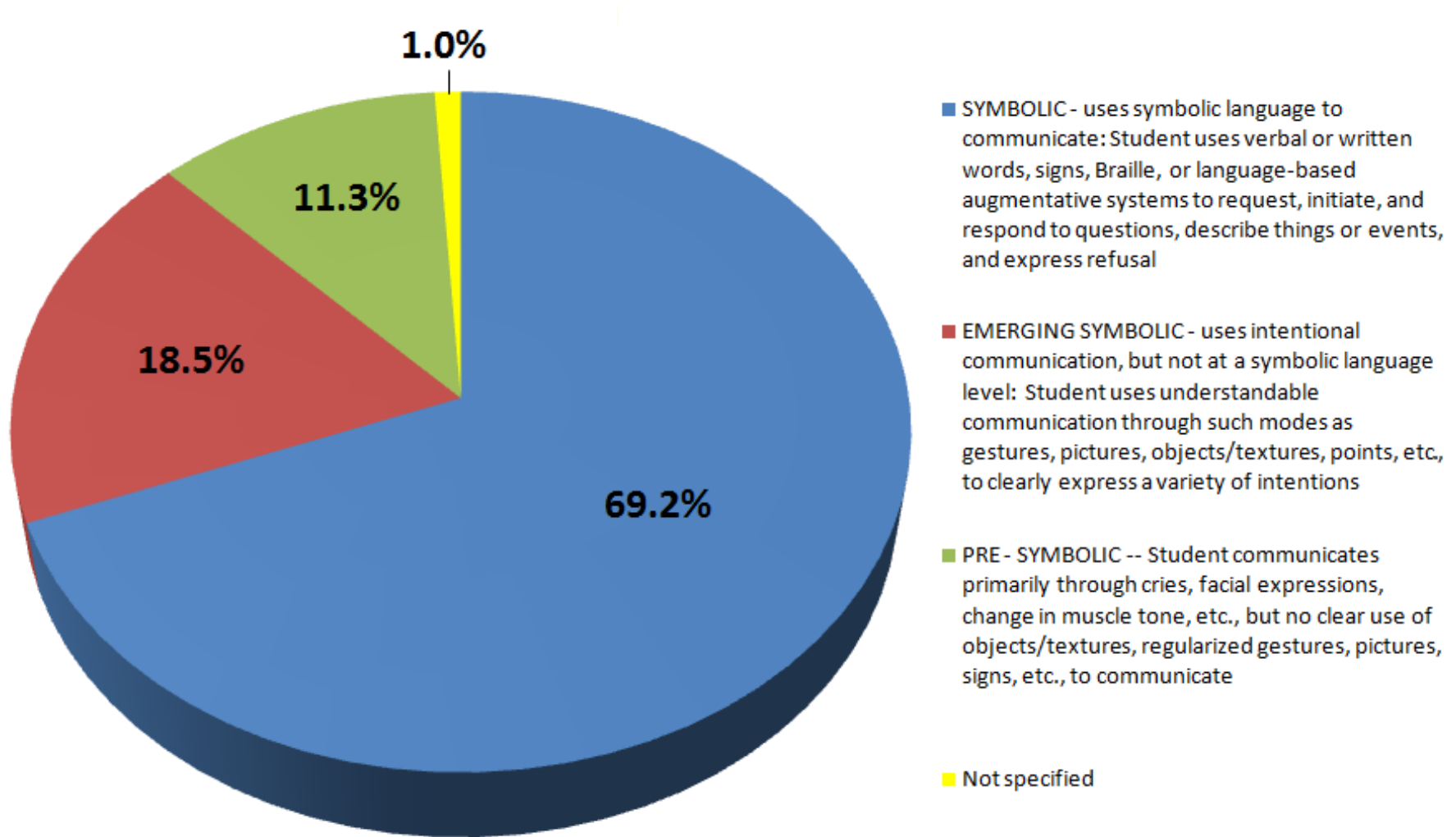
Video Clip

Video Clip

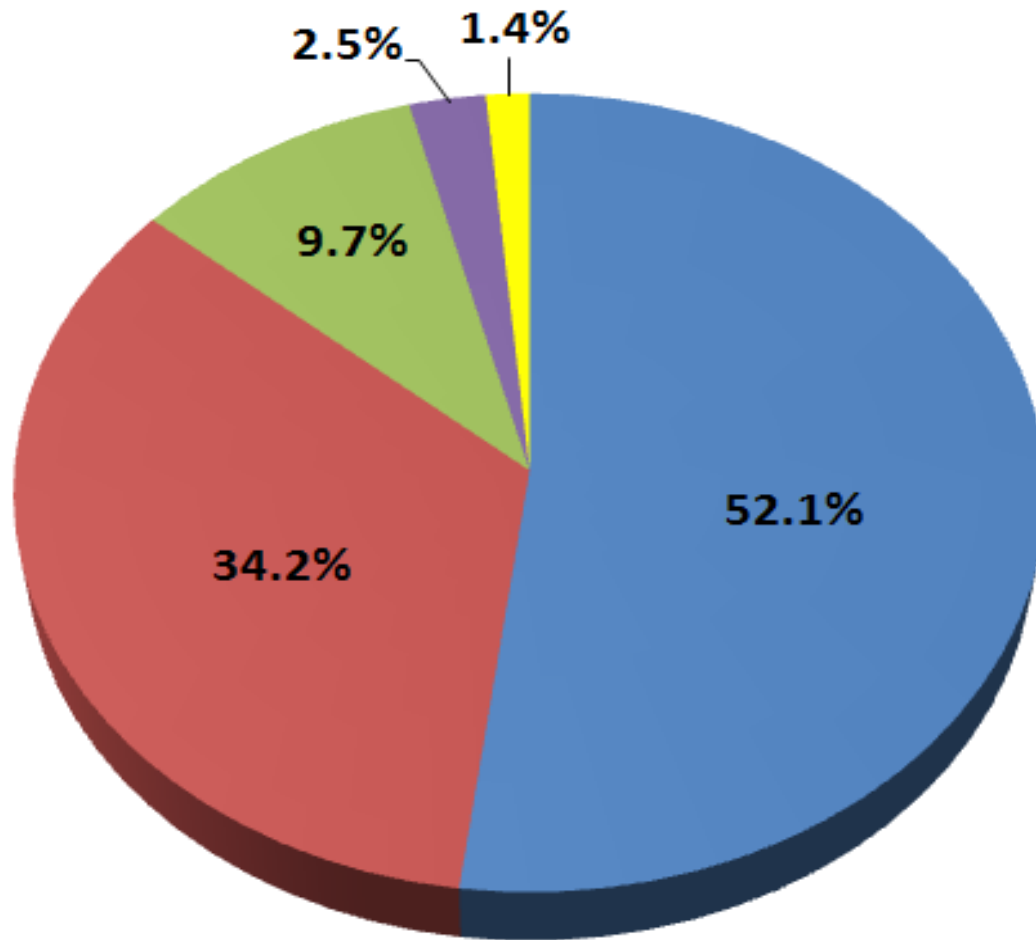
Engagement Characteristics



Expressive Communication

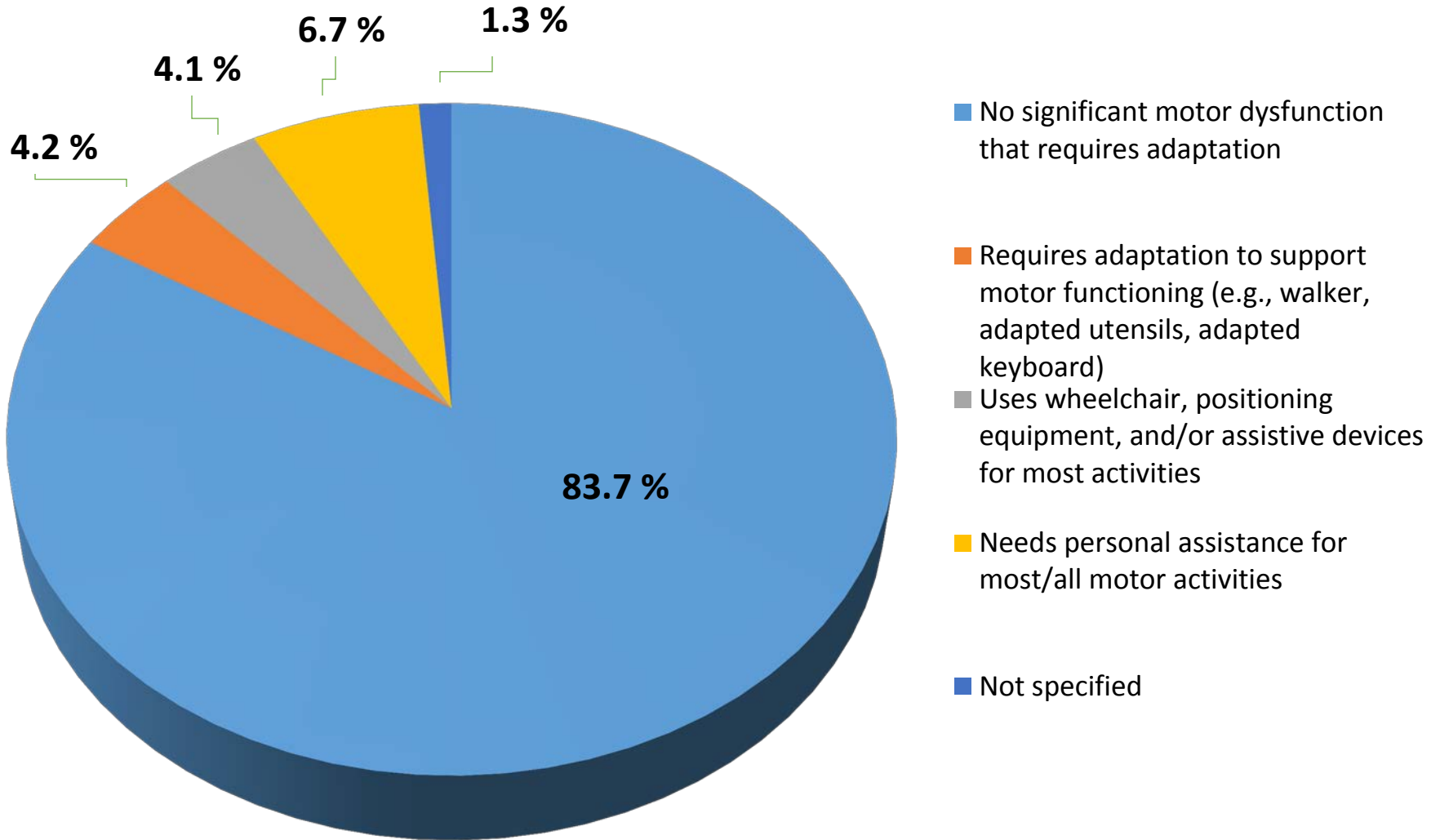


Receptive Communication

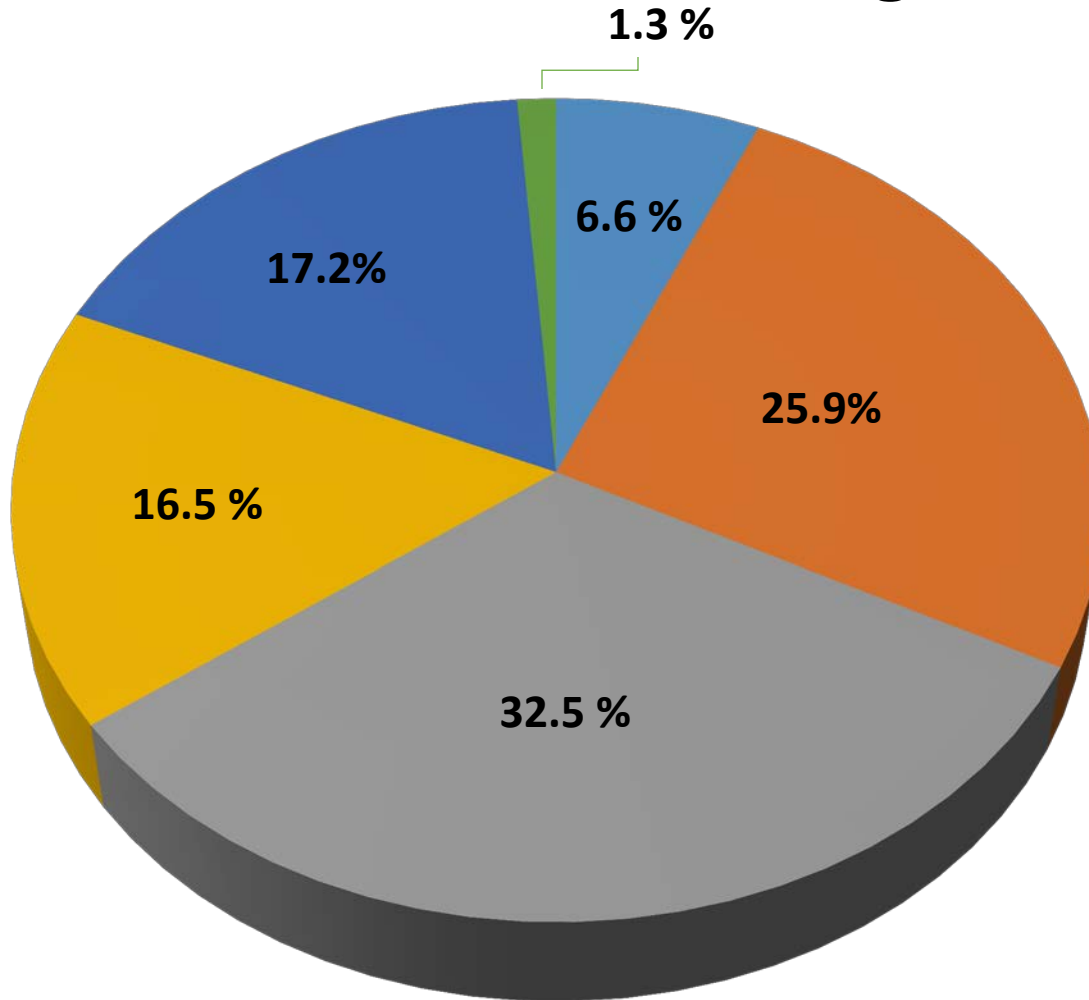


- Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions
- Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)
- Not specified

Motor Characteristics

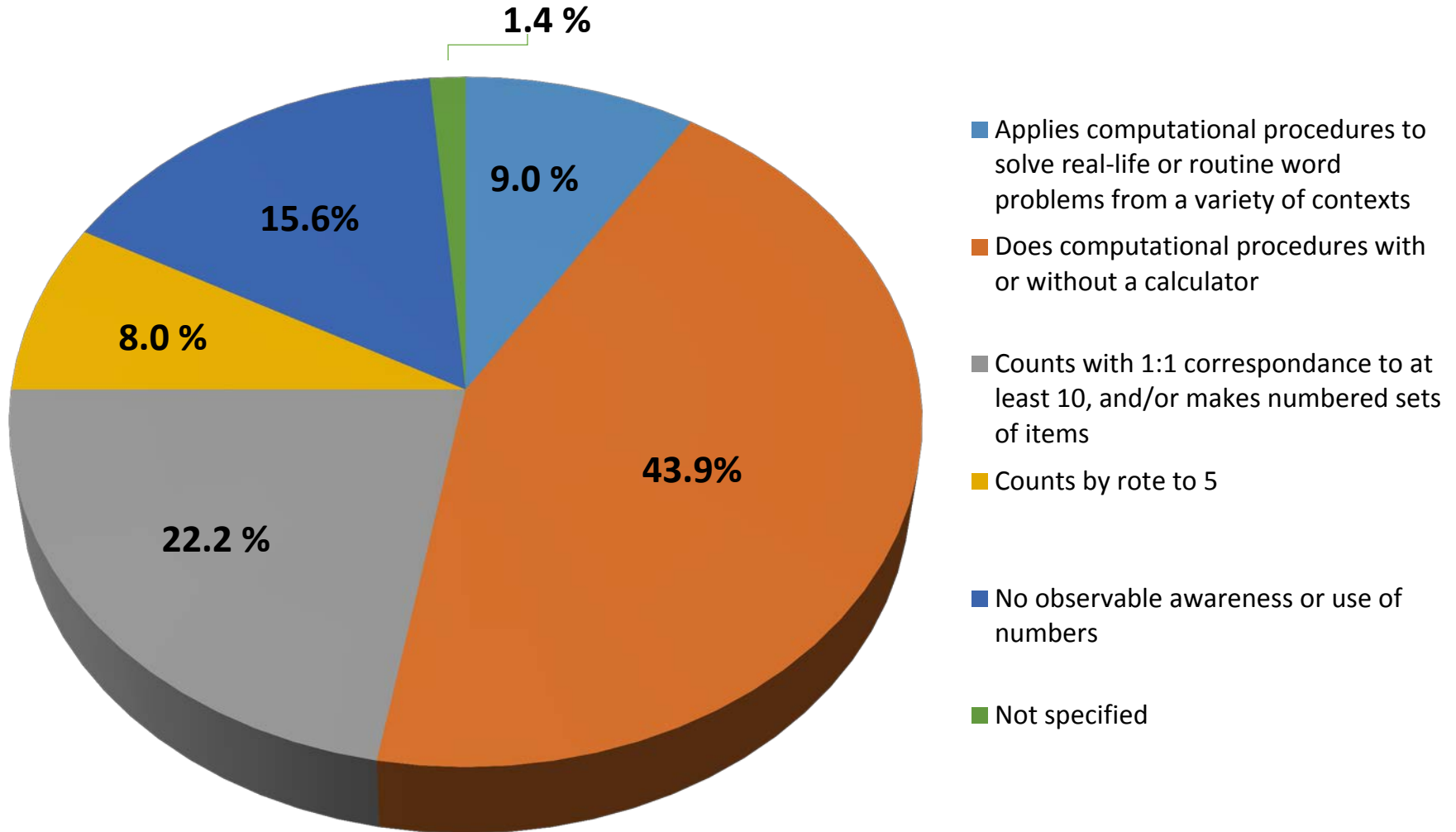


Reading Skills



- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from pictures that are not linked to the text
- No observable awareness of print or Braille
- Not specified

Mathematics Skills

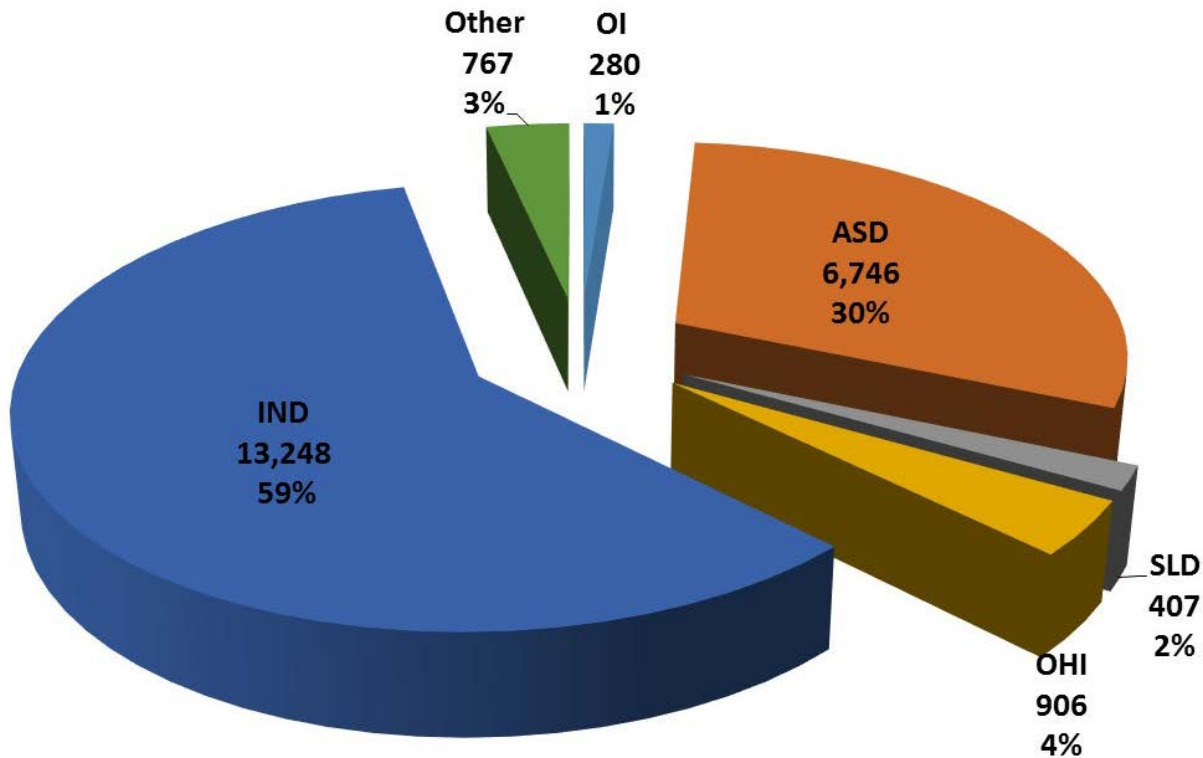




Florida Standards Alternate Assessment

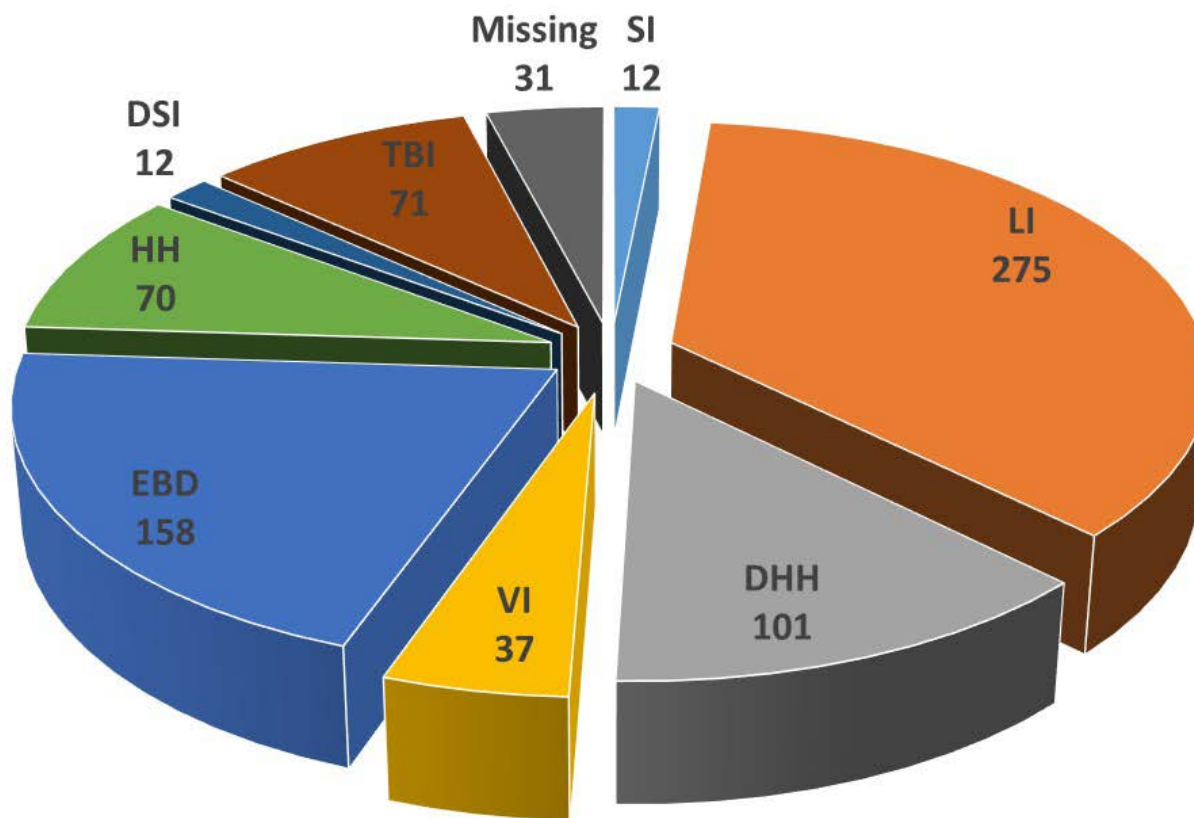
Who's Taking the Florida Alternate Assessment

Exceptionality of Students Taking the 2016 Florida Alternate Assessment



N=22,354

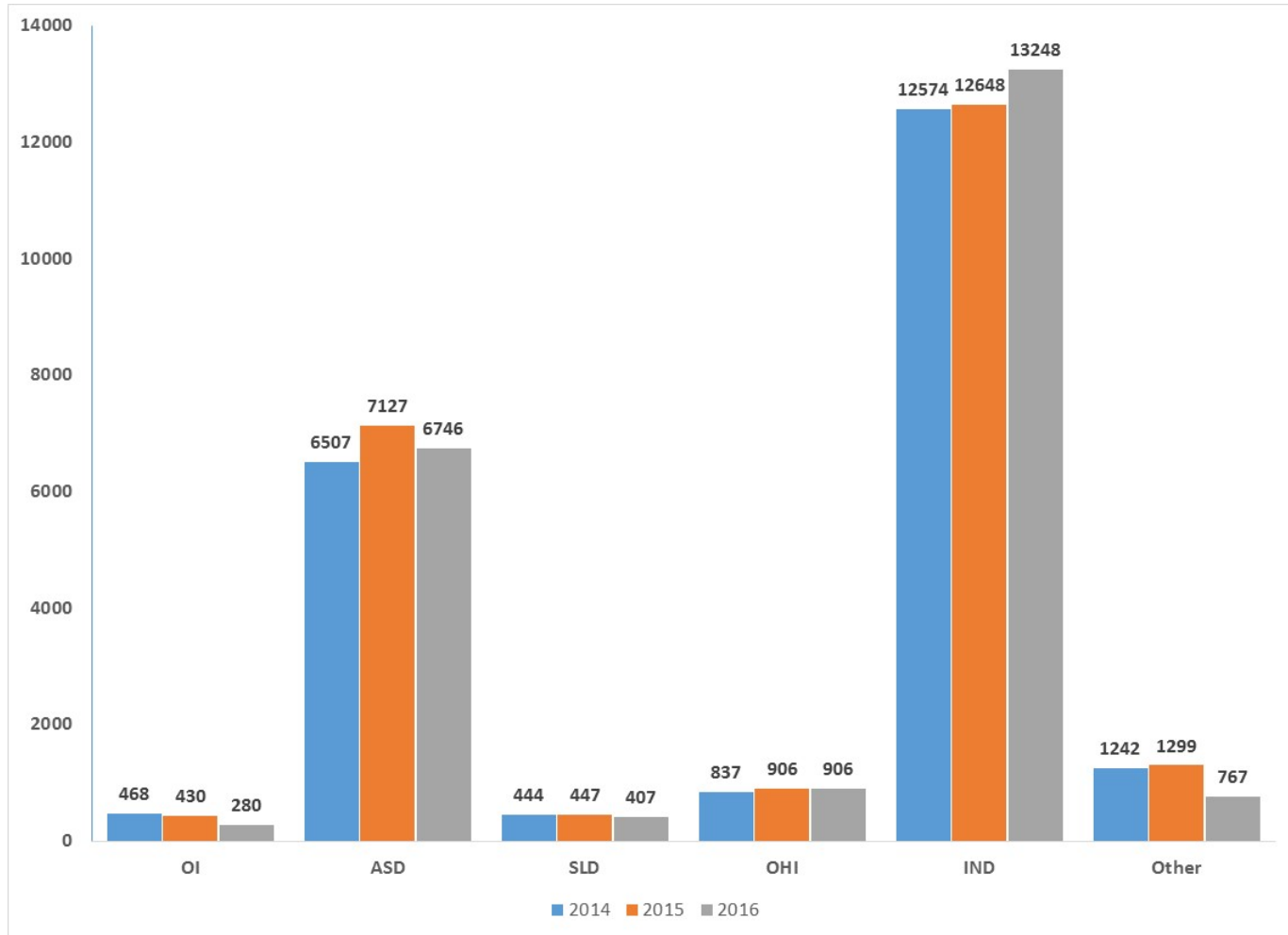
Exceptionality of Students Taking the 2016 Florida Alternate Assessment - Other



N = 767

Students Taking FSAA by Exceptionality

2014 - 2016





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Standards Access Points

Florida Standards Access Points

- Access Points are academic expectations written specifically for students with significant cognitive disabilities.
- As part of the Florida Standards, access points reflect the core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.
- Access courses are designed to provide students with a significant cognitive disability with access to the general curriculum.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Access Points and Courses

Standards  **Courses**  **Assessments**

Florida Standard- MAFS.1.G.1.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Access Point- MAFS.1.G.1.AP.3a

Partition circles and rectangles into two and four equal parts.

- **Essential Understandings**

Concrete:

- Identify that when a shape is folded and its sides match up it has been partitioned into two or four equal parts.
- Use manipulatives to partition shapes.

Representation:

- Select pictures that have been partitioned into two or four equal parts.

Essential Understandings for ELA and Math

- These are supports and scaffolds that help teachers provide instruction at a level where a student may begin to interact with grade level content.
- They serve as benchmarks along the continuum of learning to ensure progress toward the access points.
- These are developed and reviewed with FDOE and stakeholders.

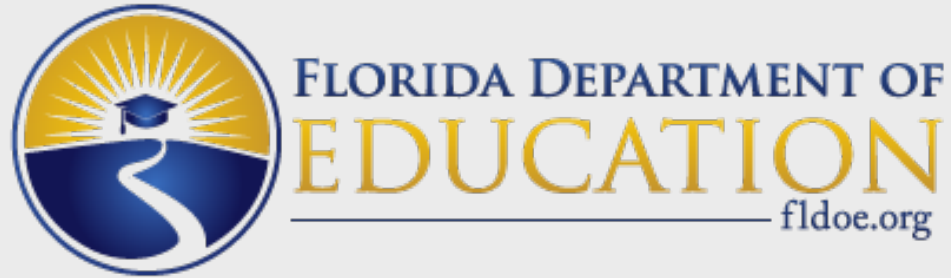
Essential Understandings

Cluster: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.3.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
ACCESS POINTS	
LAFS.3.W.2.AP.4a	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.
	Essential Understandings (Persuasive)
	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).



www.FLDOE.org





FSAA–Datafolio Standard Setting

July 11-12, 2017

Tampa, FL

Florida Department of Education Representatives

- Vince Verges, Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement
- Salih Binici, Ph.D., Director, K-12 Assessment Psychometrics
- Ismail Cukadar, Psychometrics Intern

Florida Department of Education Representatives

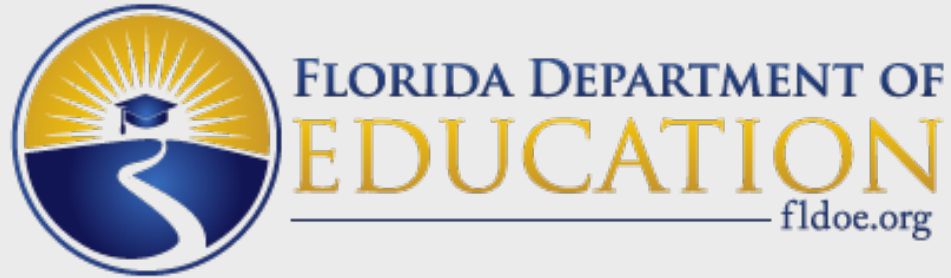
- Heidi Metcalf, Senior Educational Director, Bureau of Exceptional Education and Student Services, K-12 Public Schools
- Angela Nathaniel, Program Specialist IV, Bureau of K-12 Assessment
- Laura Bailey, Project Manager, Bureau of K-12 Assessment
- Susan Riley, InD Program Specialist, Bureau of Exceptional Education and Student Services, K-12 Public Schools

Measured Progress Management Team

- Susan Izard, Director, Special Education
- Matthew Gushta, Director, Psychometrics
- Lei Yu, Psychometrician/Research Scientist
- Mariann Bell, Special Education Specialist
- Michelle Boazeman, Statistical Analyst

FSAA–Datafolio Overview

- FSAA–Datafolio Program Overview
- Levels of Assistance Overview
- FSAA–Datafolio Administration Process Overview
- Scoring Overview



FSAA–Datafolio Program Overview

The Florida Assessment Program Continuum

Florida Assessment Program

Florida Standards
Assessment

Florida Standards Alternate
Assessment (FSAA)
(~25,000 students)

FSAA-
Performance Task
(~24,200)

FSAA-Datafolio
(~800)

2016-17 Administration

Participants

- 41 Districts
- 186 Schools
- 340 Teachers
- 602 Students



Participation in Alternate Assessment Overall

yes

1. Does the student have a significant cognitive disability?

yes

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications?

yes

3. Does the student require direct instruction in academic areas based on access points in order to acquire, generalize, and transfer skills across settings?

FSAA – Datafolio Participation Checklist

Questions to Guide the Decision-Making Process to Determine How the Student Participates in the FSAA	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)?		
Previous FAA Performance (If Applicable)		
4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? OR		
5. Has the student historically received a score of 20 or less on the FAA?		

Grades, Content Areas, and Courses Assessed

Grade Level	ELA	Math	Access Algebra 1	Access Geometry 1	Science	Access Biology	Access Civics	Access U.S. History
3	X	X						
4	X	X						
5	X	X			X			
6	X	X						
7	X	X					X	
8	X	X			X			
9	X							
10	X							
HS			X	X		X		X

FSAA – Datafolio Design

- 3 Standards per Content Area/Course
 - 2-3 Activity Choices per Standard to choose from
 - 5-8 Opportunities per Activity Choice
- 3 Types of Evidence
 - Observation, Work Product, Digital Recording
- 1:1 Administration within classroom environment
- Evidence collected across 3 collection periods
- Assessment View System (AVS) - online platform for uploading student work evidence

Blueprint & Activity Choices—Grade 3 ELA Example

Reporting Category	Domain/ Strand	Genre	Cluster 1: Conventions of Standard English			
Language and Editing	Language	Literature or Informational	STANDARD CODE	<p>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize appropriate words in titles.</p> <p>2b. Use commas in addresses.</p> <p>2c. Use commas and quotation marks in dialogue.</p> <p>2d. Form and use possessives.</p> <p>2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>		
			LAFS.3.L.1.2	ACCESS POINT CODE	<p>Access Point Standard: (CCC): Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p>	
					<p>Essential Understandings</p> <ul style="list-style-type: none"> ➤ Capitalize the first word in a sentence. ➤ Capitalize dates. ➤ Capitalize names of people. ➤ Capitalize proper nouns. 	<p>Activity Choices</p> <p>Choice 1: Capitalize the first word in a sentence.</p> <p>Choice 2: Capitalize dates.</p> <p>Choice 3: Capitalize proper nouns.</p>

The Datafolio Difference

- Focus on access to (not mastery of) standards
- Focus on increased accuracy and independence
- Measures student growth appropriately over time
- Student compared only to self, not to larger peer group
- Designed to reflect/incorporate classroom activities



Levels of Assistance (LOA)

What is a Level of Assistance (LOA)?

- Level of support provided by the teacher to help the student access the curriculum



Why do we use Levels of Assistance (LOA)?

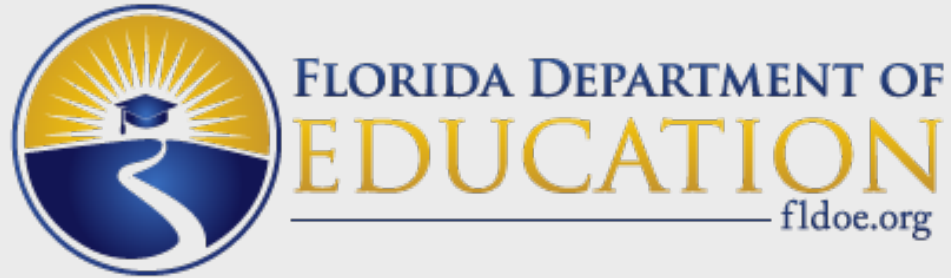
- Reflect classroom practices and implementation of supports that are typically provided to the student to help him/her respond
- Demonstrate progress at a more reflective rate of increase for population
- Acknowledge the variety of teacher supports required for students to access the curriculum while providing a mechanism for demonstrating growth

Levels of Assistance (LOA) Summary

- Non-Engagement
 - student actively refuses to engage in activity
- Physical Assistance
 - hand over hand, teacher physically guides to correct response
- Gestural Assistance
 - teacher gestures to correct response, student selects answer
- Verbal Assistance
 - teacher tells student correct response, student selects answer
- Modeling Assistance
 - teacher models how to arrive at a correct response, student applies and selects answer
- Independent
 - No assistance required

Levels of Assistance (LOA) Summary (cont'd)

- Forms a continuum from the most assistance provided by the teacher (least independence on the part of the student) to the least assistance provided by the teacher (most independence on the part of the student)
- Progression is generally sequential from one LOA to the next



FSAA – Datafolio Administration Process

The Nuts & Bolts of FSAA–Datafolio

- Teacher administers to student 1:1 in classroom setting using typical instructional materials as part of the classroom curriculum
- Student evidence is uploaded to the Assessment View System (AVS) either by fax or direct electronic upload



Administration Process

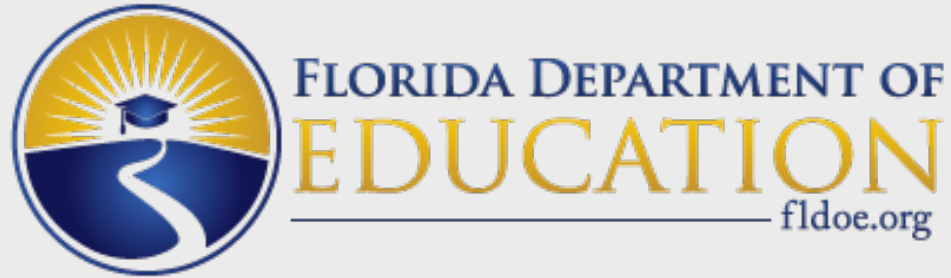
1. Identify that the student is appropriate for the datafolio assessment.
2. Identify the Activity Choices for Assessment.
3. Develop an Instructional Plan to Assess the Student.
4. Gather Collection Period #1 Evidence.
5. Establish Level of Assistance (LOA) Goals.



Administration Process (cont'd)

6. Create and Upload Electronic Files.
7. Provide Instruction, Gather and Upload Evidence during Collection Periods #2 and #3.
8. Complete and Upload the Required Forms.





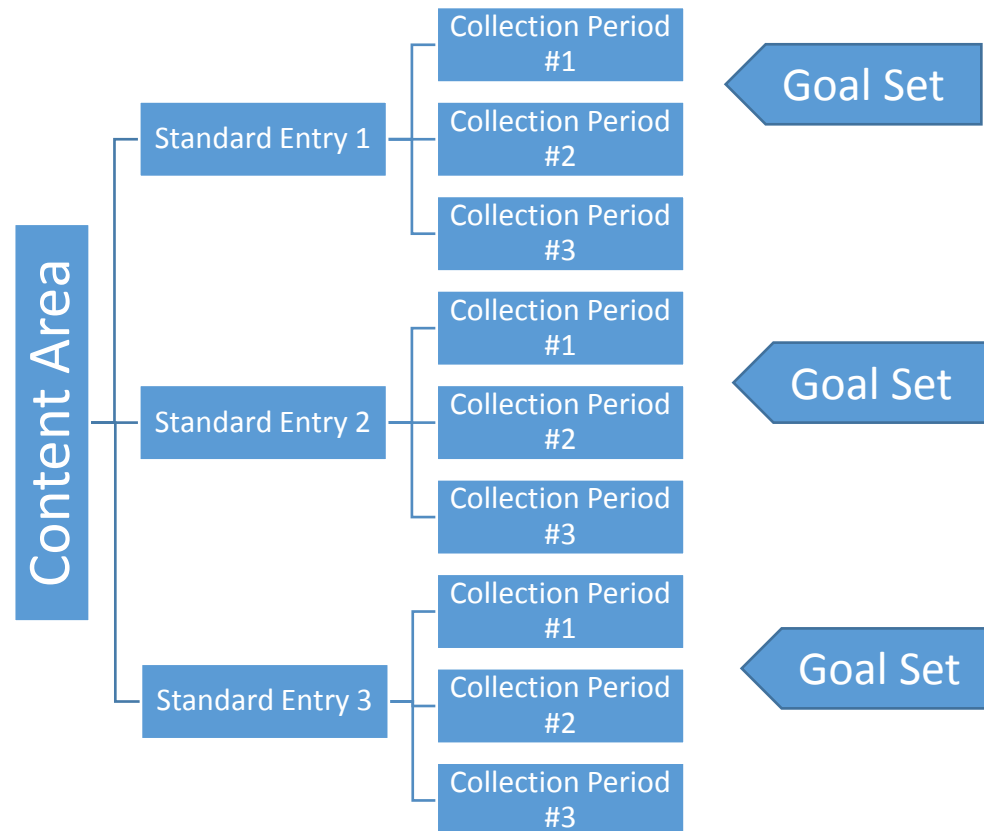
Scoring Overview

Scoring Process

- Scoring occurred in May, 2017
- Each Standard is scored separately
- Double blind scoring
- Professional scorers
- Tested Scoring Procedures
- Progress Rubric

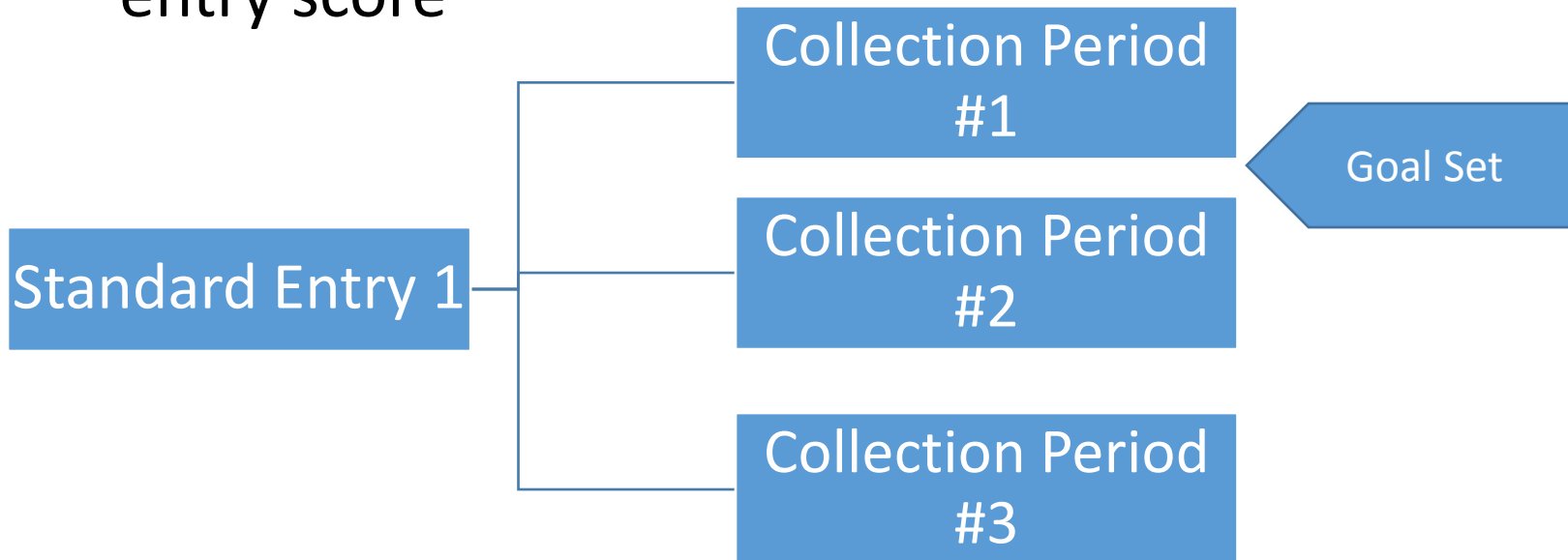
Scoring at the Standard

- Each content area submission includes 3 standard level entries



Score Each Standard

- Review the evidence from each collection period
- Review the LOA goal
- Use the Progress Rubric to determine standard entry score





2016–17 FSAA—Datafolio Administration

PROGRESS RUBRIC

DEFINITIONS

- Student shows “Progress” when Accuracy and/or LOA increase from Collection Period (CP) #1.
- Student “Meets the Level of Assistance (LOA) Goal” when LOA Goal and accuracy is achieved on over 50% of the opportunities assessed.
- Student “Exceeds the LOA Goal” when Accuracy is achieved at 70% or higher by CP #3.
-OR-
LOA is one or more levels higher than the original LOA Goal with Accuracy by CP #3.

PROGRESS RUBRIC

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal <u>and</u> there was no progress from CP #1 to CP #3. -OR- The LOA Goal is the same as the baseline and there is no progress from CP#1 to CP#3.	The student did <u>not</u> meet the LOA Goal with Accuracy; <u>however</u> , demonstrated some progress from CP #1 to CP #3.	The student met the LOA Goal <u>with</u> Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 <u>and</u> maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -OR- The student met the LOA Goal at CP #2 with Accuracy <u>and</u> exceeded the LOA Goal with Accuracy by CP #3.

Progress Score = 0

- Evidence is unscorable
- Teacher procedural errors
 - Unaligned to Activity Choice
 - Used multiple LOAs within an Activity Choice
 - Uploaded evidence to the wrong standard
 - Uploaded evidence to the wrong student
- Standard does not have at least 2 data points to compare (e.g. Collection Period #1 and Collection Period #3)

Progress Score = 1

- Scorable (at least 2 data points)
- The student did not meet the LOA goal with >50% accuracy.
- The student did not demonstrate any progress from beginning to end of assessment.

Progress Score = 2

- Scorable (at least 2 data points)
- The student did not meet the LOA goal with >50% accuracy.
- The student did demonstrate some progress from beginning.
 - Example: Student increased from 20% accuracy in CP #2 to 40% accuracy in CP#3.

Progress Score = 3

- Scorable (at least 2 data points)
- Highest score possible if there are only 2 usable data points
- The student met the LOA goal with >50% accuracy by CP#3.

Progress Score = 4

- 3 usable data points
 - The student met the LOA goal with >50% accuracy by CP#2
- AND**
- The student maintained accuracy of >50% in CP#3.

Progress Score = 5

- 3 usable data points
 - The student exceeded the LOA goal with 70% or greater accuracy by CP#3
- OR**
- The student met the LOA goal with accuracy of >50% in CP#2 and went up by an LOA goal level with some accuracy in CP#3.

Scoring Process

- The scores from each standard entry will be combined in order to come up with content scores
- The standard setting process will use these score combinations in determining the achievement levels



Florida Standards Alternate Assessment Datafolio

Standard Setting Overview

Mathematics, ELA, Science, and Social Studies



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

What is Standard Setting?

Content Standards

VS.

Achievement Standards

Content standards = “*What*”

- Describe the knowledge, skills, and abilities (KSAs) students are expected to demonstrate by content area and grade span

Achievement standards = “*How well*”

- Describe attributes of student Achievement based on achievement level descriptions

Panelist Selection

The panel includes representatives from a variety of

- Geographic areas across the state of Florida
- Demographics
- Districts
- Expertise
 - Special education (especially those who have worked with students with significant cognitive disabilities and have administered the FSAA-Datafolio)
 - ELA, mathematics, science, and social studies content
 - Low incidence populations

What is Your Role?

To recommend student achievement required for each of the achievement levels that will be used to report results:

- Level 1
- Level 2
- Level 3

We are Trying to Determine

- What level of progress towards knowledge, skills, and abilities (KSAs) needs to be demonstrated for a student's progress to be classified in to each achievement level?
- How much is enough?
- What test achievement corresponds to Level 1 achievement?
 - Level 2
 - Level 3

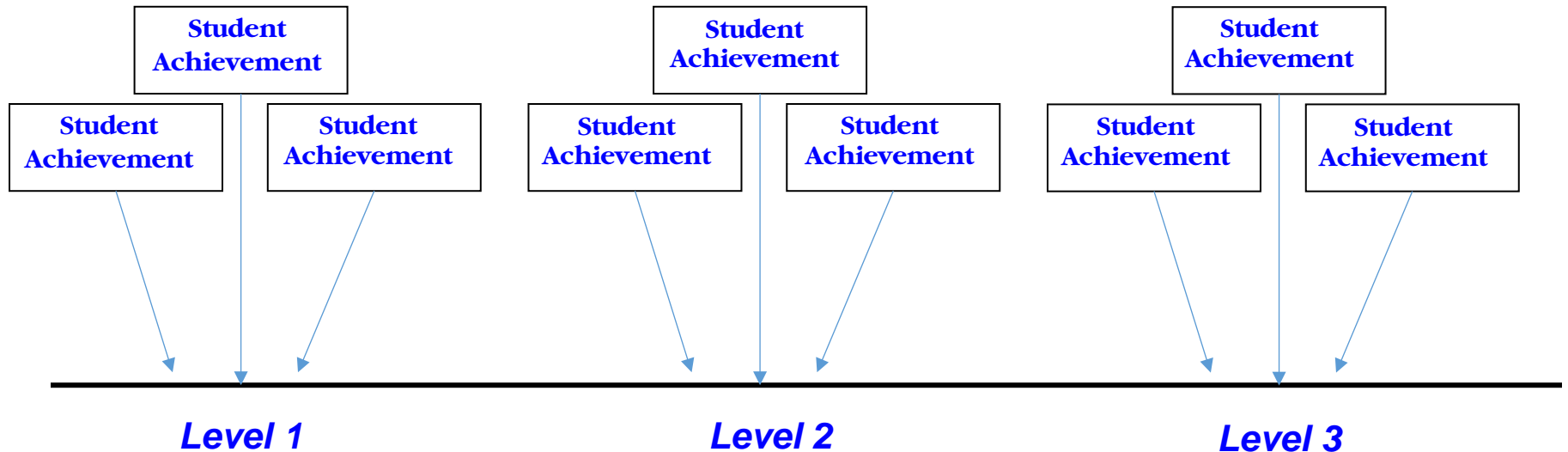
Achievement Continuum

Level 1

Level 2

Level 3

Based on achievement level descriptions, you will recommend the student achievement required to be placed in each achievement level ...



Achievement Continuum

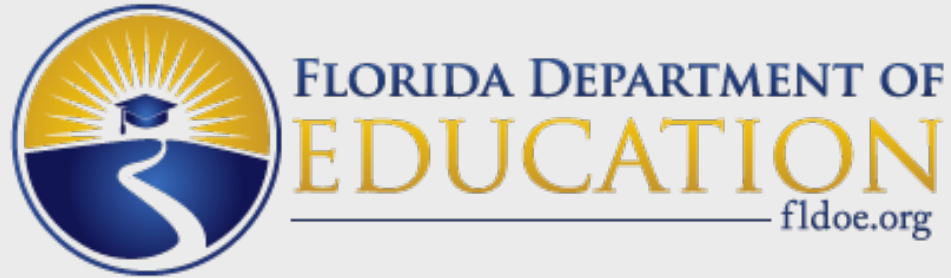
General Phases of Standard Setting

Data-collection 

Policy-making/Decision-making

Final Recommendations

- Your recommendations will be reviewed and presented for public comment
- Your recommendations along with the feedback collected during public comment will be reviewed and presented to the policy makers responsible for final determination of the score categorization.
- The panel's recommendations will be considered by policymakers along with other data sources to reach final decision.



Overview of the Standard Setting Method

Today's Training

We will cover

- Implementation of a three phase process that includes a Reasoned Judgment activity and the Body of Work procedure

Note

- This session is intended to be an overview
- Your facilitator will give you more details and guide you through the process step by step

Score Categorization Recommendations

- *Level 1* ← Student Achievement
- *Level 2* ← Student Achievement
- *Level 3* ← Student Achievement

Factors that Influence Selection of Standard-Setting Method

- Prior usage/history
- Recommendation/requirement by policy-making authority
- Type of assessment



Reasoned Judgment with Body of Work method chosen

What is Reasoned Judgment and How Does it Work?

- Panelists first review and discuss the Achievement Level Descriptions (ALDs) in terms of what is expected from students to obtain a particular performance level.
- During a full-group, facilitated discussion, panelists talk through realistic expectations based on the ALDs and list the skills that are an absolute must for any student representing a specific ALD.
- Panelists examine the scores and divide the full range of possible score combinations into the desired categories.

Why Reasoned Judgment?

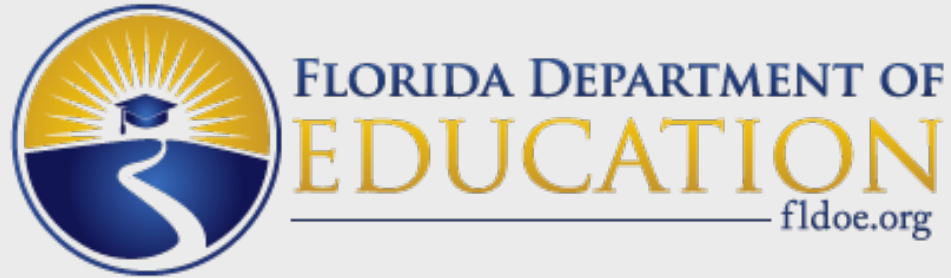
- The assessment is for a subset of students who are at a pre-academic access level.
- Students scores are based on meeting individual growth targets as opposed to a standardized level of performance so it makes sense to make initial judgments prior to looking at student work.
- The score combinations need to be looked at and discussed to determine if there are values or weights associated with particular score patterns.
- Reasoned judgment allows panelists to parse the above to produce defensible and credible results.

What is the Body of Work Method and How Does It Work?

- Examine student work and make a judgment regarding the achievement level to which the student work most closely corresponds.
- Body of Work Sets are student samples that represent the differing score combinations that students may receive.
- Your job is to classify each sample into the achievement level in which you feel it belongs.

Why the Body of Work Method?

- Allows panelists to use student samples to validate their Reasoned Judgment determinations
- Is especially useful for complex assessments
- Has been used successfully for setting standards on similar assessments in the past (Including other Florida assessments)
- Has resulted in credible results



Overview of the Standard Setting Process

Review ALDs and Develop Details

- Individual review of Achievement Level Descriptions.
- Group Discussion of what student progress in each achievement level looks like.
 - Level 1, Level 2, and Level 3.
 - Bulleted lists will be created to refer to.
- You must reach consensus as a group about the details that define student progress at each achievement level.

Achievement Level Policy Definitions

Level 1	Level 2	Level 3
<p>Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>	<p>Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>	<p>Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>

Score Combinations

- There are 56 possible score combinations representing the scores from zero to five on the 3 standard entries.
- Each combination is unique and order does not matter.
 - The score combination 1, 0, 0 also represents 0, 1, 0 AND 0, 0, 1

Your Task

Think about a student who demonstrates progress for each level.

Classify each score combination in the level you feel it belongs:

- *Level 1*
- *Level 2*
- *Level 3*

Rater Sheet and Profiles

Rater ID:		Content:		
Rating (1=Level 1, 2= Level 2, 3= Level 3)				
				Phase A
Profile	Entry 1	Entry 2	Entry 3	Round 1
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	

Practice Round

You will be given a rating form with 3 score combinations to **practice** categorizing into the 3 achievement levels.

Check for Understanding

- Your facilitator will check with you for understanding and answer any questions you may have during and after the practice round.
- You will then complete a training evaluation form.

Body of Work: Three Phases

Phase A: Reasoned Judgment

Round 1

- In Round 1, panelists will make their initial individual ratings:
- The panelists will consider each score combination in order and make an initial judgment as to which achievement level best matches the progress demonstrated by that particular combination.

Phase A: Reasoned Judgment

Round 1

- Panelists will refer to the Datafolio Scoring Rubric, the ALDs, and the bulleted lists as they consider their placements and mark their categorizations on the rating sheet.

Phase A: Reasoned Judgment

Round 2

- Discuss the first-round judgments as a group.
- Provide rationale for your ratings.
- Examine your judgments in relation to the room results.
- Reach consensus based on room discussions.

Phase B: Content-based Standards Validation

Round 3

- Panelists will work at each content area table.
- The table leaders, previously identified and trained, will facilitate the Round 3 process and discussion.
- The facilitator will be available to support as needed.
- Round 3 will begin with the consensus ratings from Phase A Round 2.

Phase B: Content-based Standards Validation

Round 3

Panelists will be provided with:

- Body of Work Sets by content area.
- Math and ELA panelists will see impact data totaled across all grades per content area.
- Science and Social Studies panelists will see impact data totaled across all grades and contents.
- The Phase B rating form.

Phase B: Content-based Standards Validation

Round 3

- Using the Body of Work sets for the content area and taking the impact data into consideration, panelists will make initial individual rating changes.
- The table leader will then lead a discussion at the table to come to consensus at the content area level on the score combination ratings.

Phase 3: Discussion

Table Leader will facilitate discussion

- Did the overall philosophy and decisions that came out of Round 2 continue to impact your judgment in Round 3?
- Did the introduction of the content or the difficulty of the standard impact the score combination decisions you made in Round 3?

Phase C: Large Group Discussion

- Panelists will reconvene as a large group and table leaders will report out about any changes made for each content area.
- They will also provide any overall trend discussion points and rationale that support those changes.

Phase C: Large Group Discussion

- Information will be projected for the large group sharing.
 - Phase A consensus and Phase B consensus by content area will be included.
 - Impact data will be provided for the Phase B consensus ratings by content area as previously outlined.
- Panelists will focus discussion on changes from Phase A consensus to Phase B consensus, noting differences by content area.

Panelist Feedback

- Panelists will complete surveys at the end of each phase:
 - Phase A Round 2- process and consensus ratings
 - Phase B Round 3- process and consensus ratings
 - Phase C- final evaluation

Role of the Facilitator

- Lead and keep the group on track.
- Ensure that all panelists clearly understand the procedures.
- Ensure that the evaluation forms are completed.

A Few Reminders

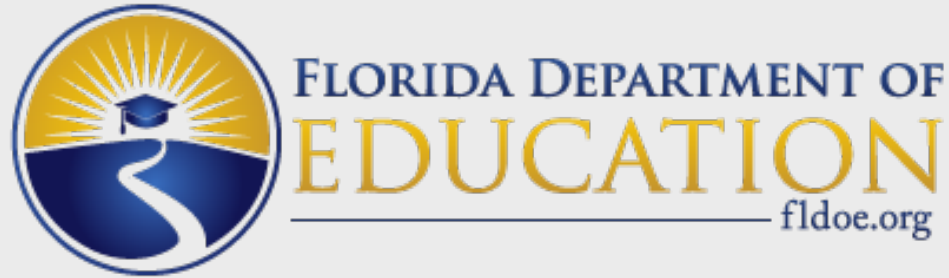
- You should be open-minded when listening to your colleagues' rationales for their ratings.
- You may or may not change your mind as a result of the discussions.
- We want each panelist to use his or her own **best judgment** in each round of rating.

Ground Rules

- The process is focused solely on recommending Achievement standards.
- Role of facilitator and table leaders is to lead and keep the group on track.
- The Achievement levels and their definitions are not open for debate.
- Panelists' recommendations are vital, but final decisions will be made by the policy makers.
- Each panelist must complete an evaluation form at the end of the process.
- Each panelist must participate in the entire process or his/her judgments will be discounted.
- Please be sure to arrive on time each day.

Handling Secure Materials

- Do not remove secure materials from meeting rooms.
- Return secure materials to the facilitator when work has finished.
- Use of cell phones is permitted only outside meeting rooms.
- You are free to discuss the standard setting process with others but not the content.



And That's It...

Please make sure to ask your facilitator any questions you may have about the standard setting procedure.

APPENDIX H—GENERAL PROCESS INSTRUCTIONS AND TABLE LEADER PRESENTATIONS

**GENERAL PROCESS INSTRUCTIONS FOR
FLORIDA STANDARDS ALTERNATE ASSESSMENT
STANDARD SETTING
Datafolio**

July 10–11, 2017

General Orientation

The standard setting will begin with an overview presentation that will provide panelists with background information on the datafolio assessment and the students who take it and a high-level introduction to the standard setting process. The following will be presented:

- *Datafolio Standard Setting Process Presentation:* This presentation will provide panelists with an overview of the entire standard setting process, their role in the process, and the intended outcomes of the process.
- *Datafolio Overview Presentation:* This presentation will provide panelists with information about the criteria used to identify students appropriate for the datafolio, how the datafolio is administered, what data are collected, the requirements for each entry and each content area, and information related to how the datafolios are scored. In addition to the presentation provided by Measured Progress, the Department will provide overviews from the Office of Assessment and Bureau of Exceptional Education and Student Services.

An opportunity for any overall questions will also be provided.

Introductions

1. Welcome the group, introduce yourself (name, affiliation, a little selected background information).
2. Have each participant introduce him-/herself.
3. Ask each participant to sign a nondisclosure form. Do not proceed until a signed nondisclosure form has been collected from each participant.

Review of Panelist Folder Materials

Overview: To help set the context for the meeting and the materials that will be used; to provide a brief review of what is in each panelist's folder.

Materials in Folders:

- *Datafolio Standard Setting Process Presentation*
- *Datafolio Overview Presentation*
- *Achievement Level Descriptions (ALD):* Definitions that describe what students at each achievement level know and are able to do.

- *Datafolio Scoring Rubric*: Rubric used to score each standard entry submitted for a datafolio.
- *Datafolio Score Combination Rating Forms*: Rating Forms will include each score combination and a place to identify which ALD category it best represents.
- *Evaluation Surveys*: Questionnaires used to obtain panelists' feedback on the standard setting activities throughout the process.

Other Standard Setting Materials:

- *2016-2017 Teacher Resource Guide/Blueprint & Activity Choices document*: This manual lists and explains the following: participation guidelines, administration procedures, scoring directions, accommodations and assistive technology, and contact information. In addition, the document includes all of the standards and activities by content and grade level for the datafolio assessment. A manual for every two panelists will be provided as a resource.

Review Achievement Level Descriptions

Panelists will spend time discussing characteristics of students in each achievement level: Level 1, Level 2, and Level 3.

- They will review the ALDs independently, marking them up with any pertinent notations and/or questions that they have.
- They participate in a discussion of the ALDs.
- They will then develop bulleted lists of the specific characteristics defining each level and record them on chart paper. They will come to agreement on the configuration of student progress possessed by students in each achievement level.
- These lists will be posted in the room for panelists to refer to throughout the rating process.
- The goal of this step is for standard setting panelists to have a firm grasp of the ALDs and what students need to demonstrate to differentiate them in each of the achievement levels.

Review Datafolio Score Combinations Rating Document

Prior to beginning the rating process, the facilitator will familiarize the panelists with the Datafolio Score Combinations and the scoring rubric.

- The score combinations rating document includes all the possible score combinations that could be obtained as part of a single collection, although order will not be taken into consideration.
- Since each assessment includes three standards, and each task has six possible score points (0, 1, 2, 3, 4, or 5), the total number of unique combinations will be up to 56 based on raw score student performance data.
- On each form there will also be a place to enter ALD ratings for each score combination.

Training Round of Score Combinations

Each panelist will be directed to review three of the score combinations representing low, average, and high scores.

- The facilitator will walk the panelists through the three combinations, engage the panelists in discussion about the categorization into achievement levels by referring to the Datafolio Scoring Rubric, the ALDs, and the bulleted lists, and check for understanding.
- An evaluation will be completed by each panelist at this time to determine his or her understanding of the task and readiness to move on.
- If any of the panelists indicates an incomplete understanding of the rating task, the facilitator will continue to work with the panelists to clarify any misconceptions before proceeding to the three rounds of ratings.

Phase A: Reasoned Judgment

Round 1

In Round 1, panelists will make their initial individual ratings:

- The panelists will consider each score combination in order (i.e., starting with score combination #1) and making an initial judgment as to which achievement level best matches the progress demonstrated by that particular student.
- Panelists will refer to the Datafolio Scoring Rubric, the ALDs, and the bulleted lists as they consider their placements and mark their categorizations on the rating sheet.

Round 2

In Round 2, the panelists will have an opportunity to discuss their Round 1 ratings:

- The purpose of the discussion is for panelists to share their rationale for how they believe the score combinations should be categorized and to come to consensus as a group on all ratings.
- The facilitator will project the rating form and fill in the consensus results for each score combination.
- Once the discussion has been completed, panelists will independently complete an evaluation related to the Phase A process and consensus ratings from Round 2.
- Collect the Phase A rating forms for data entry.

Phase B: Content-Based Standards Validation

Round 3

Phase B will happen at the same meeting as Phase A and will immediately follow Phase A activities.

- The same panelists from Phase A will split into four tables, one for each content area.
- The table leaders previously identified and trained will facilitate the Round 3 process and discussion.
- The facilitator will be available to support as needed. Round 3 will begin with the consensus ratings from Phase A Round 2.

Panelists will be provided with:

- Bodies of Work sets by content area. The facilitator will mark the Set # on the Materials Tracking sheet for each panelist. Impact data based on the Round 2 judgments will be provided. The impact data will consist of the percentage of students who would score in each achievement level according to the average cut score locations resulting from the Round 2 ratings.

- Mathematics and English language arts (ELA) panelists will see impact data totaled across all grades.
- Due to the small population, science and social studies panelists will see impact data totaled across all grades and subjects.
- The Phase B rating form.
 - This form will include the Phase A consensus ratings and a place for panelists to notate individual information for each rating within content groups.

Using the Body of Work set for the content area and taking the impact data into consideration, panelists will make initial individual rating changes. Individual ratings will be made based on whether they believe the consensus score combination ratings are appropriate or if any of the ratings need to change.

The table leader will then lead a discussion at the table to come to consensus at the content-area level on the score combination ratings.

- Did the overall philosophy and decisions that came out of Round 2 continue to impact your judgment in Round 3?
- Did the introduction of the content or the difficulty of the standard impact the score combination decisions you made in Round 3?

The table leader will record the Round 3 consensus outcomes of the content group. Table leaders will have laptops and will capture consensus ratings for their groups as they work.

Both the Phase B rating forms and Round 3 consensus form from each content area will be collected by the facilitator.

An evaluation will be completed by each panelist related to the Phase B process and consensus ratings from Round 3.

Phase C: Large Group Discussion

Panelists will reconvene as a large group and table leaders will report out about any changes made for each content area, as well as any overall trend discussion points and rationale that support those changes.

- Information will be projected for the large group sharing.
 - Phase A consensus and Phase B consensus by content area will be included.
 - Panelists will focus discussion on changes from Phase A consensus to Phase B consensus, noting differences by content area.
 - Impact data will be provided for the Phase B consensus ratings by content area as previously outlined.

Complete Final Evaluation Form

At the end of the standard setting meeting, the facilitator will ask panelists to fill out the final evaluation and will emphasize that their honest feedback is important to the process.

Organization of Materials

Collect and mark off materials on the Materials Tracking sheet. Collect all of the panelist materials and place them in a box for shredding.

Table leader role

- Lead and keep the table on track.
- Ensure that all panelists clearly understand the procedures.
- Facilitate the table discussion to reach consensus.
- Record consensus and any trend/rationale information from the table.

Table leader will facilitate discussion

- Did the overall philosophy and decisions that came out of Round 2 continue to impact your judgment in Round 3?
- Did the introduction of the content or the difficulty of the standard impact the score combination decisions you made in Round 3?

Table leader will record the consensus ratings and any overall trends.

Phase B Consensus		Content:		
Rating (1=Level 1, 2=Level 2, 3=Level 3)				
Profile	Entry 1	Entry 2	Entry 3	Consensus
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	

Large Group

- Panelists will reconvene as a large group and table leaders will report on any changes made for each content area.
- They will also provide any overall trend discussion points and rationale that support those changes.



FSAA–Datafolio Standard Setting Table Leader Training

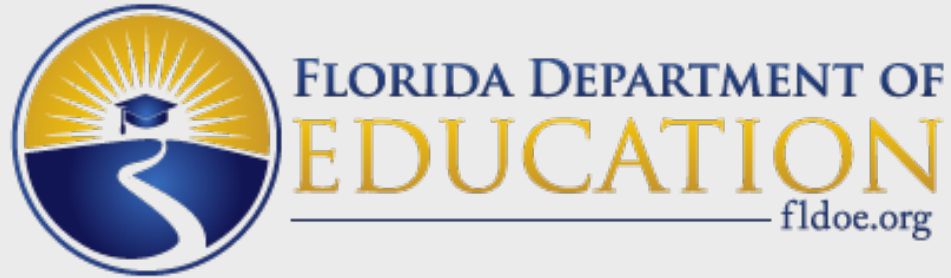
July 6, 2017

Tampa, FL

www.FLDOE.org

FSAA–Datafolio Overview

- FSAA–Datafolio Program Overview
- Levels of Assistance Overview
- FSAA–Datafolio Administration Process Overview
- Scoring Overview



FSAA–Datafolio Program Overview

The Florida Assessment Program Continuum

Florida Assessment Program

Florida Standards
Assessment

Florida Standards Alternate
Assessment (FSAA)
(~25,000 students)

FSAA-
Performance Task
(~24,200)

FSAA-Datafolio
(~800)

Participation in Alternate Assessment Overall

yes

1. Does the student have a significant cognitive disability?

yes

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications?

yes

3. Does the student require direct instruction in academic areas based on access points in order to acquire, generalize, and transfer skills across settings?

FSAA – Datafolio Participation Checklist

Questions to Guide the Decision-Making Process to Determine How the Student Participates in the FSAA	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)?		
Previous FAA Performance (If Applicable)		
4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? OR		
5. Has the student historically received a score of 20 or less on the FAA?		

Grades, Content Areas, and Courses Assessed

Grade Level	ELA	Math	Access Algebra 1	Access Geometry 1	Science	Access Biology	Access Civics	Access U.S. History
3	X	X						
4	X	X						
5	X	X			X			
6	X	X						
7	X	X					X	
8	X	X			X			
9	X							
10	X							
HS			X	X		X		X

FSAA – Datafolio Design

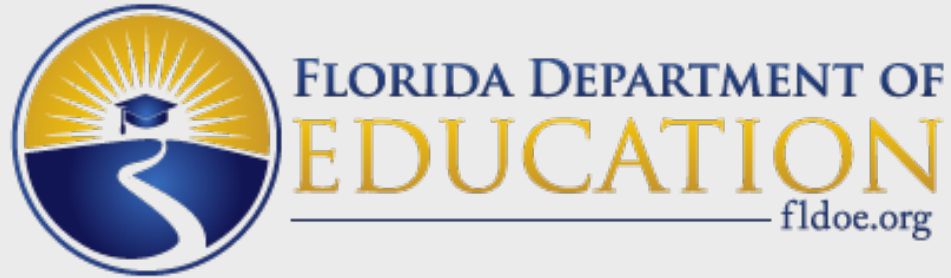
- 3 Standards per Content Area/Course
 - 2-3 Activity Choices per Standard to choose from
 - 5-8 Opportunities per Activity Choice
- 3 Types of Evidence
 - Observation, Work Product, Digital Recording
- 1:1 Administration within classroom environment
- Evidence collected across 3 collection periods
- Assessment View System (AVS) - online platform for uploading student work evidence

Blueprint & Activity Choices—Grade 3 ELA Example

Reporting Category	Domain/ Strand	Genre	Cluster 1: Conventions of Standard English				
Language and Editing	Language	Literature or Informational	STANDARD CODE	<p>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize appropriate words in titles.</p> <p>2b. Use commas in addresses.</p> <p>2c. Use commas and quotation marks in dialogue.</p> <p>2d. Form and use possessives.</p> <p>2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>			
			LAFS.3.L.1.2	ACCESS POINT CODE	<p>Access Point Standard: (CCC): Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p>		
					<p>Essential Understandings</p> <ul style="list-style-type: none"> ➤ Capitalize the first word in a sentence. ➤ Capitalize dates. ➤ Capitalize names of people. ➤ Capitalize proper nouns. 	<p>Activity Choices</p> <p>Choice 1: Capitalize the first word in a sentence.</p> <p>Choice 2: Capitalize dates.</p> <p>Choice 3: Capitalize proper nouns.</p>	<p>Examples</p> <p>1. Student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? Response: will vary</p> <p>2. Student is presented with and read a sentence and three response options. Which parts of the date tuesday, may 5, 2015, need to be capitalized? Response: T in "tuesday" and M in "may"</p> <p>3. Student is presented with and read a sentence and three response options. Which words (proper nouns) need to be capitalized? Response: names of people, geographic names, holidays, product names</p>

The Datafolio Difference

- Focus on access to (not mastery of) standards
- Focus on increased accuracy and independence
- Measures student growth appropriately over time
- Student compared only to self, not to larger peer group
- Designed to reflect/incorporate classroom activities



Levels of Assistance (LOA)

What is a Level of Assistance (LOA)?

- Level of support provided by the teacher to help the student access the curriculum



Why do we use Levels of Assistance (LOA)?

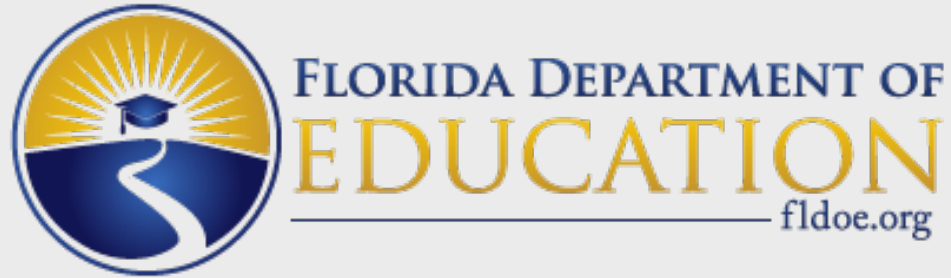
- Reflect classroom practices and implementation of supports that are typically provided to the student to help him/her respond
- Demonstrate progress at a more reflective rate of increase for population
- Acknowledge the variety of teacher supports required for students to access the curriculum while providing a mechanism for demonstrating growth

Levels of Assistance (LOA) Summary

- Non-Engagement
 - student actively refuses to engage in activity
- Physical Assistance
 - hand over hand, teacher physically guides to correct response
- Gestural Assistance
 - teacher gestures to correct response, student selects answer
- Verbal Assistance
 - teacher tells student correct response, student selects answer
- Modeling Assistance
 - teacher models how to arrive at a correct response, student applies and selects answer
- Independent
 - No assistance required

Levels of Assistance (LOA) Summary (cont'd)

- Forms a continuum from the most assistance provided by the teacher (least independence on the part of the student) to the least assistance provided by the teacher (most independence on the part of the student)
- Progression is generally sequential from one LOA to the next



FSAA – Datafolio Administration Process

The Nuts & Bolts of FSAA–Datafolio

- Teacher administers to student 1:1 in classroom setting using typical instructional materials as part of the classroom curriculum
- Student evidence is uploaded to the Assessment View System (AVS) either by fax or direct electronic upload



Administration Process

1. Identify that the student is appropriate for the datafolio assessment.
2. Identify the Activity Choices for Assessment.
3. Develop an Instructional Plan to Assess the Student.
4. Gather Collection Period #1 Evidence.
5. Establish Level of Assistance (LOA) Goals.



Administration Process (cont'd)

6. Create and Upload Electronic Files.
7. Provide Instruction, Gather and Upload Evidence during Collection Periods #2 and #3.
8. Complete and Upload the Required Forms.





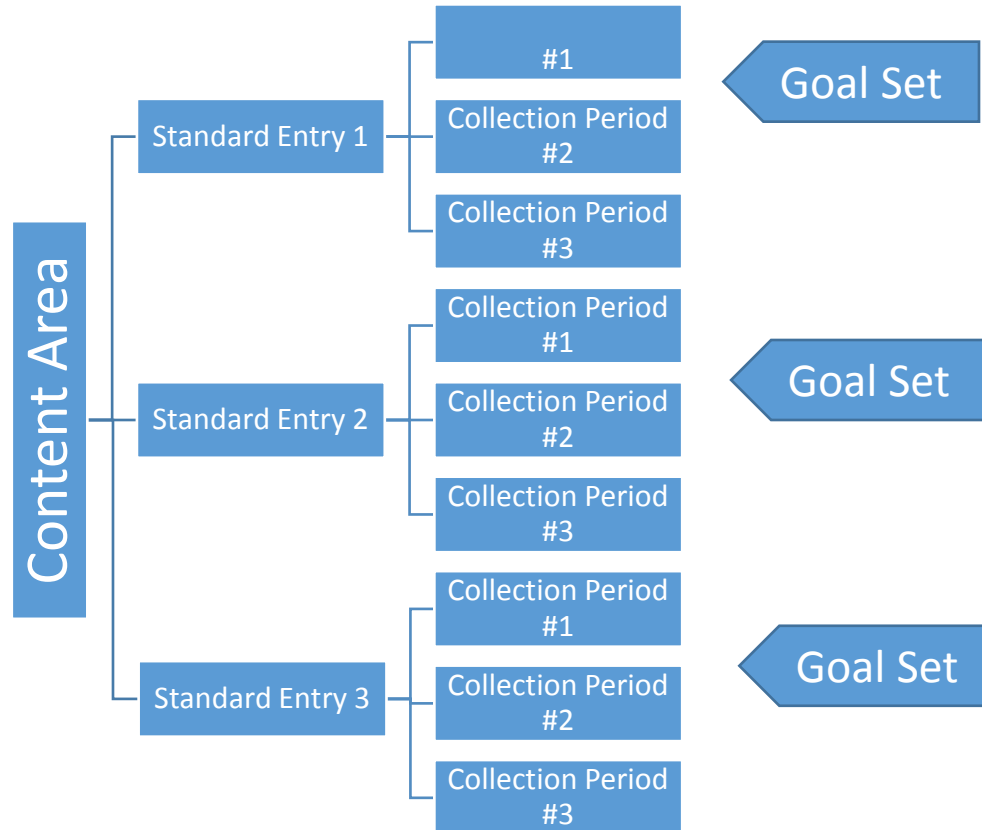
Scoring Overview

Scoring Process

- Scoring occurred in May, 2017
- Each Standard is scored separately
- Double blind scoring
- Professional scorers
- Tested Scoring Procedures
- Progress Rubric

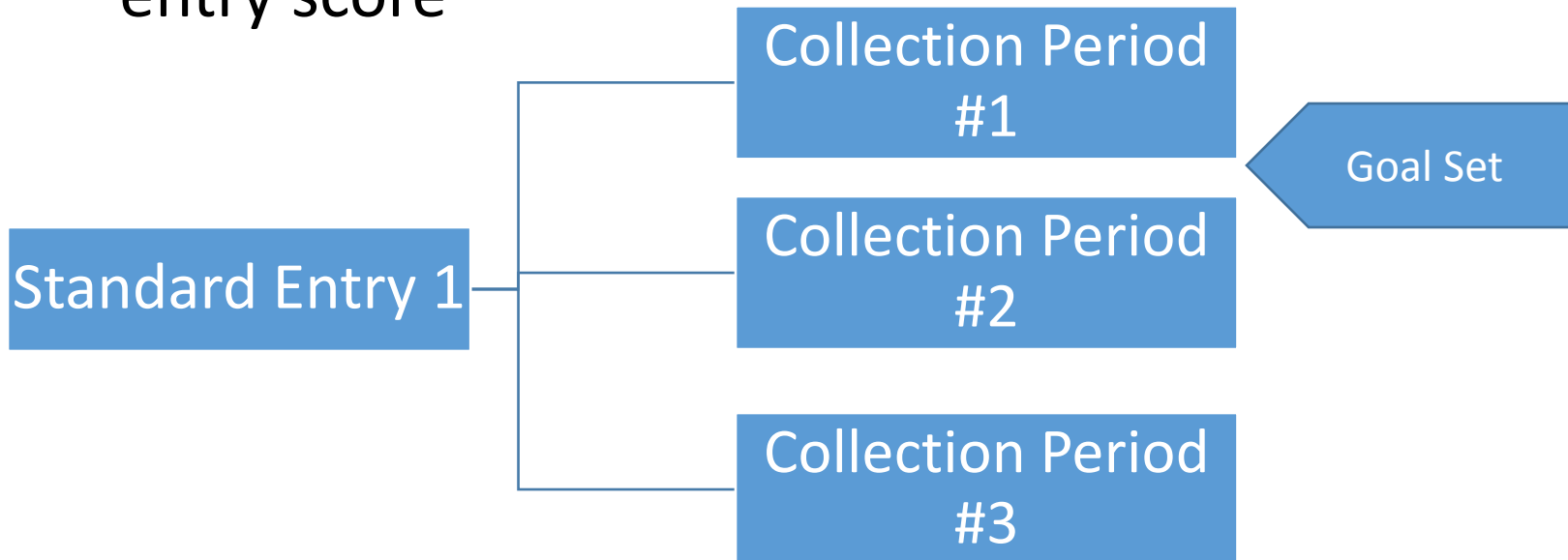
Scoring at the Standard Level

- Each content area submission includes 3 standard level entries



Score Each Standard

- Review the evidence from each collection period
- Review the LOA goal
- Use the Progress Rubric to determine standard entry score





2016–17 FSAA—Datafolio Administration

PROGRESS RUBRIC

DEFINITIONS

- Student shows “Progress” when Accuracy and/or LOA increase from Collection Period (CP) #1.
- Student “Meets the Level of Assistance (LOA) Goal” when LOA Goal and accuracy is achieved on over 50% of the opportunities assessed.
- Student “Exceeds the LOA Goal” when Accuracy is achieved at 70% or higher by CP #3.
-OR-
LOA is one or more levels higher than the original LOA Goal with Accuracy by CP #3.

PROGRESS RUBRIC

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal <u>and</u> there was no progress from CP #1 to CP #3. -OR- The LOA Goal is the same as the baseline and there is no progress from CP#1 to CP#3.	The student did <u>not</u> meet the LOA Goal with Accuracy; <u>however</u> , demonstrated some progress from CP #1 to CP #3.	The student met the LOA Goal <u>with</u> Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 <u>and</u> maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -OR- The student met the LOA Goal at CP #2 with Accuracy <u>and</u> exceeded the LOA Goal with Accuracy by CP #3.

Progress Score = 0

- Evidence is unscorable
- Teacher procedural errors
 - Unaligned to Activity Choice
 - Used multiple LOAs within an Activity Choice
 - Uploaded evidence to the wrong standard
 - Uploaded evidence to the wrong student
- Standard does not have at least 2 data points to compare (e.g. Collection Period #1 and Collection Period #3)

Progress Score = 1

- Scorable (at least 2 data points)
- The student did not meet the LOA goal with >50% accuracy.
- The student did not demonstrate any progress from beginning to end of assessment.

Progress Score = 2

- Scorable (at least 2 data points)
- The student did not meet the LOA goal with >50% accuracy.
- The student did demonstrate some progress from beginning.
 - Example: Student increased from 20% accuracy in CP #2 to 40% accuracy in CP#3.

Progress Score = 3

- Scorable (at least 2 data points)
- Highest score possible if there are only 2 usable data points
- The student met the LOA goal with >50% accuracy by CP#3.

Progress Score = 4

- 3 usable data points
 - The student met the LOA goal with >50% accuracy by CP#2
- AND**
- The student maintained accuracy of >50% in CP#3.

Progress Score = 5

- 3 usable data points
 - The student exceeded the LOA goal with 70% or greater accuracy by CP#3
- OR**
- The student met the LOA goal with accuracy of >50% in CP#2 and went up by an LOA goal level with some accuracy in CP#3.

Scoring Process

- The scores from each standard entry will be combined in order to come up with content scores
- The standard setting process will use these score combinations in determining the achievement levels



Florida Standards Alternate Assessment Datafolio

Standard Setting Overview

Mathematics, ELA, Science, and Social Studies



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

What is Standard Setting?

Content Standards

VS.

Achievement Standards

Content standards = “*What*”

- Describe the knowledge, skills, and abilities (KSAs) students are expected to demonstrate by content area and grade span

Achievement standards = “*How well*”

- Describe attributes of student Achievement based on achievement level descriptions

We are Trying to Determine

- What level of progress towards knowledge, skills, and abilities (KSAs) needs to be demonstrated for a student's progress to be classified in to each achievement level?
- How much is enough?
- What test achievement corresponds to Level 1 achievement?
 - Level 2
 - Level 3

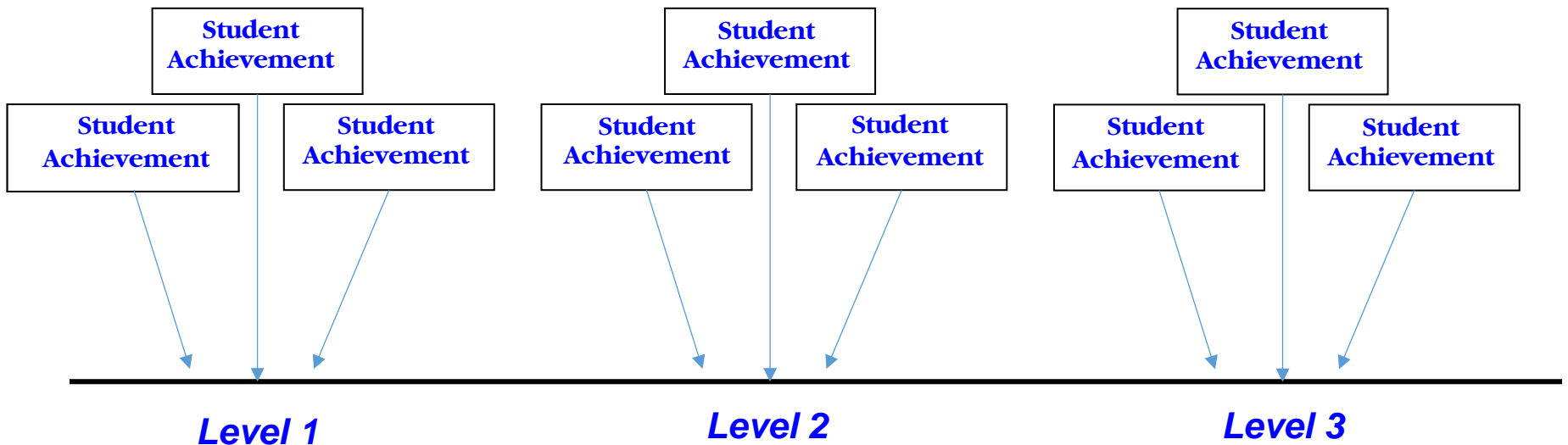
Achievement Continuum

Level 1

Level 2

Level 3

Based on achievement level descriptions, you will recommend the student achievement required to be placed in each achievement level ...



Achievement Continuum

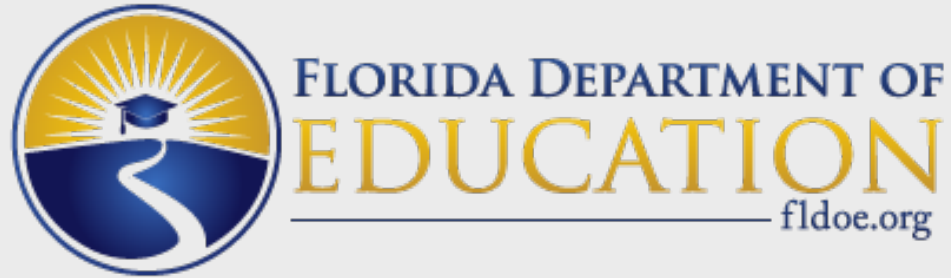
General Phases of Standard Setting

Data-collection 

Policy-making/Decision-making

Final Recommendations

- Your recommendations will be reviewed and presented for public comment
- Your recommendations along with the feedback collected during public comment will be reviewed and presented to the policy makers responsible for final determination of the score categorization.
- The panel's recommendations will be considered by policymakers along with other data sources to reach final decision.



Overview of the Standard Setting Method

Today's Training

We will cover

- Implementation of a three phase process that includes a Reasoned Judgment activity and the Body of Work procedure

Score Categorization Recommendations

- *Level 1* ← Student Achievement
- *Level 2* ← Student Achievement
- *Level 3* ← Student Achievement

What is Reasoned Judgment and How Does it Work?

- Panelists first review and discuss the Achievement Level Descriptions (ALDs) in terms of what is expected from students to obtain a particular performance level.
- During a full-group, facilitated discussion, panelists talk through realistic expectations based on the ALDs and list the skills that are an absolute must for any student representing a specific ALD.
- Panelists examine the scores and divide the full range of possible score combinations into the desired categories.

Why Reasoned Judgment?

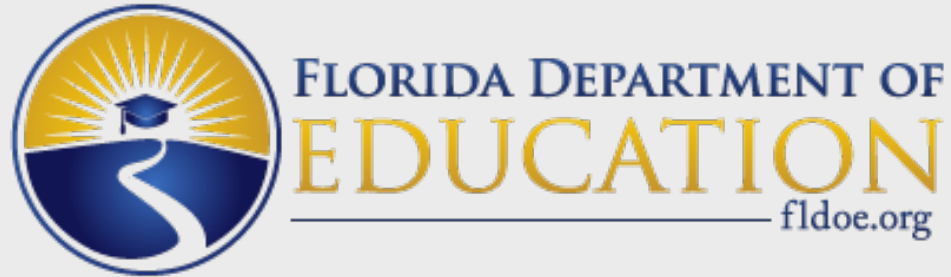
- The assessment is for a subset of students who are at a pre-academic access level.
- Students scores are based on meeting individual growth targets as opposed to a standardized level of performance so it makes sense to make initial judgments prior to looking at student work.
- The score combinations need to be looked at and discussed to determine if there are values or weights associated with particular score patterns.
- Reasoned judgment allows panelists to parse the above to produce defensible and credible results.

What is the Body of Work Method and How Does It Work?

- Examine student work and make a judgment regarding the achievement level to which the student work most closely corresponds.
- Body of Work Sets are student samples that represent the differing score combinations that students may receive.
- Your job is to classify each sample into the achievement level in which you feel it belongs.

Why the Body of Work Method?

- Allows panelists to use student samples to validate their Reasoned Judgment determinations
- Is especially useful for complex assessments
- Has been used successfully for setting standards on similar assessments in the past (Including other Florida assessments)
- Has resulted in credible results



Overview of the Standard Setting Process

Review ALDs and Develop Details

- Individual review of Achievement Level Descriptions.
- Group Discussion of what student progress in each achievement level looks like.
 - Level 1, Level 2, and Level 3.
 - Bulleted lists will be created to refer to.
- You must reach consensus as a group about the details that define student progress at each achievement level.

Achievement Level Policy Definitions

Level 1	Level 2	Level 3
<p>Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>	<p>Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>	<p>Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).</p>

Score Combinations

- There are 56 possible score combinations representing the scores from zero to five on the 3 standard entries.
- Each combination is unique and order does not matter.
 - The score combination 1, 0, 0 also represents 0, 1, 0 AND 0, 0, 1

Your Task

Think about a student who demonstrates progress for each level.

Classify each score combination in the level you feel it belongs:

- *Level 1*
- *Level 2*
- *Level 3*

Rater Sheet and Profiles

Rater ID:		Content:		
Rating (1=Level 1, 2= Level 2, 3= Level 3)				
				Phase A
Profile	Entry 1	Entry 2	Entry 3	Round 1
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	

Practice Round

You will be given a rating form with 3 score combinations to **practice** categorizing into the 3 achievement levels.

Check for Understanding

- Your facilitator will check with you for understanding and answer any questions you may have during and after the practice round.
- You will then complete a training evaluation form.

Body of Work: Three Phases

Phase A: Reasoned Judgment

Round 1

- In Round 1, panelists will make their initial individual ratings:
- The panelists will consider each score combination in order and make an initial judgment as to which achievement level best matches the progress demonstrated by that particular combination.

Phase A: Reasoned Judgment

Round 1

- Panelists will refer to the Datafolio Scoring Rubric, the ALDs, and the bulleted lists as they consider their placements and mark their categorizations on the rating sheet.

Phase A: Reasoned Judgment

Round 2

- Discuss the first-round judgments as a group.
- Provide rationale for your ratings.
- Examine your judgments in relation to the room results.
- Reach consensus based on room discussions.

Phase B: Role of the Table Leader

- Lead and keep the table on track.
- Ensure that all panelists clearly understand the procedures.
- Facilitate the table discussion to reach consensus.
- Record consensus and any trend/rationale information from the table.

Phase B: Content-based Standards Validation

Round 3

- Panelists will work at each content area table.
- The table leaders, previously identified and trained, will facilitate the Round 3 process and discussion.
- The facilitator will be available to support as needed.
- Round 3 will begin with the consensus ratings from Phase A Round 2.

Phase B: Content-based Standards Validation

Round 3

Panelists will be provided with:

- Body of Work Sets by content area.
- Math and ELA panelists will see impact data totaled across all grades per content area.
- Science and Social Studies panelists will see impact data totaled across all grades and contents.
- The Phase B rating form.

Phase B: Rating Form

Rater ID: _____				Content: _____	
Rating (1=Level 1, 2= Level 2, 3= Level 3)					
				Phase A	Phase B
Profile	Entry 1	Entry 2	Entry 3	Consensus	Round 3
1	0	0	0	1	
2	1	0	0	1	
3	2	0	0	1	
4	1	1	0	1	
5	3	0	0	1	
6	2	1	0	1	
7	1	1	1	2	
8	4	0	0	1	
9	3	1	0	2	
10	2	2	0	2	
11	2	1	1	2	
12	5	0	0	1	
13	4	1	0	2	

Phase B: Content-based Standards Validation

Round 3

- Using the Body of Work sets for the content area and taking the impact data into consideration, panelists will make initial individual rating changes.
- The table leader will then lead a discussion at the table to come to consensus at the content area level on the score combination ratings.

Phase 3: Discussion

Table Leader will facilitate discussion

- Did the overall philosophy and decisions that came out of Round 2 continue to impact your judgment in Round 3?
- Did the introduction of the content or the difficulty of the standard impact the score combination decisions you made in Round 3?

Phase 3: Discussion and Consensus Ratings

Table Leader will record the consensus ratings and any overall trends.

Phase B Consensus Content: _____
Rating (1=Level 1, 2= Level 2, 3= Level 3)

Profile	Entry 1	Entry 2	Entry 3	Consensus
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	

Phase C: Large Group Discussion

- Panelists will reconvene as a large group and table leaders will report on any changes made for each content area.
- They will also provide any overall trend discussion points and rationale that support those changes.

Phase C: Large Group Discussion

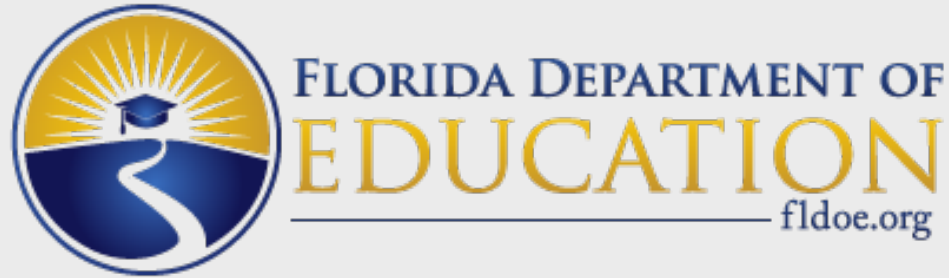
- Information will be projected for the large group sharing.
 - Phase A consensus and Phase B consensus by content area will be included.
 - Impact data will be provided for the Phase B consensus ratings by content area as previously outlined.
- Panelists will focus discussion on changes from Phase A consensus to Phase B consensus, noting differences by content area.

Phase C: Consensus Rating

Phase A and B Consensus								
Rating (1=Level 1, 2= Level 2, 3= Level 3)								
Profile	Entry 1	Entry 2	Entry 3	Phase A Consensus	Phase B Math	Phase B ELA	Phase B Science	Phase B S.S.
1	0	0	0	1				
2	1	0	0	1				
3	2	0	0	1				
4	1	1	0	1				
5	3	0	0	1				
6	2	1	0	1				
7	1	1	1	2				
8	4	0	0	1				
9	3	1	0	2				
10	2	2	0	2				
11	0	1	1	0				

Panelist Feedback

- Panelists will complete surveys at the end of each phase:
 - Phase A Round 2- process and consensus ratings
 - Phase B Round 3- process and consensus ratings
 - Phase C- final evaluation



And That's It...

Please make sure to ask your facilitator any questions you may have about the standard setting procedure.

APPENDIX I—PANELISTS



**Florida Standards
Alternate Assessment**
— DATAFOLIO —

**Standard Setting
Final Attendance
July 11-12, 2017**

Table Leader	Group	ID #	First Name	Last Name	Current Position	Disrict
*	English Language Arts	E101	Tracy	Harris	Special Education Teacher	48 - ORANGE
	English Language Arts	E102	John	Roques	Special Education Teacher	13 - DADE
	English Language Arts	E103	Brittny	Sanders	General Education Teacher	60 - SUMTER
	English Language Arts	E104	Nancy	Sokoloff	Special Education Teacher	50 - PALM BEACH
	Mathematics	M101	Kathleen	Bussendorf	General Education Teacher	05 - BREVARD
	Mathematics	M102	Catherine	Giles	Special Education Teacher	06 - BROWARD
*	Mathematics	M103	Kenny	Hodges	Special Education Teacher	53 - POLK
	Mathematics	M104	Suzette	West	Special Education Teacher	48 - ORANGE
	Science	S101	Michael	Rosen	Special Education Teacher	64 - VOLUSIA
	Science	S103	Jessica	Shafer	Special Education Teacher	44 - MONROE
	Science	S102	Suzanne	Towner	General Education Curriculum Coordinator	08 - CHARLOTTE
*	Science	S104	Nancy	Tucker	Special Education Teacher	36 - LEE
	Social Studies	T103	Nancy	Mcelligott	Special Education Teacher	06 - BROWARD
	Social Studies	T101	Novelette	Pitt	Special Education Teacher	06 - BROWARD
	Social Studies	T102	Penelope	Reinman	Special Education Teacher	06 - BROWARD
*	Social Studies	T104	Jacqueline	Wilson	General Education Teacher	67 - WASHINGTON

APPENDIX J— TRAINING EVALUATION RESULTS

Table J-1. FSAA Datafolio Standard Setting: Training Evaluation Results

	<i>N</i>	<i>Mean</i>	<i>% SD</i>	<i>% D</i>	<i>% N</i>	<i>% A</i>	<i>% SA</i>
I understand the goals of the standard setting meeting.	16	4.81	0.00%	0.00%	0.00%	18.75%	81.25%
I understand the procedures we are using to set standards.	16	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
I understand how to use the standard setting materials.	16	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
I understand the differences between the achievement levels.	16	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
I understand how to make the bookmark placement.	16	4.44	0.00%	0.00%	6.25%	43.75%	50.00%
I know what tasks to expect for the remainder of the meeting.	16	4.56	0.00%	0.00%	0.00%	43.75%	56.25%
I am confident in my understanding of the standard setting task.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%

	<i>N</i>	<i>Mean</i>	<i>Yes</i>	<i>No</i>
I am ready to proceed with the standard setting process.	16	1.00	100.00%	0.00%

APPENDIX K—PROCEDURAL PHASE A & B EVALUATION RESULTS

Table K-1. FSAA-Datafolio Standard Setting: Procedural Evaluation Results—Phase A

<i>Please rate the usefulness of each of the following:</i>	<i>N</i>	<i>Mean</i>	<i>% SD</i>	<i>% D</i>	<i>% N</i>	<i>% A</i>	<i>% SA</i>
I understood how to make the score combination judgments.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%
I understood how to use the materials provided.	16	4.81	0.00%	0.00%	0.00%	18.75%	81.25%
I understood how to record my judgments.	16	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I think the procedures make sense.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%
I am sufficiently familiar with the assessment.	16	4.69	0.00%	0.00%	0.00%	31.25%	68.75%
I understand the differences between the achievement levels.	16	4.81	0.00%	0.00%	0.00%	18.75%	81.25%
I think the consensus discussions were productive.	16	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I feel my viewpoints were captured by the consensus discussions.	16	4.88	0.00%	0.00%	0.00%	12.50%	87.50%

<i>Please rate the influence of the following when setting standards.</i>	<i>N</i>	<i>Mean</i>	<i>Not at all Influential - 1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Extremely Influential -5</i>
The achievement level descriptions	16	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
My expectations of students	16	3.88	6.25%	6.25%	18.75%	31.25%	37.50%
My experience in the field	16	3.94	6.25%	12.50%	12.50%	18.75%	50.00%
Discussions with other participants	16	4.38	0.00%	6.25%	0.00%	43.75%	50.00%
Judgment of other participants	16	3.88	12.50%	0.00%	6.25%	50.00%	31.25%

Table K-2. FSAA-Datafolio Standard Setting: Procedural Evaluation Results—Phase B

<i>Please rate the usefulness of each of the following:</i>	<i>N</i>	<i>Mean</i>	<i>% SD</i>	<i>% SD</i>	<i>% D</i>	<i>% A</i>	<i>% SA</i>
I understood how to adjust the score combination judgments for my content area.	16	4.56	0.00%	0.00%	0.00%	43.75%	56.25%
The table leader helped the standard setting process run smoothly.	16	4.56	0.00%	0.00%	0.00%	43.75%	56.25%
I understood how to use the materials provided.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%
I understood how to record my judgments.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%
I think the procedures make sense.	16	4.38	0.00%	0.00%	12.50%	37.50%	50.00%
I understand the differences between the achievement levels.	16	4.69	0.00%	0.00%	0.00%	31.25%	68.75%
I think the consensus discussions were productive.	16	4.50	0.00%	0.00%	12.50%	25.00%	62.50%
I feel my viewpoints were captured by the consensus discussions.	16	4.63	0.00%	0.00%	0.00%	37.50%	62.50%

<i>Please rate the influence of the following when setting standards.</i>	<i>N</i>	<i>Mean</i>	<i>Not at all Influential-1</i>	<i>Somewhat Not Influential 2</i>	<i>Neutral 3</i>	<i>Somewhat Influential 4</i>	<i>Extremely Influential 5</i>
The achievement level descriptions	16	4.69	0.00%	0.00%	6.25%	18.75%	75.00%
The content-specific body of work materials	16	4.13	0.00%	6.25%	12.50%	43.75%	37.50%
My expectations of students	16	4.13	0.00%	0.00%	25.00%	37.50%	37.50%
My experience in the field	16	4.31	0.00%	0.00%	18.75%	31.25%	50.00%
Discussions with other participants	16	4.56	0.00%	0.00%	6.25%	31.25%	62.50%
Judgment of other participants	16	4.00	6.25%	6.25%	12.50%	31.25%	43.75%
Impact data	16	4.25	0.00%	0.00%	18.75%	37.50%	43.75%

<i>Do you believe the Phase A, Round 2 recommended percentage distributions for each of the achievement levels is Too Low, Somewhat Low, About Right, Somewhat High, or Too High?</i>	<i>N</i>	<i>Mean</i>	<i>Too Low 1</i>	<i>Somewhat Low 2</i>	<i>About Right 3</i>	<i>Somewhat High 4</i>	<i>Too High 5</i>
Level 3	16	3.19	0.00%	0.00%	81.25%	18.75%	0.00%
Level 2	16	2.94	0.00%	6.25%	93.75%	0.00%	0.00%
Level 1	16	3.06	0.00%	0.00%	93.75%	6.25%	0.00%
Level 0	16	3.81	0.00%	0.00%	43.75%	31.25%	25.00%

APPENDIX L— FINAL EVALUATION RESULTS

Table L-1. 2017 FSAA-Datafolio Standard Setting: Final Evaluation Results

<i>Panelist Demographics</i>	<i>Count (N=16)</i>	<i>%</i>
Content Area:		
Science	4	25.00%
Social Studies	4	25.00%
ELA	4	25.00%
Math	4	25.00%
Gender:		
Male	3	18.75%
Female	13	81.25%
Race/Ethnicity:		
Black	4	25.00%
Hispanic	1	6.25%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	1	6.25%
Years of Experience:		
0-5	3	18.75%
5-10	4	25.00%
10-15	2	12.50%
More than 15	7	43.75%
Professional Experience:		
Students with Disabilities	12	75.00%
Students with Limited English Proficiency	6	37.50%
Economically Disadvantaged Students	8	50.00%
Gifted and Talented Students	2	12.50%
General Education	9	56.25%

<i>Please rate the usefulness of each of the following:</i>	<i>N</i>	<i>Mean</i>	<i>Not Useful at All</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Extremely Useful</i>	<i>5</i>
The opening session	16	4.25	0.00%		6.25%	12.50%	31.25%		50.00%
The small group activities	16	4.88	0.00%		0.00%	0.00%	12.50%		87.50%
Becoming Familiar with the assessment	16	4.75	0.00%		0.00%	6.25%	12.50%		81.25%
Discussions with other participants.	16	4.81	0.00%		0.00%	0.00%	18.75%		81.25%
Impact data	16	4.75	0.00%		0.00%	0.00%	25.00%		75.00%

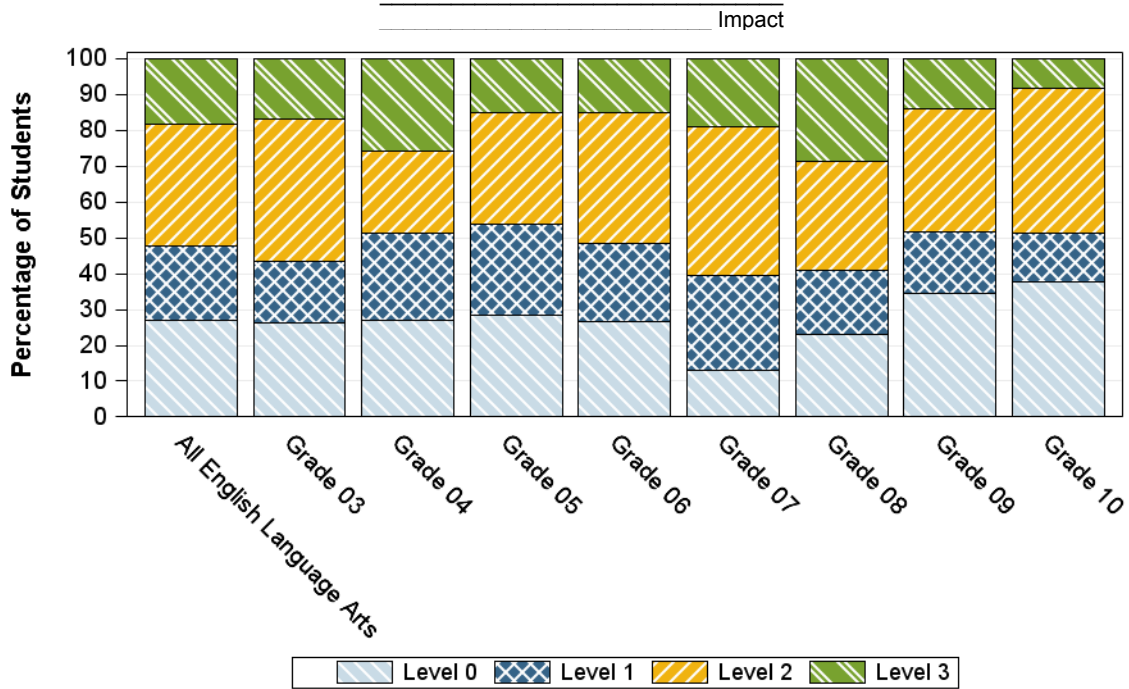
<i>Please mark the appropriate box for each statement.</i>	<i>N</i>	<i>Mean</i>	<i>% SD</i>	<i>% D</i>	<i>% N</i>	<i>% A</i>	<i>% SA</i>
I understood the goals of the standard setting meeting.	16	4.6250	0%	0%	6%	25%	69%
I understood the procedures we used to set standards.	16	4.6875	0%	0%	6%	19%	75%
The facilitator helped me understand the process.	16	4.6250	0%	0%	6%	25%	69%
The materials contained the information needed to set standards.	16	4.5625	0%	0%	6%	31%	63%
I understood how to use the impact data.	16	4.6250	0%	0%	6%	25%	69%
I understood how to make the score combination judgments.	16	4.6250	0%	0%	6%	25%	69%
							continued
I understood how to use the feedback provided after each	16	4.625	0%	0%	6%	25%	69%

phase.								
I understood how to use impact data.	16	4.625	0%	0%	6%	25%	69%	
The facilitator was able to provide answers to my questions.	16	4.750	0%	0%	6%	13%	81%	
Sufficient time was allotted for training on the standard setting tasks.	16	4.750	0%	0%	6%	13%	81%	
Sufficient time was allotted to complete the standard setting tasks.	16	4.750	0%	0%	6%	13%	81%	
The facilitator helped the standard setting process run smoothly.	16	4.630	0%	0%	6%	25%	69%	
Overall the standard setting process produced credible results.	15	4.600	0%	0%	7%	27%	67%	

<i>Do you believe the final recommended percentage distributions for each of the achievement levels for your content area is Too Low, Somewhat Low, About Right, Somewhat High or Too High?</i>	<i>N</i>	<i>Mean</i>	<i>Extremely Low 1</i>	<i>Somewhat Low 2</i>	<i>About Right 3</i>	<i>Somewhat High 4</i>	<i>Too High 5</i>
Level 3	16	3.25	0.00%	0.00%	81.25%	12.50%	6.25%
Level 2	16	2.91	0.00%	6.25%	87.50%	0.00%	0.00%
Level 1	16	3.03	0.00%	0.00%	93.75%	0.00%	0.00%
Level 0	12	4.17	0.00%	0.00%	25.00%	33.33%	41.67%

APPENDIX M—DISAGGREGATED RESULTS BASED ON POLICY ADJUSTMENTS

Florida Standards Alternate Assessment (FSAA) - Datafolio
 English Language Arts - Standard
 Setting English Language Arts - Standard
 Setting Phase C Committee Results Phase
 C Committee Results



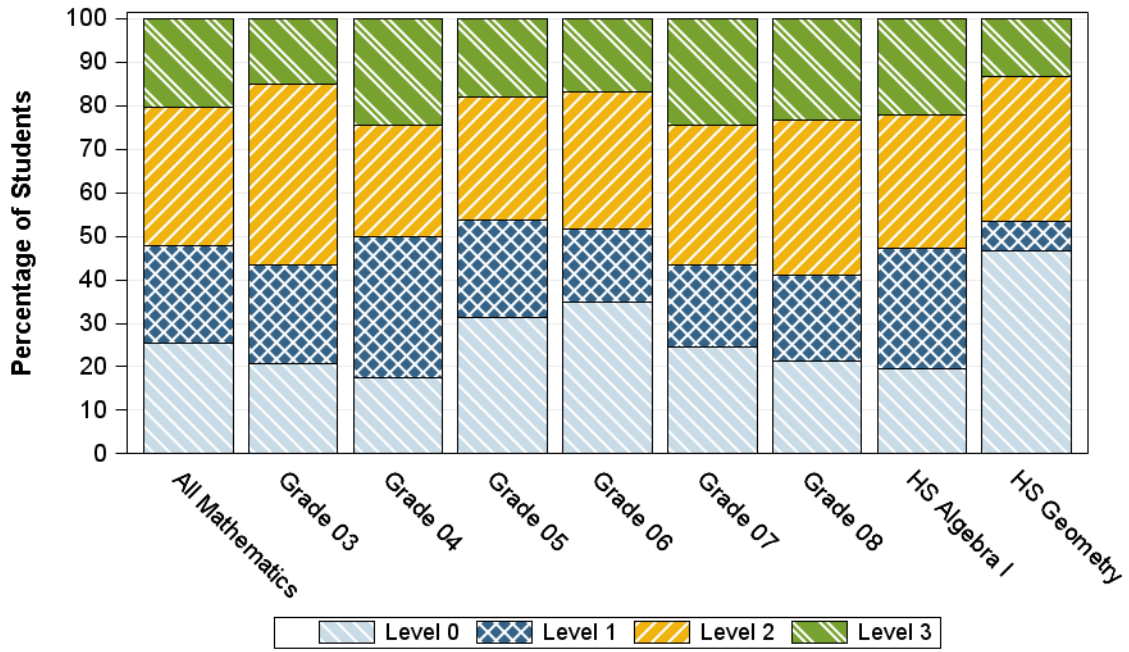
Percent	All English Language Arts	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10
Level 3	18.3	17.0	25.7	14.9	15.0	18.9	28.6	13.8	8.1
Level 2	33.8	39.6	23.0	31.3	36.7	41.5	30.4	34.5	40.5
Level 1	21.0	17.0	24.3	25.4	21.7	26.4	17.9	17.2	13.5
Level 0	26.9	26.4	27.0	28.4	26.7	13.2	23.2	34.5	37.8

Florida Standards Alternate Assessment (FSAA) - Datafolio
 English Language Arts - Standard Setting
 Phase C Committee Results

Impact Data
 Full Committee Results

N-Count	All English Language Arts	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10
Level 3	84	9	19	10	9	10	16	8	3
Level 2	155	21	17	21	22	22	17	20	15
Level 1	96	9	18	17	13	14	10	10	5
Level 0	123	14	20	19	16	7	13	20	14
Total	458	53	74	67	60	53	56	58	37

Florida Standards Alternate Assessment (FSAA) - Datafolio
 Mathematics - Standard Setting
 Mathematics - Standard Setting
 Round 3 Committee Results Phase C
 Committee Results



Percent	All Mathematics	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	HS Algebra I	HS Geometry
Level 3	20.3	15.1	24.3	17.9	16.7	24.5	23.2	22.2	13.3
Level 2	31.9	41.5	25.7	28.4	31.7	32.1	35.7	30.6	33.3
Level 1	22.5	22.6	32.4	22.4	16.7	18.9	19.6	27.8	6.7
Level 0	25.4	20.8	17.6	31.3	35.0	24.5	21.4	19.4	46.7

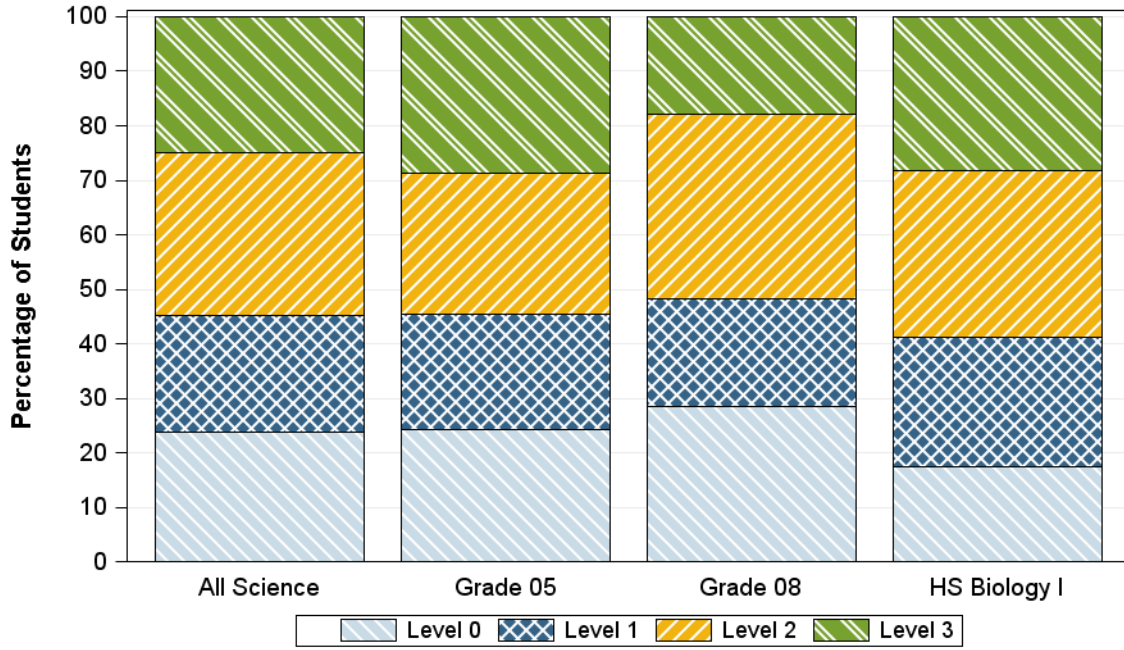
Florida Standards Alternate Assessment (FSAA) - Datafolio
 Mathematics - Standard Setting
 Round 3 Committee Results

Impact Data
 Full Committee Results

N-Count	All Mathematics	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	HS Algebra I	HS Geometry
Level 3	84	8	18	12	10	13	13	8	2
Level 2	132	22	19	19	19	17	20	11	5
Level 1	93	12	24	15	10	10	11	10	1
Level 0	105	11	13	21	21	13	12	7	7
Total	414	53	74	67	60	53	56	36	15

Florida Standards Alternate Assessment (FSAA) - Datafolio
 Science - Standard Setting
 Round 3 Committee Results

Impact Data
 Full Committee Results

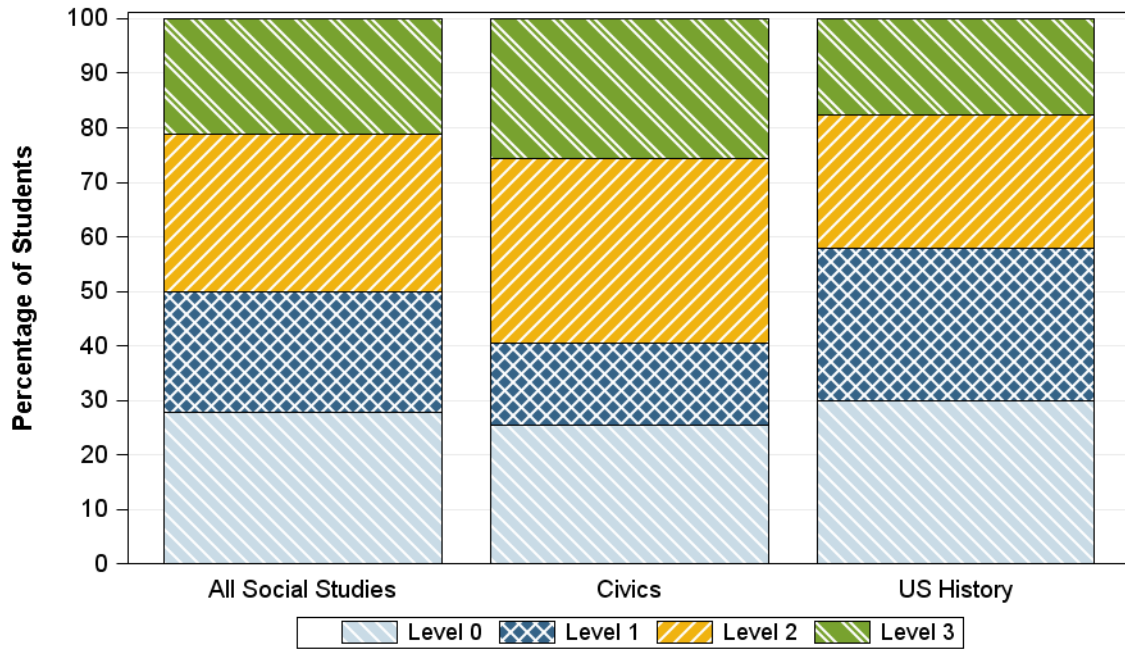


Percent	All Science	Grade 05	Grade 08	HS Biology I
Level 3	25.0	28.8	17.9	28.3
Level 2	29.8	25.8	33.9	30.4
Level 1	21.4	21.2	19.6	23.9
Level 0	23.8	24.2	28.6	17.4

N-Count	All Science	Grade 05	Grade 08	HS Biology I
Level 3	42	19	10	13
Level 2	50	17	19	14
Level 1	36	14	11	11
Level 0	40	16	16	8
Total	168	66	56	46

Florida Standards Alternate Assessment (FSAA) - Datafolio
 Social Studies - Standard Setting
 Round 3 Committee Results

Impact Data
 Full Committee Results



Percent	All Social Studies	Civics	US History
Level 3	21.2	25.5	17.5
Level 2	28.9	34.0	24.6
Level 1	22.1	14.9	28.1
Level 0	27.9	25.5	29.8

N-Count	All Social Studies	Civics	US History
Level 3	22	12	10
Level 2	30	16	14
Level 1	23	7	16
Level 0	29	12	17
Total	104	47	57