



**Florida Standards
Alternate Assessment**
— PERFORMANCE TASK —

**Florida Standards Alternate
Assessment–Performance Task
(FSAA–PT)**

Standard Setting Report

July 13–14, 2017

Orlando, FL

Prepared for the Florida Department of Education by:



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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 Performance Task (FSAA–PT) in civics and U.S. history end-of-course (EOC) assessments. The two assessments were first administered in spring 2017. The standard setting meeting was held July 13–14, 2017. In all, there were two panels with 20 panelists participating in the process. The configuration of the panels is shown in Table 1-1.

Table 1-1. 2017 FSAA–PT Standard Setting: Configuration of Standard Setting Panels

<i>Panel</i>	<i>Number of Panelists</i>	<i>Content Area</i>	<i>Grade</i>	<i>Days</i>
1	10	Civics	7	2
2	10	U.S. History	HS	2

The Body of Work profile method was used for setting standards for the FSAA–Performance Task in the same manner that it was used in the standard setting conducted in February 2017. In the Body of Work profile method, panelists are presented with samples of student profiles and make their judgments based on those profiles. Specifically, panelists examine each student profile and, based on their common understanding of the Achievement Level Descriptions (ALDs), determine which achievement level best matches the evidence the student profile exhibits through his or her performance on the assessment. 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–Performance Task that served as the defining descriptions for each achievement level. In collaboration with Measured Progress, staff members at the Department drafted end-of- course, specific Achievement Level Descriptions (ALDs). The ALDs describe the knowledge, skills, and abilities that students must demonstrate to be classified into an achievement level for each EOC assessment. Stakeholders from across the state, including content and special education experts, reviewed and provided input on the draft descriptions prior to the standard setting meeting, where they were presented to the panelists. The ALDs are provided in Appendix B.

The panelists reviewed the ALDs and sought clarification so the group could come to consensus on the meaning and interpretation of the ALDs. It was not in the purview of the panelists to provide feedback regarding the ALDs, as these were finalized ALDs.

2.2 PREPARATION OF MATERIALS FOR PANELISTS

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

- meeting agenda
- nondisclosure form
- ALDs
- set of profile/rating sheets
- test items/standards crosswalk
- visual item map (VIM)
- facilitator script
- operational test form
- *FSAA–PT Test Administration Manual*
- evaluation surveys

Copies of the meeting agenda, the nondisclosure form, ALDs, a sample student profile/rating sheet, test items/standards crosswalk, and VIM are included in Appendices A through F and Appendix O.

2.3 PREPARATION OF PRESENTATION MATERIALS

The PowerPoint presentation used in the opening session was prepared prior to the meeting. The presentation included an overview of the eligibility for alternate assessment participation, assessed content areas, test design, and the FSAA–PT administration. The second part of the 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. This presentation (and, therefore, its preparation) was the joint effort of Measured Progress and the Department. A copy of the presentation is included in Appendix G.

2.4 PREPARATION OF INSTRUCTIONS FOR FACILITATORS

The facilitators attended an initial training session, led by a Measured Progress special education director, the week before the standard setting meeting. The purpose of the training was to prepare the facilitators for the panel activities and to ensure consistency in the implementation of procedures. A script was created for group facilitators to refer to while working through each step of the standard setting process. An outline of the standard setting process, which provided guidelines for use of the VIMs and profile/rating sheets, was also provided to facilitators. These documents are included in Appendix H.

2.5 PREPARATION OF SYSTEMS AND MATERIALS FOR ANALYSIS DURING THE MEETING

The computational programming to calculate cut scores and impact data for use during the standard setting meeting was completed and thoroughly tested prior to the standard setting meeting. See Section 3.8, Tabulation of Round 1 Results, for a description of the analyses performed during standard setting.

2.6 SELECTION OF PANELISTS

Panelists applied to take part in the standard setting meeting. Measured Progress made recommendations to the Department and the panelists were approved prior to the standard setting meeting. Each group had both special educators and general educators. Each panel consisted of 10 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 BODY OF WORK METHOD

The Body of Work profile method for standard setting was developed specifically for use with assessments that are designed to allow for a range of student responses, such as profile- and performance-based assessments (Kingston et al., 2001). Panelists were asked to classify each student profile into a single achievement level by considering the evidence the student provided in the profile.

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, Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement, Vince Verges, from the Department, provided an overview of the standard setting and approval process. Senior Educational Program Director, Bureau of Exceptional Education and Student Services, Heidi Metcalf, from the Department, then 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, Jennifer Quiet, provided an overview of the assessment, including administration, scoring, and participation criteria for the alternate assessment. Following this presentation, Measured Progress's lead psychometrician, Lei Yu, presented an overview of the Body of Work method procedure and the activities that would occur during the standard setting meetings. Panelists were given an opportunity to ask questions. Once the general orientation was complete, each panel convened in a breakout room, where the panelists received more detailed training from their facilitator and completed the standard setting activities.

3.3 REVIEW OF ASSESSMENT MATERIALS

The first step after the opening session was for the panelists to become familiar with the FSAA–PT assessment. The purpose of this step was to make sure the panelists thoroughly understood how the assessment is administered and scored. The panelists reviewed the test information for their grade level and content area, which included the test booklet and response booklet with any cutouts. They also reviewed the assessment administration flowchart and the *FSAA–PT Test Administration Manual*, which included participation guidelines, scoring procedures, and accommodations and assistive technology. 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 ALDs. This important step was designed to ensure that the panelists thoroughly understood the knowledge, skills, and abilities needed for students to be classified into achievement levels (Level 1, Level 2, Level 3, and Level 4). 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 the expected performance of the students who are “just able enough” to be classified into each level as well as the characteristics of these students, who were referred to as “borderline students” because they were right on the border between levels. Bulleted lists of characteristics of a borderline student at 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 student to be classified into each achievement level by specifically addressing the knowledge, skills, and abilities measured by the objectives.¹

The ALDs and borderline description lists are provided in Appendices B and 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

¹ Note that the purpose of this step was to clarify and add specificity to the ALDs based on the knowledge, skills, and abilities identified for each achievement level.

process and to walk them through the process of rating student profiles. In addition to the ALDs, the panelists were given the following materials:

Practice student profile/rating sheet. The panelists were given a set of three student profiles. They were also given a rating form, which provided a column for the profile and three blank rating columns. The panelists entered the level (1, 2, 3, or 4) in the column that they believed the student profile should be classified. A sample practice profile/rating sheet is provided in Appendix E.

VIM. In addition, panelists were provided a VIM, which is a visual representation of the average student performance on the items. The VIM was used to help panelists understand patterns of responses and the relationship among the items. VIMs provide a graphical summary of the pattern of student scores on the items, and can be helpful to panelists in understanding the relationships among the items.

Test Items/Standards Crosswalk. The crosswalk outlined the standard that each item addressed. Panelists used the crosswalk in conjunction with the VIM as an efficient way to identify the knowledge, skills, and abilities for each item set within the VIM. The test items/standard crosswalks are provided in Appendix O, and a sample VIM is provided in Appendix F; the forms used during the rating rounds had the same structure except there were 45 profiles included.

The facilitator explained the purpose of each of the materials and how panelists would use the materials in evaluating each profile and making their ratings. Then the facilitator reviewed the first profile with the panelists, pointing out the evidence contained in the profile. The facilitator reviewed the relationship between the evidence provided by the profile and the relationship to the ALDs. The second and third profiles were reviewed with the panelists in the same manner. The panelists were asked to rate each profile, focusing on the knowledge, skills, and abilities demonstrated. The facilitator then led the panelists through a readiness discussion, asking them to share their reasoning for each profile rating and assessing each panelist's understanding of the rating task.

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 Round 1 ratings. Facilitators were instructed to review 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 ROUND 1 JUDGMENTS

In the first round, the panelists worked individually using the ALDs, student profiles, and rating form. The profile/rating sheet consisted of 45 profiles, with scores covering the range of student ability. In selecting the profiles, the goal was to select representative profiles while minimizing the theta gap between them. The following procedure was used. First, the theta values were divided into 45 equal intervals. Then, the median theta value within each interval was used as the target and the EAP value profile closest to it was selected. For each profile, the panelists considered the knowledge, skills, and abilities demonstrated by the student in that profile, and the panelists decided which achievement level was the best match. The panelists worked their way through the profiles, making a rating for each one, and recorded their ratings on the Round 1 rating form. While the profiles were presented in order of ability (EAP theta score), the panelists were not required to rate them strictly in increasing order. Instead, the panelists were encouraged to take a holistic look at the evidence in the profile to make a judgment about the appropriate achievement level relative to the ALDs.

3.8 TABULATION OF ROUND 1 RESULTS

After all the panelists had completed their individual ratings, the Measured Progress data analysis team calculated the median cut scores for the group based on the Round 1 ratings. Cut scores were calculated using SAS statistical software. Logistic regression was used to determine each panelist's individual cut scores, and then the median cut scores were taken across the group. Details of using logistic regression to compute threshold scores are described in Appendix N. In addition, the median absolute deviation of the panelists' cut scores was calculated, which gives an indication of the extent to which judgments were consistent across panelists and, in particular, reflects the increasing level of agreement among the ratings with each successive round of ratings. The Round 1 results are outlined in Table 3-1.

Table 3-1. 2017 FSAA–PT Standard Setting: Round 1 Results—Civics & U.S. History

Content Area	Achievement Level	Median Cut	Median Absolute Deviation	Range of Theta		Percent of Students
				Min	Max	
Civics	1			-4.0000	-0.7121	25.50
	2	-0.7120	0.160906425	-0.7120	0.1256	29.00
	3	0.1257	0.261321582	0.1257	1.0060	29.90
	4	1.0061	0.282932072	1.0061	4.0000	15.60
U.S. History	1			-4.0000	-0.8990	20.10
	2	-0.8989	0.065310194	-0.8989	-0.0666	28.30
	3	-0.0665	0.121852201	-0.0665	1.0579	36.20
	4	1.0580	0.409314120	1.0580	4.0000	15.40

3.9 ROUND 2 JUDGMENTS

The purpose of Round 2 was for panelists to discuss their Round 1 judgments as a group and determine whether any revisions were necessary. A psychometrician shared the median cut score locations with the panelists to help inform their group discussion and Round 2 ratings. It is important to note that although the impact data are presented in Table 3-1, they were not shared with the panelists after Round 1. Prior to the group discussion, the facilitator asked for a show of hands to determine the number of panelists who had placed each profile into each achievement level; the facilitator then recorded the results on chart paper. Starting with the first profile they disagreed on, the panelists began discussing the categorization of the profiles 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. Facilitators made sure the panelists knew that the purpose of the discussion was not to reach consensus; at every point throughout the standard setting process, the panelists were asked to provide their own best judgment. Once the discussions were complete, the panelists filled in the Round 2 rating form.

3.10 TABULATION OF ROUND 2 RESULTS

When Round 2 ratings were complete, the Measured Progress data analysis team calculated the median cut scores for the room and associated impact data. The results of the panelists' Round 2 ratings are outlined in Table 3-2.

Table 3-2. 2017 FSAA–PT Standard Setting: Round 2 Results—Civics & U.S. History

<i>Content Area</i>	<i>Achievement Level</i>	<i>Median Cut</i>	<i>Median Absolute Deviation</i>	<i>Range of Theta</i>		<i>Percent of Students</i>
				<i>Min</i>	<i>Max</i>	
Civics	1			-4.0000	-0.6614	26.70
	2	-0.6613	0.04155000	-0.6613	0.0974	26.40
	3	0.0975	0.00062973	0.0975	0.9236	29.80
	4	0.9237	0.01660933	0.9237	4.0000	17.20
U.S. History	1			-4.0000	-0.8990	20.10
	2	-0.8989	0.00000000	-0.8989	-0.3091	19.80
	3	-0.3090	0.05908508	-0.3090	0.5591	31.40
	4	0.5592	0.00000000	0.5592	4.0000	28.70

3.11 ROUND 3 JUDGMENTS

The purpose of Round 3 was for panelists to discuss their Round 2 ratings as a whole group and, if necessary, to revise their judgments. Prior to the group discussion, the facilitator once again asked for a show of hands to determine the number of panelists who had placed each profile into each achievement level; the facilitator recorded the results on chart paper. The group median cut scores based on the Round 2 results were presented. In addition, during this round the group was presented with the impact data (i.e., the percentage of students classified into each achievement level based on the group median cut scores). The psychometrician explained how to use this information as they completed their Round 3 discussions. The panelists were encouraged to discuss whether the percentage of students classified in each achievement level seemed reasonable, given their perceptions of the students and the knowledge, skills, and abilities needed to answer the test questions. A discussion was led by the facilitator that focused on the profiles above and below each of the cut scores. The panelists discussed their ratings, with the impact data considered as additional context for the discussion. Lastly, after the discussions were complete, the panelists were given a final opportunity to revise their ratings. Once again, the facilitator reminded the panelists that they should use their individual best judgment and that it was not necessary for them to reach a consensus.

3.12 TABULATION OF ROUND 3 RESULTS

When Round 3 ratings were complete, the Measured Progress data analysis team once again calculated the median cut scores for the group and associated impact data. The results of the panelists' Round 3 ratings are outlined in Table 3-3. Disaggregated results for Round 3 are included in Appendix K.

Table 3-3. 2017 FSAA–PT Standard Setting: Round 3 Results—Civics & U.S. History

<i>Content Area</i>	<i>Achievement Level</i>	<i>Median Cut</i>	<i>Median Absolute Deviation</i>	<i>Range of Theta</i>		<i>Percent of Students</i>
				<i>Min</i>	<i>Max</i>	
Civics	1			-4.0000	-0.6614	26.70
	2	-0.6613	0.000000000	-0.6613	0.1530	28.80
	3	0.1531	0.057397554	0.1531	0.9556	27.90
	4	0.9557	0.048675000	0.9557	4.0000	16.70
U.S. History	1			-4.0000	-0.8990	20.10
	2	-0.8989	0.000000000	-0.8989	-0.3095	19.70
	3	-0.3094	0.000342327	-0.3094	0.4876	29.20
	4	0.4877	0.000000000	0.4877	4.0000	30.90

3.13 SCALE SCORE CUTS FOR END-OF-COURSE TESTS

The reporting scales were established at the completion of the February 2017 standard setting. Using theta to scale score transformation constants for end-of-course assessments (i.e., mean = 800 and SD = 25), scale score cuts corresponding to the theta cuts are provided in Table3-4.

Table 3-4. 2017 FSAA–PT Standard Setting: Scale Score Cuts —EOC

<i>Content Area</i>	<i>Achievement Level</i>	<i>Median Theta Cut</i>	<i>Median Scale Score Cut</i>	<i>Percent of Students</i>
Civics	1			26.70
	2	-0.6613	783	28.80
	3	0.1531	804	27.90
	4	0.9557	824	16.70
U.S. History	1			20.10
	2	-0.8989	778	19.70
	3	-0.3094	792	29.20
	4	0.4877	812	30.90

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 each 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, L, and M.

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. These results were placed into a slide deck prepared by the Department for its public webinar presentation.

These same results were also presented to the commissioner for review. The commissioner made revisions to some cuts in the scale score metric. These recommended scale scores will then be provided 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.

The Commissioner's recommended cut scores for the FSAA-Performance Task Social Studies assessments are provided in table 4-1.

Table 4-1. 2017 FSAA–PT Standard Setting: Commissioner’s Scale Score Cuts

<i>Content Area</i>	<i>Achievement Level</i>	<i>Scale Score Cut</i>
Civics	1	
	2	773
	3	796
	4	818
U.S. History	1	
	2	778
	3	792
	4	818

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–PT in civics and U.S. history.

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.
- Kingston, N. K., Kahl, S. K., Sweeney, K. P., & Bay, L. (2001). Setting performance standards using the body of work method. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 219–248). Mahwah, NJ: Lawrence Erlbaum.
- 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

FSAA– Performance Task Standard Setting
Social Studies
July 13-14, 2017

Day 1 (July 13)

Time	Activity/Presentation	Location	Presenter
7:30 am – 8:55 am	Registration & Breakfast (provided)	Mezzo	
9:00 am – 9:20 am	Welcome, Introductions, and Thank You	Lido	Florida Department of Education, Measured Progress
9:20 am – 9:50 am	General Orientation to the FSAA–PT	Lido	Susan Izard, Measured Progress
	Review Agenda and Materials FSAA–PT Overview Role of Panelists	Lido	
9:50 am – 10:50 am	Standard-Setting Process Overview	Lido	Lei Yu, Measured Progress
10:50 am – 11:00 am	Break (transition to break-out rooms, refer to the Room Map for panel room assignments)		
11:00 am – 12:00 pm	Individual Group Introductions Review Achievement Level Descriptors Achievement Level Discussions	US History – Boca Grande Civics – Marco Island	Measured Progress Facilitator
12:00 pm – 1:00 pm	Lunch (provided)	Mezzo	
1:00 pm – 5:00 pm	*Standard-Setting Process	US History – Boca Grande Civics – Marco Island	Measured Progress Facilitator

Adjourn by 5:00 PM

**Afternoon breaks taken as appropriate based on panel progress.*

Day 2 (July 14)

Time	Activity/Presentation	Location	Presenter
7:30 am – 8:30 am	Breakfast (provided)	Mezzo	
8:30 am – 12:00 pm	*Standard-Setting Process	US History – Boca Grande Civics – Marco Island	Measured Progress Facilitator
12:00 pm – 1:00 pm	Lunch (provided)	Mezzo	
1:00 pm – 5:00 pm	*Standard-Setting Process Completed	US History – Boca Grande Civics – Marco Island	Measured Progress Facilitator

Adjourn by 5:00 PM

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

APPENDIX B—ACHIEVEMENT LEVEL DESCRIPTIONS

Florida Standards Alternate Assessment Achievement Level Policy Definitions and Content Grade Specific Achievement Level Descriptors

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 - Performance Task (FSAA-PT) 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, grade and content specific Achievement Level Descriptors were developed. The Descriptors provide more granular information about student performance relative to the content area and grade level. The Definitions and the Descriptors are intended to guide (a) participants during the standard-setting process for the FSAA-PT in February 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 grades; however, there is an increasing progression of expectation across the four 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 DESCRIPTORS, GRADE CONTENT SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptors should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for Achievement Level Descriptions (ALDs) to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). The FSAA-PT Achievement Level Descriptors provide performance expectations through demonstration of certain KSAs that is expected in a particular achievement level. These are specific to a particular grade and content area. The information in these is tailored to include the Florida Standards Access Points (FS-APs) and/or Essential Understandings (EUs) and performance specific detail within each achievement level. Each achievement level contains some examples of the FS-APs and/or EUs that may be assessed within tasks (Task 1, Task 2, Task 3). These are examples and not an exhaustive list. As a whole, the descriptors are intended to provide description of student performance expectations that increase across the four achievement levels.

Key for text colors within the Achievement Level Descriptors:

English Language Arts (ELA) and Mathematics

Within achievement levels 2 and 3 some of the text is **blue**, **purple**, or **red**. This differentiation is specific to the FS-APs and EUs. For each grade, **blue** represents EU information at the Task 1 level, **purple** represents EU information at the Task 2 level, and **red** represents AP information at the Task 3 level.

Science and Social Studies

Within achievement levels 2 and 3 some of the text is **blue**, **purple**, or **red**. This differentiation is specific to the FS-APs. For each grade, **blue** represents Participatory AP information at the Task 1 level, **purple** represents Supported AP information at the Task 2 level, and **red** represents Independent AP information at the Task 3 level.

APPROVED - FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

PROPOSED - FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTORS – CIVICS EOC

Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with the use of familiar words or basic 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance • Item setting that may reference 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance • Item setting that may reference home, school, and/or global 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or unfamiliar words and content specific words

<p>content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize that the government has different parts; recognize a right of citizens guaranteed by law; recognize an authority to respond to a problem; recognize that the Supreme Court recognizes that all citizens are equal; recognize that the United States government has three parts; recognize that local, state, and federal governments provide services; recognize that the United States helps other countries 	<p>home, school, and/or community with the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: recognize the powers of the branches of government of the United States; recognize a right of citizens guaranteed by law; recognize an authority to respond to a problem; recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education; recognize the major function of the three branches of the United States government; recognize that local, state, and federal governments provide services; recognize that the United States helps other countries 	<p>community with the use of familiar words and/or content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government; recognize the rights of individuals in the Bill of Rights; recognize a problem in the local community and an authority to respond to that problem; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona; identify the major function of the three branches of the United States government established by the Constitution; recognize major obligations and services of local, state, and federal governments; recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps 	<ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government; identify the rights of individuals in the Bill of Rights and other amendments to the Constitution; recognize a problem in the local community and the appropriate governmental agency to respond to that problem; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona; identify the major function of the three branches of the United States government established by the Constitution; identify obligations and services of local, state, and federal governments; identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization
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APPROVED - FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

PROPOSED - FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTORS – U.S. HISTORY EOC

Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with the use of familiar words or basic 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance • Item setting that may reference 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance • Item setting that may reference home, school, and/or global 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or unfamiliar words and content specific words

<p>content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize that historians write about events; recognize characteristics of life during the Civil War; recognize employment options in America; recognize a contribution of Florida as it relates to American history; recognize that countries want to prevent wars; recognize a development in Florida, such as the space program; recognize that people act in violent and nonviolent ways to bring about change 	<p>home, school, and/or community with the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify the importance of the use of authentic sources by historians to write about events; recognize the major causes and consequences of the Civil War; recognize employment options in America; recognize a contribution of Florida as it relates to American history; recognize that countries want to prevent wars; recognize key events in Florida, such as the construction of military bases and the development of the space program; recognize that people act in violent and nonviolent ways to bring about change 	<p>community with the use of familiar words and/or content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events; identify the major causes and consequences of the Civil War; recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture; recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War; recognize that the League of Nations was formed to prevent wars; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA; recognize important acts of key persons and organizations in the Civil Rights 	<ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events; identify the major causes and consequences of the Civil War; identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture; identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War; identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA; identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as
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		<p>Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X</p>	<p>Martin Luther King, Rosa Parks, the NAACP, and Malcolm X</p>
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APPENDIX C—BORDERLINE ACHIEVEMENT LEVEL DESCRIPTIONS

ALD and Borderline Charts Talking Points

FLDOE uses the term Achievement Level Descriptors (ALDs), as opposed to Performance Level Descriptors used by some states. ALDs include **policy level definitions** and then **content/grade level specific** set of knowledge, skills, and abilities (KSAs) descriptions.

Steps/Suggested Talking Points for Facilitators:

- Read through the overview page with panelists.
- Have panelists read through the definitions/descriptions on their own, making notes directly on the pages as needed. Allow everyone time to read and process the information at their own rate. Don't rush them.
- Check in with the group about the descriptions:
 - Is there something they need clarification on?
 - Would anyone like more time to review?
 - Is everybody ready to move on?
- Move to the chart paper. (Set up four sheets titled: Level 1, Level 2 borderline, Level 3 borderline, Level 4 borderline)
 - The Level 1 chart will flesh out the expectations of students within this category.
 - The borderline charts will flesh out what it takes to just get into the category. So, for example, the Level 2 borderline chart focuses on what it takes to **just** be in Level 2...the student performance is no longer a high Level 1 and has crossed into a low Level 2. "they just have their toe in the Level 2 pool." Start by looking at the differences in the policy definitions across the 4 levels:
 - Level 1- do not demonstrate an adequate level of success
 - Level 2- demonstrate a limited level of success
 - Level 3- demonstrate a satisfactory level of success
 - Level 4- demonstrate an above satisfactory level of success
 - Flesh out these differences on the chart paper.
 - Make sure all are in agreement with what is written down.
 - Look at the specific descriptions and the differences across the levels in the up-front language.
 - Emerging vs. limited vs. satisfactory vs. strong
 - Rudimentary vs. foundational vs. basic...etc
 - What does this look for each chart?
 - Have panelists talk through what the KSAs would look like for each of the charts.
 - What KSAs within the Level 2 description would be expected to just barely make it into the category?
 - Remind panelists that they are not trying to describe the solid Level 2 expectations.
 - Work this through for each borderline chart.
 - Level 1 can be the range of Level 1 as it is not a borderline chart.
 - Make sure panelists are all in agreement with the information on the charts.
 - If the group needs prompting to get them started, as "What does student need to demonstrate that would put them over the line in to Level 2?"
 - It's ok to put things on the charts and then revise or remove them as long as the whole group agrees.
 - Sometimes it's easier to work on the Level 1 and Level 4 charts and work inwards from there.
 - Check to make sure that panelists are ready to move on.
 - There is opportunity to refine the charts during the process as needed.
 - For example, after Round 1 and before ratings in Round 2 you will be reviewing the ALDs and charts to make sure everyone is still in agreement with the information on the charts.

REMEMBER: THIS IS THE ONE ACTIVITY WHERE PANELISTS DO NEED TO BE IN AGREEMENT. PLEASE TAKE THE TIME NEEDED WITH THIS ACTIVITY.

U.S. History

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Basic • Familiar contexts in content • Non-reader, maybe sight words • Low/no background knowledge (rudimentary) • More dependent • Shorter attention span • May or may not be verbal • Shorter attention span • May or may not write • Lower motor skills • More limited communication skills • No understanding of countries, cities, states • Home/school activities • Very limited success • Direct match – straight line from stimulus to answer facts 	<ul style="list-style-type: none"> • needs a great deal of support • basic understanding of the abstract • more supported than participatory • awareness that there is some content vocabulary • understanding of the world past home/school (community context) • limited success • answers more T2 questions • able to answer less direct questions infrequently • recognize authentic sources and other concepts • inconsistent (can do things with support) • facts and details about the facts 	<ul style="list-style-type: none"> • understanding of world past community (global) • recognizing some content vocabulary • answer questions with inferencing occasionally • reasons why (some) • identify, not recognize • reason, plan, sequence • able to focus on longer passages • answer T2 questions correct frequently • answer T3 questions correct inconsistently <ul style="list-style-type: none"> ○ questions answered correctly have visual cues, involve topics of interest, concrete, more connected between stimulus/response 	<ul style="list-style-type: none"> • reason, plan, sequence with occasional success • make connections occasionally • unfamiliar contexts for content • inferring more often and more correctly • more likely to answer T3 questions correctly • students have stamina for longer passages • differentiates and generalizes selectively and occasionally/consistently for topics of interest, concrete items, items with visual cues, and items with more direct connection between the stimulus and response • recognizing content vocabulary • higher order questions • facts, details, inferences and beyond

Civics

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Setting – home/school • Beginning academic awareness • Dependent upon supports like graphics or concrete objects • Use basic recall • Use matching • “right there” questions • Rudimentary knowledge • Potentially non-responsive • Requires picture cue 	<ul style="list-style-type: none"> • Emerging or limited ability to understand cause and effect • Setting – home/school/community • Limited inferencing • Retention of content specific vocab at a limited level • Make inconsistent connections • Beginning to understand “macro” themes • Consistently inconsistent 	<ul style="list-style-type: none"> • Satisfactory academic achievement • Setting – global community micro to macro • Understand macro to micro • beginnings of abstract thought • reasoning to answer the questions – use of rationale • starting to sequence • independent demonstration inconsistent • discriminate between items/details • emerging ability to discriminate • use graphics/features in an analytical way • problem solution • understand level of importance • emerging awareness of different points of view 	<ul style="list-style-type: none"> • Independence • Strong academic content • Significant inferences consistent • Use inferencing to understand familiar words • Multi-step processes • Application of knowledge • Understand the following: <ul style="list-style-type: none"> ○ Government process ○ Separation of powers ○ Significance of court cases • Makes self to world connections • world organizations • Problem solving

APPENDIX D—NONDISCLOSURE AGREEMENT



Florida Standards Alternate Assessment–
Performance Task
July 2017 Standard Setting
Nondisclosure Agreement

The design of Measured Progress’s test programs requires that the test questions remain secure. To maintain the security of the tests, only authorized persons are permitted to view the test questions. With the exception of materials released by the Florida Department of Education for informational purposes, all test questions (draft or final) and associated materials must be regarded as secure instruments. As a result, such materials may not be reproduced, discussed, or in any way released or distributed to unauthorized persons.

As a teacher, school principal, alternate assessment coordinator, district coordinator, curriculum specialist, 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 prohibiting the disclosure of said materials.

Name (printed)

Name (signature)

Date

APPENDIX E—PROFILE/RATING SHEET

Rater I.D. _____ Content Area: **Civics** Grade: **7**
 Rating (1=Level 1, 2= Level 2, 3= Level 3, 4= Level 4)

Profile	Round 1	Round 2	Round 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1				0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0
2				0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0
3				1	0	0	0	0	0	1	1	1	1	0	2	0	0	0	0
4				0	0	1	1	0	0	0	0	1	0	1	0	1	0	2	0
5				0	0	1	0	1	1	0	0	0	2	0	0	1	2	0	0
6				1	2	2	0	1	0	0	1	0	0	1	0	1	0	1	0
7				1	2	2	0	2	1	2	0	0	0	0	0	0	0	1	0
8				0	0	0	0	0	0	0	0	0	0	2	1	2	2	3	2
9				2	1	1	0	0	1	0	0	0	0	1	2	1	1	3	0
10				0	1	2	1	2	2	1	0	0	1	0	0	1	0	1	0
11				1	1	2	0	1	0	0	0	2	0	2	0	1	2	2	1
12				2	1	1	1	1	0	2	0	0	1	2	1	1	1	1	1
13				2	2	1	0	2	2	3	1	1	0	1	0	2	1	2	1
14				1	3	1	1	1	0	1	3	3	1	0	2	2	3	0	1
15				1	1	1	3	2	1	3	0	0	2	1	2	1	2	3	1
16				3	1	0	1	2	0	1	1	3	2	2	0	2	3	2	3
17				0	0	1	3	2	2	2	3	2	2	2	2	0	2	2	1
18				3	2	1	1	0	2	3	2	2	3	1	2	0	2	2	1
19				2	1	3	1	2	1	2	1	1	2	2	2	2	3	2	1
20				3	1	1	2	1	3	2	1	1	2	2	3	2	2	2	1
21				3	1	2	1	1	1	3	1	2	1	3	3	2	2	2	1
22				1	3	1	3	2	2	3	3	2	3	3	0	3	0	2	1
23				3	3	1	3	1	3	1	0	2	2	1	3	3	2	3	1
24				2	2	2	2	2	3	1	2	3	2	3	1	2	2	2	1
25				2	2	2	2	1	2	3	2	2	3	3	1	2	2	2	1
26				2	1	3	1	3	3	1	3	3	1	2	1	1	3	2	1
27				1	2	1	1	1	2	3	2	3	1	2	3	3	3	3	3
28				3	2	1	3	3	3	1	1	3	2	2	3	1	3	3	1
29				2	3	2	1	2	2	1	2	3	3	3	2	3	2	2	1
30				2	2	1	3	2	3	2	1	2	3	3	1	3	3	3	1
31				3	3	3	1	3	1	2	2	2	3	2	1	3	2	3	1
32				2	1	1	3	2	2	3	3	3	3	2	1	3	2	3	1
33				2	3	1	2	3	2	3	1	3	3	2	2	3	3	2	2
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35				3	2	3	2	3	3	3	2	2	2	2	3	2	3	3	3
36				1	2	3	1	3	3	3	3	2	3	2	3	3	3	3	1
37				3	3	3	1	2	2	1	3	2	3	3	1	3	3	3	3
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45				3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3

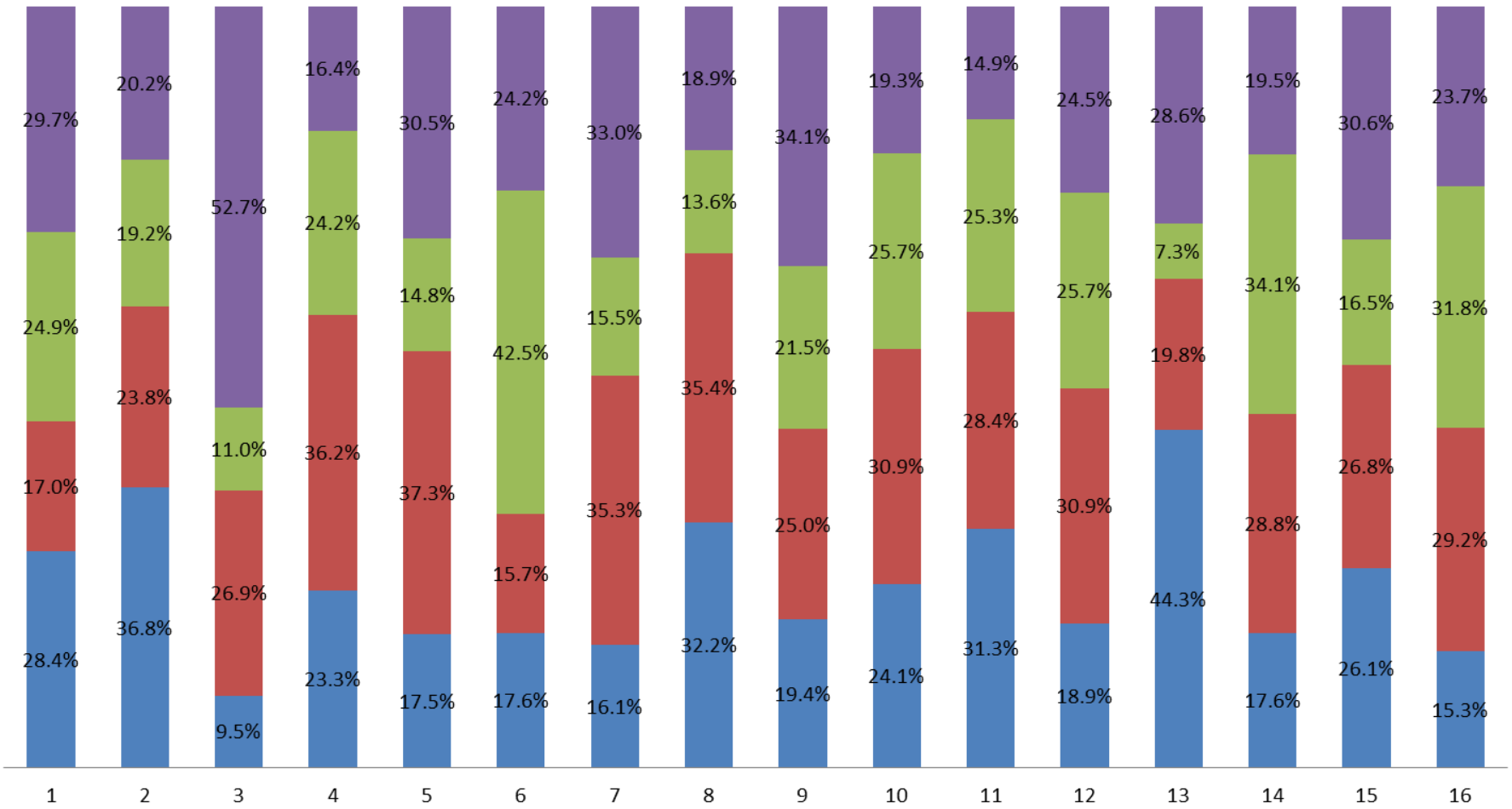
Rater I.D. _____ Content Area: **U.S. History** Grade: **High School**
 Rating (1=Level 1, 2= Level 2, 3= Level 3, 4= Level 4)

Profile	Round 1	Round 2	Round 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1				0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0
2				0	0	1	0	1	0	0	0	1	1	0	2	0	0	0	0
3				0	0	1	0	0	2	0	0	0	0	0	0	1	0	1	1
4				1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0
5				0	1	2	0	1	0	0	0	0	1	0	0	2	0	1	1
6				0	1	0	0	1	0	2	1	0	0	1	1	0	0	1	1
7				2	0	0	1	1	3	0	0	1	1	0	3	1	1	0	0
8				0	0	0	1	1	2	1	1	0	1	2	0	1	0	2	1
9				1	1	1	2	1	0	2	0	0	1	1	0	0	1	1	1
10				0	1	1	2	3	0	2	2	0	3	3	0	0	0	1	2
11				2	0	1	2	1	0	1	0	0	1	2	2	2	0	1	3
12				3	0	1	1	1	2	0	1	3	1	0	2	1	2	1	0
13				2	0	2	1	1	3	1	1	1	1	3	0	1	0	2	3
14				1	0	1	2	1	0	1	1	1	1	3	3	2	1	2	1
15				3	3	1	1	0	0	2	2	0	3	1	1	1	0	3	3
16				2	2	2	2	1	2	1	1	2	1	2	1	1	1	1	2
17				3	1	1	3	1	3	3	2	3	0	2	0	1	1	1	0
18				2	3	1	3	1	3	1	0	1	2	3	2	3	3	2	0
19				2	2	1	2	1	2	3	2	1	2	1	2	1	3	1	2
20				2	3	1	2	0	2	2	1	1	1	2	2	1	3	3	3
21				3	2	1	2	3	1	1	1	2	2	2	2	1	1	1	3
22				3	0	3	2	3	3	2	3	1	0	3	2	2	1	1	1
23				1	2	2	3	2	2	2	1	1	1	3	1	1	3	1	3
24				0	3	3	3	2	2	3	2	2	1	2	2	2	2	1	1
25				2	3	2	2	1	1	2	3	3	3	2	3	2	1	3	3
26				3	3	1	3	2	2	3	1	1	2	3	1	3	2	1	3
27				3	2	2	2	3	3	2	2	1	2	2	2	2	3	3	1
28				2	0	2	3	3	2	1	1	3	3	2	2	3	3	1	3
29				3	3	3	3	2	2	3	2	1	3	1	1	2	1	1	3
30				3	3	3	3	3	1	3	3	3	0	1	3	1	3	1	0
31				1	3	2	3	2	3	2	3	1	1	3	3	2	3	3	3
32				2	3	3	3	3	2	2	2	3	1	3	2	1	3	1	3
33				3	3	1	3	3	1	3	2	2	3	3	3	1	3	2	3
34				1	3	2	3	2	3	3	1	2	3	3	3	2	3	3	3
35				3	3	3	3	2	2	1	3	3	3	3	3	1	1	3	3
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38				3	3	3	3	2	2	3	2	3	2	2	3	3	3	1	3
39				3	3	3	3	3	1	3	1	3	3	3	3	1	3	3	3
40				3	2	3	3	3	3	3	3	3	3	1	1	3	3	3	3
41				3	3	2	3	3	2	3	3	3	2	3	3	3	3	3	3
42				3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3
43				3	3	3	3	3	2	1	3	3	3	3	3	3	3	3	3
44				3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3
45				3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

APPENDIX F—VISUAL ITEM MAP


Visual Item Map - Practice

■ Percent 0
 ■ Percent 1
 ■ Percent 2
 ■ Percent 3



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Percent 1+	71.6%	63.2%	90.5%	76.7%	82.5%	82.4%	83.9%	67.8%	80.6%	75.9%	68.7%	81.1%	55.7%	82.4%	73.9%	84.7%
Percent 2+	54.6%	39.4%	63.7%	40.6%	45.3%	66.7%	48.5%	32.4%	55.6%	45.0%	40.2%	50.2%	35.8%	53.6%	47.1%	55.5%


APPENDIX G—SLIDE PRESENTATIONS



**Florida Standards Alternate Assessment
Performance Task**

**July 2017
Standard Setting Training**


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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

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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


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Measured Progress Management Team

- Susan Izard, Director, Special Education
- Matthew Gushta, Director, Psychometrics
- Lei Yu, Psychometrician/Research Scientist
- Han Yi Kim, Psychometrician/Research Scientist
- Jennifer Quiet, Senior Special Education Specialist
- Mariann Bell, Special Education Specialist
- Michelle Boazeman, Statistical Analyst


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FSAA-Performance Task Overview

- What is the FSAA-Performance Task?
- Who is assessed with the FSAA-Performance Task?
- What content is assessed on the FSAA-Performance Task?
- Milestones for the 2017 FSAA-Performance Task
- Assessment Design
- Assessment Administration Procedures

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FSAA

```


graph TD
    FSAA[FSAA] --> PT[Performance Task]
    FSAA --> DF[Datafolio]
  
```

Performance Task **Datafolio**

 Florida Standards Alternate Assessment — PERFORMANCE TASK —

 Florida Standards Alternate Assessment — DATAFOLIO —


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What is the FSAA-Performance Task?

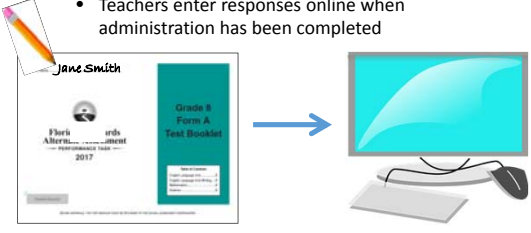
- Performance or “task-based” assessment,
- Administered to each student individually by the student’s teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures,
- Students typically select an answer to a question from three response options represented by pictures paired with text, numbers, and/or symbols.
- Students use their primary mode of communication.

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Mode of Administration

- Paper-based assessment
- Administered one-on-one
- Teachers enter responses online when administration has been completed




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Who Participates in the FSAA-Performance Task?

- Approximately 24,200 students in Florida
- Students with significant cognitive disabilities
- Individual IEP teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA
- IEP teams will use the Assessment Participation Checklist to make this determination


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FSAA Participation Checklist

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

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UDL and Accommodated Materials

Elements of Universal Design are utilized during development to ensure equal access to items for all students

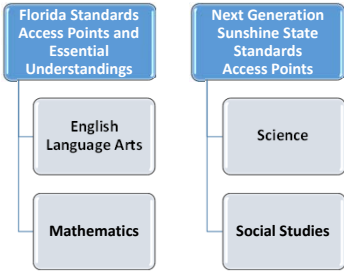
Different formats/adjustments ensure access for all students:

- One-sided booklets
- Object replacement

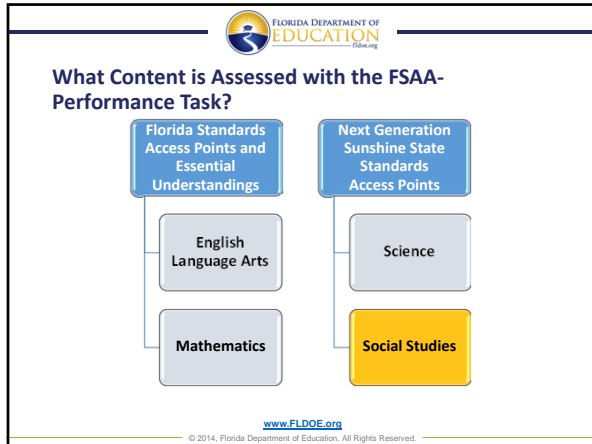
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What Content is Assessed with the FSAA-Performance Task?



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2017 Contents and Grades Assessed

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics EOC	USH EOC
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							
High School				X	X	X		X

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2017 Contents and Grades Assessed

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics EOC	USH EOC
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							
High School				X	X	X		X

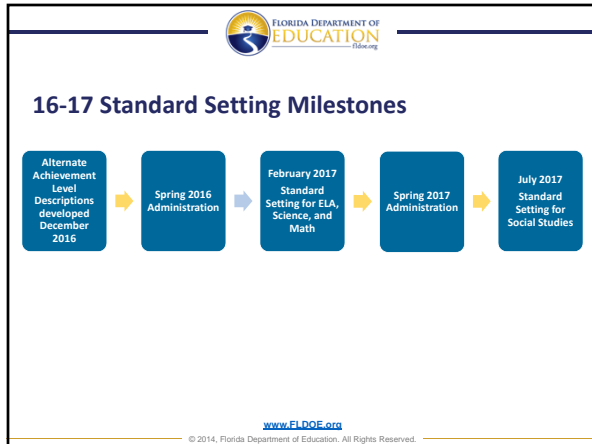
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16-17 Standard Setting Milestones

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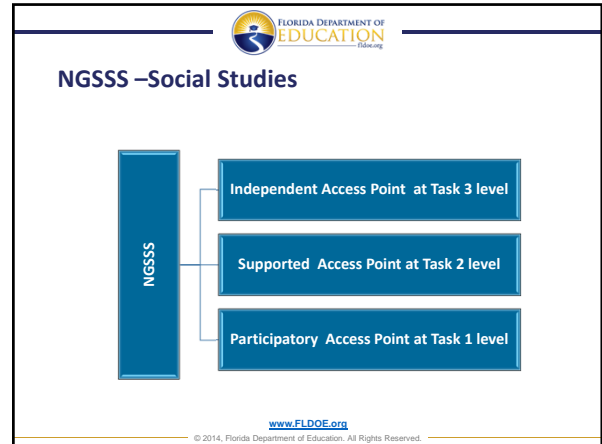
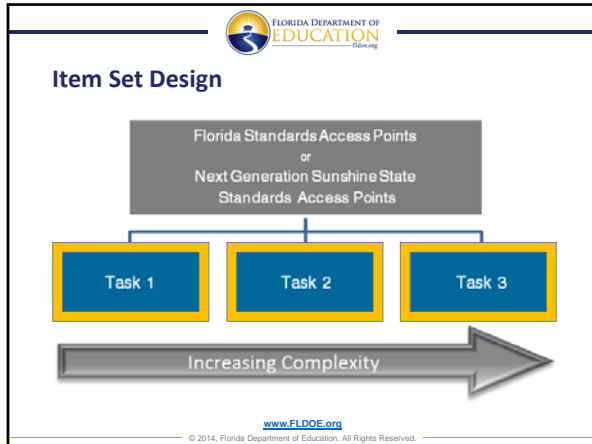
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Test Design

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Test Booklet

- Teacher facing
- Administration Instructions

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Florida Standards Access Point: Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Task 1	Materials	Teacher Script	Student Response
Response Booklet: page 21	Here is a picture of three erasers.		<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Stimulus picture card: 3 erasers	Which group has a different number of objects than the number of erasers?		<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Picture cards: (quarters) (rulers) (books)			Scaffolded Response (where applicable) <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Task 2	Materials	Teacher Script	Student Response
Response Booklet: page 22	Here is a package of two paintbrushes.		<input type="radio"/> A: 2 <input type="radio"/> B: 10 <input type="radio"/> C: 50 <input type="radio"/> D: No Response
Stimulus picture card: package of 2 paintbrushes	Ms. Tandy bought five of these packages. How many paintbrushes did Ms. Tandy buy in all?		<input type="radio"/> A: 2 <input type="radio"/> B: 10 <input type="radio"/> C: 50 <input type="radio"/> D: No Response
Number cards: 2, 10, 50	Read the number cards to the student.		
Task 3	Materials	Teacher Script	Student Response
Response Booklet: page 23	Here is a picture of three jars of paint.		<input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response
Stimulus picture card: 3 jars of paint	Ms. Tandy has twenty students in her class. She puts the students into groups of four. She gives each group three jars of paint. How many jars of paint does Ms. Tandy need for her class?		<input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response
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Number cards: 3, 15, 20	Read the number cards to the student.		

Florida Standards Access Point: Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Task 1		
Materials	Teacher Script	Student Response
Response Booklet: page 21 Stimulus picture card: 3 erasers Picture cards: (quarters) (dimes) (coins)	Here is a picture of three erasers. Which group has a different number of objects than the number of erasers?	<input type="radio"/> A: quarters <input type="radio"/> B: dimes <input type="radio"/> C: coins <input type="radio"/> D: No Response Scaffolded Response option available: <input type="radio"/> A: quarters <input type="radio"/> B: dimes <input type="radio"/> C: coins <input type="radio"/> D: No Response
Task 2		
Materials	Teacher Script	Student Response
Response Booklet: page 23 Stimulus picture card: package of 2 paniniros Number cards: 2 10 50	Here is a package of two paniniros. Ms. Tandy bought five of these packages. How many paniniros did Ms. Tandy buy in all? Read the number cards to the student.	<input type="radio"/> A: 5 <input type="radio"/> B: 10 <input type="radio"/> C: 50 <input type="radio"/> D: No Response
Task 3		
Materials	Teacher Script	Student Response
Response Booklet: page 25 Stimulus picture card: 3 jars of paint Number cards: 3 15 20	Here is a picture of three jars of paint. Ms. Tandy has family students in her class. She puts the students into groups of three. She gives each group three jars of paint. How many jars of paint does Ms. Tandy need for her class? Read the number cards to the student.	<input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response

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Response Booklet

- Student Facing
- Stimulus and response options will include a combination of pictures, words, numbers and symbols.

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The United States Constitution established three branches of government. One branch of government is the judicial branch.

judicial

carnival

envelope

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Social Studies Design

- Each task includes a stimulus with content information that may be presented as:
 - 1-4 sentences of text
 - Graphics
 - Tables
- Intent is to present enough information for the student to answer question about the topic
- Not a test of prior knowledge and memorization

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Administration


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2017 Administration

Session 1	Session 2
<ul style="list-style-type: none"> • Adaptive: Each student is administered Task 1. Task 2 and Task 3 are administered only if the student continues to respond correctly without scaffolding. 	<ul style="list-style-type: none"> • Non-adaptive: Each student is administered Task 1, Task 2, and Task 3 in each item set.

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2017 Administration


Session 1

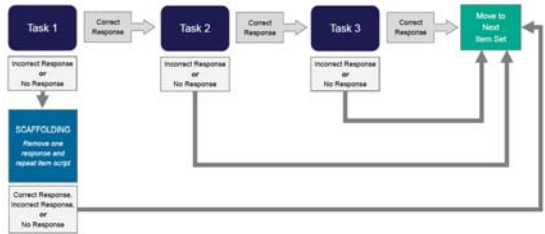
- Adaptive: Each student is administered Task 1. Task 2 and Task 3 are administered **only** if the student continues to respond correctly without scaffolding.

Session 2

- Non-adaptive: Each student is administered Task 1, Task 2, and Task 3 in each item set.

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```

    graph LR
      T1[Task 1] -- Correct Response --> T2[Task 2]
      T2 -- Correct Response --> T3[Task 3]
      T3 -- Correct Response --> MS[Move to Next Item Set]
      T1 -- Incorrect Response or No Response --> S[SCAFFOLDING]
      T2 -- Incorrect Response or No Response --> S
      T3 -- Incorrect Response or No Response --> S
      S -- Correct Response --> T2
      S -- Incorrect Response or No Response --> T1
  
```


- Adaptive design
- Continue to administer tasks in an item set **only** if the student responds correctly without scaffolding


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What is Scaffolding at Task 1?


- Task 1 is re-presented with only two response options if student responds incorrectly


Tissue


Flower


Basket



Tissue


Basket

↑

- Scaffolding is **NOT** a consideration for standard setting

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Standard Setting

For Standard Setting Purposes:

- Only consider the **Adaptive Administration**
- Only consider the **core 16 item sets** per test
- Item Set Score points will be provided:
 - 3 – all three Tasks were correct
 - 2 – Task 1 and 2 were correct
 - 1 – Task 1 was correct
 - 0 – No tasks were correct

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**2015 Florida Standards Alternate Assessments
Standard Setting Educator Panel**

July 2017

Vince Verges
Assistant Deputy Commissioner
Accountability, Research, and Measurement



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1




Presenters

- Vince Verges, Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement, Florida Department of Education
- Heidi Metcalf, Senior Educational Program Director, Program Accountability Assessment & Data Systems, Florida Department of Education
- Mariann Bell, Special Educational Specialist Senior, Special Education, Measured Progress, Inc., Dover NH
- Susan Izard, Director, Special Education, Measured Progress, Inc., Dover, NH
- Lei Yu, Psychometrician Research Scientist, Psychometrics, Measured Progress, Inc., Dover, NH

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2




General Overview of Your Role

- To thoroughly review the content requirements of the Florida Standards Alternate Assessments (FSAA)
- To help the State of Florida establish achievement level standards for these assessments (“Standard Setting”)

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3




Purpose of the Meeting

- **Why you are here**
 - Standard setting relies on expert judgments from individuals who are knowledgeable about the test content and the population of test-takers
 - This is one step in a larger process
- **What we will do**
 - Over the two days, you will provide expert judgments that will be used to form recommended Achievement Level standards
- **How we will set standards**
 - We will use a technique that is widely used to set standards for large-scale assessments

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4




FSAA Content Areas & Grade Level Assessments

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics	US 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

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5




FSAA Test Administration Information

- Designed specifically for students with significant cognitive disabilities
- One-on-one administration
- Traditional accommodations – presentation mode, response mode, flexible setting and scheduling, are embedded in the administration and available to all students
- Additional accommodations available for students with visual impairments, students with hearing impairments, and English Language Learners

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What Is Standard Setting?

- A process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made (Cizek, 2006)
- Test scores can be used to group students into meaningful Achievement Levels.
- Standard setting is the process whereby we “draw the lines” that separate the test scores into various Achievement Levels.
- Required when implementing new standards and new assessments


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Why Are Standards Necessary?

- To define what students should know and be able to do
- To identify clear expectations for students, parents, and teachers
- To improve teaching and learning


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When Is Standard Setting Necessary?

- Standard setting becomes necessary whenever any of the following occur:
 - New test
 - Curriculum updates
 - Blueprint changes
 - Achievement Level Descriptions (ALDs) change
- FSAA: new assessments for adopted content standards


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Types of Standards

- Content Standards: Define desired student knowledge and skills (the “what”)
 - Sunshine State Standards-Access Points (FAA)
 - Next Generation Sunshine State Standards-Access Points (FAA)
 - **Florida Standards-Access Points (FSAA)**
- Achievement: Describe how much content knowledge a student is required to demonstrate
 - Achievement Level Standards
 - Graduation Requirement (Access Algebra 1 and Grade 10 English Language Arts [ELA])
- Accountability Standards
 - School Grading Criteria
 - Annual Measurable Objectives

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FSAA – Performance Task Achievement Level Policy Definitions

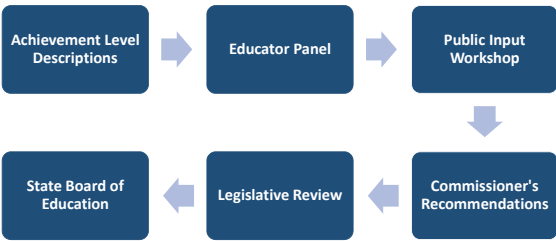
- FSAA- Performance Task Achievement Level Policy Definitions – describe student achievement of Florida Standards at each achievement level

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

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Stages in the Standard Setting Process



```

    graph TD
      A[Achievement Level Descriptions] --> B[Educator Panel]
      B --> C[Public Input Workshop]
      C --> D[Commissioner's Recommendations]
      D --> E[Legislative Review]
      E --> F[State Board of Education]
    
```


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Use of FSAA Test Results

- In accordance with [s. 1008.22\(3\)\(c\)2, F.S.](#), if a student’s IEP team determines that the statewide, standardized assessments (including the FSAA) cannot accurately measure the student’s abilities, regardless of allowable accommodations, that students may have assessment results waived and remain eligible for a course grade and a standard high school diploma.
- FSAA is not part of the Value-Added Model (VAM), but districts may choose to factor students’ FSAA scores into teacher evaluations.
- It is yet to be determined if and how FSAA scores will factor into school or district grades.


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Important Dates in Multi-Stage Process

- **Achievement Level Description (ALD) Panels:**
 - Performance Task: December 5-6, 2016; Orlando, Florida
 - Datafolio: April 12-13, 2017; Dover, New Hampshire
- **Educator Panel: FSAA - Performance Task - Social Studies and FSAA Datafolio**
 - July, 2017; Tampa, Florida
- **Public Workshop: August, 2017**
- **Legislative review and input period: September-November 2017**
- **Anticipated State Board of Education Presentation: December, 2017**


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Confidentiality

- **DO NOT**
 - Discuss the student samples/test items outside of this meeting.
 - Remove any secure materials from the room on breaks or at the end of the day.
 - Discuss judgments or cut scores (yours or others) with anyone outside of the meeting.
 - Discuss secure materials with non-participants.
 - Use cell phones in the meeting rooms. *(Please turn your cell phone ringer off.)*
- What happens in the meeting room stays in the meeting room.
- General conversations about the process and days’ events are acceptable, but **participants should avoid discussing details, particularly those involving items, cut scores, and any other confidential information.**
- Notes should be taken using provided materials only.
- The only materials allowed on the table are standard-setting materials.


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Your Responsibilities

- Focus on student achievement
 - Levels of success with the challenging content of the Florida Standards
- Set appropriately high standards for Florida’s students

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Assessment Contractor Staff Roles

- Measured Progress (MP) Facilitators
 - Leads general session
 - Provides process oversight
 - Provides training on standard-setting procedure and leads breakout session activities
 - Computes feedback data between rounds
 - Respond to reimbursement questions and other logistical issues

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Florida Standards Alternate Assessment Performance Task

Standard Setting Overview
 Access U.S. History and Access Civics
 End of Course Assessments



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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 performance based on achievement level descriptions

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Panelist Selection

Each panel will include 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-Performance Task),
- Social Studies content, and
- Low incidence populations.

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What is Your Role?

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

- Level 2
- Level 3
- Level 4


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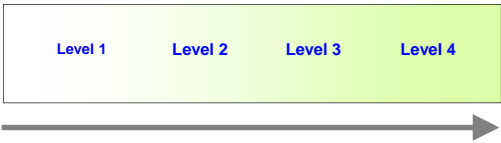
We are Trying to Determine

- What knowledge, skills, and abilities (KSAs) need to be demonstrated for a student's performance to be classified in to each achievement level?
- How much is enough?
- What test achievement corresponds to Level 2 achievement?
 - Level 3?
 - Level 4?


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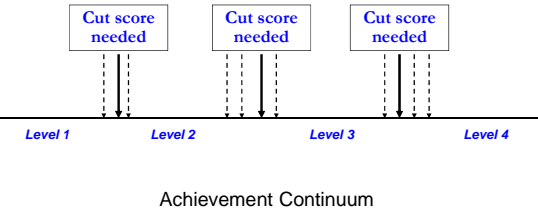
Achievement Continuum



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Based on achievement level descriptors, you will recommend cut scores.



Level 1 Level 2 Level 3 Level 4

Achievement Continuum

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General Phases of Standard Setting

Data-collection ★

Policy-making/Decision-making


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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 cut scores.
- The panel's recommendations will be considered by policymakers along with other data sources to establish Florida's cut scores.

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Overview of the Body of Work Standard Setting Method

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Today's Training


We will cover:

- Implementation of the Body of Work Profiles 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.


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Cut Score Recommendations

- Level 1 ← Cut Score
- Level 2 ← Cut Score
- Level 3 ← Cut Score
- Level 4 ← Cut Score

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Factors that Influence Selection of Standard-Setting Method


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

↓

Body of Work method chosen

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Important Terms to Know

- Test items
- Achievement Level Descriptions
- Knowledge, skills, and abilities (KSAs) needed to answer each test question
- “Borderline” students
- Cut scores

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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.
- Student Work Samples (Profiles) are based on actual FSAA student score profiles that represent typical patterns of item scores for students at varying ability levels.
- Your job is to classify each profile into the achievement level in which you feel it belongs.

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Why the Body of Work Method?

- Allows panelists to use samples of actual student work to make their determinations,
- Is especially useful for complex assessments,
- Has been used successfully for setting standards on similar assessments in the past (Including other Florida assessments), and
- Has resulted in defensible cut points.

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Materials Needed


Classify each profile into one of 4 achievement levels based on the following:

- Achievement level descriptions,
- KSAs measured by the items, and
- How the students scored on those items (profiles).



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Before you start classifying profiles....

You will need to become familiar with:

- The test items and materials,
- Administration Manual & Administration Flowchart,
- Achievement Level Descriptions (ALDs),
 - What each level means,
 - Identify the knowledge, skills, and abilities necessary to be classified in each level.
- Student profiles
 - Understand the knowledge, skills, and abilities necessary to obtain each item score.


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**Review ALDs and Develop
 Borderline Descriptions**

- Individual review of Achievement Level Descriptions
- Group Discussion of what student achievement in each achievement level looks like
 - Focus on the “borderline” students, i.e., students who just barely make it into Level 2, Level 3 and Level 4.

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**Review ALDs and Develop
 Borderline Descriptions**

Create bulleted lists of:

- The **knowledge, skills, and abilities** a student must demonstrate to be **just barely** classified in each achievement level, and
- The **knowledge, skills, and abilities** that distinguish one achievement level from another.


You must reach consensus as a group about the KSAs that define borderline student achievement at each achievement level.

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Student Profiles

- You will base your decisions on sets of student profiles.
- Profiles cover the range of possible scores and are presented in order from lowest to highest ability level.
- Each profile shows a typical pattern of item scores for students who received a given ability level.

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Your Task

Think about a student who demonstrates the KSAs for each level.

Classify each profile into the level you feel it belongs:


- *Level 1*
- *Level 2*
- *Level 3*
- *Level 4*

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Rater Sheet and Profiles

Profile	Round	Round	Round																
	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1				0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
2				0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0
3				0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1
4				0	0	0	0	0	2	0	0	2	0	0	0	1	1	2	
5				0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1
6				0	2	0	1	1	0	1	0	0	0	0	0	2	1	0	1
7				0	2	0	0	0	1	0	0	1	1	0	2	1	1	0	0
8				1	2	1	0	0	0	0	0	0	1	1	0	1	2	0	1
9				3	0	0	0	0	0	1	0	0	0	1	1	2	1	3	1
10				0	0	1	1	1	1	2	0	0	0	0	1	3	1	0	1

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Practice Round

You will be given a rating form with 3 profiles to **practice** categorizing into the 4 achievement levels.

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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.

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Body of Work: Three Rounds

Round 1 (Individual Work)

- Review materials
- Start with the lowest ability profile
- Classify each profile into an achievement level
- Each profile must be classified into an achievement level
- Record ID

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Body of Work: Three Rounds

Round 1 (Individual Work)

- You may disagree about the order of the student profiles; that's OK.
- You may feel the complexity of an item should give it more weight in the process.
- Your task is to categorize the student profiles as you see fit, whether or not your ratings agree with the order in which they are presented.

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Body of Work: Three Rounds

Round 2

- Discuss the first-round judgments (focus on the KSAs and borderline descriptions) as a group.
- Examine your judgments in relation to the room results.
- Review and revise profile judgments as appropriate using the same process as described in Round 1.

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Body of Work: Three Rounds

Round 3

- Discuss the second-round judgments (focus on the KSAs and borderline descriptions) as a whole group.
- Examine your judgments in relation to the whole group results and impact data.
- Review and revise profile judgments as appropriate using the same process as described in Round 1.

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Role of the Facilitators

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

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A Few Reminders

- It is **not** necessary for panelists to reach consensus as to how the items should be categorized.
- 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.

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After Round 3...

Evaluation

- Your honest feedback is important!


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Ground Rules

- The process is focused solely on recommending Achievement standards (cut scores).
- Role of facilitator 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 cut score 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.


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Handling Secure Materials

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


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What's Next?

Group	Room
U.S. History	
Civics	


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And That's It...

Please make sure to ask your facilitators any questions you may have about the Body of Work procedure.

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**Florida Department of Education
Bureau of Exceptional Education and
Student Services**

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Heidi.Metcalf@fldoe.org

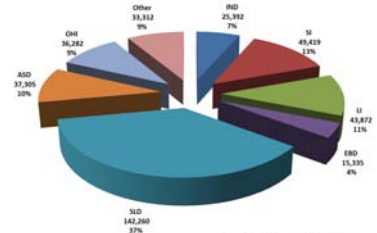
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**Florida's Students with Disabilities
Fall 2016**




Category	Count	Percentage
SLD	142,260	37%
Other	18,312	5%
PHD	25,392	7%
SI	48,419	12%
LI	43,877	11%
EBD	15,335	4%
ASD	32,305	8%
OHI	36,282	9%

Source: Fla. 63-305, Survey 2, Fall 2016 as of 4/20/17

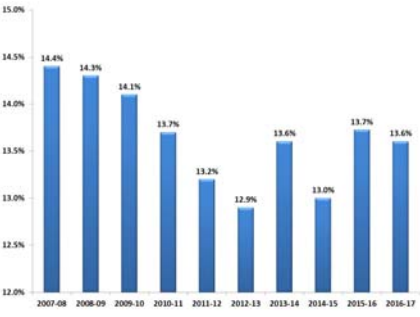
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SWD AS PERCENT OF TOTAL POPULATION



Year	Percentage
2007-08	14.4%
2008-09	14.3%
2009-10	14.1%
2010-11	13.7%
2011-12	13.2%
2012-13	12.9%
2013-14	13.6%
2014-15	13.0%
2015-16	13.7%
2016-17	13.6%

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**Students with Significant Cognitive
Disabilities**

Who are we?



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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)

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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

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Students with significant cognitive disabilities may have:

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

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Some characteristics of their disability include:

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


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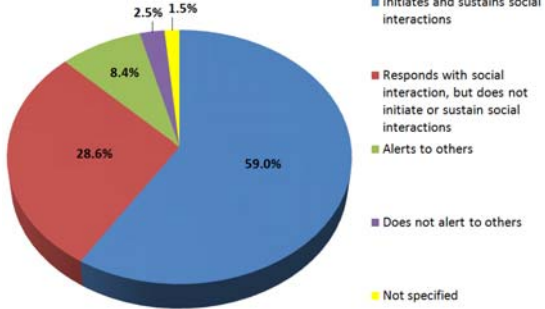
Video Clips



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Engagement Characteristics

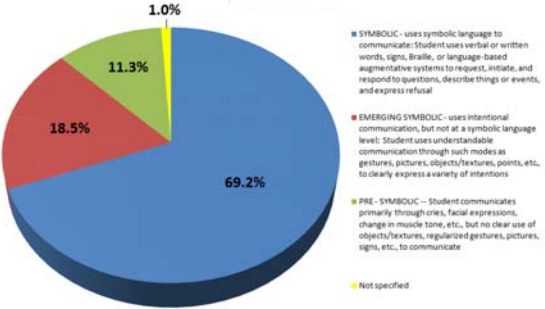


Characteristic	Percentage
Initiates and sustains social interactions	59.0%
Responds with social interaction, but does not initiate or sustain social interactions	28.6%
Alerts to others	8.4%
Does not alert to others	2.5%
Not specified	1.5%

Kerbel, A., & Hart, L. (2012). Learner characteristics inventory report: Southeastern state D (A product of the NCSJ validity evaluation). Minneapolis, MN: University of Minnesota, National Center and State Collaborative.
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Expressive Communication

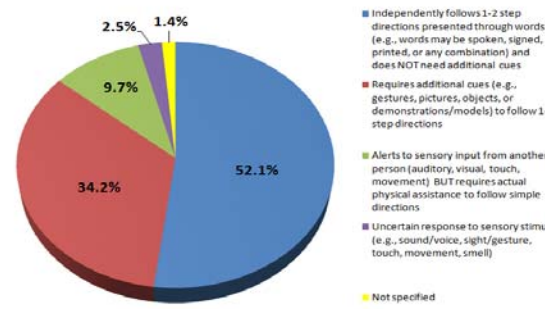


Communication Level	Percentage
SYMBOLIC - uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal	69.2%
EMERGING SYMBOLIC - uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions	18.5%
PRE-SYMBOLIC -- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, negotiated gestures, pictures, signs, etc., to communicate	11.3%
Not specified	1.0%

Kerbel, A., & Hart, L. (2012). Learner characteristics inventory report: Southeastern state D (A product of the NCSJ validity evaluation). Minneapolis, MN: University of Minnesota, National Center and State Collaborative.
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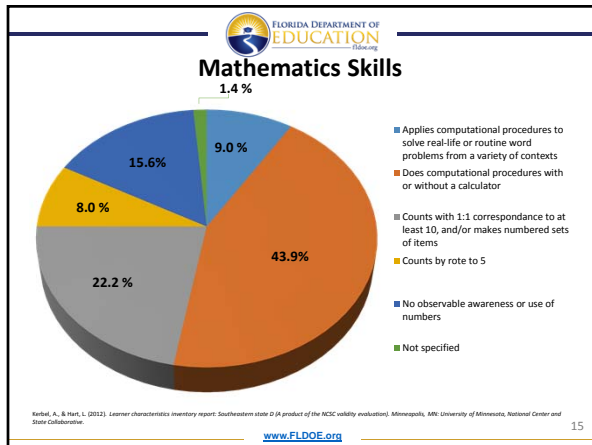
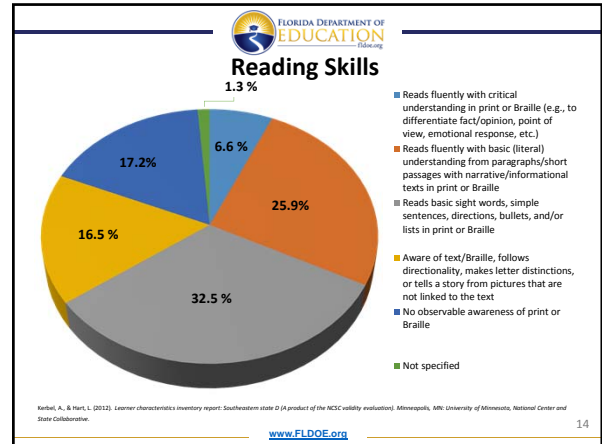
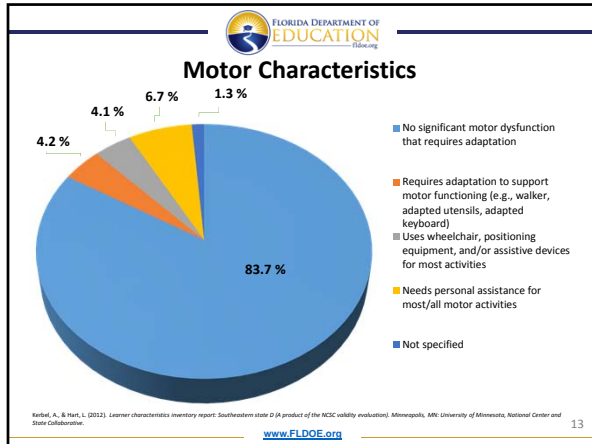
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Receptive Communication



Communication Level	Percentage
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	52.1%
Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions	34.2%
Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions	9.7%
Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)	2.5%
Not specified	1.4%

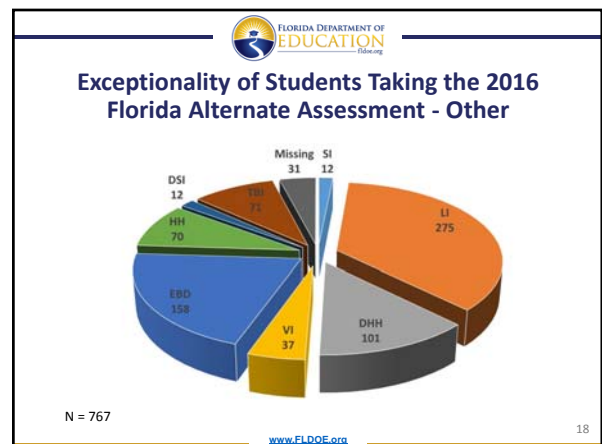
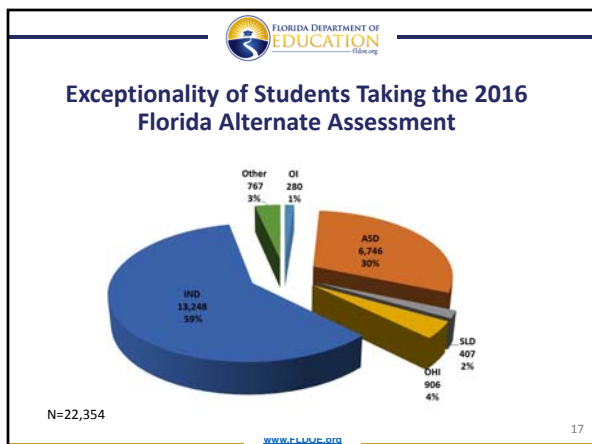
Kerbel, A., & Hart, L. (2012). Learner characteristics inventory report: Southeastern state D (A product of the NCSJ validity evaluation). Minneapolis, MN: University of Minnesota, National Center and State Collaborative.
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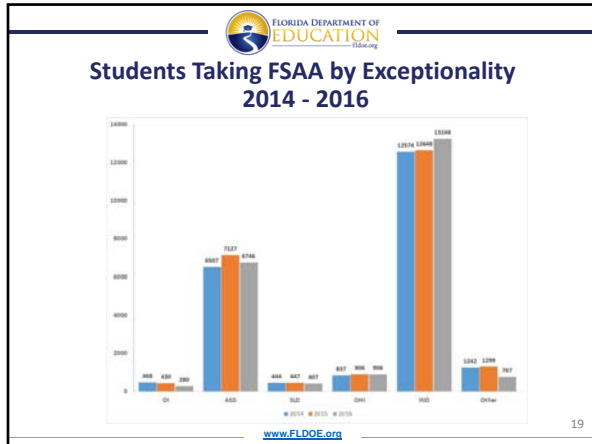


Florida Standards Alternate Assessment

Who's Taking the Florida Alternate Assessment

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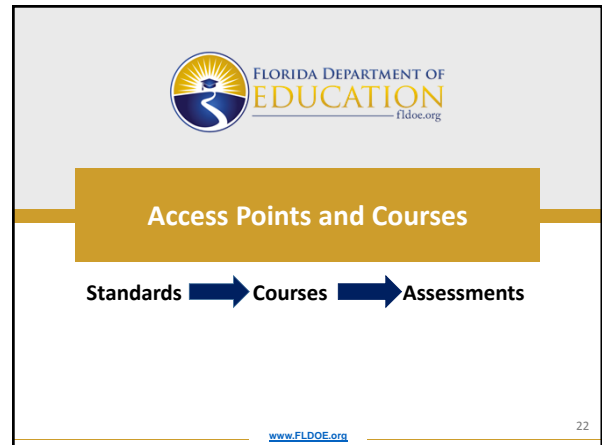


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Florida Standards Access Points

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- 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.
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**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.

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- 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.
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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).

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APPENDIX H—FACILITATOR SCRIPT AND OUTLINE

**GENERAL INSTRUCTIONS FOR GROUP FACILITATORS
FLORIDA STANDARDS ALTERNATE ASSESSMENT
STANDARD SETTING
EOC Civics and US History**

July 13-14, 2017

Introductions

1. Welcome 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 provide a brief review of what is in each panelist's folder.

Left Side

- Agenda
- Non-Disclosure Form
- Room Map
- Reimbursement Form

Right Side

- Opening PowerPoint
- Achievement Level Descriptions
- Administration Flowchart
- Practice Round Profiles/Rating Form
- Practice Round Visual Item Map
- Practice Round Evaluation

Other Standard Setting Materials

Pass out the following Standard Setting Materials to panelists, marking the booklet # on the Materials Tracking sheet:

- a. FSAA-Performance Task Test Booklet
- b. Student Response Booklets with any cutouts (1 per 2 panelists)

Let panelists know that there are also Administration Manuals (2 per room) available for review if needed.

Review the Test

Overview: In order to establish an understanding of the test items and for panelists to gain an understanding of the experience of the students who take the test, each participant will review the test for their grade level and content area. Panelists may wish to discuss or take issue with the items in the test. Tell them we will gladly take their feedback to the FLDOE. (Panelists can write down feedback they have on sticky notes that can be provided to the FLDOE.) However, this is the actual assessment that students took and it is the set of items on which we must set standards.

Activities:

1. Introduce the assessment :
 - a. Explain that what they will be reviewing are the 16 core item sets. The 16 item sets from the spring 2017 FSAA-Performance Task operational administration for each grade level and content area will be provided to each participant. The 16 item sets are as they were presented to students. The materials they will be reviewing are the test booklet and the response booklet with any cutouts. Each 2 panelists will share the response booklets and cut outs.
 - b. Have panelists take out the Administration Flowchart. The flowchart is utilized in administering the items on the assessment. Reinforce the process for administration of the test by walking through the flowchart.
 - c. The purpose of the exercise is to help panelists establish a good understanding of the test items and to gain an understanding of the experience of the students who take the assessment. Let them know that it is okay to make notes in the test booklet as they review if this is helpful.
 - d. Tell panelists to try to take on the perspective of a student as they review the test.
 - e. Remind panelists that they have access to the Teacher Administration Manual -- This manual lists and explains the following: participation guidelines, administration procedures, scoring directions, accommodations and assistive technology, and contact information. Two manuals per room will be provided as a resource for participants. Remind panelists that this is available to refer to.

Discuss Achievement Level Descriptions (ALDs) and Describe Characteristics of the “Borderline” Student

Overview: In order to establish an understanding of the expected performance of borderline students on the test, panelists must have a clear understanding of:

- 1) The definition of the four achievement levels, and
- 2) Characteristics of students who are “just able enough” to be classified into each level. These students will be referred to as borderline students, since they are right on the border between levels.

The purpose of this activity is for the panelists to obtain an understanding of the ALDs with an emphasis on characteristics that describe students at the borderline -- both what these students can and cannot do.

This activity is critical since the ratings panelists will be making will be based on these understandings.

Preparation:

1. Use 3 sheets of chart paper and label the top of each one: Borderline Level 2, Borderline Level 3, and Borderline Level 4.

Activities:

- 1) Introduce the task. In this activity they will:
 - a. individually review the Achievement Level Descriptions;
 - b. discuss the Descriptions as a group; and
 - c. generate whole group descriptions of borderline [Level 2], [Level 3] and [Level 4] students.

The facilitator should compile the descriptions as bulleted lists on chart paper; the chart paper will then be posted so the panelists can refer to the lists as they go through the standard setting process.

- 2) Have panelists review the ALDs individually, taking notes and marking up the documents with any details and/or questions they may have.
- 3) After individually reviewing the descriptions, have panelists discuss each one as a whole group, starting with [Level 1], and provide clarification. The goal here is for the panelists to have a collegial discussion in which to bring up/clarify any issues or questions, and to come to a common understanding of what it means to be in each achievement level. It is not unusual for panelists to disagree with the Descriptions they will see; almost certainly there will be some panelists who will want to change them. However, the task at hand is for panelists to have a common understanding of what knowledge, skills, and abilities (KSAs) are described by each ALD.
- 4) Check to see if panelists need more discussion of the ALDs. Once they have a solid understanding of the ALDs, have them focus their discussion on the knowledge, skills, and abilities of students who are in the [Level 2] category, but just barely. The focus should be on those characteristics and KSAs that best describe the lowest level of performance necessary to warrant [Level 2] classification. Panelists at this point should be focusing on the borderline student.
- 5) After discussing [Level 2], have the panelists discuss characteristics of the borderline [Level 3] student and then characteristics of the borderline [Level 4] student. Panelists should be made aware of the importance of the [Level 3] cut. This is the cut from non-proficient to just barely proficient.
- 6) Using chart paper, generate a bulleted list of characteristics for each of the levels. Post these on the wall of the room. Make sure that panelists agree on the bulleted characteristics and have a common understanding. **Note** when you are able, please type up the chart paper notes and email them to Susan.

Practice Round

Overview of Practice Round: The primary purpose of the Practice Round is to have the facilitator walk the panelists through all of the documents by completing the process with 3 practice profiles. They will discuss the student profiles and make their determination as to which achievement level category each should be classified into. In this round, panelists will begin by reviewing the profiles with the facilitator, and discussing them as a group.

Activities:

1. Orient panelists to the set of practice profiles/rating form. This is a set of profiles for the practice round, including profiles for three students. Point out that the profiles are presented in order from lowest to highest, based on ability level shown by the student on the assessment. Each profile represents the student's score on each of the items on the assessment.
 - a. A score of zero indicates the student got Task 1 incorrect.
 - b. A score of 1 indicates the student got Task 1 correct and Task 2 incorrect.
 - c. A score of 2 indicates the student got Tasks 1 and 2 correct and Task 3 incorrect.
 - d. A score of 3 indicates the student got Tasks 1, 2, and 3 correct.
2. Review the Practice Round Visual Item Map (VIM) -- the visual item map provides a graphical summary of the pattern of student scores on the items, and can be helpful to panelists in understanding the relationships among the items. Each column on the VIM represents a histogram of one item set, presented in order of administration. For each item, each possible score point (0, 1, 2, 3) appears as a percentage of students who achieved that score point. In addition, the table at the bottom shows the percentage of students who received one or more points and two or more points on each item. Each score point corresponds to the number of

tasks correct in each item. NOTE: the purpose of the VIM is solely to help panelists understand the relationship among the items; if a panelist does not find it helpful, he/she is not required to use it.

3. The panelists will begin by reviewing the profiles with the facilitator. As they are reviewing the profiles, the panelists should keep in mind the Achievement Level Descriptions. They should consider the knowledge, skills, and abilities demonstrated in each profile and how they relate to the definitions of the achievement levels. The facilitator should demonstrate how the panelists will need to refer to the Test Booklets to see how the profiles relate to the knowledge, skills, and abilities required by the items. The purpose of this step is to thoroughly familiarize panelists with the materials and with the rating process as well as to allow panelists to get an initial sense of how they feel the profiles should be categorized. Steps for walking through the practice profiles:
 - a. For the first profile walk through it as a large group, read through the scores for each item, lead them to each of the items in the test booklet and the auxiliary materials that go with each item. This profile will be selected to be clearly within *Level 1*.
 - b. For the second profile walk through it as a large group, read through the scores for each item, lead them to each of the items in the test booklet and the auxiliary materials that go with each item. This profile will be selected to be one that could be considered *Level 1 or Level 2*. Lead them through discussion of their rationale.
 - c. For the third profile have the panelists rate it on their own and then lead them through a discussion of the rationale. This profile will be selected to be one that could be considered *Level 3 or Level 4*.
4. Panelists may want to take notes as they work if there are particular points they would like to discuss with their colleagues.
5. Make sure panelists know to enter their ratings in the rating column of the profile/rating sheet at this time.
6. Go over the rating form with panelists:
 - a. Have panelists write their ID number, content area, and grade on the rating form. The ID number is on their name tags.
 - b. Lead panelists through a step-by-step demonstration of how to fill in the rating form.
7. Once panelists have completed their ratings for the practice profiles have a discussion as a group about the ratings that the panelists provided. Identify where there are differences and indicate to the panelists that it is where there are differences that the discussions will take place.
8. Check in with each panelist to make sure they understand the process and to see if they have any questions.

Practice Evaluation

After the panelists have finished their ratings for the practice profiles and you've answered any questions, have panelists fill out the practice evaluation form. Before you start the Round 1 activities, scan the completed evaluations to see if there are any problems, concerns, or questions that need to be addressed before proceeding. **Make sure any questions or concerns are resolved prior to moving on.** Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Round 1 Ratings

Overview of Round 1: The primary purpose of Round 1 is to ask the panelists to discuss the set of student profiles and make their determination as to which achievement level category each should be classified into. In this round, panelists will begin by reviewing the profiles individually, and then they will go back and discuss them as a group.

Activities:

1. Make sure panelists have the following materials:
 - a. Profiles/rating form
 - b. Achievement Level Descriptions
 - c. FSAA Test Booklet, Response Booklet and any cutouts
 - d. Administration Flowchart
 - e. Visual Item Map
2. Have panelists write their panelist ID number on the Rating Form.
3. Review the profiles/rating form with the panelists. As in the practice round, as they are reviewing the profiles, the panelists should keep in mind the Achievement Level Descriptions. They should consider the knowledge, skills, and abilities demonstrated in each profile and how they relate to the definitions of the achievement levels and borderline charts. Point out that the profiles are presented from lowest to highest, based on the ability level demonstrated by the student on the assessment.
4. Provide an overview of Round 1. Paraphrase the following:
 - a. The primary purpose of Round 1 is to categorize each profile within the *achievement* level category where you believe it belongs.
 - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definition of each achievement level category, the borderline charts, discussions with other panelists, and the knowledge, skills, and abilities required to complete each item.
5. The panelists will begin by reviewing the profiles individually. As they are reviewing the profiles, the panelists should keep in mind the Achievement Level Descriptions. They should consider the knowledge, skills, and abilities demonstrated by each profile and how they relate to the definitions of the achievement levels and borderline charts. Panelists will need to refer to the Test Booklets to see how the profiles relate to the knowledge, skills, and abilities required by the items. In addition, the panelists will have the visual item map, which may help them to understand the relationship among the items. The purpose of this step is for panelists to get an initial sense of how they feel the profiles should be categorized.
6. Make sure panelists know to enter their ratings in the "Round 1" column of the profile/rating form at this time.
7. Panelists may want to take notes as they work if there are particular points they would like to discuss with their colleagues.
8. As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
 - a. The ID number must be filled in.
 - b. Each profile must be rated as 1, 2, 3, or 4. No fractions or other creative categorizations are allowed.
 - c. Check each panelist's rating form before you allow them to leave for a short break.
 - d. When all the rating forms have been collected, the group will take a break. After reviewing the forms for accuracy, immediately bring the rating forms to the data analysis work room for tabulation.

Tabulation of Round 1 Results

Tabulation of Round 1 results will be completed by the data analysis team as quickly as possible after receipt of the rating forms. Rating forms will be returned to the facilitator.

Round 2

Overview of Round 2: In Round 2, the panelists will begin with a discussion of their Round 1 placements as a group and then revise their ratings on the basis of that discussion. They will discuss their ratings in the context of the ratings made by other members of the group. The panelists with the highest and lowest ratings should comment on why they gave the ratings they did. The group should get a sense of how much variation there is in the ratings. Panelists should also consider the question, "How tough or easy a rater are you?" The purpose here is to allow panelists to examine their individual expectations (in terms of their experiences) and to share these expectations and experiences in order to attain a better understanding of how their experiences impact their decision-making.

To aid with the discussion, the panelists will be provided with the median Round 1 cut results for the group.

Once panelists have reviewed and discussed their ratings, they will be given the opportunity to revise their Round 1 ratings.

Activities:

1. Make sure the panelists have their materials from Round 1. Return the rating form to each panelist.
2. A psychometrician will explain how the group median cuts were calculated and talk about how the panelists will use that information as they complete the Round 2 discussions. Based on their rating form, panelists will know where they fall relative to their group's median. This information is provided so panelists can get a sense if they are more stringent or more lenient than the other panelists in the group.
3. Provide an overview of Round 2. Round 2 begins with a brief review of the ALDs and their descriptions. Panelists will be encouraged to seek clarifications from the facilitator. Remind panelists of the following:
 - a. As in Round 1, the primary purpose of Round 2 is to categorize each profile within the *achievement* level category where you believe it belongs.
 - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definition of each achievement level category, discussions with other panelists, and the knowledge, skills, and abilities required to complete each item.
4. The panelists will discuss their Round 2 ratings as a whole group. Using a show of hands, indicate on a piece of chart paper how many panelists assigned each profile to each achievement level category. Beginning with the first profile for which there is disagreement as to how it should be categorized, the panelists should begin discussing the categorization of the profiles according to their initial ratings. **Note** that you should not wait for the psychometrician to come to your room before starting Round 2.

Profile	Achievement Levels Rating			
	Level 1	Level 2	Level 3	Level 4
1				
2				
4				
5				
etc.				

- a. Panelists only need to discuss those profiles for which there is disagreement as to how they should be categorized.
 - b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
 - c. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
 - d. On the basis of the discussions, panelists should make adjustments to their ratings, as appropriate.
 - e. The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating with which they disagree.
5. Encourage the panelists to use the discussion to assess how stringent or lenient a judge they are. If a panelist is categorizing profiles consistently higher or lower than the group, he or she may have a different understanding of the Achievement Level Descriptions than the rest of the group. **It is acceptable for panelists to disagree, but that disagreement should be based on a common understanding of the Achievement Level Descriptions and the borderline charts.**
 6. As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
 - a. Each profile must be rated as 1, 2, 3, or 4. No fractions or other creative categorizations are allowed.
 - b. Check each panelist's rating form before you allow them to leave for a short break.
 - c. When all the rating forms have been collected, the group will take a break. After reviewing the forms for accuracy, immediately bring the rating forms to the data analysis work room for tabulation.

Round 3

Overview of Round 3: The primary purpose of Round 3 is to ask the panelists to discuss their Round 2 placements as a whole group and to give them one last opportunity to revise their ratings on the basis of that discussion. As in Round 2, they will discuss their ratings in the context of the ratings made by other members of the group.

To aid with the Round 3 discussion, a psychometrician will present the following information to the panelists:

1. The median Round 2 cut score results, and
2. impact data, showing the approximate percentage of students in Florida, that would be classified into each achievement level category based on the room median results from Round 2.

Once panelists have reviewed and discussed their ratings and the impact data, they will be given the opportunity to revise their Round 2 ratings.

Activities:

1. Make sure the panelists have their materials from Round 2. Return the rating form to each panelist.
2. A psychometrician will present and explain the following information to the panelists:
 - a. The median cut score results for the group based on the Round 2 ratings. Based on their Round 2 rating form, panelists will know where they fall relative to the room median. This information is provided so panelists can get a sense if they are more stringent or more lenient than other panelists.

- b. Impact data, showing the approximate percentage of students in Florida that would be classified into each achievement level category based on the room median result. In addition, for each achievement level, a range of impact data will be presented based on the conditional standard error. Panelists will use this information as a “reasonableness check.” In other words, they will discuss whether the percentages in each level seem reasonable, based on their knowledge of the test and the current status of students across the state relative to the Achievement Level Descriptions. If the answer is no, panelists may choose to make adjustments to their ratings.
3. Provide an overview of Round 3. Round 3 begins with a brief review of the ALDs and their descriptions. Panelists will be encouraged to seek clarifications from the facilitator. Remind panelists of the following:
 - a. As in Round 2, the primary purpose of Round 3 is to categorize each profile within the *achievement* level category where you believe it belongs.
 - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definition of each achievement level category, discussions with other panelists, and the knowledge, skills, and abilities required to complete each item.
 4. The panelists will discuss their Round 3 ratings as a whole group. Using a show of hands, indicate on a piece of chart paper how many panelists assigned each profile to each achievement level category. Beginning with the first profile for which there is disagreement as to how it should be categorized, the panelists should begin discussing the categorization of the profiles according to their initial ratings. **Note** that you should not wait for the psychometrician to come to your room before starting Round 3.

Profile	Achievement Levels Rating			
	Level 1	Level 2	Level 3	Level 4
1				
2				
4				
5				
etc.				

- a. Panelists only need to discuss those profiles for which there is disagreement as to how they should be categorized.
 - b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
 - c. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
 - d. On the basis of the discussions, panelists should make adjustments to their ratings, as appropriate.
 - e. The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating with which they disagree.
5. Encourage the panelists to use the discussion to assess how stringent or lenient a judge they are. If a panelist is categorizing profiles consistently higher or lower than the group, he or she may have a different understanding of the Achievement Level Descriptions than the rest of the

group. **It is acceptable for panelists to disagree, but that disagreement should be based on a common understanding of the Achievement Level Descriptions and borderline charts.**

6. As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
 - a. Each profile must be rated as 1, 2, 3, or 4. No fractions or other creative categorizations are allowed.
 - b. Check each panelist's rating form before you allow them to leave for a short break.
 - c. When all the rating forms have been collected, the group will take a break. After reviewing the forms for accuracy, immediately bring the rating forms to the data analysis work room for tabulation.

Complete Procedural Evaluation Form for the Grade

Make sure panelists fill out the procedural evaluation for the grade. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Collect the materials for the grade and mark them off on the Materials Tracking sheet.

Complete Final Evaluation Form

Make sure panelists fill out the final evaluation. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Organization of Materials

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

APPENDIX I—PANELISTS

Table I-1. FSAA-PT Standard Setting: Final Panelist List—July 13–14, 2017

Group	ID #	First Name	Last Name	District	Current Position	Phone Number	Alternate Number
Civics	C101	Leo	Booth Chandra	18 - FLAGLER	General Education Teacher	(386) 627-4370	(386) 627-4370
Civics	C102	Krishna	Das	13 - DADE	General Education Teacher	(305) 951-2874	
Civics	C103	Robin	Harwell	68 - F.S.D.B.	Educational Diagnostician	904-201-4477	904-429-4109
Civics	C104	Amy	Jacobson	06 - BROWARD	General Education Teacher	954-614-8982	754-323-4200
Civics	C105	Tara	Logiudice	11 - COLLIER	Special Education Teacher	(386) 956-0057 (407) 883-6309	(386) 956-0057
Civics	C106	Rebecca	Marquez	48 - ORANGE	Special Education Teacher		
Civics	C107	Christopher	Salamone	52 - PINELLAS	High School ESE Instructional Specialist	941-920-8042	727-588-6000
Civics	C108	Katherine	Shattuck Stokes-	54 - PUTNAM 67 -	Special Education Teacher	386-328-8030	386-538-9336
Civics	C109	Jacquelyn	Taylor	WASHINGTON	General Education Teacher	850-209-8812	850-209-8813
Civics	C110	Devin	Watson	49 - OSCEOLA	General Education Teacher	(561) 289-6212	
U.S. History	H101	Melissa	Franklin	46 - OKALOOSA	General Education Teacher	(785) 979-7952	(850) 683-7500
U.S. History	H103	Laurester	Kelly	50 - PALM BEACH 67 -	Special Education Teacher	(561) 317-1254	(561) 644-6595
U.S. History	H104	Martha	Leslie	WASHINGTON	Special Education Teacher	850-272-3244	850-482-5397
U.S. History	H105	Justine	Micalizzi	FDLRS/NEFEC	FDLRS, Human Resources Development Specialist	941 237 6138	941 237 1135
U.S. History	H106	Jennifer	Middleswart	54 - PUTNAM	Special Education Teacher	386-329-3811	904-501-1248
U.S. History	H108	Kenneth	Sparkman	62 - TAYLOR	General Education Teacher	850-843-0206	
U.S. History	H109	Sally	Walden	03 - BAY	General Education Teacher	850-896-7165	850-271-8244

APPENDIX J— TRAINING EVALUATION RESULTS

Table J-1. FSAA-PT Standard Setting: Civics Training Evaluation Results—Grade 7

	<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.	8	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
I understand the procedures we are using to set standards.	8	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
I understand how to use the standard setting materials.	8	4.63	0.00%	0.00%	0.00%	37.50%	62.50%
I understand the differences between the achievement levels.	8	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
I understand how to make the profile judgment.	8	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
I know what tasks to expect for the remainder of the meeting.	8	4.50	0.00%	0.00%	12.50%	25.00%	62.50%
I am confident in my understanding of the standard setting task.	8	4.38	0.00%	0.00%	12.50%	37.50%	50.00%

	<i>N</i>	<i>Yes</i>	<i>No</i>
I am ready to proceed with the standard setting process.	8	1.00	100.00%

Table J-2. FSAA-PT Standard Setting: U.S. History Training Evaluation Results—Grade HS

	<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.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%
I understand the procedures we are using to set standards.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
I understand how to use the standard setting materials.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
I understand the differences between the achievement levels.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
I understand how to make the profile judgment.	7	4.43	0.00%	0.00%	28.57%	0.00%	71.43%
I know what tasks to expect for the remainder of the meeting.	7	4.57	0.00%	0.00%	0.00%	42.86%	57.14%
I am confident in my understanding of the standard setting task.	7	4.57	0.00%	0.00%	14.29%	14.29%	71.43%

	<i>N</i>	<i>Yes</i>	<i>No</i>
I am ready to proceed with the standard setting process.	7	100.00%	0.00%

Content Area: _____

Grade: _____

Standard Setting Practice Evaluation

The purpose of this evaluation form is to obtain your feedback about the training you have received during the Practice Round. Please complete the information below. **Do not put your name on the form.** We want your feedback to be confidential.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Neutral/ Neither	Agree	Strongly Agree
I understand the goals of the standard setting meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the procedures we are using to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to use the standard setting materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the differences between the achievement levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to make the profile judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what tasks to expect for the remainder of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my understanding of the standard setting task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am ready to proceed with the standard setting process.				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please indicate any areas in which you would like more information before you continue.

Please indicate any questions you may have about the remainder of the standard setting meeting.

APPENDIX K—DISAGGREGATED ROUND 3 RESULTS

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

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
Civics - Grade 07									
Total									
All Students	2,522	672	26.7	726	28.8	704	27.9	420	16.7
Gender									
Female	735	202	27.5	220	29.9	204	27.8	109	14.8
Male	1,560	423	27.1	447	28.7	423	27.1	267	17.1
Unknown	227	47	20.7	59	26.0	77	33.9	44	19.4
Ethnicity									
Hispanic or Latino	691	195	28.2	235	34.0	165	23.9	96	13.9
American Indian or Alaska Native	10	2	20.0	4	40.0	2	20.0	2	20.0
Asian	37	12	32.4	11	29.7	9	24.3	5	13.5
Black or African American	702	188	26.8	190	27.1	212	30.2	112	16.0
Native Hawaiian Or Other Pacific Islander	4	1	25.0	0	0.0	1	25.0	2	50.0
White or Caucasian	779	214	27.5	199	25.6	217	27.9	149	19.1
Two or More Races	72	13	18.1	28	38.9	21	29.2	10	13.9
Unknown	227	47	20.7	59	26.0	77	33.9	44	19.4
LEP Status									
Yes	172	26	15.1	63	36.6	56	32.6	27	15.7
No	2,350	646	27.5	663	28.2	648	27.6	393	16.7

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Florida Standards Alternate Assessment (FSAA)
 U.S. History - Standard Setting - Round 3 Committee
 Results

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
U.S. History - Grade HS									
Total									
All Students	3,829	771	20.1	755	19.7	1,119	29.2	1,184	30.9
Gender									
Female	549	108	19.7	126	23.0	176	32.1	139	25.3
Male	1,119	241	21.5	211	18.9	343	30.7	324	29.0
Unknown	2,161	422	19.5	418	19.3	600	27.8	721	33.4
Ethnicity									
Hispanic or Latino	449	102	22.7	101	22.5	141	31.4	105	23.4
American Indian or Alaska Native	7	0	0.0	2	28.6	2	28.6	3	42.9
Asian	37	14	37.8	8	21.6	9	24.3	6	16.2
Black or African American	485	98	20.2	97	20.0	163	33.6	127	26.2
White or Caucasian	641	121	18.9	123	19.2	192	30.0	205	32.0
Two or More Races	49	14	28.6	6	12.2	12	24.5	17	34.7
Unknown	2,161	422	19.5	418	19.3	600	27.8	721	33.4
LEP Status									
Yes	67	11	16.4	22	32.8	17	25.4	17	25.4
No	3,762	760	20.2	733	19.5	1,102	29.3	1,167	31.0

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APPENDIX L—PROCEDURAL EVALUATION RESULTS

Table L-1. FSAA-PT Standard Setting: Procedural Evaluation Results Civics—Grade 7

Please rate the usefulness of each of the following:	<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 profile judgments.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
I understood how to use the materials provided.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I understood how to record my judgments.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I think the procedures make sense.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I am sufficiently familiar with the assessment.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I understand the differences between the achievement levels.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%

Please rate the influence of the following when setting standards.	<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 descriptors.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
My expectations of students.	8	4.38	0.00%	0.00%	12.50%	37.50%	50.00%
The difficulty of the test materials.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
My experience in the field.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
Discussions with other participants.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Judgments of other participants.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
Impact data.	8	4.38	0.00%	0.00%	12.50%	37.50%	50.00%

Do you believe the final recommended cut score for each of the achievement levels is too low, about right, or too high?	<i>N</i>	<i>Mean</i>	<i>Too Low -1</i>	<i>Somewhat Low</i>	<i>About Right</i>	<i>Somewhat High</i>	<i>Too High -5</i>
Level 4/Level 3	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 3/Level 2	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 2/Level 1	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

Table L-2. FSAA-PT Standard Setting: Procedural Evaluation Results U.S. History—Grade HS

Please rate the usefulness of each of the following:	<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 profile judgments.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
I understood how to use the materials provided.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understood how to record my judgments.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I think the procedures make sense.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I am sufficiently familiar with the assessment.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understand the differences between the achievement levels.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Please rate the influence of the following when setting standards.	<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 descriptors.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
My expectations of students.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
The difficulty of the test materials.	8	4.88	0.00%	0.00%	0.00%	12.50%	87.50%
My experience in the field.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Discussions with other participants.	8	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Judgments of other participants.	8	4.75	0.00%	0.00%	0.00%	25.00%	75.00%
Impact data.	8	4.75	0.00%	0.00%	12.50%	0.00%	87.50%

Do you believe the final recommended cut score for each of the achievement levels is too low, about right, or too high?	<i>N</i>	<i>Mean</i>	<i>Too Low -1</i>	<i>Somewhat Low</i>	<i>About Right</i>	<i>Somewhat High</i>	<i>Too High -5</i>
Level 4/Level 3	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 3/Level 2	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 2/Level 1	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

Content Area: _____

Grade: _____

Standard Setting Procedural Evaluation

The purpose of this evaluation form is to obtain your feedback about the Standard Setting process. Please complete the information below. **Do not put your name on the form.** We want your feedback to be confidential.

Please mark the appropriate box for each statement:

	Strongly Disagree	Disagree	Neutral/Neither	Agree	Strongly Agree
I understood how to make the profile judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to record my judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the procedures make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sufficiently familiar with the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the differences between the achievement levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the influence of the following when setting standards:

	Not at all influential	Somewhat not influential	Neutral	Somewhat influential	Extremely influential
The achievement level descriptors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My expectations of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The difficulty of the test materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions with other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgments of other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

Do you believe the final recommended cut score for each of the achievement levels for this grade is Too Low, Somewhat Low, About Right, Somewhat High, or Too High?

	Too Low	Somewhat Low	About Right	Somewhat High	Too High
Level 4/Level 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 3/Level 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 2/Level 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional comments about the cut score placements for this grade.

APPENDIX M—FINAL EVALUATION RESULTS

Table M-1. FSAA-PT Standard Setting Report: Final Evaluation Results—Civics Grade 7

Panelist Demographics	<i>Count (N=8)</i>	<i>%</i>
Gender:		
Male	3	37.50%
Female	5	62.50%
Race/Ethnicity:		
Black	1	12.50%
Hispanic	0	0.00%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	0	0.00%
Years of Experience:		
0–5	0	0.00%
5–10	3	37.50%
10–15	1	12.50%
More than 15	4	50.00%
Profession:		
Teacher	7	87.50%
Adminstrator	0	0.00%
continued		

Educ. Diagnostician	1	12.50%
Other	0	0.00%
Professional Experience:		
Students with Disabilities	7	87.50%
Students with Limited English Proficiency	3	37.50%
Economically Disadvantaged Students	5	62.50%
Gifted and Talented Students	2	25.00%
General Education	6	75.00%
Did you Administer the 2016–17 FSAA-Performance Task?		
Yes	4	50.00%
No	4	50.00%

Please rate the usefulness of each of the following:	<i>N</i>	<i>Mean</i>	<i>Not Useful at All</i> 1	2	3	4	<i>Extremely Useful</i> 5
The opening session.	7	4.57	0.00%	0.00%	0.00%	42.86%	57.14%
The small group activities.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Becoming familiar with the assessment.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Discussions with other participants.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Impact data.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

<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.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%	
I understood the procedures we used to set standards.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%	
The facilitator helped me understand the process.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%	
The materials contained the information needed to set standards.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	
I understood how to use the materials provided.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	
I understood how to make the profile judgments.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%	
I understood how to use the feedback provided after each round.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	
I understood how to use the impact data.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%	
I understood how the cut scores were calculated.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%	
							continued	

The facilitator was able to provide answers to my questions.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Sufficient time was allotted for training on the standard setting tasks.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Sufficient time was allotted to complete the standard setting tasks.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
The facilitator helped the standard setting process run smoothly.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Overall the standard setting process produced credible results.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Table M-2. FSAA-PT Standard Setting Report: Final Evaluation Results—Civics Grade-7

<i>Panelist Demographics</i>	<i>Count (N=7)</i>	<i>%</i>
Gender:		
Male	1	14.29%
Female	6	85.71%
Race/Ethnicity:		
Black	2	28.57%
continued		

Hispanic	0	0.00%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	0	0.00%
Years of Experience:		
0–5	0	0.00%
5–10	1	14.29%
10–15	3	42.86%
More than 15	3	42.86%
Profession:		
Teacher	7	100.00%
Adminstrator	0	0.00%
Educ. Diagnostician	0	0.00%
Other	0	0.00%
Professional Experience:		
Students with Disabilities	3	42.86%
Students with Limited English Proficiency	0	0.00%
continued		

Economically Disadvantaged Students	3	42.86%
Gifted and Talented Students	0	0.00%
General Education	5	71.43%
<i>Did you Administer the 2016–17 FSAA-Performance Task?</i>		
Yes	2	28.57%
No	5	71.43%

<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.	7	4.57	0.00%	0.00%	0.00%	42.86%	57.14%
The small group activities.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Becoming familiar with the assessment.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Discussions with other participants.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Impact data.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Please mark the appropriate box for each statement.	<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.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
I understood the procedures we used to set standards.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%
The facilitator helped me understand the process.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%
The materials contained the information needed to set standards.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understood how to use the materials provided.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understood how to make the profile judgments.	7	4.86	0.00%	0.00%	0.00%	14.29%	85.71%
I understood how to use the feedback provided after each round.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understood how to use the impact data.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
I understood how the cut scores were calculated.	7	4.71	0.00%	0.00%	0.00%	28.57%	71.43%
continued							

The facilitator was able to provide answers to my questions.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Sufficient time was allotted for training on the standard setting tasks.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Sufficient time was allotted to complete the standard setting tasks.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
The facilitator helped the standard setting process run smoothly.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Overall the standard setting process produced credible results.	7	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Content Area: _____

Grade: _____

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be confidential.

Gender: Male Female

Race/ethnicity: White Black Hispanic Asian Pacific Islander American Indian

Years of experience in education: 0-5 6-10 11-15 More than 15

Are you a teacher or administrator? Teacher or Administrator

Area of Expertise (Check all that apply):

Students with Disabilities	<input type="checkbox"/>
Students with Limited English Proficiency	<input type="checkbox"/>
Economically Disadvantaged Students	<input type="checkbox"/>
Gifted and Talented Students	<input type="checkbox"/>
General Education	<input type="checkbox"/>

Did you administer the 2016-17 FSAA-Performance Task? Yes No

Please rate the usefulness of each of the following:

	Not at all useful	Somewhat not useful	Neutral	Somewhat useful	Extremely useful
The opening session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The small group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becoming familiar with the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions with other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understood the goals of the standard setting meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood the procedures we used to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator helped me understand the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials contained the information needed to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to make the profile judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the feedback provided after each round.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the impact data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how the cut scores were calculated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator was able to provide answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient time was allotted for training on the standard setting tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient time was allotted to complete the standard setting tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator helped the standard setting process run smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the standard setting process produced credible results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.

APPENDIX N—LOGISTIC REGRESSION THETA

The basic task of the logistic regression is to identify the likelihood of being assigned to a particular category or higher given a certain scale score. The log-odds of being assigned to a given category can be expressed as

$$y = \ln\left(\frac{p}{1-p}\right),$$

where p is the probability of being assigned to a given category.

When $p = 0.5$, y will be the natural log of 1, which is zero. Thus, to find a point at which the likelihood of being categorized in a given category or higher is 0.5, we find where $y = 0$. In addition, y can be modeled in terms of a simple regression equation:

$$y = ax + b,$$

where a is the slope of the regression line,
 b is the intercept, and
 x is a given scale score.

Thus, these equations can be combined and solved for zero as follows:

$$y = \ln\left(\frac{p}{1-p}\right) = ax + b = 0$$

In the above equation, the solved x would be the scale score cut for a particular panelist.

APPENDIX O—CROSSWALKS

2017 FSAA
Civics NGSSS Access Points

Item Set	Primary Standard	Task 1	Task 2	Task 3
1	SS.7.C.2.8	SS.7.C.2.Pa.h: Recognize that there are political parties in America.	SS.7.C.2.Su.h: Recognize the current political parties in America.	SS.7.C.2.In.h: Identify the current political parties in America.
2	SS.7.C.2.4	SS.7.C.2.Pa.d: Recognize a right of citizens guaranteed by law.	SS.7.C.2.Su.d: Recognize the rights of individuals in the Bill of Rights.	SS.7.C.2.In.d: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
3	SS.7.C.3.5	SS.7.C.3.Pa.e: Recognize that the government can change laws.	SS.7.C.3.Su.e: Identify that the Constitution can be changed by amendments.	SS.7.C.3.In.e: Identify steps to amending the Constitution.
4	SS.7.C.3.4	SS.7.C.3.Pa.d: Recognize that governments have different powers.	SS.7.C.3.Su.d: Recognize the relationship of power between the federal and state governments.	SS.7.C.3.In.d: Identify the relationship of power between the federal and state governments.
5	SS.7.C.2.2	SS.7.C.2.Pa.b: Recognize an obligation of citizens, such as obeying laws.	SS.7.C.2.Su.b: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.	SS.7.C.2.In.b: Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
6	SS.7.C.1.7	SS.7.C.1.Pa.g: Recognize that the government has different parts.	SS.7.C.1.Su.g: Recognize the powers of the branches of government of the United States.	SS.7.C.1.In.g: Identify examples of separation of powers in the Constitution, such as the three branches of government.
7	SS.7.C.3.3	SS.7.C.3.Pa.c: Recognize that the United States government has three parts.	SS.7.C.3.Su.c: Recognize the major function of the three branches of the United States government.	SS.7.C.3.In.c: Identify the major function of the three branches of the United States government established by the Constitution.
8	SS.7.C.2.1	SS.7.C.2.Pa.a: Recognize a person who is an American citizen.	SS.7.C.2.Su.a: Recognize that a citizen is a legal resident of a country.	SS.7.C.2.In.a: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.
9	SS.7.C.3.14	SS.7.C.3.Pa.n: Recognize that local, state, and federal governments provide services.	SS.7.C.3.Su.n: Recognize major obligations and services of local, state, and federal governments.	SS.7.C.3.In.n: Identify obligations and services of local, state, and federal governments.
10	SS.7.C.3.12	SS.7.C.3.Pa.l: Recognize that the Supreme Court recognizes that all citizens are equal.	SS.7.C.3.Su.l: Recognize the importance of landmark Supreme Court cases, such as <i>Brown v. Board of Education</i> .	SS.7.C.3.In.l: Identify the importance of landmark Supreme Court cases, such as <i>Brown v. Board of Education</i> and <i>Miranda v. Arizona</i> .
11	SS.7.C.3.10	SS.7.C.3.Pa.j: Recognize that the government makes laws.	SS.7.C.3.Su.j: Recognize how government makes a law.	SS.7.C.3.In.j: Identify how government makes a law.
12	SS.7.C.3.12	SS.7.C.3.Pa.l: Recognize that the Supreme Court recognizes that all citizens are equal.	SS.7.C.3.Su.l: Recognize the importance of landmark Supreme Court cases, such as <i>Brown v. Board of Education</i> .	SS.7.C.3.In.l: Identify the importance of landmark Supreme Court cases, such as <i>Brown v. Board of Education</i> and <i>Miranda v. Arizona</i> .
13	SS.7.C.2.13	SS.7.C.2.Pa.m: Recognize a point of view on current issues.	SS.7.C.2.Su.m: Recognize different perspectives on current issues.	SS.7.C.2.In.m: Identify different perspectives on current issues.
14	SS.7.C.3.7	SS.7.C.3.Pa.g: Recognize that American citizens have the right to vote.	SS.7.C.3.Su.g: Recognize that amendments to the United States Constitution promoted the full	SS.7.C.3.In.g: Identify ways amendments to the United States Constitution have promoted the full
15	SS.7.C.1.9	SS.7.C.1.Pa.i: Recognize that people must follow laws of government.	SS.7.C.1.Su.i: Recognize that people must follow the laws of American government.	SS.7.C.1.In.i: Identify how the rule of law is used in American government, such as people must follow the laws of the government.
16	SS.7.C.4.2	SS.7.C.4.Pa.b: Recognize that the United States helps other countries.	SS.7.C.4.Su.b: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.	SS.7.C.4.In.b: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.

2017 FSAA US History NGSSS Access Points

Item Set	Primary Standard	Task 1	Task 2	Task 3
1	SS.912.A.1.1	SS.912.A.1.Pa.a: Recognize that historians write about events.	SS.912.A.1.Su.a: Identify the importance of the use of authentic sources by historians to write about events.	SS.912.A.1.In.a: Identify the importance of the use of authentic sources and critical review by historians to write about events.
2	SS.912.A.4.11	SS.912.A.4.Pa.k: Recognize a contribution of Florida as it relates to American history.	SS.912.A.4.Su.k: Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.	SS.912.A.4.In.k: Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.
3	SS.912.A.4.5	SS.912.A.4.Pa.e: Recognize how countries help each other in a war.	SS.912.A.4.Su.e: Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.	SS.912.A.4.In.e: Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.
4	SS.912.A.3.13	SS.912.A.3.Pa.m: Recognize a key event or person in Florida history.	SS.912.A.3.Su.m: Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.	SS.912.A.3.In.m: Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.
5	SS.912.A.2.7	SS.912.A.2.Pa.g: Recognize the social issue of forced integration.	SS.912.A.2.Su.g: Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.	SS.912.A.2.In.g: Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.
6	SS.912.A.3.2	SS.912.A.3.Pa.b: Recognize goods that are manufactured, such as clothing.	SS.912.A.3.Su.b: Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.	SS.912.A.3.In.b: Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).
7	SS.912.A.5.11	SS.912.A.5.Pa.k: Recognize that people struggle to meet their needs when they don't have enough money.	SS.912.A.5.Su.k: Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.	SS.912.A.5.In.k: Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.
8	SS.912.A.6.15	SS.912.A.6.Pa.o: Recognize a development in Florida, such as the space program.	SS.912.A.6.Su.o: Recognize key events in Florida, such as the construction of military bases and the development of the space program.	SS.912.A.6.In.o: Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.
9	SS.912.A.5.5	SS.912.A.5.Pa.e: Recognize that countries want to prevent wars.	SS.912.A.5.Su.e: Recognize that the League of Nations was formed to prevent wars.	SS.912.A.5.In.e: Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.
10	SS.912.A.2.1	SS.912.A.2.Pa.a: Recognize characteristics of life during the Civil War.	SS.912.A.2.Su.a: Recognize the major causes and consequences of the Civil War.	SS.912.A.2.In.a: Identify the major causes and consequences of the Civil War.
11	SS.912.A.6.1	SS.912.A.6.Pa.a: Recognize that the United States fought in a war.	SS.912.A.6.Su.a: Recognize a major cause and result of World War II on the United States and the world.	SS.912.A.6.In.a: Identify major causes and consequences of World War II on the United States and the world.
12	SS.912.A.4.1	SS.912.A.4.Pa.a: Recognize the continuing growth over time of the United States.	SS.912.A.4.Su.a: Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.	SS.912.A.4.In.a: Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.
13	SS.912.A.7.12	SS.912.A.7.Pa.l: Recognize a social or economic concern of people.	SS.912.A.7.Su.l: Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.	SS.912.A.7.In.l: Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.
14	SS.912.A.3.1	SS.912.A.3.Pa.a: Recognize employment options in America.	SS.912.A.3.Su.a: Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.	SS.912.A.3.In.a: Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.
15	SS.912.A.5.12	SS.912.A.5.Pa.l: Recognize an important development in Florida, such as air conditioning.	SS.912.A.5.Su.l: Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.	SS.912.A.5.In.l: Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.
16	SS.912.A.7.6	SS.912.A.7.Pa.f: Recognize that people act in violent and nonviolent ways to bring about change.	SS.912.A.7.Su.f: Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.	SS.912.A.7.In.f: Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.