Administration Manual
2014–2015

What's New for 2014–2015?

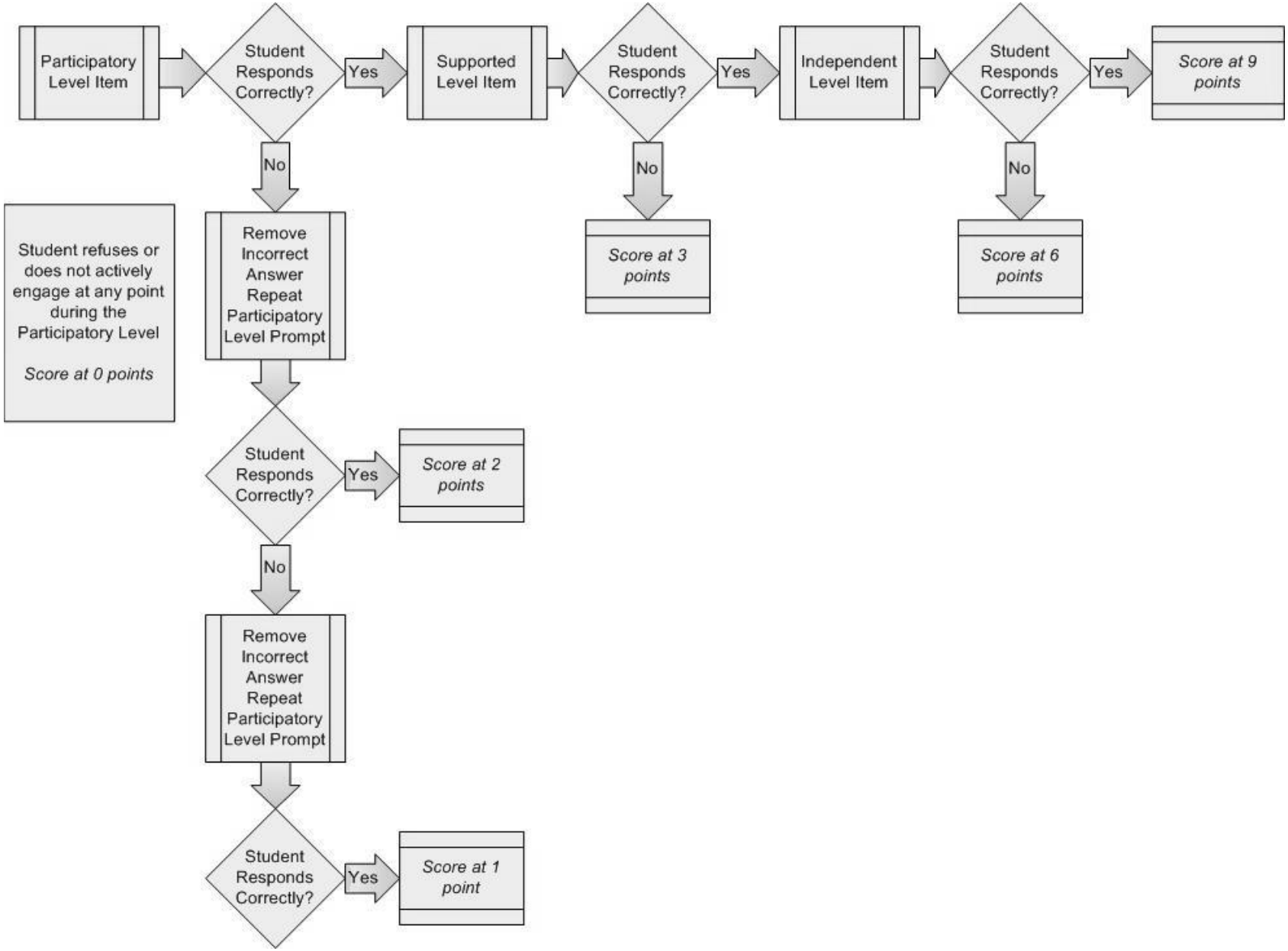
(Please remove to use during administration.)

- All Mathematics and English Language Arts (ELA) embedded field test items for the 2015 spring Florida Alternate Assessment have been written to the Florida Standards Access Points. The Florida Standards Access Points were developed from the NCSC Core Content Connectors (CCCs) which represent the most salient, grade-level, core academic content for Math and ELA. These items do not count towards student scores.
- All Florida Standards that are addressed in the 2015 Florida Alternate Assessment are listed by grade and content area in Appendix IV: The 2015 Florida Alternate Assessment and the Florida Standards Access Points.
- The 2015 embedded ELA field test items will include items written to both reading *and* writing standards. These items will be integrated into the Reading section of the 2015 Florida Alternate Assessment. This transition to an integrated ELA model will more closely align to the new Florida standards.
- Writing field test items will be introduced in grades 3–10 on the 2015 spring assessment. In previous years, writing was only assessed in grades 4, 8, and 10.
- To help reduce the possibility of scoring errors, samples of common scoring errors can be found on pages 46–49. In addition, it is recommended that schools utilize Appendix V: Student Answer Sheet Review Checklist to review/verify scores.

Important Assessment Dates

Braille/Tactile Graphic Materials Ordering Window	September 8 to October 10, 2014
One-Sided Response Booklets Ordering Window	September 8 to October 10, 2014
Online Administration Update Training Window	October 27, 2014 to February 27, 2015
Distribution of Object Exchange List and List of Cards and/or Strips and Teacher-Gathered Materials by Item	No later than November 26, 2014
Assessment Materials in Districts	Between February 20 and February 25, 2015
Administration Window	March 2 through April 8, 2015
Return of Materials	No later than April 10, 2015

Scoring Rubric Flow Chart



Quick Reference Guide

(Please remove to use during administration.)

Overall

- Item script can be repeated to the student up to two times, for a total of three times.
- An individual student may need a verbal or nonverbal cue to begin a task or to reengage on a task.
- Refer to pages 21–27 for detailed instructions on how to read tables, charts, graphs, and diagrams aloud to students.
- For students who access the assessment through the use of sign language, when administering an item that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.
- Placement of cutouts should be in accordance to what is needed for the student to access the item. The order in which materials are presented must be how they appear in the ***Materials*** column.

Reading

- The Passage Booklet should be placed on the work surface so the student can follow along or read the passage when directed to do so in the ***Teacher will*** column of the item. Keep the booklet open to the passage related to the item until all items for that passage have been administered.
- Always read the title of the passage first before reading the passage to the student.
- At the bottom of each passage graphic in the Passage Booklet, there will be a short script, a sentence or two, that describes the graphic. This should be read to students with visual impairments.
- Follow the directions in each item for reading the passage to the student. A paragraph or passage must be read each time the directions indicate to do so. If the directions do not indicate to read the passage to the student, the passage **may not** be read in that part of the item.
- Fluency Items: For students with hearing impairments, sign the letter (instead of making the sound), and require the student to indicate the written letter. The student cannot just sign the letter back. When a teacher is instructed to read a word to the student, the teacher will sign the word **but not finger spell** the word to the student. The student can then select the word or finger spell the word to be correct. See the examples in the Reading section on page 30. Braille must be used for fluency items to show understanding of decoding skills for students with visual impairments who use Braille during daily instruction.
- When administering items that include homonyms, words that sound alike but are spelled differently, to students with visual impairments, spell the homonym each time after it is pronounced.

Mathematics

- Calculators, number lines, generic counters, scratch paper, and pencils may be set out on the work surface for students who use them during daily instruction in Mathematics. Talking calculators, tactile number lines, and tactile rulers should be provided for students with visual impairments. Teachers should remind students that they may use the tools to answer any question.
- Some items specifically require a calculator, number lines, and/or generic counters. When these tools are required, they are designated in the ***Materials*** column. All students must be offered the appropriate tool that can be used to assist them in solving the problem.

Writing

- Some of the Writing items at the Supported and Independent Levels of Complexity are open-response items in which response word cards and/or sentence strips are not provided. See page 34 for a list of Writing open-response topics. For these items, the student should use his or her usual mode of communication to relay a response.
- When a spelling item is assessed in Writing, there is usually a stimulus sentence strip that has a misspelled word within the sentence. The sentence should be read to the student with the misspelled word being pronounced as if it were spelled correctly.

Checklists

- The Teacher Self-Reflection Form is to be used by teachers to reflect upon their practices with administering the assessment (see Appendix II).
- The Administrator Observation Form should be used by administrators to validate that the assessment is occurring in their buildings. The District Coordinator Designee Observation Form should be used by Alternate Assessment Coordinators or their designees in order to improve and assist with their training practices.
- The Student Answer Sheet Review Checklist is to be used by teachers/administrators to verify that Student Answer Sheets have been completed correctly and are free of errors (see Appendix V).

Table of Contents

Introduction

Purpose of the Florida Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) requires students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with accommodations, Florida has developed the Florida Alternate Assessment. The alternate assessment design for Florida is based on the *Next Generation Sunshine State Standards Access Points* for students with significant cognitive disabilities in Language Arts (Reading and Writing), Mathematics, and Science. Access Points represent the essence of the *Next Generation Sunshine State Standards* with reduced levels of complexity: Participatory, Supported, and Independent, with the Participatory Level being the least complex. The Florida Alternate Assessment was developed to allow students an opportunity to progress through all three levels of complexity per item. This tiered process provides students the opportunity to work to their potential for each item in each content area. This is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the wide diversity of students with significant cognitive disabilities. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment.

What's New for 2014–2015, Important Assessment Dates, and the Quick Reference Guide

The What's New for 2014–2015 section, Important Assessment Dates, and the Quick Reference Guide are at the beginning of this manual. Pull them out of the manual for reference during the administration of the assessment. They include updates for 2014–2015, important assessment dates, the Scoring Rubric Flow Chart, and an overview of content-specific administration information.

Assessment Participation Checklist

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed with the general statewide assessment or with the Florida Alternate Assessment based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code. The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision-making, IEP teams should answer each of the following questions when determining the appropriate assessment.

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, and/or accessible instructional materials?		
3. Is the student participating in a curriculum based on the *Access Points* for all academic areas?		
4. Does the student require extensive direct instruction in academics based on the *Access Points* in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that **all four of the questions** accurately characterize a student's current educational situation, then the **Florida Alternate Assessment** should be used to provide meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

If the decision of the IEP team is to assess the student through the Florida Alternate Assessment, the parents of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards and this decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment.

Administration Procedures Overview

Who Should Administer the Florida Alternate Assessment?

The student's special education teacher should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.

Overview of the Florida Alternate Assessment

Designed specifically for students with significant cognitive disabilities, the Florida Alternate Assessment is a performance-based assessment that is aligned with the *Next Generation Sunshine State Standards Access Points* for Language Arts (Reading and Writing), Mathematics, and Science. The assessment measures student performance based on alternate achievement standards.

Each content area of the assessment consists of 20 items: 16 core items and 4 embedded field-test items. The field-test items will **not** be included in the students' raw scores. Each item has three questions: one question written to an Access Point in each of the three levels of complexity (Participatory, Supported, and Independent). Each student enters an item at the Participatory Level of Complexity and continues to work through each of the questions until he or she is unable to answer accurately at that level of complexity or completes the item accurately at the Independent Level of Complexity. A scaffolding structure is in place at the Participatory Level of Complexity only. Scaffolding at the Participatory Level of Complexity is a process of reducing the response options each time the student is unable to respond accurately. This allows the student continued access to the items. A visual depiction of this process is provided on page 39.

In each form of the assessment, **Form A** and **Form B**, the embedded field-test items appear in Reading, Mathematics, Writing, and Science at each grade level and are not included in the students' raw scores.

Grade Levels and Content Areas Assessed

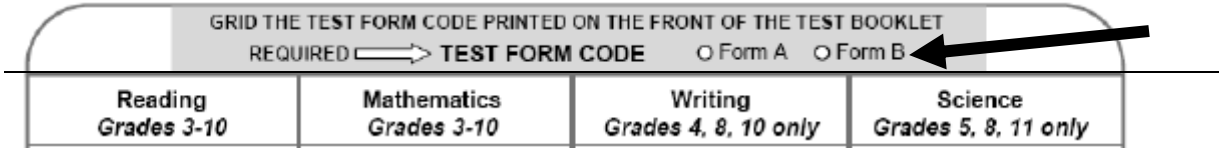
Grade	Reading	Mathematics	Writing	Science
3	X	X		
4	X	X	X	
5	X	X		X
6	X	X		
7	X	X		
8	X	X	X	X
9	X	X		
10	X	X	X	
11				X

The Florida Alternate Assessment consists of assessment items in Reading and Mathematics in grades 3–10; Writing in grades 4, 8, and 10; and Science in grades 5, 8, and 11.

Please note that writing field test items will be introduced in grades 3–10 on the 2015 spring Florida Alternate Assessment. These items will not count towards student scores.

Assessment Components

The components of the assessment are identified below to provide an overview of the assessment and an introduction to terminology used to describe the assessment's structure. There will be two forms of the assessment, **Form A** and **Form B**. When you receive your materials, check to make sure all materials are labeled with the same form. **Be sure to bubble in the correct form on the Scannable Student Answer Sheet**. (See sample below.) A student will be assessed on the same form across each content area.



Test Booklet

The first page of each content area in the Test Booklet includes a list of the content standards and benchmarks that are being measured for the grade level, and a list of any teacher-supplied materials that will be needed for the items.

The pages that follow in the Test Booklet contain the assessment items for each content area. Each item is presented in a five-column format:

Materials	Access Point	Teacher will	Student will	Score

- The ***Materials*** column lists the materials that are needed for the item. Materials that are provided for the teacher, such as the Passage Booklet, are also listed. Materials that the teacher needs to gather from the classroom are identified and listed first as teacher gathered materials.
- The ***Access Point*** column lists the Access Point that the item is targeting.
- The ***Teacher will*** column consists of a clear set of directions for setting up the item and script for what the teacher should ask the student. The item script is indicated by *italics*.
- The ***Student will*** column indicates the response that the teacher should expect from the student, taking into consideration the response mode for each student.

- The ***Score*** column provides space for the teacher to mark the score the student received on the item. Teachers are not required to use the ***Score*** column to record their scores. Scores may be recorded directly onto the Scannable Student Answer Sheet. If the teacher chooses to score the student's answers in the Test Booklet, the scores must later be transferred to the answer sheet. **Only certified teachers or other licensed professionals who have been trained to administer the Florida Alternate Assessment may transfer scores from the Test Booklet to the answer sheet. It is strongly recommended that transferred scores are verified by another teacher/administrator who is trained and has experience in administering the alternate assessment. Teacher coding errors, including incomplete answer sheets, completing an incorrect content area, and/or double-bubbling items, will result in the student receiving "No Score" for that content area.**

Response Booklets

Response Booklets are provided for Reading, Mathematics, and Science in a flip-chart format.

Reading and Mathematics are combined into one flip-chart booklet with Reading on one side and Mathematics on the other. When you have completed administering one content area, turn the Response Booklet over to administer the other content area.

There is a separate Response Booklet for Science, with the items appearing on the right-hand side of the booklet.

The Response Booklets are on 11-inch x 17-inch paper, bound on the 11-inch side. There are Participatory (P), Supported (S), and Independent (I) Levels of Complexity questions for each item. Response options for each level are on a separate page and are positioned on the page either horizontally or vertically. The stimulus material is separated from the response options with a heavy black line. Pages are numbered with the grade, level, and item number in the upper right-hand corner, e.g., 3P-1, 3S-1, 3I-1. The 3 represents the grade; P, S, and I represent Participatory, Supported, and Independent Levels of Complexity respectively; and 1 represents the item number.

Cards Packets and/or Strips Packets

Most stimulus and response materials for Reading, Mathematics, and Science are placed in the Response Booklet. However, a minimal amount of items have cards and/or strips that will arrive precut and preorganized. For such items, please refer to the List of Cards and/or Strips and Teacher-Gathered Materials by Item (to be provided separately by late November). The back of each card and strip will indicate the grade, content area, item number, and level of complexity (Participatory, Supported, or Independent) for which it will be used. Some cards have a dot on the front, bottom right-hand corner. The dot represents the orientation of the card and is meant for administration purposes only. The card should face the student so that the dot appears in the bottom right-hand corner.

Many Writing items either require students to manipulate the cards and strips or require students to respond to open-response questions. For these reasons, Writing is provided in a Cards Packet and a Strips Packet and not in a Response Booklet. The cards and strips will arrive precut and preorganized. Some organization will be needed to combine the cards and strips for each level of complexity within each item.

For cutouts where it may be difficult to determine the stimulus, the word “stimulus” appears on the back side.

Passage Booklets

All passages are included in a Passage Booklet. There is one graphic for each passage with the exception of some paired passages. A passage graphic appears on the left page of the booklet and its related passage appears on the right page. There are some passages that require students to independently read. Students may be asked to read anywhere from one sentence to multiple paragraphs, depending on the grade level and level of complexity of the item. Students may read aloud or silently to themselves.

Scannable Student Answer Sheet

A Scannable Student Answer Sheet will be provided for each student. Teachers have the option of recording student scores directly onto the answer sheet or in the Test Booklet. **Only certified teachers or other licensed professionals who have been trained to administer the Florida Alternate Assessment may transfer scores from the Test Booklet to the answer sheet. It is strongly recommended that scores are verified by another teacher/administrator who is trained and has experience in administering the alternate assessment. Teacher coding errors, including incomplete answer sheets, completing an incorrect content area, and/or double-bubbling items will result in the student receiving “No Score” for that content area.**

Before Administration of the Assessment: Getting Ready

Advance preparation is critical for administering the Florida Alternate Assessment. Before assessment materials arrive, the following steps should be completed well in advance:

- Read the *Florida Alternate Assessment Administration Manual* to review the assessment administration and scoring procedures outlined during training.
- Refer to the Writing portion of this manual on page 34 for the List of Writing Open-Response Topics to prepare and program assistive technology devices as needed.
- Review the student's IEP to determine how the student will access and respond to the assessment items. Based on the student's daily instruction, determine the accommodations and supports that the student will need. Incorporate any additional individual accommodations for the student as outlined in the student's IEP.
- Ensure that the student has any assistive technology needed to access the materials and respond to the assessment items.
- Real objects may be substituted for picture cards whenever possible. Refer to the List of Cards and/or Strips and Teacher-Gathered Materials by Item (to be provided separately by late November) and collect all materials.
- For students who need real objects, refer to the Object Exchange List (to be provided separately by late November) and collect materials.
- Set up criteria, using best professional judgment, to determine when a student is engaged and not engaged.
- Use the Practice Materials with the student to ensure that both you and the student are familiar with the different components of the assessment.
- Schedule the assessment administration session for a time and a place that are optimal for student effort and engagement.

Once assessment materials have arrived, but before administration of the assessment begins, it is necessary to complete the following steps:

- Receive the secure Florida Alternate Assessment Test Booklet(s) and Scannable Student Answer Sheet(s) from your assessment coordinator. Check to ensure that all materials are for the **same form** of the assessment. Be sure to **bubble in the form letter** on the scannable. (See the sample on page 5.) Ensure that there is one Test Booklet for each student.
- Receive the Response Booklet(s) and Cards and/or Strips Packet(s) for each grade and content area being assessed. Some organization of cards and strips will be needed in preparation for the Writing assessment administration.
- Read the Test Booklet to become familiar with the assessment items and Access Points. Review setup procedures provided with each item of the assessment (refer to directions in the ***Teacher will*** column).

- Check to ensure that you have all the materials and resources you will need to administer the items. Some assessment materials are not included in the Response Booklets or Cards and/or Strips Packets and must be gathered by teachers prior to administering the assessment (see List of Cards and/or Strips and Teacher-Gathered Materials by Item).
- Highlight the item script, the *italics* portion in the ***Teacher will*** column that will be read aloud to the student. This will ensure that the setup directions to the teacher are not inadvertently read aloud to the student.
- Determine how to read charts, graphs, or diagrams that will be administered to the student by referencing instructions in the Administration Manual.

During Administration of the Assessment: General Guidelines

Keep in mind these important considerations while administering the assessment:

- Accurate administration and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A more detailed explanation of scoring is provided in the Scoring Rubric and Directions section of this manual.
- While Response Booklets are to be used for multiple administrations, each student should have their own Test Booklet.
- The test administrator has the option of writing notes and recording student scores in the Test Booklet while administering the assessment. **The Scannable Student Answer Sheet should be filled in using the data recorded in the Test Booklet**. The answers filled in on the Scannable Student Answer Sheet will be the official score.
- An online survey will be available for the 2015 Florida Alternate Assessment. Teachers will be able to provide feedback on specific items, so you may want to take notes in the Test Booklet. All assessment materials are secure and will be returned.
- Score as you go. Score each level of complexity question as it is administered.
- **On the Scannable Student Answer Sheet, only one response should be bubbled for each item.**
- **Only the highest score received should be recorded on the Scannable Student Answer Sheet.**
- Watch the student for indications that a break may be needed. Stop the assessment as needed and resume when the student is ready. It is recommended that you complete an item before taking a break, so that you are not breaking in the middle of an item.

After Administration of the Assessment: Teacher Self-Reflection Form

The Teacher Self-Reflection Form (see Appendix II) is a voluntary tool designed to provide valuable feedback on key procedures/practices that can help ensure the accurate administration of the Florida Alternate Assessment. It is composed of 21 items and divided into two sections: practices/procedures that should take place prior to and during the administration of the assessment. Teachers are strongly encouraged to use this self-evaluation tool in conjunction with the Practice Materials to gain insight on preparatory, personal development, and training needs.

Use the Student Answer Review Checklist (see Appendix V) to review completed Student Answer Sheets prior to submitting. It is **strongly** recommended that scores are verified by another teacher/administrator who is trained and has experience in administering the alternate assessment. Teacher coding errors will result in the student receiving "No Score" for the affected content area.

Assessment Administration

Item Script

With the exception of the prompt "show me/tell me," it is imperative that the test administrator follow the item script in the ***Teacher will*** column verbatim. The teacher should read only the *italicized* words (replacing "show me/tell me" to reflect the student's mode of communication) to the student. Words that are not *italicized* are directions for the administrator (e.g., turn the page, place the counters on the work surface) and should not be read aloud to the student.

The "show me/tell me" prompt is only a placeholder. This part of the item script should be replaced for each student according to the student's regular mode of communication (see examples on page 17).

Repeating Items

Follow the administration directions and read the item script (presented in italics) to the student. Allow wait time for the student to respond. Wait time may vary from student to student. If the student does not respond after the wait period, or if the student requests, repeat the item script, and wait for the student to respond. In Reading, the passage is not considered part of the item script. The item script can be repeated up to two times, for a total of three times.

At the Participatory Level of Complexity, if the student responds incorrectly or does not respond after the item script is read for the third time, follow the scaffolding process by covering up or removing an incorrect answer and repeat the administration procedure. Make sure that when the item is readministered, the instructions are modified to indicate the number of remaining response options. For example, instead of saying "*Here are three words*," say "*Here are two words*." This same procedure should be repeated if scaffolding is required a second time. At the Supported and/or Independent Levels of Complexity, if the student responds incorrectly or does not respond after the item script is given for the third time, move to the next item.

Cues and Prompting

An individual student may need a verbal or nonverbal cue to begin a task or to refocus on a task. If these strategies are used in daily instruction, then the teacher may provide them on the Florida Alternate Assessment. Cues or prompts may include redirection, refocusing, and/or minimal physical prompting.

- Redirection is defined as repeating directions, rules, or item script when needed to help the student get back on task. Item script can be repeated up to two times, for a total of three times.

- Verbal refocusing is defined as encouragement given to the student as a means to stay with a task.
- Nonverbal refocusing is defined as a movement or action used to refocus the student on a task. Nonverbal refocusing could consist of lightly tapping on the desk, waving your hand in front of the student, or snapping your fingers.
- Minimal physical prompting requires that the teacher lightly touch the student and is used to redirect or refocus the student on the task. Minimal physical prompting does not control the student's movements.

Some items require the student to give more than one response in order to respond correctly. Teachers may cue students to complete the answer, **e.g., the teacher can state, "That's one. Now you need to give me two more."**

Reinforcement/Encouragement

Students should be reinforced and/or encouraged to participate **without** indicating whether or not the answer they gave is right or wrong.

Cutout Cards and Strips

Cutout cards and strips should be placed on the work surface in the exact order that they are presented in the ***Materials*** column. The stimulus card or strip should be placed first in direct view of the student. The first response cards and/or strips listed in the ***Materials*** column should be placed going from left to right, top to bottom, or clockwise for corner placements in front of the student (see pages 19–20).

Cutout cards and strips for Writing can be cumbersome if not organized in a manner useful for administration of the assessment. A couple of examples of the organizational methodologies that teachers have been using are listed below:

- Organize the cutouts by item and by level of complexity using paper clips. Make a pile of clipped items in order (left-to-right, with the left one on top). Place them faceup on the work surface, with item 1-Participatory on top, item 1-Supported next, etc. Once an item has been completed, pick up the cutouts in order (left-to-right, with the left one on top) and re-clip them. Place the clipped set back on the work surface facedown. In this way the set has been clipped back in order and can be used with another student without any need for reorganizing them.
- Organize the items by item and by level using an accordion folder(s). Label each portion of the folder: Item 1-Participatory, Item 1-Supported, etc. Place the cutouts in each section of the folder in order (left-to-right, with the left one on top). Once an item has been completed, pick up the cutouts in order (left-to-right, with the left one on top) and place them back in the section of the folder where they came from. In this way the set has been returned to the folder back in order and can be used with another student without any need for reorganization.

Teacher-Gathered Materials

Teachers will sometimes need to provide materials, such as rulers, calculators, or generic counters, in order for a student to answer a question. Other examples of teacher-gathered materials include a metal spoon or a glass of water. Any teacher-gathered materials required for an item will be listed below the heading “teacher-gathered” in the ***Materials*** column of the Test Booklet, as well as on the first page of the content area. These materials are also identified in the List of Cards and/or Strips and Teacher-Gathered Materials by Item.

When an item requires the teacher to provide materials for the student to use to answer the question, the Response Booklet will have a blank page. These types of items are more frequently found in Mathematics, but could also be in Reading, Writing, and/or Science. Materials may be placed on the blank page of the Response Booklet or on the work surface. It is most important that the items are within the student’s view; if they need to be manipulated by the student, they must be within their reach.

Item Walk-Through

The following sample assessment item will be used to walk through all the components and administration of an item.

Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Stimulus picture card: cylinder Picture cards: hockey puck block ball	**Participatory:** Identify objects or pictures with three-dimensional solids in real-world situations.	In the Response Booklet, turn to page __-__ and place it within the student's reach. *Here is a picture of a cylinder.* *Here are three more pictures.* *Show me/tell me which item is the same shape as a cylinder.*	Indicate hockey puck.	3 2
Stimulus picture cards: hockey puck with dimensions stacked hockey pucks Picture cards: 3-by-3 square 3-by-1 square 1-by-3 square	**Supported:** Compare volumes of three-dimensional solids in real-world situations.	In the Response Booklet, turn to page __-__. *Here is a picture.* *A hockey puck has a diameter of three inches and a height of one inch.* *Here is another picture.* *A company wants to package three hockey pucks in a box.* *Here are three more pictures.* *Show me/tell me the shape of the box the company could use.*	Indicate 3-by-3 square.	6
Stimulus picture card: box Equation strip: Volume = Length × Width × Height Number cards: 9 cubic inches 18 cubic inches 27 cubic inches	**Independent:** Measure rectangular prisms to find the volume using the literal formula: length × width × height.	In the Response Booklet, turn to page __-__. *Here is a picture.* *This box will be used to package three hockey pucks. The length is three inches, the width is three inches, and the height is three inches.* *Here is an equation.* Read the equation strip to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me the volume, in cubic inches, of the box.*	Indicate 27 cubic inches.	9

Materials - This column lists the materials needed to administer the item.

Materials
Item 1.
Stimulus picture card: cylinder Picture cards: hockey puck block ball
Stimulus picture cards: hockey puck with dimensions stacked hockey pucks Picture cards: 3-by-3 square 3-by-1 square 1-by-3 square
Stimulus picture card: box Equation strip: Volume = Length × Width × Height Number cards: 9 cubic inches 18 cubic inches 27 cubic inches

- The Passage Booklet contains the passage picture and the passages. With the exception of Writing, the majority of materials are provided in a Response Booklet. Items that require cutouts are precut and preorganized in the Cards Packet and/or Strips Packet.
- Materials are listed in the order that they appear in the Response Booklets. For Writing and cutout items, follow the directions for laying out cards and strips in the same order as they appear in the ***Materials*** column (see pages 19–20).
- Any teacher-gathered materials required for an item will be identified in the ***Materials*** column of the item and on the first page of the content area.
- Accommodations for materials are outlined in the Accommodations and Criteria for Use section of this manual. Students must meet certain criteria to use accommodations of materials, so please read that section carefully.

Access Point - This column shows the Access Point that the item is assessing.

- Access Points are identified for each level of complexity (Participatory, Supported, and Independent) in Language Arts (Reading and Writing), Mathematics, and Science.

Access Point
Participatory: Identify objects or pictures with three-dimensional solids in real-world situations.
Supported: Compare volumes of three-dimensional solids in real-world situations.
Independent: Measure rectangular prisms to find the volume using the literal formula: length x width x height.

Teacher will - This column outlines the administration of the item.

Teacher will
In the Response Booklet, turn to page __-__ and place it within the student's reach. *Here is a picture of a cylinder.* *Here are three more pictures.* *Show me/tell me which item is the same shape as a cylinder.*
In the Response Booklet, turn to page __-__. *Here is a picture.* *A hockey puck has a diameter of three inches and a height of one inch.* *Here is another picture.* *A company wants to package three hockey pucks in a box.* *Here are three more pictures.* *Show me/tell me the shape of the box the company could use.*
In the Response Booklet, turn to page __-__. *Here is a picture.* *This box will be used to package three hockey pucks. The length is three inches, the width is three inches, and the height is three inches.* *Here is an equation.* Read the equation strip to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me the volume, in cubic inches, of the box.*

- When the item script says, *"Here is a picture/Here are some pictures with words…,"* direct the student's attention to the cards, e.g., point to the cards, run your hand along the bottom of the cards, or hand-over-hand along the cards.
- Most cards and strips for Reading, Mathematics, and Science are placed in the Response Booklet. However, in some items and in Writing, the directions in the ***Teacher will*** column will ask you to place precut cards and/or strips on the work surface. Precut cards and strips must be placed on the work surface in the order listed in the ***Materials*** column.
- Generally, the directions instruct the teacher to read word/picture cards, word cards, number cards, equation strips, sentence/picture strips, or sentence strips to the student.
- **Even if the student can read the card independently, you must read aloud the card/strip unless the directions indicate that the card/strip should not be read aloud.**
- **It is important that the teacher reads the item script (presented in italics) *exactly* as it is written.** The only exception is the "show me/tell me" portion of the item script. This part of the item script should be replaced for each student according to the student's mode of response. Following are some examples of replacements for "show me/tell me." Note that this is not an all-inclusive list but rather a representation of substitutions. In determining a substitution, consider language that is: familiar to the student, used in daily instruction, and reflective of the student's response mode.
  - **Show me** the card…
  - **Tell me** the card…
  - **Sign to** me the card…
  - **Point to** the card…
  - **Touch** the card…
  - **Look at** the card…
  - **I will move my hand over each card; tell me when to stop at** the card…

Student will - This column outlines the expected student response.

Student will
Indicate hockey puck.
Indicate 3-by-3 square.
Indicate 27 cubic inches.

- This is the correct answer required from the student at each level.
- The broad term "indicate" was specifically used to accommodate the various response modes for each student. The way a response is indicated may be different for each student and will correspond to the substitution provided for the response mode in the "show me/tell me" portion of the item script. However, it is acceptable if, for example, the assessment administrator substitutes "**Sign to me** the card," but rather than signing the student touches a card in response. This touch should be considered the student's response and should be counted correct if the correct card was touched, or incorrect if an incorrect card was touched.
  - **Show me** the card… A correct response would be to show (e.g., by picking up, pointing at) the correct card.
  - **Tell me** the card… A correct response would be to tell (e.g., "it's the first one") which one is the correct card.
  - **Sign to me** the card… A correct response would be for the student to sign to indicate the correct card.
  - **Point to** the card… A correct response would be to point at the correct card.
  - **Touch** the card… A correct response would be to touch the correct card.
  - **Look at** the card… A correct response would be to eye gaze at the correct card.
  - **I will move my hand over each card; tell me when to stop at** the card… A correct response would be to indicate "stop" when the assessment administrator's hand is over the correct card.
  - **I will move my hand over each card; hit the switch at** the card… A correct response would be to hit a Big Mac switch when the assessment administrator's hand is over the correct card.
- Because the correct answer is provided in the ***Student will*** column, it is important that the Test Booklet is not in the student's direct line of sight.

Laying Out Cards and Strips

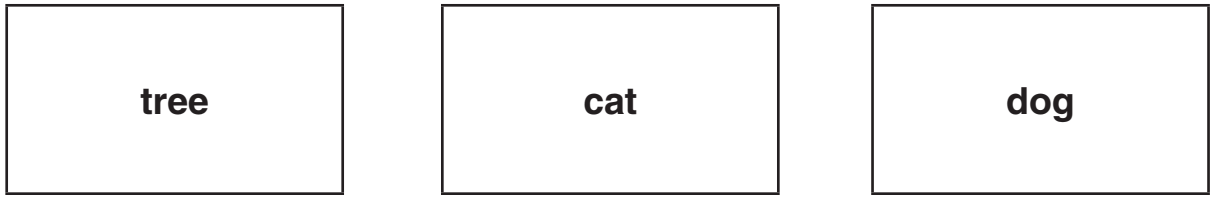
Cutout cards and strips should be placed on the work surface in the exact order that they are presented in the ***Materials*** column. The stimulus card or strip should be placed first in direct view of the student. The first response cards and/or strips listed in the ***Materials*** column should be placed going from left to right in front of the student for horizontal placements (see Option 1); from top to bottom for vertical placements (see Option 2); or clockwise, starting in the upper-left side, for corner placements (see Option 3).

The use of the adjustment to item placement must be in accordance with what occurs on a daily basis during classroom instruction.

Below are three different options for laying out cards and strips.

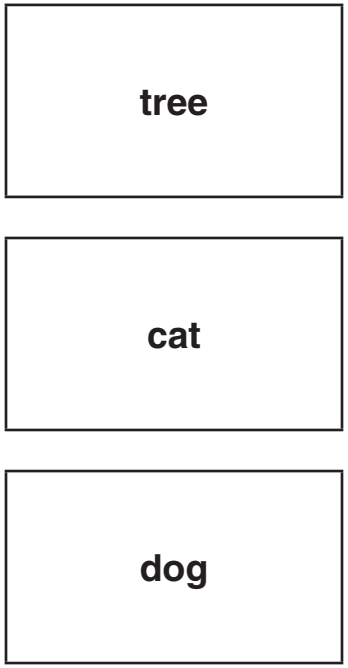
Sample ***Materials*** column:
tree
cat
dog

OPTION 1

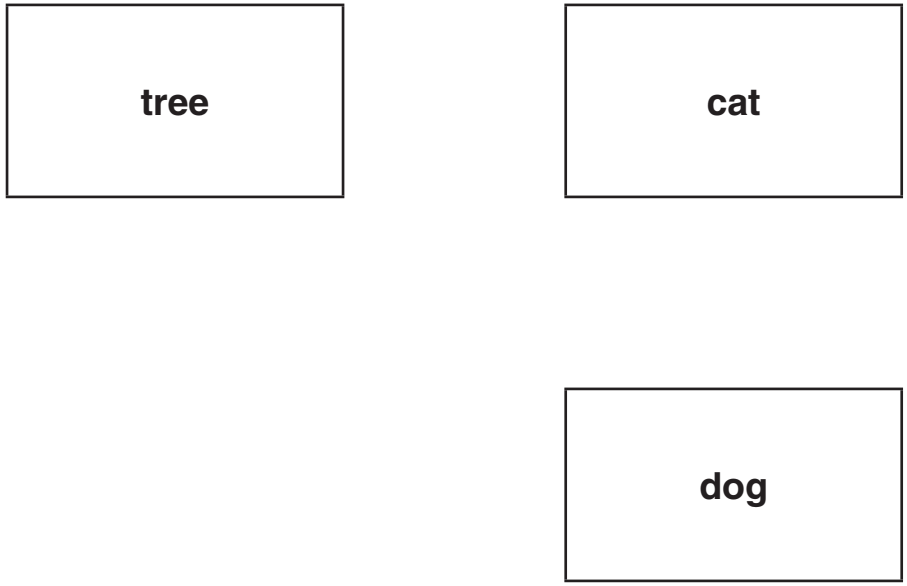


Back to the Table of Contents

OPTION 2



OPTION 3



Reading Tables, Charts, Graphs, and Diagrams

Throughout the assessment there are various tables, charts, and other visual representations of data presented in items. Teachers are instructed in the ***Teacher will*** column to read tables, charts, graphs, and diagrams aloud to all students. Use the following instructions and examples when reading tables, charts, and other visual representations of data.

Tables and Charts

1. Point to the areas of the table as you read them aloud.
2. Begin by reading the table title to the student.
3. Read the table headings starting from left to right.
4. Read the corresponding heading first, then the data point.
5. Read each row of data starting with the top row, reading from left to right.
6. **No supplemental information or interpretation of data should be provided to the student.**

Example:

Teacher will: *Here is a table. Nina recorded the number of hours she worked each day for a week.* Read the table to the student. *Here are three days.* Read the word cards to the student. *Show me/tell me which day Nina worked the most.*

Hours Worked

Day of the Week	Number of Hours Worked
Monday	3
Tuesday	2
Wednesday	3
Thursday	4
Friday	3

The table above is read aloud to the student as follows:

The table is titled "Hours Worked." The table lists "Day of the Week" and "Number of Hours Worked."

- *Day of the Week: Monday, Number of Hours Worked: three*
- *Day of the Week: Tuesday, Number of Hours Worked: two*
- *Day of the Week: Wednesday, Number of Hours Worked: three*
- *Day of the Week: Thursday, Number of Hours Worked: four*
- *Day of the Week: Friday, Number of Hours Worked: three*

Pictographs

1. Point to the areas of the graph as you read them aloud.
2. Begin by reading the graph title to the student.
3. When applicable, read the graph key to the student.
4. Read the graph headings starting from left to right.
5. Read the corresponding heading first, then the data (quantity of pictures).
6. Read each row of data starting with the top row, reading from left to right.
7. **No supplemental information or interpretation of data should be provided to the student**.

Example:

Teacher will: *Students voted for their favorite game – checkers or puzzles. They made a graph to show the number of students who voted for each game.* Read the graph to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me how many students voted puzzles as their favorite game.*

Favorite Games

Game	Number of Students
Checkers 	
Puzzles 	

Key

■ = 1 student

The pictograph above is read aloud to the student as follows:

The graph is titled "Favorite Games." The graph key is one square represents one student. The graph lists "Game" and "Number of Students."

- *Game: Checkers, Number of Students: four squares*
- *Game: Puzzles, Number of Students: five squares*

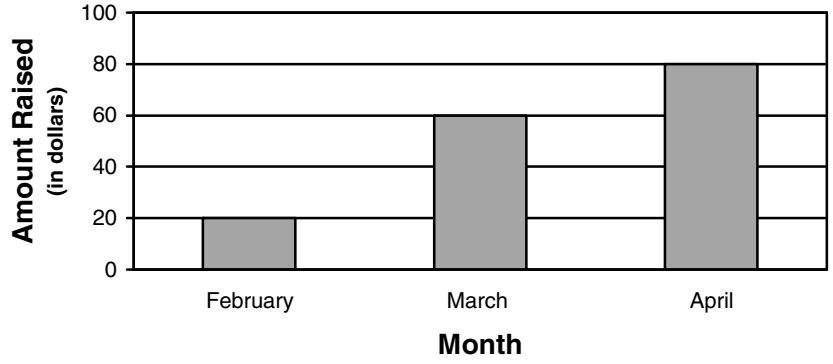
Line Graphs, Bar Graphs, and Histograms

1. Point to the areas of the graph as you read them aloud to the student.
2. Begin by reading the graph title to the student.
3. When applicable, read the graph key to the student.
4. Read the *x*-axis label and categories, starting from left to right.
5. Then read the *y*-axis label and scale range, starting from the bottom of the axis to the top.
6. For each data point, read the *x*-axis label and category name, then read the *y*-axis label and value.
7. Read the data points starting with the left-most category.
8. **No supplemental information or interpretation of data should be provided to the student**.

Example:

Teacher will: *Mr. Lee's class held fund-raisers for three months to raise money for a school field trip. Here is a graph that shows how much money they raised each month.* Read the graph to the student. *Here are three dollar amounts.* Read the number cards to the student. *Show me/tell me how much money Mr. Lee's class raised in all.*

Fund-raising Totals: February – April



The graph above is read aloud to the student as follows:

The graph is titled "Fund-raising Totals: February through April." The graph's x*-axis is labeled "Month" and has February, March, and April. The graph's* y*-axis is labeled "Amount Raised – in dollars" and starts at 0 dollars, increasing by 20s, up to 100 dollars.*

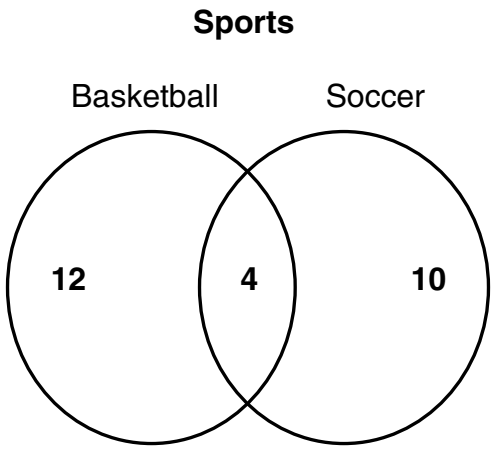
- *Month: February, Amount Raised – in dollars: 20*
- *Month: March, Amount Raised – in dollars: 60*
- *Month: April, Amount Raised – in dollars: 80*

Venn Diagrams

1. Point to the areas of the diagram as you read them aloud.
2. Begin by reading the diagram title to the student.
3. Read the diagram section heading and its value, starting from left to right.
4. Then read the value for where the sections overlap.
5. **No supplemental information or interpretation of data should be provided to the student**.

Example:

Teacher will: *Here is a Venn diagram that shows how many students play basketball and how many students play soccer.* Read the diagram to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me the total number of students who play soccer.*



The diagram above is read aloud to the student as follows:

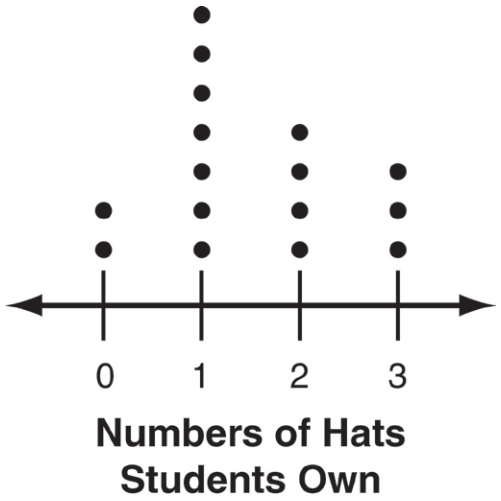
The diagram is titled "Sports." The diagram has a section labeled "Basketball," with the number 12. There is another section labeled "Soccer," with the number 10. Where the two sections overlap, there is the number 4.

Dot Plots and Line Plots

1. Point to the areas on the graph as you read them.
2. Begin by reading the graph title to the student.
3. Read the range on the number line from left to right.
4. Read each data point on the number line, then the quantity of dots or x's on each point (left to right).
5. **No supplemental information or interpretation of data should be provided to the student.**

Example:

Teacher will: *Here is a dot plot that shows the number of hats students own. Each dot represents one student.* Read the graph to the student. *Here are three numbers. Show me/tell me how many students own **more** than two hats.*



The dot plot is read aloud to the student as follows:

This graph is titled "Number of Hats Students Own". The number range begins with 0 and ends at 3 increasing in value by one.

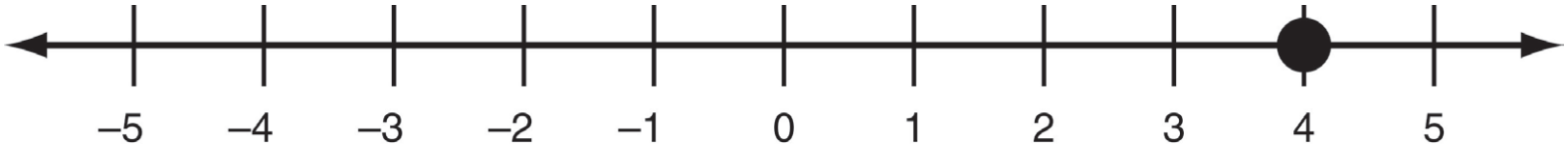
- *Number of hats: zero, Number of students: two*
- *Number of hats: one, Number of students: seven*
- *Number of hats: two, Number of students: four*
- *Number of hats: three, Number of students: three*

Number Lines

1. Point to the areas on the number line as you read them.
2. Read the number line by stating the beginning point and ending point and by indicating the unit increments.
3. Read the data point(s) on the number line.
4. **No supplemental information or interpretation of data should be provided to the student.**

Example:

Teacher will: *Here is a number line. This number line shows how many students are in the computer lab.* Read the number line to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me how many students are in the computer lab.*



The number line is read aloud to the student as follows:

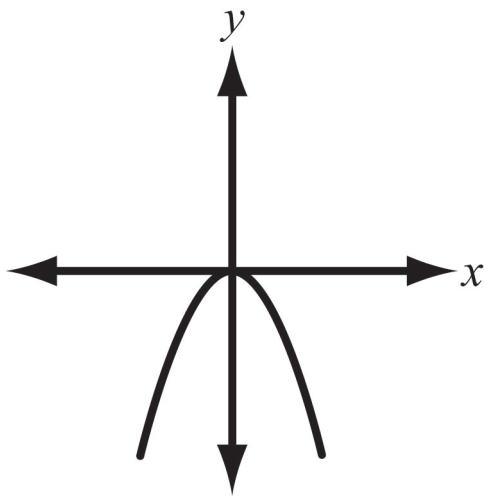
The number line begins at negative five and increases to five by units of one.
There is a data point on number four.

Coordinate Graphs

1. Point to the areas on the graph as you read them.
2. Label the *x*-axis and *y*-axis.
3. Label the quadrants (lower left, upper left, upper right, lower right).
4. Describe the line or curve as it appears in the quadrants and/or intersects with the *x*- or *y*-axis.
5. **No supplemental information or interpretation of data should be provided to the student.**

Example:

Teacher will: *Here is a graph of a parabola.* Point to and read the stimulus graph to the student. *Here are three more graphs.* Read the graphs to the student. *Show me/tell me which graph shows another parabola.*



The coordinate graph is read aloud to the student as follows:

An x-axis and a y-axis are shown. Here is the lower left quadrant, the upper left quadrant, the upper right quadrant, and the lower right quadrant. A curve in the shape of an arch is shown on the graph. The curve begins at the lower left quadrant and goes up through the origin intersecting the x- and y-axis and comes down through the right quadrant.

Content-Specific Administration Directions

Overall

- Most cards and strips for Reading, Mathematics, and Science are in the Response Booklet. However, a minimal number of items and all of Writing have precut cards and strips contained in the Cards Packet and/or the Strips Packet.
- Item script can be repeated up to two times, for a total of three times.
- At the Participatory Level of Complexity, if the student responds incorrectly or does not respond after the item script is read for the third time, follow the scaffolding process by covering up or removing an incorrect answer and repeat the administration procedure.
  - If the student does not respond, cover or remove the incorrect answer farthest to the left.
  - Make sure that when the item is readministered, the instructions are modified to indicate the number of remaining response options. For example, instead of saying "*Here are three words*," say "*Here are two words*." This same procedure should be repeated if scaffolding is required a second time.
- At the Supported and/or Independent Levels of Complexity, if the student responds incorrectly or does not respond after the item script is given for the third time, move to the next item, and score according to the Scoring Rubric Flow Chart.
- An individual student may need a verbal or nonverbal cue to begin a task or to refocus on a task. If these strategies are used in daily instruction, then these may be provided during the assessment.
  - Cues or prompts may include redirection, refocusing, and/or minimum physical prompting.
  - Teachers may cue the student to complete an answer when an item requires more than one response. For example, if the item requires three (3) responses, teachers should cue the student after selection of one or two responses: "Give me one more." or "What is next?", etc.
- Some items at the Supported and Independent Levels of Complexity require more than one answer in the ***Student will*** column. It is important to understand that a correct response must meet all the outlined requirements. For example, it may state: "To achieve score point, student must select all three (3) sentence strips." Selecting two (2) correct sentence strips and one (1) incorrect sentence strip would be considered answering incorrectly at that level of complexity and the student would be scored at the previous score-point level.
- Refer to pages 21–27 for guidance on reading tables and graphs to students.
- For students who access the assessment through the use of sign language, when administering an item that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.

Reading

- Passages and passage pictures are provided in the Passage Booklet. There is one passage picture for each passage. Passage pictures are on the left page of the booklet and the related passage is on the right page. In some cases test items that utilize paired passages will be laid out differently in the Passage Booklet; text for each passage will appear side by side in the Passage Booklet and the corresponding passage artwork will be presented as large cutout cards that will be placed directly above each respective passage.
  - Below the passage picture is a short script (caption) that describes the picture. This script should be read only to students with visual impairments.
  - Read the title of the passage before reading the picture script.
- The Passage Booklet should be placed on the work surface before reading the passage. The booklet should be placed close enough to the student so that the student has access to view the passage picture and passage as the teacher reads.
  - Keep the booklet open to the passage until all items for that passage have been administered.
- Follow the directions in each item for reading the passage to the student. **Always read the title of the passage first before reading the passage to the student.** In most cases, at the Participatory Level of Complexity, a specified part of the passage is read aloud to the student.
  - The paragraphs are numbered on the side for each passage.
  - The specified passage must be read each time the directions indicate to do so.
  - If the directions do not indicate to read the passage to the student, the passage may not be read in that part of the item.
- The majority of passages used to assess fluency are contained in the Passage Booklet; however, some passages are provided directly in the Response Booklet. Some passages in the Passage Booklet are designated for a specific level of complexity (Participatory, Supported, and/or Independent) and are labeled accordingly below the title of the passage.
- When administering items that include homonyms, words that sound alike but are spelled differently, to students with visual impairments, spell the homonym each time after it is pronounced.
- Sign language is often based on concepts and not necessarily on the English language, and one sign can be used to convey many concepts, e.g., car, automobile, vehicle. Therefore, when administering items that include synonyms, words with identical or similar meanings, to students who are hearing impaired and use sign language as their primary mode of communication, teachers may be instructed to finger spell words or part of an item.

Fluency Items

For students with hearing impairments:

- The overall intent of items that deal with sound-letter recognition is for the student to understand that letters make words and meanings. Sign the letter (instead of making the sound) and the student must indicate the written letter. The student cannot just sign the letter back. See the example on page 30.

Example of a Fluency Item Involving Letter Sounds	
Materials	Letter cards: M F T
Access Point	**Supported:** The student will name 10 or more letters and produce their sounds.
Teacher will	*Here are three letters.* **Do not read or sign the letter cards to the student.** *Show me/tell me which letter makes the sound /m/* (sign the letter M).
Student will	Indicate M (using any response mode other than signing).

When a teacher is asked to read a word to the student, the teacher will sign the word, **but not finger spell** the word, to the student. The student can then select the word or finger spell the word to be correct. See the example below.

Example of a Fluency Item Involving Identifying Words Read Aloud	
Materials	Word cards: not pop six
Access Point	**Independent:** The student will read text with high-frequency sight words and phonetically regular words with accuracy.
Teacher will	*Here are three words.* **Do not read or sign the word cards to the student.** *Show me/tell me which word is "six"* (using the sign for the number six).
Student will	Indicate six (either by pointing to the option or finger spelling s-i-x).

Students with a visual impairment who use Braille during daily instruction must use Braille accommodated test materials to show understanding of decoding skills for fluency items. Refer to the *Accommodations and Criteria for Use* section on page 91 of this manual regarding accommodations for students with visual impairments.

Mathematics

- Calculators, number lines, generic counters (e.g., game pawns, erasers, blocks), scratch paper, and pencils may be set out on the work surface for the student to use for any Mathematics item. It is important to set these tools on the work surface only if the student uses them during instruction in Mathematics. At the end of each item, the teacher should say to the student, *"You may use the (calculator, counters, and number line) to help you answer the question."*
- Some items specifically require the use of these tools. When the calculator, number lines, and/or generic counters are required, they are designated in the ***Materials*** column. All students must be offered the tool to be used to assist them in solving the problem.
- For detailed instructions on how to read tables, charts, graphs, and diagrams aloud to students, refer to pages 21–27.

Writing

- When a spelling item is assessed in Writing, there is usually a stimulus sentence strip that has a misspelled word within the sentence. The sentence should be read to the student with the misspelled word being pronounced as if it were spelled correctly.
- Some of the Writing items at the Supported and Independent Levels of Complexity are open-response items, which are indicated by the phrase "Any logical response is acceptable" in the ***Student will*** column. Response word cards and/or sentence strips are not provided in open-response items. For these items, the student should use his or her usual mode of communication to relay a response. A response may come in a variety of forms, including (but not limited to) a written response, a verbal response, or a response using assistive technology, such as a DynaVox, a computer, or Picture Exchange Communication System (PECS) symbols.
- A list of possible topics used in open-response Writing items and guidance on how to use the topics are provided on pages 34–35 to enable teachers to program assistive technology devices as needed.
- For items with "Any logical response is acceptable" in the ***Student will*** column, review all parts of the item requirements to determine whether the student response is correct. Look at what the Access Point is assessing, read the ***Teacher will*** column carefully to ascertain what it is looking for, and also look at the ***Student will*** column to see if it outlines any parameters. See the example below.

Example of an Open-Response Writing Item

Materials	Stimulus sentence strip: I had fun when I went _____.
Access Point	**Independent:** Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot.
Teacher will	Place the stimulus sentence strip on the work surface.
	Here is a sentence. It is the first sentence in a story about somewhere you went that was fun. The story can be about any place you thought was fun.
	Read the stimulus sentence strip to the student.
	Show me/tell me a place that was fun. Now, show me/tell me three more sentences about that fun place.
Student will	Indicate three sentences that tell about a fun place.
	Any logical response is acceptable.

- **Access Point:** Main idea, descriptive details, characters, sequence of events, and plot—the student's sentences should meet some of these criteria.
- **Teacher will:** Say the item script exactly as it is written, except the "show me/tell me" portion should be replaced for each student according to the student's mode of response.
- **Student will:** In order for the response to be correct, it must include three (3) additional sentences after filling in the blank; simple sentences are acceptable as responses. Allowable simple sentences must include a subject and a predicate. The three (3) sentences must be about the same place that was fun.
- **If the student's response does not include three sentences, cue the student to complete the answer by saying, "Give me one more." or "What is next?", etc.**
- A response may come in a variety of forms, including (but not limited to) a written response, a verbal response, or a response using assistive technology, such as a DynaVox, a computer, or PECS symbols.

Sample Logical Response

I had fun when I went to the *mall. I was with friends. I shopped. I bought a shirt.*

Sample Incomplete Response

I had fun when I went to the *mall. I was with friends. I shopped.*
(Includes only two (2) additional sentences. Prompt student to provide one more response.)

Sample Incorrect Response

I had fun when I went to the *mall. I was with friends. I went to the zoo. I saw animals.*
(All three (3) additional sentences do not relate to the main idea of having fun at the mall.)

Science

- For detailed instructions on how to read tables, charts, graphs, and diagrams aloud to students, refer to pages 21–27.

List of Writing Open-Response Topics and Preparation Guidance

In the Writing content area of the Florida Alternate Assessment, some of the items do not have response cards provided; these are open-response items. The intent of open-response items is to have students **independently compose** their responses. In order to prepare students to respond to these types of items, a list of **possible topics** is provided. Items were developed from many, but not all, of these broad and general topics, and students will be asked to provide sentences on some specific aspect or detail of the topic. Open-response items appear only in 8th, 9th, and 10th grade at the Supported and Independent Levels of Complexity.

Grade	Topics
8	Cooking
8	Going to the Movies
8	Friendship
8	Playing an Instrument
8	Ocean and Land
9	Shopping for groceries
9	Inviting a friend to stay at your house
9	Writing a Thank You Letter
10	An Exciting Announcement
10	Going to a concert
10	Filling Out a Job Application
10	Reading different types of literature
10	Planning a surprise party
10	Taking a dog for a walk
10	Creating a shopping list
10	Asking for a volunteer job

Guidance on what **is and is not acceptable** when preparing students to answer open-response items on the Florida Alternate Assessment is provided below.

Prior to Assessment Window

Introduce words and/or phrases into the student's vocabulary that deal with the provided topics. For example, if one of the topics is about working at a recreation center for the summer, introduce words and/or phrases like "outdoors," "games," "like children," "have fun," and "be responsible."

Prepare these words and/or phrases in a mode of communication that is appropriate to the student. For example, if the student uses an alternative communication device or PECS, add the new words, phrases, and symbols to the device or as picture selection options.

Provide students with activities during daily instruction that deal with the open-response topics. For example, considering the student's mode of communication, and utilizing the new vocabulary words and phrases, ask students to give you a sentence that shows one thing they would do if they worked at a recreation center for the summer, or to give you a sentence about why they would be good at working at a recreation center for the summer.

If the student is involved in work programs as part of their daily instruction, have the student visit a recreation center, and then compose a journal entry about the visit using their new vocabulary.

During the Assessment Window

For students who use alternative communication devices, the programmed device should be provided during the assessment. For instance, providing a device would occur for items similar to the above that asks students to compose a response to the topic of working at a recreation center for the summer.

Preparation That Is Not Acceptable or Allowed When Preparing for Open-Response Items

Preparing full sentences as a response is not allowed. This does not meet the intent of the open-response item in which the student independently composes a response. In our example, providing complete sentences that tell about working at a recreation center for the summer, in which the student would be required only to select a sentence, is not acceptable.

Scoring Rubric and Directions

	Participatory Level Scaffolding			Supported Level	Independent Level
0	3	2	1	6	9
No response. Student actively refuses or does not engage at any point during the Participatory Level.	Student responds correctly at the Participatory Level.	Student responds correctly after the removal of one distractor at the Participatory Level.	Student responds correctly after the removal of two distractors at the Participatory Level.	Student responds correctly at the Supported Level.	Student responds correctly at the Independent Level.
	• Present student with prompt as written. • If student responds correctly, move to the Supported Level. • If student responds incorrectly, move to the 2-point scaffolding.	• Remove the incorrect response indicated by the student, repeat the Participatory Level prompt. • If student responds correctly, score the student at 2 points. • If student responds incorrectly, move to the 1-point scaffolding.	• Remove the incorrect response indicated by the student, repeat the Participatory Level prompt and lead the student to the correct response. • If student responds correctly, score the student at 1 point. • If student actively refuses or does not engage at any point during the Participatory Level, score the student at 0 points.	• Present student with prompt as written. • If student responds correctly, move to the Independent Level. • If student responds incorrectly, score the student at 3 points.	• Present student with prompt as written. • If student responds correctly, score the student at 9 points. • If student responds incorrectly, score the student at 6 points.

Teachers should set up criteria in advance, using their best professional judgment, to determine when a student is engaged and not engaged.

Each student starts at the Participatory Level of Complexity. A student accurately completing the Participatory Level of Complexity question without assistance moves on to the Supported Level of Complexity question. A student accurately completing the Supported Level of Complexity question moves on to the Independent Level of Complexity question. In this way, the student moves up through the Access Points as long as he or she is able to respond accurately and independently.

The student's final score for the item is based on the highest level at which it was answered correctly. For example, if the student is unable to complete the question at the Supported Level of Complexity, he or she retains the **three-point score** from the Participatory Level of Complexity. If the student is able to complete the question at the Supported Level of Complexity, the teacher will next administer the Independent Level of Complexity question. If the student is unable to complete the Independent Level of Complexity question accurately, a score of **six points** is awarded. If the student completes the Independent Level of Complexity question accurately, the teacher will record a score of **nine points**. If the student will not engage or actively refuses at any point within the Participatory Level of Complexity question, the student will be scored at **zero points**.

During the administration of an assessment item, the assessment administrator may record the responses and any notes about the student's performance in the Test Booklet. Teachers have the option of recording student scores directly onto the answer sheet or in the Test Booklet. **Only certified teachers or other licensed professionals who have been trained to administer the Florida Alternate Assessment may transfer scores from the Test Booklet to the answer sheet. It is strongly recommended that transferred scores are verified by another teacher/administrator who is trained and has experience in administering the alternate assessment. Teacher coding errors, including incomplete answer sheets, completing an incorrect content area, and/or double-bubbling items will result in the student receiving "No Score" for that content area.**

Because the correct answer is provided in the ***Student will*** column, it is important that the Test Booklet is not in the student's direct line of sight.

Scaffolding at the Participatory Level of Complexity

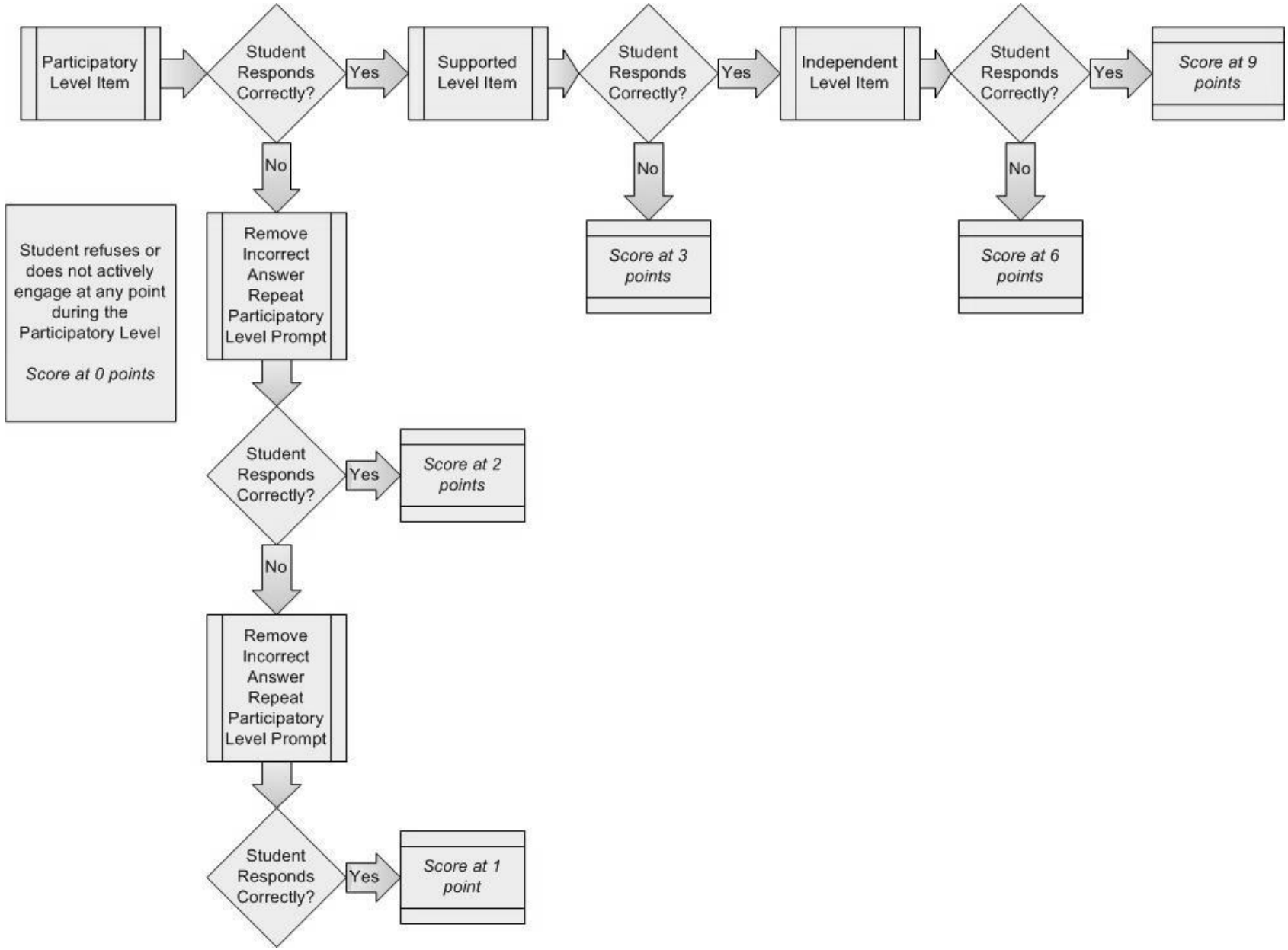
The scoring system in the Florida Alternate Assessment is built on the idea of allowing students to score at their fullest potential by starting at the Participatory Level of Complexity and working across the levels.

Scaffolding at the Participatory Level of Complexity is the process of reducing the response options for a student who is unable to respond accurately. The complexity of the assessment activity is reduced by covering or removing one of the choices. The student's incorrect response is the choice that is covered or removed each time.

- At the Participatory Level of Complexity question only, for a student who is unable to complete the Participatory Level of Complexity question accurately and independently, scaffolding will occur. The item will be presented to the student again with one incorrect answer covered or removed; if the student is able to accurately respond, he or she will be scored at **two points**.
- If the student is still unable to accurately respond, the item is presented again with another incorrect answer covered or removed (leaving only the correct answer). If the student actively engages with or allows physical guidance to the correct answer, he or she will be scored at **one point**.
- If scaffolding is necessary, then make sure that the incorrect answer is covered with a piece of paper or removed. Do not use your hand to cover the incorrect answer. Cover the incorrect answer farthest to the left during scaffolding if the student does not respond.

This process must be used systematically with **each** level identified for scoring within the assessment item. The intent is to give the student every opportunity to perform independently on each level. A visual depiction of this process is provided on the following page.

Scoring Rubric Flow Chart



Back to the Table of Contents

Scannable Student Answer Sheet

Completing Scannable Student Answer Sheets

The answer sheet is used for official scoring. Student demographic information and item scores must be submitted on these scannable forms. While the answer sheet includes general guidelines for completing the form, this manual should be used as the primary reference for completing answer sheets.

Student Demographic Information

The front of the answer sheet captures student demographic information. A **preidentified** answer sheet will be provided for each student reported in October through the State Student Information Database Survey 2 as participating in alternate assessment. An answer sheet is preidentified if the student demographic fields have been preprinted.

School personnel are responsible for ensuring that the preidentified student information is correct. Review the following fields carefully: Last Name, First Name, Middle Initial, Florida Student Identification Number (FL SID), Date of Birth (DOB), District Number, School Number, Grade, and Primary Exceptionality. If any preidentified demographic information is **incorrect**, provide the correct information in the Student Demographic Information Corrections section located below the Student Demographic Information section of the answer sheet (see Incorrect or Missing Preidentified Information section for more details).

A **non-preidentified** answer sheet should be completed for students not reported as participating in the Florida Alternate Assessment in Survey 2 or when a preidentified answer sheet has been marked as DNS (Do Not Score).

All student demographic information must be completed for non-preidentified answer sheets. Using a **No. 2 pencil**, provide student information with CAPITAL LETTERS on the front side of the form. If a mistake is made, thoroughly erase the incorrect entry before entering the correct information. Refer to the student demographic information specifications described below. A sample student answer sheet is provided at the end of this section.

LAST NAME, FIRST NAME, MI (Student Name)

Provide the student's last and first name. **Do not leave this information blank.** There are boxes for the first 17 letters of the student's last name and 12 letters of the first name. If known, enter the student's middle initial (MI).

FL SID (Social Security Number/Florida Student Identification Number)

Use the student's Social Security Number, if available. Social Security Numbers should be entered as a nine-digit number followed by an X. If the Social Security Number is not available, use the ten-digit Florida Student Identification Number. **Do not leave this information blank.**

DOB (Date of Birth)

Provide the month, day, and year of the student's birth. The student's date of birth should be entered next to **DOB** in the following format: mm/dd/yyyy (e.g., 05/22/1997). **Do not leave this information blank.**

DISTRICT (Two-Digit District Number)

Enter the two-digit district number (please refer to the list below for a complete list of district codes). **Do not leave this information blank.**

DISTRICT CODE	DISTRICT NAME
01	ALACHUA
02	BAKER
03	BAY
04	BRADFORD
05	BREVARD
06	BROWARD
07	CALHOUN
08	CHARLOTTE
09	CITRUS
10	CLAY
11	COLLIER
12	COLUMBIA
13	DADE
14	DESOTO
15	DIXIE
16	DUVAL
17	ESCAMBIA
18	FLAGLER
19	FRANKLIN

DISTRICT CODE	DISTRICT NAME
20	GADSDEN
21	GILCHRIST
22	GLADES
23	GULF
24	HAMILTON
25	HARDEE
26	HENDRY
27	HERNANDO
28	HIGHLANDS
29	HILLSBOROUGH
30	HOLMES
31	INDIAN RIVER
32	JACKSON
33	JEFFERSON
34	LAFAYETTE
35	LAKE
36	LEE
37	LEON
38	LEVY

DISTRICT CODE	DISTRICT NAME
39	LIBERTY
40	MADISON
41	MANATEE
42	MARION
43	MARTIN
44	MONROE
45	NASSAU
46	OKALOOSA
47	OKEECHOBEE
48	ORANGE
49	OSCEOLA
50	PALM BEACH
51	PASCO
52	PINELLAS
53	POLK
54	PUTNAM
55	ST. JOHNS
56	ST. LUCIE
57	SANTA ROSA

DISTRICT CODE	DISTRICT NAME
58	SARASOTA
59	SEMINOLE
60	SUMTER
61	SUWANNEE
62	TAYLOR
63	UNION
64	VOLUSIA
65	WAKULLA
66	WALTON
67	WASHINGTON
68	F.S.D.B.
69	DOZIER/OKEECHOBEE
71	FL VIRTUAL
72	FAU LAB SCHOOL
73	FSU LAB SCHOOL
74	FAMU LAB SCHOOL
75	UF LAB SCHOOL

SCHOOL (Four-Digit School Number)

Enter the four-digit school number unique to your school. If you do not know your school's number, please ask your school assessment coordinator for the code. **Do not leave this information blank.**

GRADE

Provide the current grade level of the student. Only students in grades 3 through 11 should be assessed using the Florida Alternate Assessment. Bubble in one grade level only. **Do not leave this information blank. Answer sheets without a grade level CANNOT be scored.**

PRIMARY EXCEPTIONALITY

Primary indicates the exceptionality that most affects the student's ability to learn. The assessment administrator must enter the code from the list below. **Do not leave this information blank.**

C = Orthopedically Impaired
F = Speech Impaired
G = Language Impaired
H = Deaf or Hard of Hearing
I = Visually Impaired
J = Emotional/Behavioral Disability
K = Specific Learning Disability
M = Hospital/Homebound
O = Dual-Sensory Impaired
P = Autism Spectrum Disorder
S = Traumatic Brain Injured
V = Other Health Impaired
W = Intellectual Disability

The following codes should **NOT** be listed as primary exceptionalities for students participating in the Florida Alternate Assessment:

A = Educable Mentally Handicapped (collapsed into Code W)
B = Trainable Mentally Handicapped (collapsed into Code W)
D = Occupational Therapy (other exceptionality only)
E = Physical Therapy (other exceptionality only)
L = Gifted
N = Profoundly Mentally Handicapped (collapsed into Code W)
Q = Severely Emotionally Disturbed (collapsed into Code J)
T = Developmentally Delayed (only for children under age 6)
U = Established Conditions (only for children under age 3)

Reason Not Assessed

It is important to account for all students and their participation in statewide assessments. If a student is not assessed with the Florida Alternate Assessment, a reason must be indicated on the answer sheet. The answer sheet must be submitted along with other **TO BE SCORED** answer sheets. Reasons for not assessing a student with the Florida Alternate Assessment are as follows:

- **Student Took general statewide assessment** – student participated in the general statewide assessment for all relevant subjects
- **Student Withdrew** – student has withdrawn from the school
- **Student Deceased** – student is deceased
- **Home School** – student receives schooling at home and family has opted not to participate
- **McKay Scholarship Recipient** – student has received a McKay Scholarship for a private school and private school/family has opted not to participate
- **Student not in Tested Grade** – student is not in grades 3–11
- **Student Hospitalized – Unable to Assess** – due to hospitalization, student could not be assessed
- **Student Absent – Unable to Assess** – due to absence, student could not be assessed
- **Extraordinary Exemption** – student granted exemption due to extraordinary circumstances or conditions

Entering Official Scores on Answer Sheet

While assessment administrators may write notes and mark scores in the Florida Alternate Assessment Test Booklet as the assessment is administered, this information will not be captured for scoring purposes. An answer sheet must be completed for each student. Answer sheets may be bubbled in as the student is being assessed or the scores may be transferred to the scoring sheet afterward. If scores are being transferred afterward, carefully match the test booklet items to the answer sheet items.

Only certified teachers or other licensed professionals who have been trained to administer the Florida Alternate Assessment may transfer scores from the Test Booklet to the answer sheet. It is strongly recommended that transferred scores are verified by another teacher/administrator who has been trained and has experience in administering the alternate assessment. Teacher coding errors, including incomplete answer sheets, completing an incorrect content area, and/or double-bubbling items will result in the student receiving “No Score” for that content area.

Each Test Booklet contains a test form code of either A or B. The test form code is located on the cover of the Test Booklet. Before bubbling in the item-level scores, **GRID THE TEST FORM CODE** on the back of the answer sheet. **The test form code is required for scoring the answer sheet.**

The content areas in the Test Booklet match specific content areas on the answer sheet. **When filling in official test scores, complete the corresponding section on the answer sheet for each Test Booklet content area.** For example, the Reading section of the answer sheet corresponds to the items in the Reading content area of the Test Booklet. **ALL** items for a given content area must be completed. Using a No. 2 pencil, enter only **ONE** response per item or the item response will be invalid. If a mistake is made, completely erase the incorrect answer and bubble in the correct response. If a mistake cannot be corrected, please refer to the section below on defective answer sheets.

If a specific content area is not assessed for a given grade level, this content area section should be left blank on the answer sheet. For example, 11th grade students are assessed only on Science for the Florida Alternate Assessment; therefore, the Reading, Mathematics, and Writing sections of the answer sheet should be left blank. Do not cross out sections or make any stray marks on the answer sheets. **Failure to follow instructions will result in all or part of the assessment being invalidated.**

Incorrect or Missing Preidentified Information

If any preidentified student information is **missing** or **incorrect**, the correct information must be entered in the Student Demographic Information Corrections section on the front side of the answer sheet. **Complete ONLY the demographic information that requires correction.** Using a No. 2 pencil, carefully enter corrections in CAPITAL LETTERS or bubble in the correct information.

If any preidentified information is **incorrect** (e.g., grade or date of birth), the district/school student information database should be corrected. Once the assessment has ended, report the incorrect information to the school or district student information database manager.

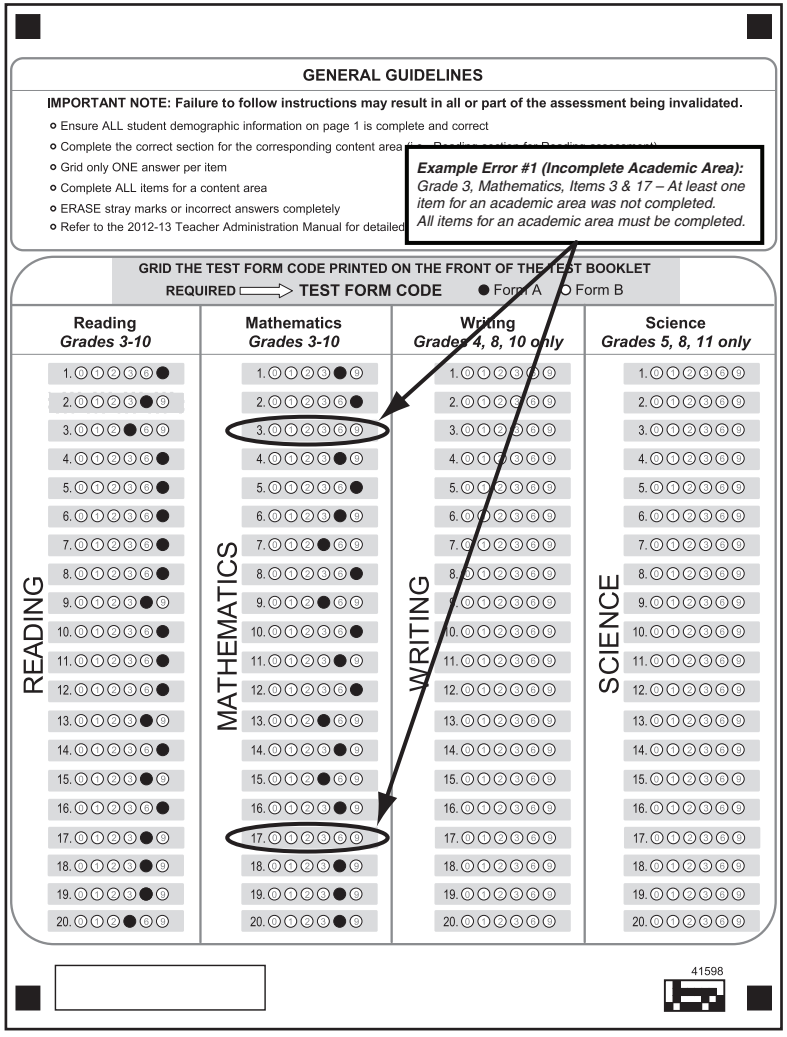
Defective Answer Sheet

Examples of defective answer sheets might include printing errors; ripped, torn, or crumpled sheets; soiled sheets; or sheets incorrectly completed using a pen or marker. If a defective answer sheet is identified before or during the assessment, use a replacement non-preidentified answer sheet. Complete all student demographic information on the replacement form. If scores have already been entered for one or more of the content areas, transfer item responses to the replacement answer sheet. The defective answer sheet should be marked as **DNS (Do Not Score)** and returned with other TO BE SCORED materials. The DNS bubble is located in the **SCHOOL USE ONLY box at the bottom of the front page.** You may submit only ONE valid answer sheet per student for official scoring.

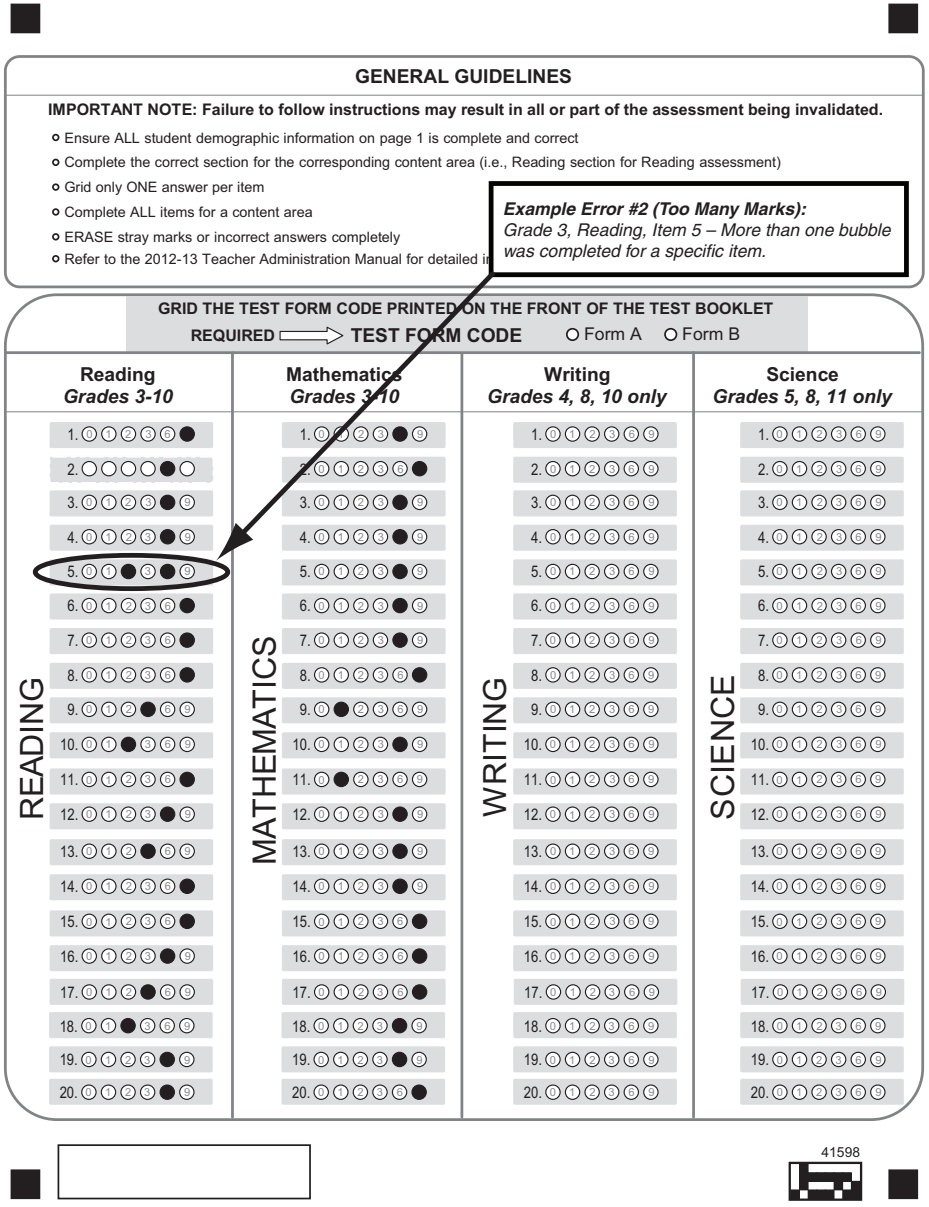
Common Errors When Completing the Scannable Student Answer Sheet

Below is a list of common errors made when completing the answer sheet or transferring answers from the Test Booklet to the answer sheet. These errors may cause the student to receive a "No Score" for the assessed content area. "No Score" indicates that there was not enough information to calculate a valid score. In order to avoid these common scoring errors, it is strongly recommended that scores are verified by another teacher/administrator who is trained and has experience in administering the alternate assessment using the Student Answer Sheet Review Checklist found in Appendix V of this manual.

Common Error #1: Incomplete Academics area. No Response bubbled in for an item.

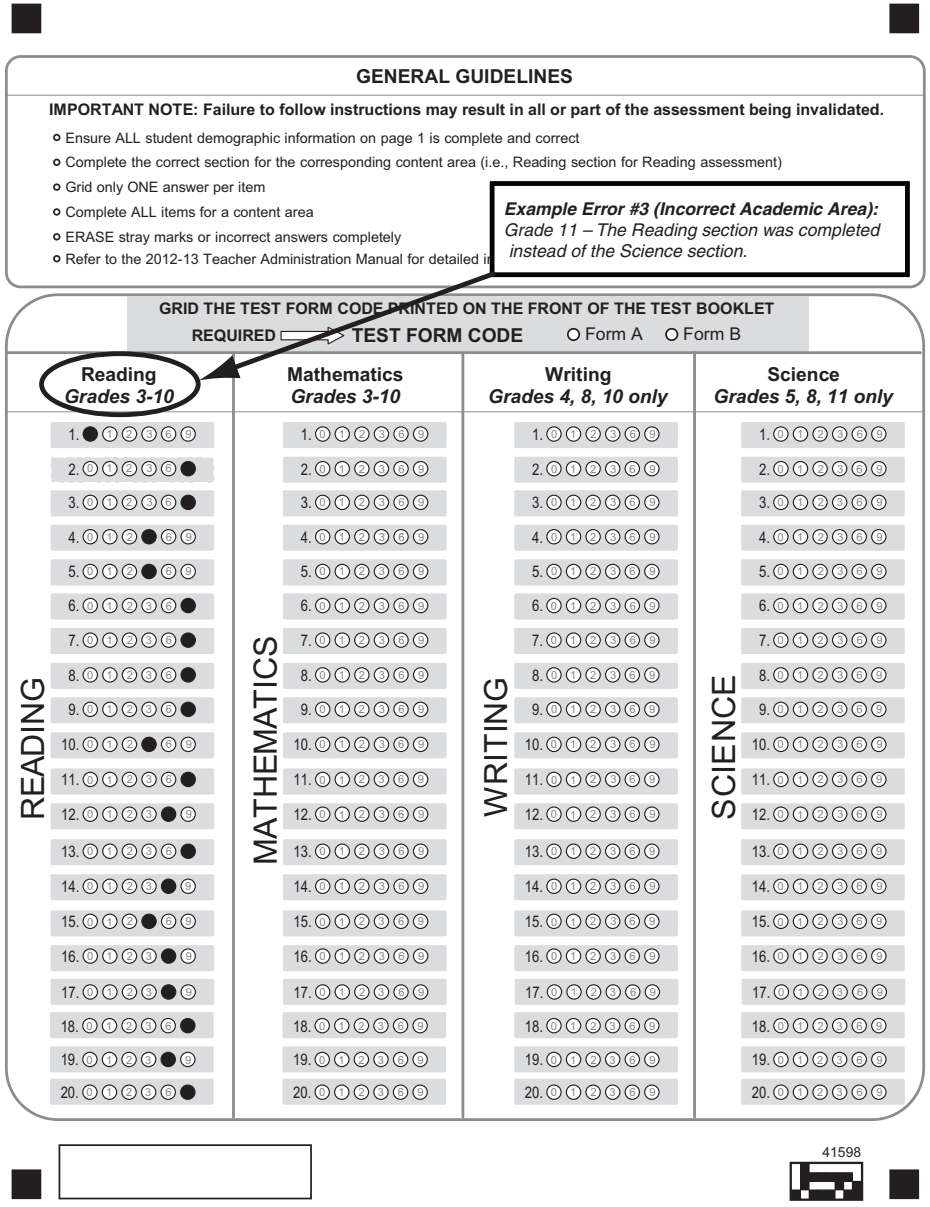


Common Error #2:
Too many marks.
More than one response bubbled in for an item.



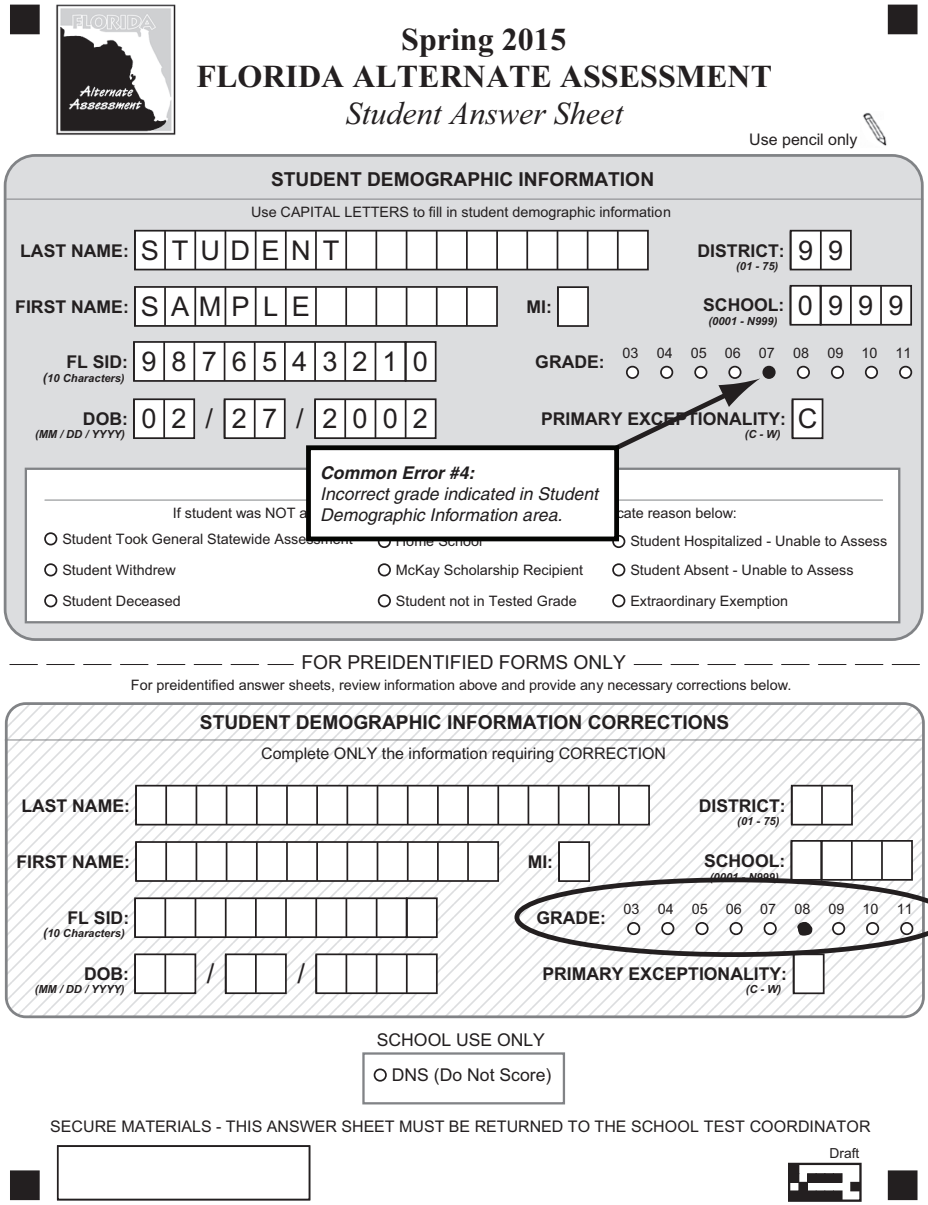
Common Error #3:
Incorrect academic area or grade level completed.

- Grade 3 – DO NOT complete Writing or Science
- Grade 4 – DO NOT complete Science
- Grade 5 – DO NOT complete Writing
- Grade 6 – DO NOT complete Writing or Science
- Grade 7 – DO NOT complete Writing or Science
- Grade 8 – Complete ALL content areas
- Grade 9 – DO NOT complete Writing or Science
- Grade 10 – DO NOT complete Science
- Grade 11 – DO NOT complete Reading, Mathematics, or Writing

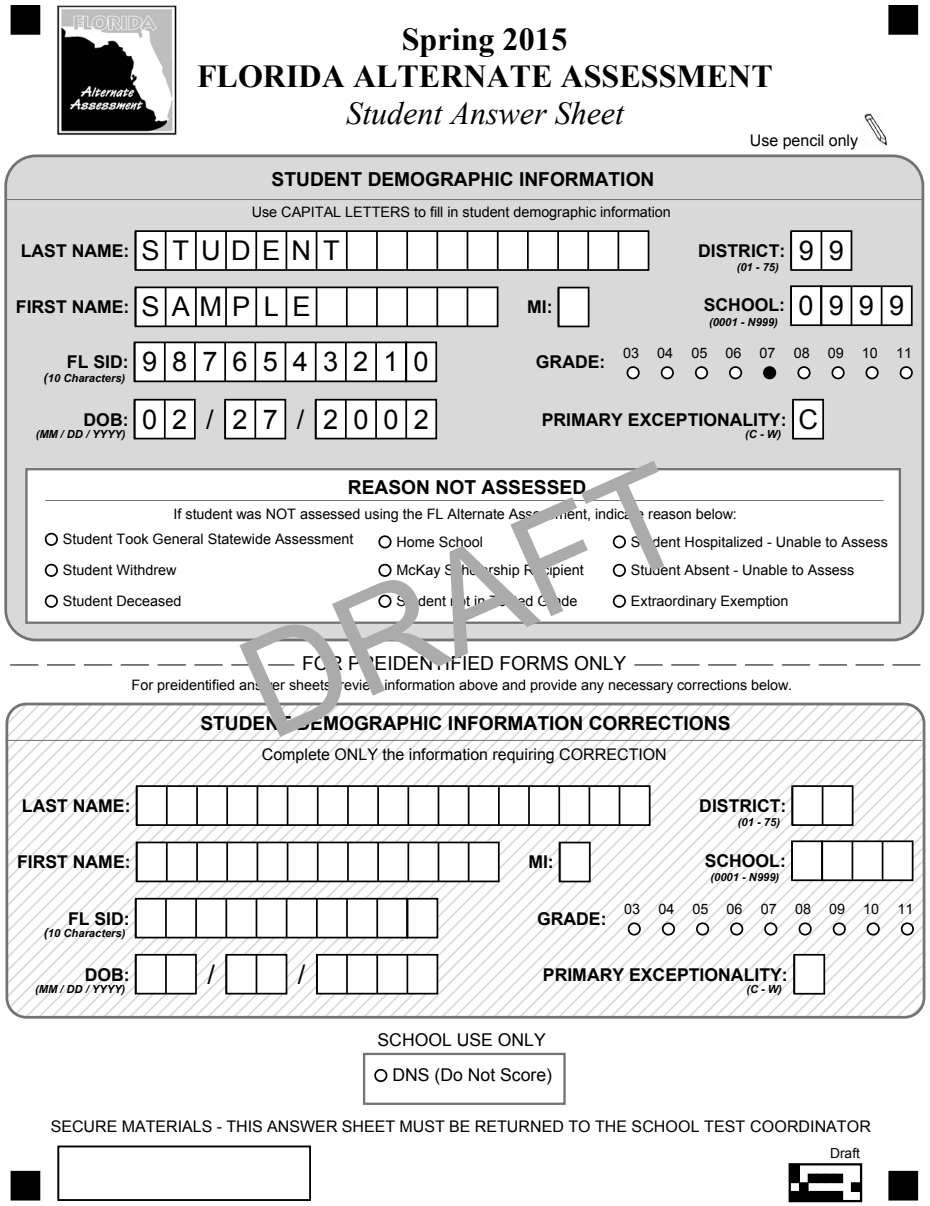


Common Error #4: Incorrect grade indicated in Student Demographic Information section.

This may occur if a student changes grades mid-year. Be sure to indicate the correct grade in the Student Demographic Information Corrections section.



Sample Preidentified Student Answer Sheet – FRONT



Spring 2015
FLORIDA ALTERNATE ASSESSMENT
Student Answer Sheet

Use pencil only

STUDENT DEMOGRAPHIC INFORMATION

Use CAPITAL LETTERS to fill in student demographic information

LAST NAME: STUDENT
DISTRICT: 99 (01 - 75)
FIRST NAME: SAMPLE
MI:
SCHOOL: 0999 (0001 - N999)
FL SID: 9876543210 (10 Characters)
GRADE: 03 04 05 06 07 ● 08 09 10 11
DOB: 02 / 27 / 2002 (MM / DD / YYYY)
PRIMARY EXCEPTIONALITY: C (C - W)

REASON NOT ASSESSED

If student was NOT assessed using the FL Alternate Assessment, indicate reason below:

- O Student Took General Statewide Assessment
- O Home School
- O Student Hospitalized - Unable to Assess
- O Student Withdrew
- O McKay Scholarship Recipient
- O Student Absent - Unable to Assess
- O Student Deceased
- O Student not in Tested Grade
- O Extraordinary Exemption

DRAFT

FOR PREIDENTIFIED FORMS ONLY

For preidentified answer sheets, review information above and provide any necessary corrections below.

STUDENT DEMOGRAPHIC INFORMATION CORRECTIONS

Complete ONLY the information requiring CORRECTION

LAST NAME:
DISTRICT: (01 - 75)
FIRST NAME:
MI:
SCHOOL: (0001 - N999)
FL SID: (10 Characters)
GRADE: 03 04 05 06 07 08 09 10 11
DOB: (MM / DD / YYYY)
PRIMARY EXCEPTIONALITY: (C - W)

SCHOOL USE ONLY

O DNS (Do Not Score)

SECURE MATERIALS - THIS ANSWER SHEET MUST BE RETURNED TO THE SCHOOL TEST COORDINATOR

Draft

Sample Preidentified Student Answer Sheet – BACK

IMPORTANT NOTE: Failure to follow instructions may result in all or part of the assessment being invalidated.

GENERAL GUIDELINES

- Ensure ALL student demographic information on page 1 is complete and correct
- Complete the correct section for the corresponding content area (i.e., Reading section for Reading assessment)
- Grid only ONE answer per item
- Complete ALL items for a content area
- ERASE stray marks or incorrect answers completely
- Refer to the 2014-15 Teacher Administration Manual for detailed instructions

GRID THE TEST FORM CODE PRINTED ON THE FRONT OF THE TEST BOOKLET

REQUIRED ⇨ **TEST FORM CODE** ○ Form A ○ Form B

Reading *Grades 3-10*	Mathematics *Grades 3-10*	Writing *Grades 4, 8, 10 only*	Science *Grades 5, 8, 11 only*
READING	MATHEMATICS	WRITING	SCIENCE

School Coordinator (SC) should review each grade-relevant academic area and initial to confirm that all items have been completed correctly.

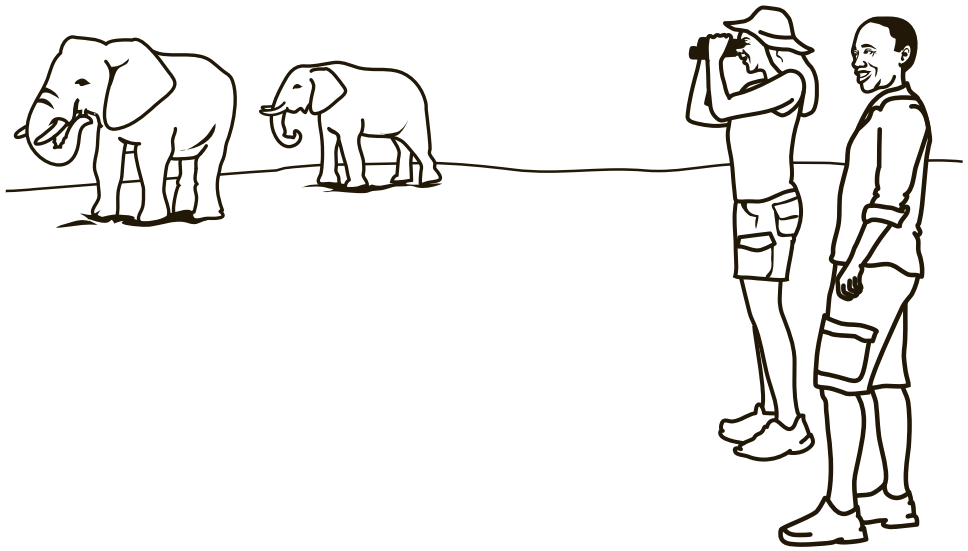
SC Initials - READING _____ SC Initials - MATHEMATICS _____ SC Initials - WRITING _____ SC Initials - SCIENCE _____

Draft

Sample Items

The following section includes one sample item from each content area. These are released items from the Reading, Mathematics, Writing, and Science assessments. (Released items are past core items that have been used in an assessment but are no longer being used for assessment purposes, and instead they may be used as sample or practice items.) Assessment materials that would be provided for each item are also included. The back of the Writing cards and strips indicate the grade level, content area, item number in that content area, and the Access Point level.

Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Passage Booklet Word/picture cards: people flowers elephants	**Participatory:** Recognize persons, objects, and actions in read-aloud informational text.	In the Response Booklet, turn to page 9P-1 and place it within the student's reach. In the Passage Booklet, turn to the passage "All about Elephants" on page 5 and place it in the student's view. Read the first paragraph to the student. *Here are three words with pictures.* Read the word/picture cards to the student. *Show me/tell me what never forgets.*	Indicate elephants.	3 2 1
Passage Booklet Sentence/picture strips: almost always hungry nice to each other hard to get along with	**Supported:** Use information from read-aloud nonfiction text to identify the main idea and supporting details.	In the Response Booklet, turn to page 9S-1. Stay on the passage "All about Elephants" on page 5. Read the passage to the student. *Here are some groups of words.* Read the sentence/picture strips to the student. *Show me/tell me an elephant's usual behavior according to the passage.*	Indicate "nice to each other."	6
Passage Booklet Sentence strips: They eat in the same places year after year. They are usually gentle with one another. They stamp their feet to talk over long distances.	**Independent:** Use information from nonfiction text to identify the main idea and supporting details.	In the Response Booklet, turn to page 9I-1. Stay on the passage "All about Elephants" on page 5. *Here are three sentences.* Read the sentence strips to the student. *Show me/tell me why some scientists believe that elephants have good memories.*	Indicate "They eat in the same places year after year."	9



(For Students with Visual Impairments)

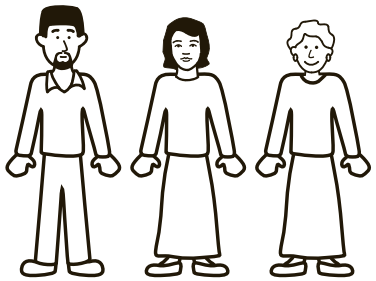
This is a picture of a man and a woman watching two elephants from a distance. The woman is watching them through binoculars.

All about Elephants

1 Elephants never forget! It's true! Scientists say that the same herd of elephants has been seen going to one eating spot for over 25 years. Baby elephants are taught by the older ones where to go for the best food.

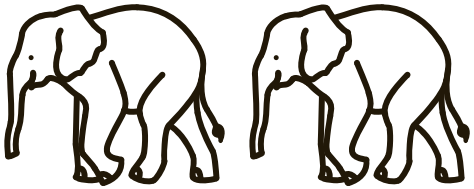
2 This is not the only strange thing about these huge animals. Big as they are, elephants are very gentle. Of course they can fight if they have to, but they are usually gentle with each other. They like to hug each other with their trunks.

3 Elephants also talk to each other. Elephants stamp their large feet to talk to other elephants. The stamping makes the ground shake, which can travel a long way. So elephants that are far apart can talk to each other.

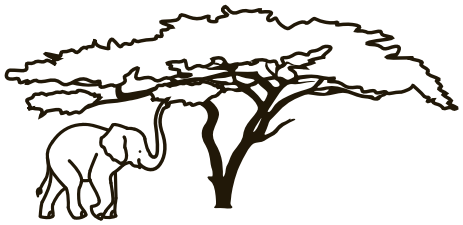


people

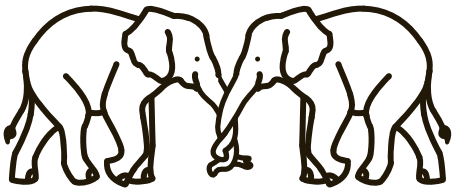
flowers



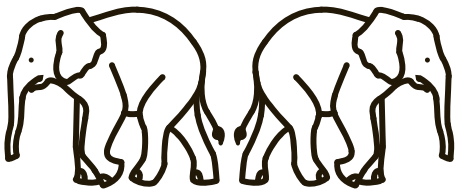
elephants



almost always hungry



nice to each other



hard to get along with

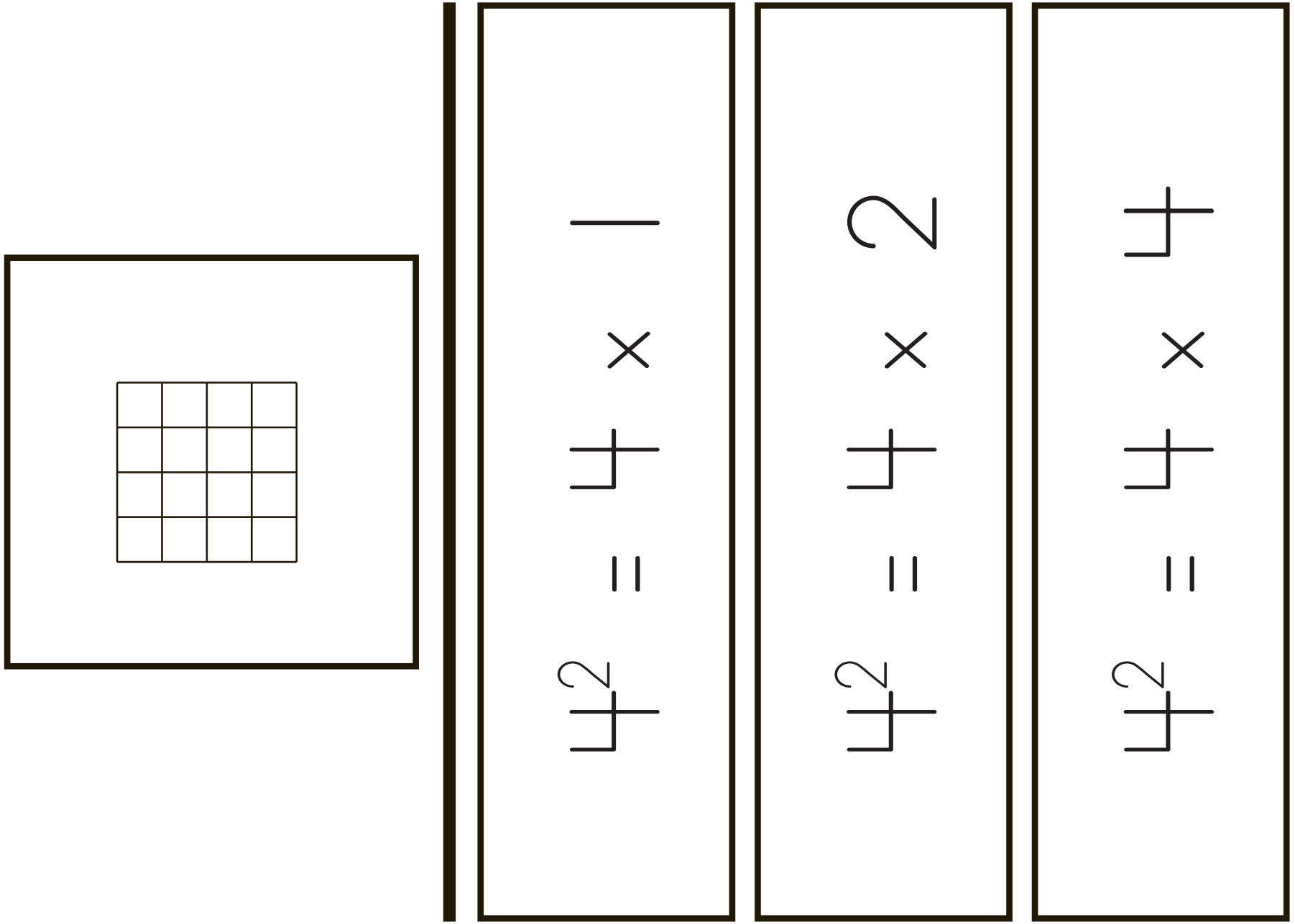
They eat in the same places
year after year.

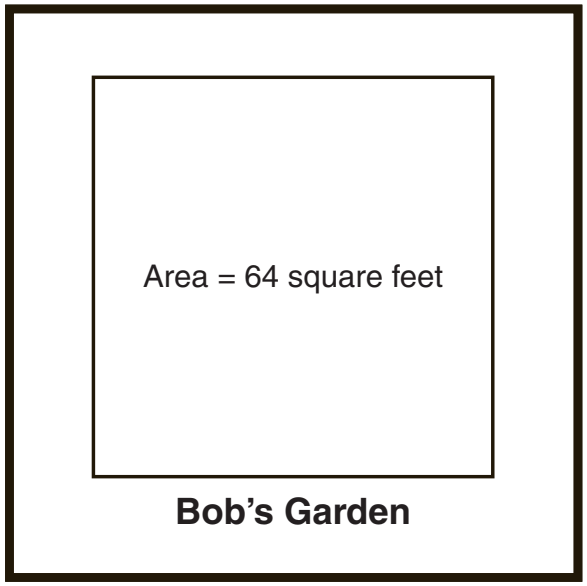
They are usually gentle with one another.

They stamp their feet to talk
over long distances.

Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Stimulus word/picture card: 8 keys Word/picture strips: blocks markers papers	**Participatory:** Use one-to-one correspondence to identify equal sets of objects to solve problems.	In the Response Booklet, turn to page 10P-1 and place it within the student's reach. *Here is a picture of eight keys.* *Here are three pictures with words.* Read the word/picture strips to the student. *Show me/tell me which picture also has eight objects.*	Indicate papers.	3 2 1
Stimulus picture card: divided garden Equation strips: $4^2 = 4 \times 1$ $4^2 = 4 \times 2$ $4^2 = 4 \times 4$	**Supported:** Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100 to solve problems.	In the Response Booklet, turn to page 10S-1. *Here is a model of Barbara's garden.* *Barbara has divided her garden into sixteen equal squares. She can put one plant in each square.* *Here are three equations.* Read the equation strips to the student. *Show me/tell me which equation shows how to find the number of plants Barbara can put in this garden.*	Indicate $4^2 = 4 \times 4$.	6
Stimulus word/picture card: Bob's garden Number cards: 8 feet 16 feet 32 feet	**Independent:** Use factors of perfect squares to solve problems in real-world situations.	In the Response Booklet, turn to page 10I-1. *Here is a model of Bob's garden. It has an area of sixty-four square feet.* *Here are three measurements.* Read the number cards to the student. *Show me/tell me the side length of Bob's square garden.*	Indicate 8 feet.	9

8 keys
blocks
markers
MARKER
MARKER
MARKER
MARKER
MARKER
MARKER
papers


4 + 4 = 2 x 4
4 + 4 = 1 x 4



8 feet

16 feet

32 feet

Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Picture cards: stapler invitation cup	**Participatory:** Communicate greetings and invitations to others to engage in activities; and communicate appreciation.	Place the picture cards on the work surface. *Here are three pictures.* *Show me/tell me something that could tell about a party.*	Indicate invitation.	3 2 1
Stimulus picture card: girl typing Sentence/picture strips: You are invited to a summer party. I like math better than science. Please bring your bathing suit and towel. We will serve pizza and ice cream.	**Supported:** Compose informal invitations, friendly messages, and thank-you notes using a model.	Place the stimulus picture card and sentence/picture strips on the work surface. *The girl is typing an invitation.* *Here are some sentences.* Read the sentence/picture strips to the student. *Show me/tell me which three sentences should be included in an invitation.*	Indicate "You are invited to a summer party."; "Please bring your bathing suit and towel."; and "We will serve pizza and ice cream." To achieve score point, student must be correct on all three sentences. Order is not important.	6
Sentence strip: Dear Mr. Chen: I would like to work at the rec center this summer.	**Independent:** Compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model.	Place the sentence strip on the work surface. *Here is a beginning of a letter about a summer job. You are going to continue the letter.* Read the sentence strip to the student. *Show me/tell me two sentences that could be next in the letter.*	Indicate two sentences of the letter. Any logical response is acceptable.	9

Intentionally left blank. Please disregard.

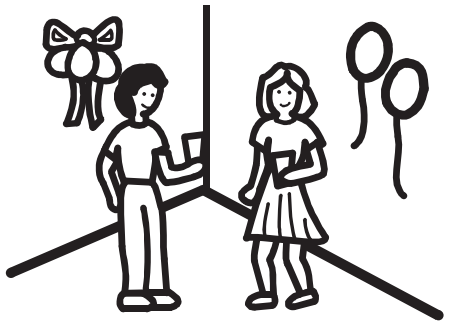
Intentionally left blank. Please disregard.

Grade 8
Writing
Item 1
Participatory

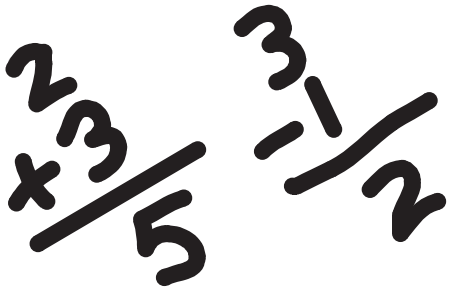
Grade 8
Writing
Item 1
Participatory

Grade 8
Writing
Item 1
Participatory

Grade 8
Writing
Item 1
Supported



You are invited to a summer party.



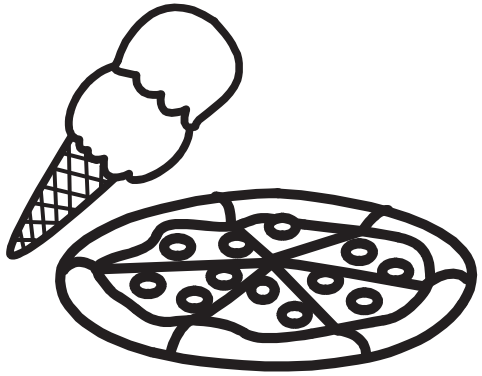
I like math better than science.

Please bring your
bathing suit and towel.

Grade 8
Writing
Item 1
Supported

Grade 8
Writing
Item 1
Supported

Grade 8
Writing
Item 1
Supported



We will serve pizza and ice cream.

Dear Mr. Chen:

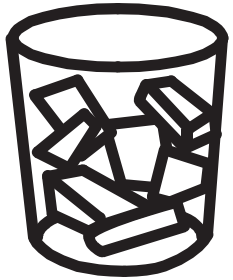
I would like to work at the rec center this summer.

Intentionally left blank. Please disregard.

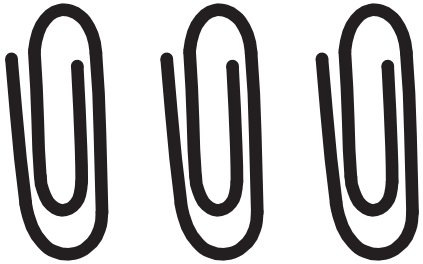
Grade 8
Writing
Item 1
Supported

Grade 8
Writing
Item 1
Independent

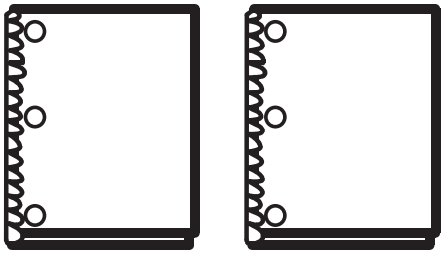
Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Word/picture cards: ice cubes paper clips notebooks	**Participatory:** Distinguish between water as a liquid and ice as a solid.	In the Response Booklet, turn to page __-__ and place it within the student's reach. *Here are three pictures with words.* Read the word/picture cards to the student. *Show me/tell me which picture shows solid water.*	Indicate ice cubes.	3 2 1
Stimulus picture card: water Sentence/picture strips: Stir it in a bowl. Put it in a freezer. Heat it in an oven.	**Supported:** Match different states of water (liquid and solid) to changes in temperature.	In the Response Booklet, turn to page __-__. *Here is a picture.* *Here are three sentences.* Read the sentence/picture strips to the student. *Show me/tell me a way to change liquid water to solid water.*	Indicate "Put it in a freezer."	6
Sentence strips: Rain water flows down the street. Water vapor evaporates from the oceans. Snowflakes fall from the sky.	**Independent:** Label the state of water in each stage of the water cycle.	In the Response Booklet, turn to page __-__. *Here are three sentences. Each sentence describes a part of the water cycle.* Read the sentence strips to the student. *Show me/tell me which sentence describes water as a gas.*	Indicate "Water vapor evaporates from the oceans."	9



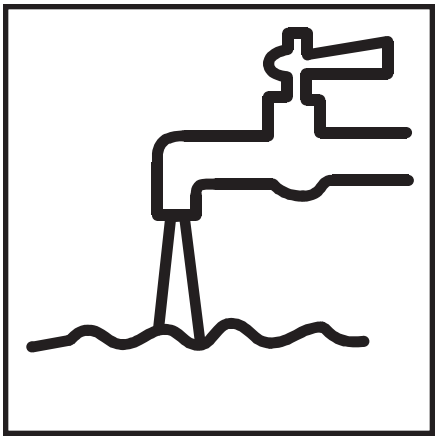
ice cubes

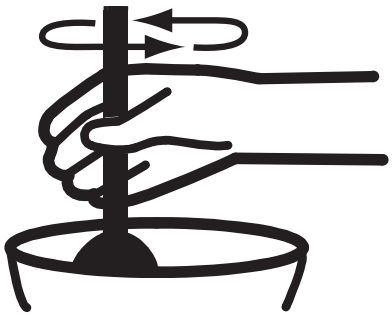


paper clips

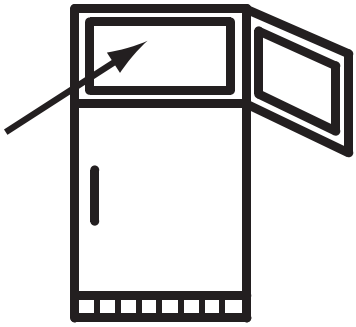


notebooks

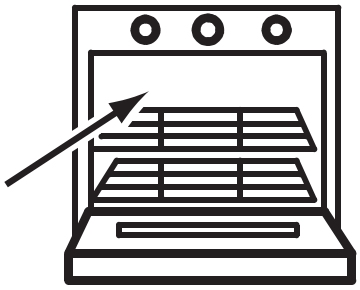




Stir it in a bowl.



Put it in a freezer.



Heat it in an oven.

Rain water flows down the street.

Water vapor evaporates
from the oceans.

Snowflakes fall from the sky.

Allowable Adjustments to the Standard Method of Administration

The Florida Alternate Assessment is designed to allow maximum access to students with significant cognitive disabilities. Some students may require adjustments to the standard administration of the assessment and/or modified materials in order to access the test and demonstrate their knowledge (including the use of Assistive Technology Devices). Any adjustments used during the administration of the assessment should align with what the student uses on a daily basis during classroom instruction.

Criteria

- The following adjustments in the administration are available for **all students** on alternate assessment who have been found eligible to receive special education services. The use of adjustments must be in accordance with what occurs on a daily basis during classroom instruction.

    - Real objects may be substituted for the picture cards whenever possible.
        - The Object Exchange List is a list of real-life objects that can be substituted during the assessment and that will be provided prior to the assessment window (by late November). Provide items to the student and allow them to handle objects as needed.
    - Teachers may request one-sided Response Booklets **to cut out** to align with the student's response mode, i.e., for students whose response mode is eye gazing or who communicate through picture exchange. This accommodation should align with what the student uses on a daily basis during classroom instruction. Contact your district's alternate assessment coordinator to order one-sided Response Booklets. Refer to the Important Assessment Dates section at the beginning of the manual for the ordering window for one-sided Response Booklets.
        - Response Booklets are printed on both sides with Reading on one side and Mathematics on the other side. The request for one-sided Response Booklets will allow the teacher to cut out all of the responses. **Teachers of students with visual impairments will have to cut out the actual shapes and figures from the cards and strips.** The use of the one-sided Response Booklet will require teachers to organize and temporarily store the individual materials.
    - Placement of cutouts should be in accordance to what is needed for the student to access the item. The order in which materials are presented must be as they appear in the ***Materials*** column.
    - Allow the student to use a magnifier or magnification devices, including CCTV and other equipment used in the classroom in daily instruction.
    - Allow the student to use an augmentative communication device.

Assistive Technology Devices

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The Department of Education, Bureau of Exceptional Education and Student Services provides a wide variety of technology supports for students with disabilities. Below is contact information for statewide service providers who can give guidance, support, and information on available assistive technology devices.

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

A list of possible topics used in open-response Writing items and guidance on how to use the topics are provided on pages 34–35 to enable teachers to program assistive technology devices as needed.

Students with Limited Physical Ability and/or Mobility

Criteria

- Adjustments are also available for students whose access to the assessment is hindered due to limited physical ability and/or mobility. The use of hand-over-hand technique, a physical support, is allowable to steady the student. The use of physical guidance to the correct answer is allowable **ONLY** during the *final stage of scaffolding at the Participatory Level*. The use of adjustments must be in accordance with what the student uses on a daily basis during classroom instruction.

- For students with Limited Physical Ability and/or Mobility, the following are allowable:
  - Extended wait times are acceptable if the student has difficulty initiating an activity.
  - Physical support/stabilization may be provided to steady the student.
  - Teacher assistance may be used in the manipulation of objects.
    - Some items require the student to manipulate objects, such as generic counters or a ruler. The following example is an acceptable way that a student with limited physical ability and/or mobility can still interact with an item requiring the use of a ruler.

Example

Materials	Teacher-gathered: ruler Stimulus picture card: rectangle Number cards: 1 3 10
Access Point	**Supported:** Measure the lengths of sides of rectangles and triangles.
Teacher will	In the Response Booklet, turn to page ___- ___ and place it within the student's reach. Place the ruler on the work surface. *Here is a picture of a rectangle.* *Here are three numbers.* Read the number cards to the student. *Show me/tell me the length in inches of the longest side.*
Student will	Indicate 3.

To interact with this item, a student with limited mobility will require teacher assistance to use the ruler. The teacher first needs to determine from the directions in the ***Teacher will*** column what actions the student is being asked to perform. In this case, the student needs to identify the longest side, place the ruler correctly, and determine the length of the side.

- For each side of the shape on the stimulus picture card, the teacher can ask, *"Is this the side to measure?"*
- Once the student indicates the side to measure, he or she must know how to use a ruler. Place the ruler next to the indicated side in an offset manner (with the 0 set below the start of the side to be measured) and say to the student, *"Tell me when the ruler is where you want it."* Slide the ruler up until the student indicates to stop. Then read the number cards to the student.

Accommodations and Criteria for Use

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are already embedded in the administration of this assessment. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for *students with visual impairments, students with hearing impairments, and English Language Learners (specific accommodations)*. All accommodations used during the administration of the assessment should align with what the student uses on a daily basis during classroom instruction.

Additional Accommodations

*Students with Visual Impairments**

Criteria

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

Accommodations

- For students with Visual Impairments (VI), the following accommodations are allowable:
  - For students who are blind, request the Braille/Tactile Graphic version of the Florida Alternate Assessment if **Braille/Tactile Graphics are used regularly by the student**. Contact your district's alternate assessment coordinator to order Braille/Tactile Graphics materials. Refer to the Important Assessment Dates at the beginning of the manual for the ordering window for Braille/Tactile Graphics materials.
  - The use of an abacus, adapted calculator, raised number line, or Braille ruler is permitted.
  - The use of a light box is permitted.
  - The ***Materials*** column of each item indicates the type of stimulus or response option provided for each Access Point level. Some picture cards/strips do not include a label or any text that is read aloud to the student. When naming graphics on these cards/strips, use the same language used in the ***Materials*** column. Additional descriptive text has been added to the ***Materials*** column for some items where accessing material graphics is critical to the student's ability to respond to an item. This text appears in parentheses and is intended to be read aloud only to students with visual impairments.
  - **In Reading, describe the graphic that accompanies the reading passage by reading the description provided below the passage graphic.**

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

Example

Materials	**Teacher will**
Stimulus picture card: one button	In the Response Booklet, turn to page ___-___ and place it within the student's reach. *Here is a picture.* *Sam has one button. He needs four buttons.* *Here are three more pictures.*
Picture cards: 2 buttons 3 buttons 4 buttons	*Show me/tell me how many more buttons Sam needs.* **For the student meeting the criteria of a visual impairment:** *Here is a picture.* **Say: Here is one button.** **Say: Sam has one button. He needs four buttons.** *Here are three more pictures.* **Say: Here are 2 buttons, 3 buttons, 4 buttons.** *Show me/**tell me** how many more buttons Sam needs.*

- In some instances, a table or graph will be placed on the work surface as a stimulus. It is important to read and describe the table or graph to the student.
- Real objects may be substituted for the picture cards whenever possible. In the example above, real buttons could be used instead of picture cards. In addition to hearing the description of the buttons, the student could actually feel and manipulate the buttons.
- Refer to the list of objects for students on the Object Exchange List, which will be provided separately by late November. There are some items that will require real object exchange when administering to students with visual impairments *if the student is not utilizing Braille with tactile graphics*. These items will be indicated in the final column on the 2015 Object Exchange List.
- Detailed instructions and guidelines for adapting the Florida Alternate Assessment for students with visual impairments is provided in Appendix III (see pages 106–110).

Students with Hearing Impairments*

Criteria

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

Accommodations

- For students with Hearing Impairments (HI), the following accommodations are allowable:
  - If the administrator of the assessment is not experienced in sign language, the use of an interpreter is permitted.
  - The use of American Sign Language (ASL) or manually coded English in place of oral speech is permitted.
    - For students who access the assessment through the use of sign language, when administering an item that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.
  - The use of total communication (speaking and signing simultaneously) is permitted.

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

English Language Learner (ELL) Students

Criteria

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

Accommodations

- For ELL students the following accommodations are allowable:
  - Items in the Florida Alternate Assessment must be administered completely and solely in English. Limited assistance may be provided from the assessment administrator, ESOL teacher, heritage language teacher, or interpreter in the heritage language, including answering specific inquiries concerning a word or phrase and questions for clarification.
    - For Mathematics, Writing, and Science assessments, limited assistance may be provided using the student's heritage language to answer specific questions about a word or phrase.
    - For the Reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student's heritage language.

Contact Information

Assessment Materials, Teacher Training and Training Materials, Participation Criteria, Administration Procedures, and Allowable Accommodations

For questions regarding materials, shipments, and return procedures; teacher training or training materials; and participation criteria, the administration procedures, or allowable accommodations, contact your district's Assessment Coordinator or Alternate Assessment Coordinator.

Acknowledgments

The Florida Alternate Assessment was developed as a collaborative project between the Florida Department of Education and Measured Progress.

The Florida Department of Education extends its deep appreciation to each of the following individuals for their participation on the advisory committee and their commitment to the inclusion of all children in the state system of accountability.

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2013–2014

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Appendix I: Glossary of Terms

Accommodation:	This is an adjustment to the assessment administration that allows a student to demonstrate the student's abilities, without giving the student an unfair advantage, rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills or limited English proficiency.
Core items:	These are secure items that are common among all forms of an assessment.
Embedded field-test items:	These are secure items that will be administered for the first time for field-testing purposes and are placed among the core items in an assessment; these items do **not** count in the student scores for the assessment.
Equation strip:	This is a strip with a mathematical equation on it.
Indicate:	This word is used to allow for individual student response modes in providing a correct answer.
Item script:	This is the script in the ***Teacher will*** column that is presented in italics and what is read verbatim to the student.
Letter card:	This is a card with only a letter on it.
Number card:	This is a card with only numbers (and labels) on it.
Number/picture card:	This is a card with a number and a picture(s) on it.
Number/picture strip:	This is a strip with a number and a picture(s) on it.
Number strip:	This is a strip with only numbers (and labels) on it.
Picture card:	This is a card with a picture and no word(s) on it.
Picture strip:	This is a strip with pictures and no word(s) or sentences on it.
Released items:	These are past core items that have been used in an assessment, but are no longer being used for assessment purposes; instead they may be used as sample or practice items.
Sentence/picture strip:	This is a strip with a sentence or phrase and a picture on it.
Sentence strip:	This is a strip with a sentence or phrase (may include a number) and no picture on it.
Show me/tell me:	This is an assessment prompt in the item script that **should** be replaced with wording that matches the student's mode of communication.

Stimulus equation strip:	This is a strip with a mathematical equation on it that is used specifically at the beginning of an item to cause a response.
Stimulus number card:	This is a card with numbers only on it that is used specifically at the beginning of an item to cause a response.
Stimulus number/picture card:	This is a card with a number and a picture(s) on it that is used specifically at the beginning of an item to cause a response.
Stimulus number/picture strip:	This is a strip with a number and a picture(s) on it that is used specifically at the beginning of an item to cause a response.
Stimulus number strip:	This is a strip with numbers only on it that is used specifically at the beginning of an item to cause a response.
Stimulus picture card:	This is a card with a picture and no word(s) on it that is used specifically at the beginning of an item to cause a response.
Stimulus picture strip:	This is a strip with pictures and no word(s) on it that is used specifically at the beginning of an item to cause a response.
Stimulus sentence/picture strip:	This is a strip with a sentence or phrase and a picture on it that is used specifically at the beginning of an item to cause a response.
Stimulus sentence strip:	This is a strip with a sentence or phrase (may include a number) and no picture on it that is used specifically at the beginning of an item to cause a response.
Stimulus word card:	This is a card with a word(s) and no picture on it that is used specifically at the beginning of an item to cause a response.
Stimulus word/picture card:	This is a card with a word(s) and picture on it that is used specifically at the beginning of an item to cause a response.
Stimulus word/picture strip:	This is a strip with a word(s) and picture on it that is used specifically at the beginning of an item to cause a response.
Word card:	This is a card with a word(s) (may include a number) and no picture on it.
Word/picture card:	This is a card with a word(s) (may include a number) and picture on it.
Word/picture strip:	This is a strip with a word(s) (may include a number) and picture on it.

Appendix II: Teacher Self-Reflection Form

The Florida Alternate Assessment Teacher Self-Reflection Form was developed as a part of a study conducted on the Florida Alternate Assessment. Teachers are encouraged to use this self-reflection form as a tool to improve the administration of the alternate assessment. It is recommended that the self-reflection form be utilized with the Practice Materials to improve administration processes prior to the operational assessment. The form can also be utilized after the operational administration to inform improvements that can be made for the following year.

In addition to the Teacher Self-Reflection Form, an Administrator Observation Form and a District Coordinator/Designee Observation Form have also been developed. The Administrator Form will be used by administrators to validate that the assessment is occurring in their buildings. The Coordinator Form will be used by Alternate Assessment Coordinators or their designees in order to improve and assist with their training practices.

Florida Alternate Assessment
Teacher Self-Reflection Form

Student's Name _____

Grade Administered _____ Content Area _____

Directions: Please use this as a self-reflection activity and rate yourself on the following criteria.

Yes	No	NA	Prior to Administration	Comments
☐	☐		1. Did you review the IEP and determine the accommodations the student would need that are based on daily instruction, including any assistive technology that is needed?	
☐	☐	☐	2. Did you review the Writing topics in the Administration Manual to prepare for students whose mode of communication requires assistive technology devices?	
☐	☐		3. Did you try out the Practice Items with the student for you and the student to become familiar with the structure and administration of the items?	
☐	☐		4. Did you gather all required Teacher-Gathered Materials and/or objects from the Object Exchange List if appropriate?	
☐	☐		5. Did you set up criteria, using best professional judgment, to determine when the student was engaged and not engaged?	
☐	☐		6. Did you determine the response mode substitution language for "show me/tell me" and mark it in the Test Booklet?	
☐	☐		7. Did you attend training for this year?	
☐	☐	☐	8. Did you schedule the administration sessions for a time and place that are optimal for student effort and focus?	

Yes	No	NA	During Administration	Comments
☐	☐		1. Did you have all the appropriate booklets, cutouts, and/or materials accessible to the student?	
☐	☐	☐	2. If an item had cutouts, did you place the cards/strips and/or materials in the order specified in the Test Booklet?	
☐	☐		3. Did you record the student's response to the item during the test administration?	
☐	☐		4. Did you follow the process outlined in the Scoring Rubric Flow Chart?	
☐	☐		5. Did you use scaffolding, when necessary, at the Participatory Level of Complexity, but never for Supported or Independent levels?	
☐	☐		6. Did you make sure the student was engaged on each item?	
☐	☐		7. Did you follow the directions (non-italicized instructions) in the ***Teacher will*** column on how to set up and administer the item?	
☐	☐		8. Did you replace the "show me/tell me" prompt to reflect the student's normal mode of communication?	
☐	☐	☐	9. With the exception of the prompt "show me/tell me," did you follow the item script (*italicized wording)* in the ***Teacher will*** column verbatim?	
☐	☐		10. Did you repeat the item to the student up to two times, for a total of three times, as needed?	
☐	☐		11. When an item required the student to give more than one response, did you cue the student for another response?	
☐	☐		12. Did you reinforce and encourage the student to participate without indicating whether the answer was right or wrong?	
☐	☐		13. Did you check the Scannable Student Answer Sheet to make sure the correct content areas were filled in, that the correct form (Form A or Form B) was filled in, and that only one bubble per item was filled in?	

Appendix III: Instructions for Adapting Assessment Administration for Students with Visual Impairments

One of the primary principles in the development of any assessment tool is that every effort should be made to ensure all students have an equal opportunity to demonstrate their knowledge and skills. This is a particularly important and challenging task in the development of an assessment tool for students with significant cognitive disabilities. To address this concern, Florida Alternate Assessment items were reviewed by bias and sensitivity committees consisting of special education teachers, administrators, teachers of the visually impaired, school psychologists, assistive technology specialists, and bilingual assessors.

The Florida Alternate Assessment includes a large number of graphics in its materials; therefore, special accommodations are allowed for students with visual impairments, including the use of real objects and Braille/tactile graphics. All accommodations used during assessment administration should align with what the student uses on a daily basis during classroom instruction. A complete list of allowable accommodations is provided in this manual (see pages 89–92).

By design, most of the items in the Florida Alternate Assessment can be administered verbally by simply reading the question, the response options, and any accompanying graphic descriptions that are provided in the ***Materials*** column of the Test Booklet. For items assessing fluency skills, in which the student is expected to read or identify letters or words, response options are provided in Braille. Tactile graphics are provided for items that include objects, tables, graphs, and other visual depictions of data that can universally be portrayed.

Below are approved methods for adapting the Florida Alternate Assessment for students with visual impairments.

1. Describe stimulus materials and response options by reading the wording in the *Materials* column.

How the item is presented in the Test Booklet:

Materials	Access Point	Teacher will	Student will
Passage Booklet Picture cards: pail apple book	**Participatory:** Identify persons, objects, settings, and events in read-aloud narrative and informational text.	In the Response Booklet, turn to page 10P-1 and place it within the student's reach. In the Passage Booklet, turn to the passage "Sharing a Special Spot" on page 9 and place it in the student's view. Read paragraph 1 to the student. *Here are three pictures.* *Show me/tell me what you usually find in a library.*	Indicate book.

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How the item is administered to a student with a visual impairment:

Read paragraph 1 to the student and say: *"Tell me what you usually find in a library: pail, apple, book."*

2. Substitute stimulus materials and response options with real objects when possible.

Real objects must be actual size (not a miniature replica) and be able to fit on the work surface. Provide real objects to the student and allow them to handle the objects as needed. Read questions carefully prior to administration to ensure the objects you have are appropriate. If there are multiple stimulus materials, **ALL** stimulus materials **MUST** be able to be substituted in order to use real objects/manipulatives. Similarly, **ALL** response options **MUST** be able to be substituted in order to use real objects/manipulatives.

In the example for method 1, the pail and book are easily replaced response options; however, caution should be applied when determining whether or not to provide a real apple because of possible allergies. If it is determined that an apple should not be substituted for a particular student, then none of the response options may be replaced with real objects. Another consideration is the size and accessibility of stimulus materials and response options. Real objects may not be substituted for items that include larger materials, such as a chair or door. A real chair or door cannot be placed on the work surface and accessed by the student; therefore, these types of items cannot be administered using real objects. The Object Exchange List includes an approved list of items that may be administered with real objects for the spring assessment. There are some items that will *require* real object exchange when administering to students with visual impairments if the student is not utilizing Braille with tactile graphics. These items will be indicated in the final column of the Object Exchange List which will be provided in late November.

3. Describe provided tactile graphics to students.

When describing tactile graphics of visual depictions of data, test administrators should follow the detailed instructions on how to read tables, charts, graphs, and diagrams provided in this manual (see pages 21–27). When a tactile graphic is an object, it should be described to the student.

How the item is presented in the Test Booklet:

Materials	Access Point	Teacher will	Student will
Stimulus picture card: triangle Number cards: 3 4 9	**Supported:** Add lengths of sides of triangles to determine the perimeter.	In the Response Booklet, turn to page 9S-2 and place it within the student's reach. *Here is a picture of a triangle.* *Here are three numbers.* Read the number cards to the student. *Show me/tell me the perimeter –the distance around–of the triangle.*	Indicate 9.

How the item is administered to a student with a visual impairment:

Show the tactile graphic of the triangle (marked with 3 inches, 4 inches, and 2 inches on the sides) to the student and say: *"This triangle is 3 inches on one side, 4 inches on another side, and 2 inches on the third side. Tell me the perimeter–the distance around–of the triangle: 3, 4, 9."*

4. **Replace the "show me/tell me" prompt for each student according to the student's individual mode of communication.**

   For example, if the student has a tactile graphic or Braille print that he or she can point to, then you might say "point to." If the student is responding to a question using response options you have read aloud to the student, then you might say "tell me." Remember that any response mode that the student uses to indicate an answer is acceptable. That is, if the student is asked to "point to" a response option and the student gives a verbal response, the verbal response should be considered the student's response.

5. **Read response options up to a total of three times.**

   Some items may have more than three response options, consisting of a list of sentences or words that may be read aloud to students. You may read these words or sentences up to three times. For example, an item might ask a student to construct a sentence using a list of five to seven words. This list could be read while the student is constructing his or her sentence. **The list of words must be read in the order they are presented in the *Materials* column**.

6. **Read passage art captions.**

   At the bottom of each passage graphic in the Passage Booklet, there will be a short script, a sentence or two, that describes the graphic. This should be read to students with visual impairments.

7. **If needed, cut out response options (e.g., shapes in mathematics) from the one-sided Response Booklet for use during assessment administration.**

8. **Present items that require students to pair response options in a yes/no format.**

   How the item is presented in the Test Booklet:

Materials	Access Point	Teacher will	Student will
Word cards: go big shut large close leave	**Independent:** Identify common synonyms and antonyms.	In the Response Booklet, turn to page 4I-2 and place it within the student's reach. Place the word cards on the work surface. *A synonym is a word that means about the same thing as another word. For example, the word "giggle" is a synonym for the word "laugh." The word "shout" is a synonym for the word "yell."* *Here are some words.* Read the word cards to the student. *Show me/tell me which pairs of words are synonyms.*	Indicate "go/leave," "big/large," and "shut/close." To achieve score point, student must be correct on all three pairings.

   How the item is administered to a student with a visual impairment:

   Starting with the first word in the list, ask the student: *"Is 'big' a synonym for 'go'?" "Is 'shut' a synonym for 'go'?"* If the student has correctly paired a set of words, those words are no longer presented as a viable option. In the above example, if the student pairs "go" with "leave," then when the synonym for "big" is asked, neither "go" nor "leave" are given as options. If an incorrect pair is made, the correct response is always given as a viable option. Using the above example, if the student indicates that "large" is a synonym for "go," then when asking for the synonym for "big," "large" should be offered as an option. Make sure that you make note of the student's pairings so correct scoring can be applied.

9. Provide materials in large print if needed.

Additionally, if a graphic or object is too small, a magnifier may be used. Do **NOT** make any changes to graphics. For a complete list of acceptable accommodations, please refer to pages 91–95 of this manual.

For questions related to adapting assessment administration for students with visual impairments, please contact Angela Nathaniel at the Bureau of Exceptional Education and Student Services via phone (850) 245-0476, or e-mail (Angela.Nathaniel@fldoe.org).

Appendix IV: The 2015 Florida Alternate Assessment and The Florida Standards Access Points

All embedded Mathematics and English Language Arts (ELA) field test items for the 2015 spring Florida Alternate Assessment have been written to the Florida Standards Access Points. The Florida Standards Access Points were developed from the NCSC Core Content Connectors (CCCs) which represent the most salient, grade-level, core academic content at decreased levels of complexity.

How can I best prepare my student(s) for the spring 2015 Florida Alternate Assessment?

The Florida Standards addressed in the spring 2015 Florida Alternate Assessment have been provided on the following pages. The Access Points have been organized by grade and content area. This information has been provided in order to best prepare your student(s) for the spring 2015 Florida Alternate Assessment.

Will these items impact my student(s) performance score?

Assessment items written to the Florida Standards are being field tested only and will not count towards student scores.

Where can I find more information about the Florida Standards Access Points?

Additional information and instructional resources for Florida educators can be found at www.cpalms.org.

Florida Standard	Access Point
Grade 3 English Language Arts	
LAFS.3.RL.1.2	Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
LAFS.3.RL.2.6	Identify the sentence that shows the character's point of view.
LAFS.3.RI.1.2	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.RF.3.3	Decode regularly spelled two-syllable words with long vowels.
LAFS.3.L.1.1	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.
LAFS.3.W.1.3	Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.
LAFS.3.W.2.5	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion).
Grade 3 Mathematics	
MAFS.3.OA.1.1	Solve multiplication problems with neither number greater than five.
MAFS.3.OA.4.8	Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100.
MAFS.3.NF.1.1	Identify the fraction that matches the presentation (rectangles and circles; halves, fourths, thirds, and eighths).
MAFS.3.MD.3.6	Measure area of rectangles by counting squares.
MAFS.3.G.1.2	Partition rectangles into equal parts with equal area.

Grade 4 English Language Arts	
LAFS.4.RL.1.3	Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
LAFS.4.RL.2.4	Determine the meaning of nonliteral words and phrases as they are used in a text.
LAFS.4.RI.3.7	Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.
LAFS.4.RF.3.3	Identify grade level words with accuracy and on successive attempts.
LAFS.4.L.1.2	Use commas and quotation marks in writing.
LAFS.4.W.1.3	Sequence events in writing that unfold naturally.
LAFS.4.W.2.5	Edit writing for clarity and meaning.
Grade 4 Mathematics	
MAFS.4.NBT.1.3	Use place value to round to any place (i.e., 1s, 10s, 100s, 1000s).
MAFS.4.NF.1.1	Determine equivalent fractions.
MAFS.4.MD.1.2	Solve word problems using perimeter and area where changes occur to the dimensions of a figure.
MAFS.4.MD.2.4	Collect and organize data in a graph (e.g. picture, graph, line plot, bar graph).

Grade 5 English Language Arts	
LAFS.5.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly.
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
LAFS.5.RI.2.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RF.3.3	Use morphemes (e.g., affixes) to decode unfamiliar multisyllabic words in and out of context.
LAFS.5.L.2.3	Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.
LAFS.5.W.1.3	Write a narrative that includes brief segments of conflict and resolution in the text that contribute to the plot.
LAFS.5.W.1.2	Provide an introduction that includes context/background information, and establishes a central idea or focus about a topic.
Grade 5 Mathematics	
MAFS.5.NBT.2.6	Solve word problems that require multiplication or division.
MAFS.5.NBT.2.7	Solve one-step problems using decimals.
MAFS.5.NF.2.5	Determine whether the product will increase or decrease based on the multiplier.
MAFS.5.MD.1.1	Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass.
MAFS.5.G.1.1	Use ordered pairs to graph given points.

Grade 6 English Language Arts	
LAFS.6.RL.1.2	Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
LAFS.6.RL.2.6	Identify and describe how the narrative point of view influences the reader's interpretation.
LAFS.6.RI.1.2	Provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.3.8	Evaluate the claim or argument; determine if it is supported by evidence.
LAFS.6.L.1.2	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.
LAFS.6.W.1.3	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LAFS.6.W.1.2	Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.
Grade 6 Mathematics	
MAFS.6.RP.1.3	Solve one-step real-world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (three inches of snow falls per hour, how much in six hours).
MAFS.6.RP.1.3	Calculate a percent of a quantity as rate per 100.
MAFS.6.NS.1.1	Solve one-step addition, subtraction, multiplication, or division problems with fractions or decimals.
MAFS.6.NS.3.6	Locate positive and negative numbers on a number line.
MAFS.6.EE.2.7	Solve problems or word problems using up to three-digit numbers and any of the four operations.
MAFS.6.G.1.1	Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area.

Grade 7 English Language Arts	
LAFS.7.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly.
LAFS.7.RL.2.6	Compare and contrast the points of view of different characters in the same text.
LAFS.7.RI.1.1	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
LAFS.7.RI.3.7	Compare/contrast how two or more authors write about the same topic.
LAFS.7.L.2.3	Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.
LAFS.7.W.1.3	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LAFS.7.W.3.8	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.
Grade 7 Mathematics	
MAFS.7.RP.1.2	Identify the proportional relationship between two quantities.
MAFS.7.NS.1.2	Solve multiplication problems with positive/negative numbers.
MAFS.7.G.2.4	Apply formula to measure area and circumference of circles.
MAFS.7.SP.2.4	Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.

Grade 8 English Language Arts	
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
LAFS.8.RL.2.5	Compare and contrast the structure of two or more texts.
LAFS.8.RI.3.8	Evaluate the claim or argument to determine if it is supported by evidence.
LAFS.8.RI.1.2	Provide/create an objective summary of a text.
LAFS.8.L.1.1	Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.
LAFS.8.W.2.5	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.
LAFS.8.W.1.2	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade 8 Mathematics	
MAFS.8.EE.2.5	Represent proportional relationships on a line graph.
MAFS.8.F.2.4	Identify the rate of change (slope) and initial value (y-intercept) from graphs.
MAFS.8.G.1.4	Recognize congruent and similar figures.
MAFS.8.G.3.9	Apply the formula to find the volume of three-dimensional shapes (i.e., cubes, spheres, and cylinders).
MAFS.8.SP.1.4	Analyze displays of bivariate data to develop or select appropriate claims about those data.

Grade 9 English Language Arts	
LAFS.910.RL.1.2	Determine the theme or central idea of a text.
LAFS910.RI.1.1	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text or an adapted grade appropriate text.
LAFS.910.RI.2.6	Determine the author's point of view or purpose in a text.
LAFS.910.L.1.1	Use parallel structure (e.g., when using gerunds [\-ing], infinitives, or voice [active or passive]) within writing.
LAFS.910.W. 1.2	Provide a clear introduction, previewing information to follow and summarizing stated focus.
LAFS.910.W.1.1	Identify claim(s) from alternate or opposing claims(s) in writing.
LAFS.910.W.1.3	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
Grade 9 Mathematics	
MAFS.912.N-RN.1.2	Simplify expressions that include exponents.
MAFS.912.N-Q.1.1	Solve real-world problems involving units of measurement.
MAFS.912.F-LE.1.1	Select the appropriate graphical representation of a linear model based on real-world events.
MAFS.912.S-ID.1.1	Complete a graph given the data, using dot plots, histograms, or box plots.

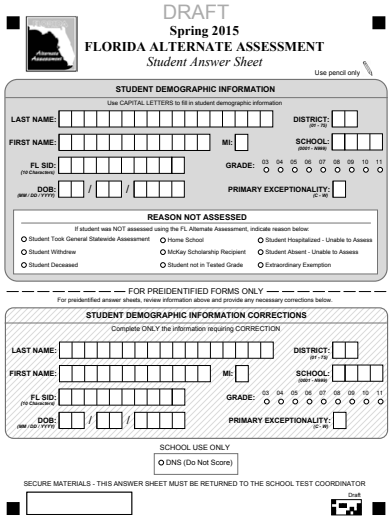
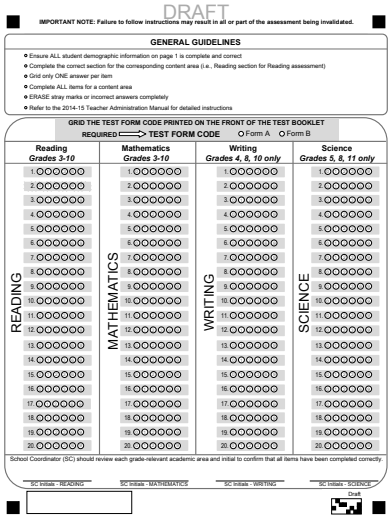
Grade 10 English Language Arts	
LAFS.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RI.1.1	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text or an adapted grade appropriate text.
LAFS.910.RI.2.6	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
LAFS.910.W.1.3	Create a smooth progression of experiences or events.
LAFS.910.W.2.5	Strengthen writing by revising and editing.
LAFS.910.W.1.1	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.
LAFS.910.L.3.6	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
Grade 10 Mathematics	
MAFS.912.N-Q.1.1	Solve real-world problems involving units of measurement.
MAFS.912.A-SSE.2.3	Simplify expressions that include exponents.
MAFS.912.A-CED.1.1	Translate a real-world problem into a one-variable linear equation.
MAFS.912.S-ID.1.4	Use descriptive statistics such as range, median, mode, mean, and outliers/gaps to describe the data set.

Appendix V:
Student Score Sheet Review Checklist

Only certified teachers or other licensed professionals who have been trained to administer the Florida Alternate Assessment may transfer scores from the Test Booklet to the answer sheet. It is strongly recommended that transferred scores are verified by another teacher/administrator who has been trained and has experience in administering the alternate assessment.

Teacher coding errors, including incomplete answer sheets, completing an incorrect content area, and/or double-bubbling items will result in the student receiving "No Score" for that content area.

Designated reviewers should use this checklist as they review/verify that all Student Score Sheets have been properly completed.

Student Answer Sheet	Review Task	✓
	1. ***Check all preidentified information to be sure correct:*** • ***Name*** • ***DOB*** • ***District/school*** • ***Grade*** • ***Exceptionality***	
	2. ***If student not assessed, be sure reason is indicated.***	
	3. ***If preidentified information is incorrect, be sure correct information has been provided in the corrections section.***	
	4. ***No. 2 pencil has been used to fill out sheet.***	
	5. ***Correct Form (A or B) has been indicated.***	
	6. ***Correct academic areas have been completed for the grade level assessed:*** • ***Reading: grades 3-10*** • ***Math: grades 3-10*** • ***Writing: grades 4, 8, & 10 only*** • ***Science: grades 5, 8, & 11 only***	
	7. ***Only one response has been bubbled per item.***	
	8. ***Each item has a response bubbled.***	
	9. ***Stray pencil marks removed.***	