



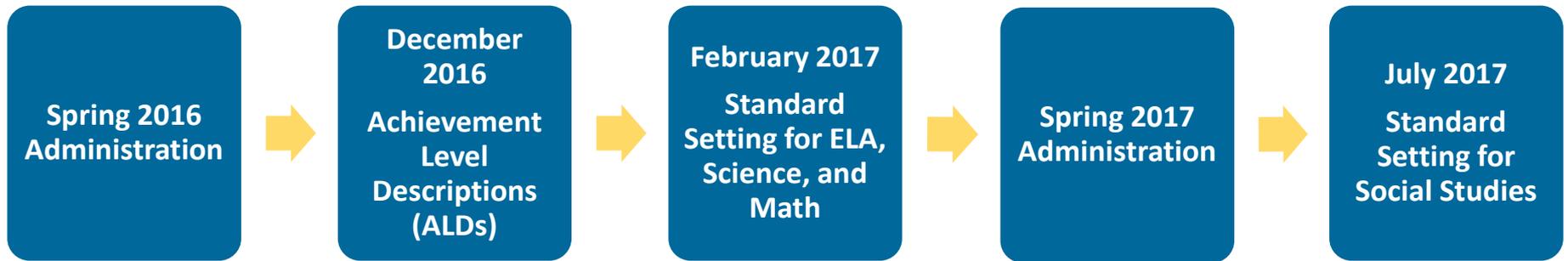
Florida Standards Alternate Assessment

Technical Advisory Committee Meeting
November 14, 2017

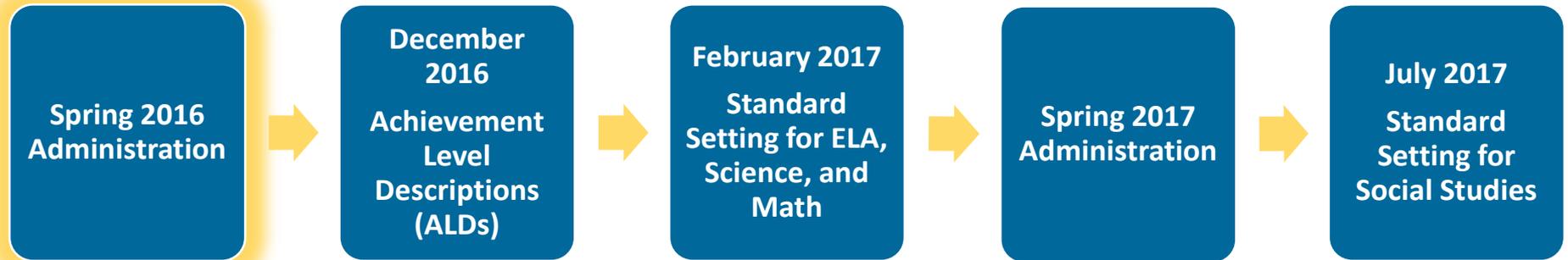


FSAA-Performance Task 2016-2017 Milestones

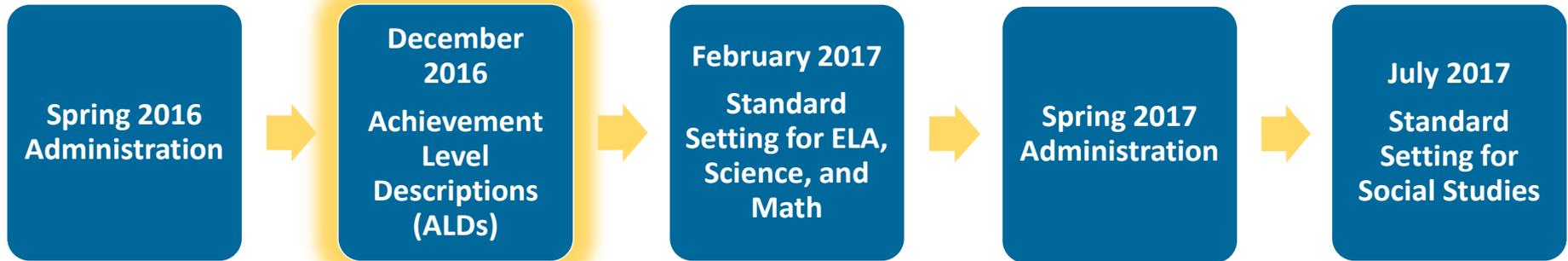
FSAA-Performance Task 2016-17 Milestones



FSAA-Performance Task 2016-17 Milestones

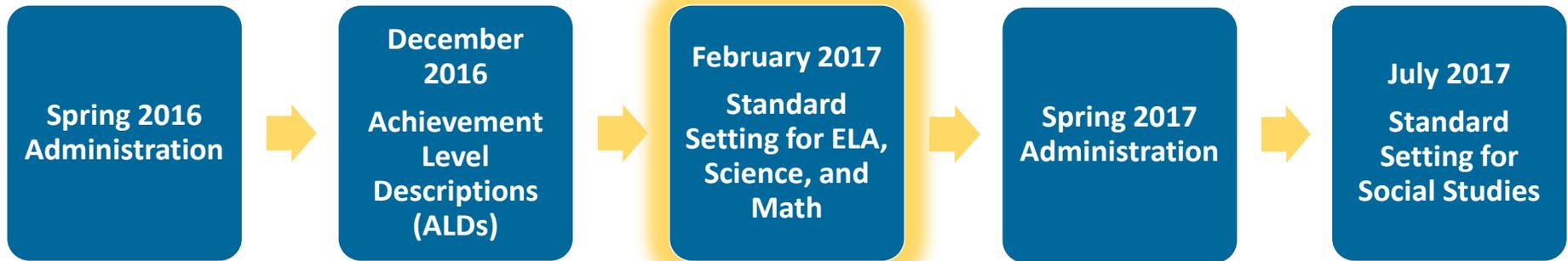


FSAA-Performance Task 2016-17 Milestones



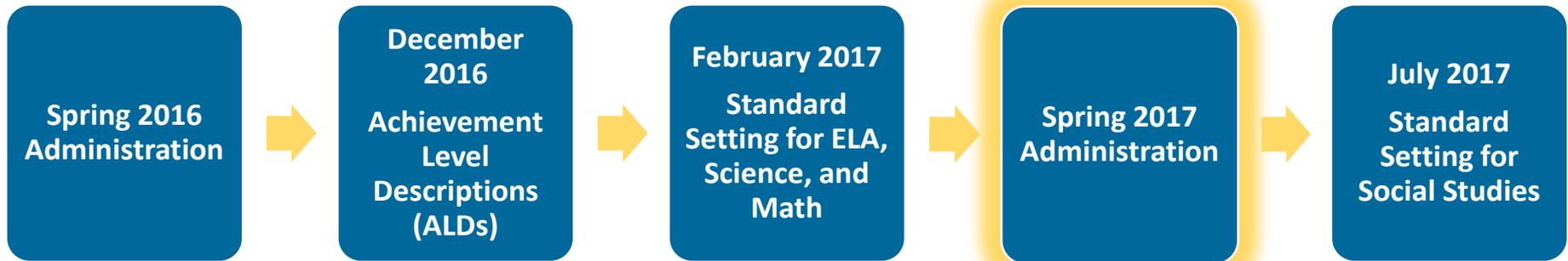
- ALDs were developed for Levels 1-4 for each grade and content area

FSAA-Performance Task 2016-17 Milestones



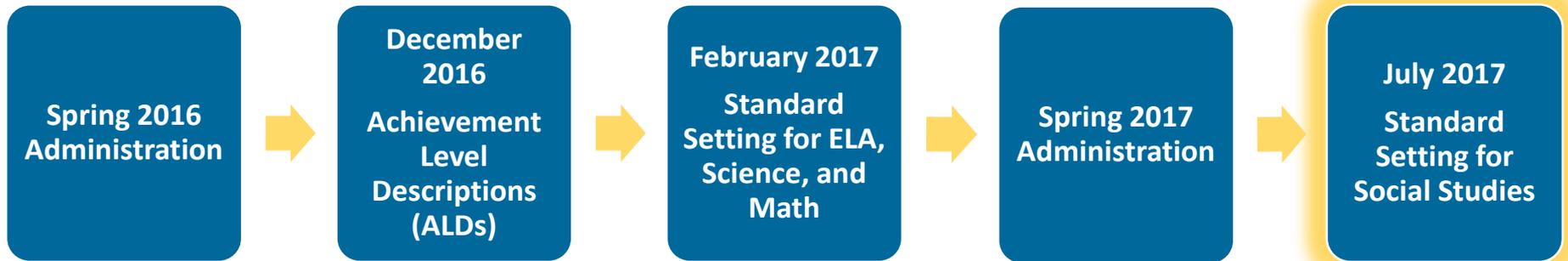
- ALDs were reviewed and cut score were identified for ELA, Math, and Science

FSAA-Performance Task 2016-17 Milestones



- Operational field test for Civics and US History

FSAA-Performance Task 2016-17 Milestones



- ALDs were reviewed and cut score were identified for Civics and U.S. History EOCs



FSAA-Performance Task (FSAA-PT) Overview

FSAE-PT Overview

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

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

Task 1

| Materials | Teacher Script | Student Response |
|---|--|--|
| Response Booklet: page 21 Stimulus picture card: 3 erasers Picture cards: (quarters) (rulers) (books) | <i>Here is a picture of three erasers.</i> <i>Which group has a different number of objects than the number of erasers?</i> | <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response Scaffolded Response <i>(when applicable)</i> <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response |

Task 2

| Materials | Teacher Script | Student Response |
|--|---|--|
| Response Booklet: page 23 Stimulus picture card: package of 2 paintbrushes Number cards: 2 10 50 | <i>Here is a package of two paintbrushes.</i> <i>Ms. Tandy bought five of these packages.</i> <i>How many paintbrushes did Ms. Tandy buy in all?</i> Read the number cards to the student. | <input type="radio"/> A: 2 <input type="radio"/> B: 10 <input type="radio"/> C: 50 <input type="radio"/> D: No Response |

Task 3

| Materials | Teacher Script | Student Response |
|--|--|--|
| Response Booklet: page 25 Stimulus picture card: 3 jars of paint Number cards: 3 15 20 | <i>Here is a picture of three jars of paint.</i> <i>Ms. Tandy has twenty students in her class. She puts the students into groups of four. She gives each group three jars of paint.</i> <i>How many jars of paint does Ms. Tandy need for her class?</i> Read the number cards to the student. | <input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response |

Text-based Writing Prompt Design



- Writing prompts are designed to assess a student's ability to compose a product **in response to text**
- Students in grades 4-10 are presented with:
 - A selected response writing item set consisting of five questions (Writing Prompt 1)
 - An open-response item (Writing Prompt 2)

Form Design

Session 1

- 16 item sets
- Core slots

Session 2

- 3 item sets
- Matrix Field Test (FT) slots

Session 3

- Writing ELA 4-10

16-17 Social Studies

- Operational FT
- Session 1 (10 item sets)
- Session 2 (9 item sets)

| ELA, Math, Science, Alg1 EOC, Geo EOC, and Bio EOC | |
|---|---|
| Position Number | Administration |
| 1 | Session 1 Administration Common |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 1 (17) | Session 2 Administration FT Items |
| 2 (18) | |
| 3 (19) | |
| <i>ELA 4-10 Only</i> | |
| Writing Prompt 1 | Session 3 Administration Common |
| Writing Prompt 2 | |

| US History EOC and Civics EOC Operational FT | |
|--|-----------------------------|
| Position Number | Administration |
| 1 | Session 1 Administration |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 1 (11) | Session 2 Administration |
| 2 (12) | |
| 3 (13) | |
| 4 (14) | |
| 5 (15) | |
| 6 (16) | |
| 7 (17) | |
| 8 (18) | |
| 9 (19) | |



Assessment Administration

Session-Based Administration

Session 1

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

Session 2

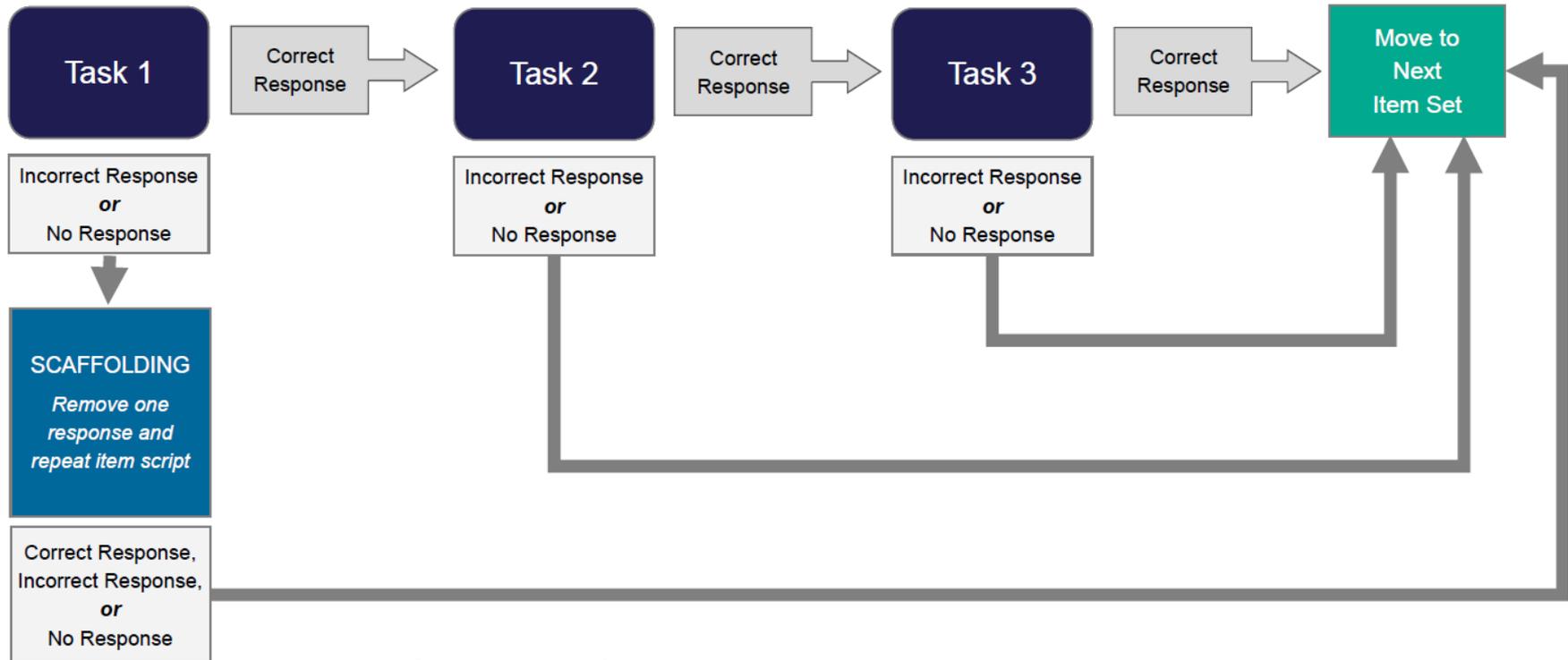
- **Non-adaptive:** Each student is administered Task 1, Task 2, and Task 3 in each item set.

Session 3

(Writing only)

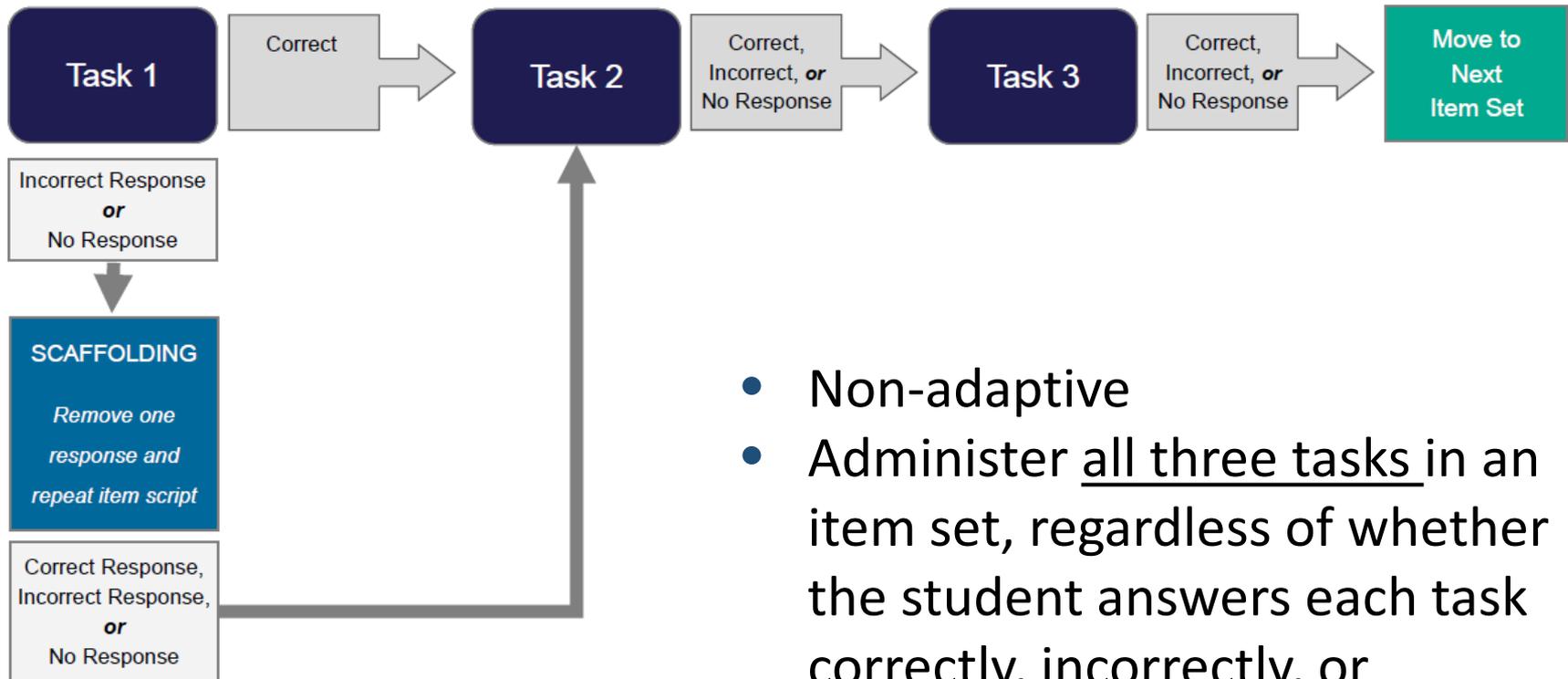
- Writing Prompts 1 and 2
- Each student is administered both writing prompts.

Session 1 – 16 Core Item sets



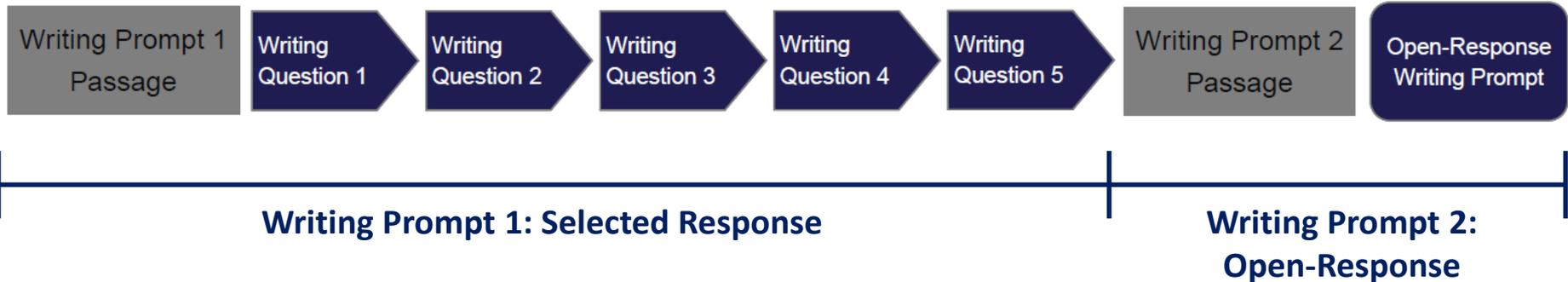
- Adaptive design
- Continue to administer tasks in an item set only if the student responds correctly without scaffolding

Session 2 – 3 Matrix Field Test Item sets



- Non-adaptive
- Administer all three tasks in an item set, regardless of whether the student answers each task correctly, incorrectly, or provides no response

Session 3 – Writing Prompts 1 and 2



- Session 3 will include Writing content only
- Teachers will administer both writing prompts to all students
- Each prompt includes a separate passage