

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

INTRODUCTION

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

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These Definitions are consistent across the grades; however, there is an increasing progression of expectation across the four achievement levels. The Definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTORS, GRADE CONTENT SPECIFIC

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

Key for text colors within the Achievement Level Descriptions:

English Language Arts (ELA) and Mathematics

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, ¹ represents EU information at the Task 1 level, ² represents EU information at the Task 2 level, and ³ represents AP information at the Task 3 level.

Science and Social Studies

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, ¹ represents Participatory AP information at the Task 1 level, ² represents Supported AP information at the Task 2 level, and ³ represents Independent AP information at the Task 3 level.

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: identify a character's actions in a story; identify who is telling a story in a text; identify frequently used nouns; identify the text features (e.g., charts, illustrations, maps, titles); identify key or the most important points or ideas in a text; capitalize dates; identify questions related to the topic 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify a character's actions in a story²; identify who is telling a story in a text¹; identify high frequency words²; locate information in a variety of text features²; identify key or the most important points or ideas in a text¹; capitalize dates; identify questions related to the topic¹ 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify a change that happens to a character by the end of the story³; match the point of view to each character in a story²; identify grade-level words with accuracy³; use text features (captions, maps, illustrations) to locate information relevant to a given topic or question³; identify the differences of the key points in two texts²; capitalize proper nouns²; ask a question about the topic using academic language² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: describe how a character changed in a story (e.g., different words, thoughts, feelings, actions); identify narrator's or character's point of view; identify grade-level words with accuracy; use text features (captions, maps, illustrations) to locate information relevant to a given topic or question; contrast the differences of two texts or adapted texts on the same topic or by the same author; capitalize words in holidays, product names, geographic names and appropriate words in a title; ask and answer questions about information from a speaker, offering appropriate elaboration and detail
---	--	---	---

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify the topic of a text; identify signal words used to identify a text structure for a description or time/order sequence; identify the common topic of two texts; identify the narrator in the story; recognize letter-sound correspondences; identify key ideas from information presented in diverse media; identify places in literary writing where characters talk and quotation marks are used; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify the location in text that provides evidence of supporting details²; identify signal words used to identify a text structure for a description or time/order sequence¹; compare the evidence presented by two authors on the same key point or idea²; identify the narrator in the story¹; recognize letter-sound correspondences¹; summarize one main idea and the supporting details for that main idea presented in diverse media²; identify places in literary writing where characters talk and quotation marks are used¹; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify supporting details of an informational text³; identify signal words to use when writing text structures for problem/solution or compare/contrast²; identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably³; with prompting and support, describe point of view²; read multisyllabic words in context²; paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally³; identify places in informational and persuasive writing where research and/or experts are being quoted and quotation marks are used²; independently or through selected responses produce a clear, coherent draft (e.g., 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify supporting details of an informational text; identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions); identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably; determine the author's point of view (first- or third-person) in one story; recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally; use commas and quotation marks in writing; independently produce a clear, coherent draft (e.g.,
---	--	--	---

		select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
--	--	---	---

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

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

**FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS –
GRADE 5 ENGLISH LANGUAGE ARTS (ELA)**

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: determine the topic of story or poem; identify an important part of the story (a sentence, event, scene, etc.); identify visual/multimedia elements within a text; identify key information from two or more sources for the same topic; read multisyllabic words in context; identify the main idea of a text; use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonantal nasals, medial vowels, affricates); through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify details from text that support a topic²; identify an important part of the story (a sentence, event, scene, etc.)¹; identify visual/multimedia elements within a text¹; integrate key information from two sources into one answer/opinion²; read multisyllabic words in context¹; organize key details (graphic organizers, etc.)²; use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonantal nasals, medial vowels, affricates)¹; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: determine the theme of a story, drama or poem from details in the text³; place an important part of a story into a list of the major events from a story in order²; describe the visual/multimedia element found within a text²; analyze multiple accounts of the same event or topic³; recognize syllabication patterns²; summarize the text or a portion of the text read, read aloud or presented in diverse media³; use spelling features typically representative of Within Word spellers [long vowel patterns (e.g., ai , ue , oa , ee), long vowel patterns with silent e marker, ambiguous vowel patterns (e.g., ou , ow , oi), r - controlled vowels]²; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: determine the theme of a story, drama or poem from details in the text; use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text; describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem); analyze multiple accounts of the same event or topic; use syllabication patterns to decode words; summarize the text or a portion of the text read, read aloud or presented in diverse media; spell words correctly in writing, consulting references as needed; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
---	---	--	---

		form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	
--	--	--	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 6 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: identify important people, events, or ideas in the text; identify evidence from the text that supports author's point of view; identify the theme or topic of a written story; match the figurative phrase to its meaning; identify a phrase that contains allusion or personification from a list; identify personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing; identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally); through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify a description of an event or individual in a text²; identify evidence from the text that supports author's point of view¹; identify similarities between two texts on the same topic²; match the figurative phrase to its meaning¹; identify a phrase that contains allusion or personification from a list¹; identify reflexive pronouns (e.g., myself, ourselves) in writing²; identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally)¹; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify key individuals, events or ideas in a text³; identify the author's point of view²; compare texts from different genres that have a similar theme or address the same topic³; use context clues to define a figurative phrase²; sort a list of statements containing allusions and personification and literal meaning into correct groups²; identify and use pronouns accurately in writing³; identify common information (e.g., details, ideas, opinions) from multiple diverse sources (e.g., presented visually, quantitatively, orally)²; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: identify key individuals, events or ideas in a text; identify the author's point of view; compare texts from different genres that have a similar theme or address the same topic; determine the meaning of figurative phrases as used in text; explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context; identify and use pronouns accurately in writing; explain information learned from various mediums; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
--	--	---	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 7 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify the theme or central idea of the text; identify a point of view that matches a character from a story; identify a phrase that contains a simile from a list; identify a claim from the text; use a dictionary to define words with similar denotations; use spelling features typically representative of Within Word spellers [long vowel patterns (e.g., ai, ue, oa, ee), long vowel patterns with silent e marker, ambiguous vowel patterns (e.g., ou, ow, oi), r-controlled vowels]; determine how the information in diverse media and formats clarifies a given topic or text; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify supporting details of the theme or central idea at the beginning of the story²; identify a point of view that matches a character from a story¹; identify a phrase that contains a simile from a list¹; differentiate a fact vs. a claim²; use a dictionary to define words with similar denotations¹; use spelling features typically representative of Syllables and Affixes spellers (e.g., open/closed syllables, doubling)²; determine how the information in diverse media and formats clarifies a given topic or text¹; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: determine the theme or central idea of a text³; compare the point of view of one character to the point of view of a different character in a story²; sort a list of phrases into three groups - similes, metaphors, and literal (not a simile or a metaphor)²; identify an argument or claim that the author makes³; from a given list of words with similar denotations, choose an appropriate word to be used in a given context (i.e. short, stubby, petite – which word would you use to describe a friend’s mother?)²; spell words correctly in writing³; identify the media that help to clarify a topic (or contribute to understanding)²; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: determine the theme or central idea of a text; compare and contrast the points of view of different characters in the same text; determine the meaning of words and phrases as they are used with figurative language; identify an argument or claim that the author makes; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin); spell words correctly in writing; explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
---	--	--	---

		appropriate to the specific task, purpose and audience for use in developing a permanent product	
--	--	--	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 8 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify important people, events, or ideas in text; identify main idea within a paragraph; identify conflicting information from two texts; identify a phrase that contains allusion or personification from a list; identify a sentence that uses a literary device (e.g., similes, metaphors, hyperbole, personification, imagery); identify the meaning of various punctuation marks (e.g. commas, ellipses, dashes) for a text (e.g., tells how a reader reads a text); identify the purpose of the text; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify the relationship between people, events, or ideas in a text from a list²; identify supporting details within a paragraph²; identify conflicting information from two texts¹; identify a phrase that contains allusion or personification from a list¹; identify a sentence that uses a literary device (e.g., similes, metaphors, hyperbole, personification, imagery)¹; identify the meaning of various punctuation marks (e.g. commas, ellipses, dashes) for a text (e.g., tells how a reader reads a text)¹; identify the purpose of a visual representation such as a graph or a map²; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: use comparisons provided by the text to identify relationships between people or events³; outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph³; distinguish identified statements as fact or interpretation²; identify a requested figure of speech (i.e., hyperbole, oxymoron, irony, pun, alliteration, allusion, personification, simile, metaphor, analogy) within a list of phrases and sentences²; write a sentence using a literary device (e.g., similes, metaphors, hyperbole, personification, imagery)²; determine which punctuation marks should be used to determine how a reader reads a text²; analyze the purpose of information presented in diverse media (e.g., visually, personal 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: use comparisons provided by the text to identify relationships between people or events; outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph; analyze a case in which two or more texts provide conflicting information on the same topic; determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings; use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing; use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break; analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media); independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific
--	---	---	---

	purpose and audience for use in developing a permanent product	communication, periodicals, social media) ³ ; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	task, purpose and audience for use in developing a permanent product
--	--	---	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 9 ENGLISH LANGUAGE ARTS (ELA) I			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify key ideas in a text; identify figurative, connotative, or technical language used in text; find a claim the author makes in the text; identify, from print sources, information about the topic of the informational report; identify the definition of a word when presented with the entire listing of a word from a dictionary; identify phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) to convey meaning and add interest to writing; list the various findings from the sources; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify the type of signal words that connect key points²; identify figurative, connotative, or technical language used in text¹; find a claim the author makes in the text¹; identify similar information about the topic in two accounts about a subject²; identify the part of speech of a word when presented with the entire listing of a word from a dictionary²; identify phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) to convey meaning and add interest to writing¹; list the various findings from the sources¹; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify connections between key points³; identify meaning or tone derived from figurative, connotative, or technical language used in text²; list/highlight one or more sentences that support the claim²; compare and contrast various accounts of a subject in two or more mediums³; find the precise meaning of a word³; identify clauses (independent, dependent²; noun, relative, adverbial) to convey meaning and add interest to writing²; identify characteristics of credible sources of information²; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify connections between key points; analyze the use of figurative, connotative or technical terms on the meaning or tone of text; analyze in detail how an author's ideas or claims are developed; compare and contrast various accounts of a subject in two or more mediums; find the precise meaning of a word; use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing; analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
---	---	--	---

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS DESCRIPTORS – GRADE 10 ENGLISH LANGUAGE ARTS (ELA) II			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: identify theme of a text from a list; identify the author's effect (e.g., tension, suspense, surprise) for a text; identify a claim/argument in the text; recall the meaning of frequently used nouns; identify sentences that need a semicolon and/or colon; identify why a credible source of information is important; identify the topic of the passage; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify theme of a text from a list¹; identify evidence from the text that contributes to either mystery, tension, or surprise²; list/highlight one or more sentences that support the author's claim/argument²; recall the meaning of frequently used nouns¹; identify sentences that need a semicolon and/or colon¹; identify why a credible source of information is important¹; identify the author's opinion about the topic²; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: map a theme throughout text using evidence to understand how the theme develops²; identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing)³; delineate/trace the authors argument and specific claims³; use various types of context clues like definition/explain, restatement/synonym, contrast/antonym, inference, and punctuation²; use semicolons or colons correctly in a given or provided paragraph²; determine the accuracy of a statement in text using a provided resource²; determine the speaker's point of view or purpose in a text³; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: determine the theme or central idea of an adapted grade-appropriate text; identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing); delineate/trace the authors argument and specific claims; use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase; use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing; analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text; determine the speaker's point of view or purpose in a text; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product
--	---	---	---

		form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	
--	--	--	--

INTRODUCTION

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

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These Definitions are consistent across the grades; however, there is an increasing progression of expectation across the four achievement levels. The Definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTORS, GRADE CONTENT SPECIFIC

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

Key for text colors within the Achievement Level Descriptors:

English Language Arts (ELA) and Mathematics

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, ¹ represents EU information at the Task 1 level, ² represents EU information at the Task 2 level, and ³ represents AP information at the Task 3 level.

Science and Social Studies

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, ¹ represents Participatory AP information at the Task 1 level, ² represents Supported AP information at the Task 2 level, and ³ represents Independent AP information at the Task 3 level.

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: understand same and different; understand that 60 minutes = 1 hour; count the number of tiles on all sides (the outer ring) and combine to determine the perimeter; identify ones, tens, and hundreds in bundled sets; multiply (x) and divide (÷) with concrete objects by making arrays; use counting and grouping to get the answers; group a set of objects into equal sets (division); count the number of the parts selected (e.g., three of the four parts; have fraction present but not required to read $\frac{3}{4}$) 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: count the number of sides a shape has²; use an analog clock to demonstrate the fractions of an hour¹; count the number of tiles on all sides (the outer ring) and combine to determine the perimeter¹; identify ones, tens, and hundreds in bundled sets¹; identify related problems ($2 \times 3 = 3 \times 2$)²; group a set of objects into equal sets (division)¹; recognize that fraction bars of equal lengths can be divided into different numbers of equal parts/units² 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify different examples of quadrilaterals³; match numerical time to shaded analog clocks²; understand the vocabulary and concepts of perimeter, sides, addition, +, gaps, and overlaps²; match vocabulary of ones, tens, and hundreds to digits in a number²; recognize multiplication as communicative and associative³; identify or draw a pictorial representation of an array that matches the set²; identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths³ 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: identify different examples of quadrilaterals; determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line; use addition to find the perimeter of a rectangle; use place value to round to the nearest 10 or 100; recognize multiplication as communicative and associative; model division as the inverse of multiplication for quantities less than 10; identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths
---	--	---	--

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify attributes within a two-dimensional figure (e.g., rectangles have sides: student identifies sides of rectangle- and angles, student identifies angles in rectangle); use real-world objects and manipulatives to create a line plot; given two decimals, identify which decimal is greater than the other; given a fraction (with a denominator of 10 or less), model the fraction with manipulatives in a rectangle or circle; create an array of sets (e.g., three rows of two objects) from a group of objects; identify ones, tens, hundreds, and thousands when given a number card; use manipulatives to combine sets and skip count to find the product 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify parallel and perpendicular lines within two-dimensional shapes²; use real-world objects and manipulatives to create a line plot¹; apply understanding of the symbols of $<$, $>$, and $=$ with whole numbers²; given a fraction (with a denominator of 10 or less), model the fraction with manipulatives in a rectangle or circle¹; create or identify an array that has up to five columns and up to five rows²; identify multiples of whole numbers using a hundreds chart²; identify ones, tens, hundreds, and thousands when given a number card¹; use manipulatives to combine sets and skip count to find the product¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify and sort objects based on parallelism, perpendicularity, and angle type³; use visual representations of fractions to add or subtract²; use $=$, $<$, or $>$ to compare two decimals (decimals in multiples of .10)³; compare the two models to determine if they are greater than, less than, or equal to one another²; use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models³; identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10...)³; using a number line or hundreds chart, locate a given number, then identify the closest 10, 100, 1000²; make rectangular arrays using base ten blocks (use a template as needed)-count base ten blocks to solve² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify and sort objects based on parallelism, perpendicularity, and angle type; solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots; use $=$, $<$, or $>$ to compare two decimals (decimals in multiples of .10); compare 2 given fractions that have different denominators; use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models; identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10...); use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands); solve a two-digit by one-digit whole number multiplication problem using two different strategies
---	---	--	---

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 5 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: identify a line plot; identify the origin (i.e., point of intersection of perpendicular lines); recognize part/whole when materials are divided into tenths; use change to represent less than one, with one being a dollar; understand that the numerator tells the number of parts and the denominator tells the type of parts (e.g., fourths, halves); show what happens to set when multiplied by 1 (1x) or some other whole number (2x); complete a pattern in a table 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify a line plot¹; identify the x- and y-axes²; count tenths to determine how many [e.g., four tenths; 0.4 (decimal present but need not be read)]²; use change to represent less than one, with one being a dollar¹; understand that the numerator tells the number of parts and the denominator tells the type of parts (e.g., fourths, halves)¹; show what happens to set when multiplied by 1 (1x) or some other whole number (2x)¹; identify a numeric pattern given a data set in a table² 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify correct data display on a line plot²; graph ordered pairs (coordinates)³; read, write, or select a decimal to the hundredths place³; understand that numbers to the right of the decimal represent a value less than one²; solve fraction problems using a picture, models, representation cards, number sentences, mathematical word problems, or a graphic representation²; recognize that when a number is multiplied by a number greater than one, the product will increase²; given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values³ 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week); graph ordered pairs (coordinates); read, write, or select a decimal to the hundredths place; round decimals to the next whole number; solve word problems involving the addition and subtraction of fractions using visual fraction models; determine whether the product will increase or decrease based on the multiple using visual fraction models; given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values
---	--	--	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 6 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: use objects or visual representations to determine if both sides of an equation are equal; use objects or pictures to solve equations with whole numbers; match a side of the net to its corresponding side on the three-dimensional shape; recognize the coordinates of labeled points on a coordinate plane; multiply using concrete objects; identify the smallest number and the largest number in the range; identify what a data point represents 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify equivalent number sentences²; use objects or pictures to solve equations with whole numbers¹; match a side of the net to its corresponding side on the three-dimensional shape¹; multiply a number by a whole number¹; use coordinates to identify points that have been plotted on a coordinate plane²; use a ratio to solve a measurement conversion problem²; use a number line to record responses in numerical order²; display the frequency of a data set on a line plot¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: evaluate whether sides of an equation are equal using models³; evaluate an expression using substitution (For example, using manipulatives, find the value of $x + 4$ when $x = 2$)²; demonstrate the surface area of rectangular prisms using visuals²; identify multiples of whole numbers using a hundreds chart with markers²; graph or identify points in all four quadrants of the coordinate plane, given a coordinate plane on graph paper³; solve one-step real-world measurement problems involving whole number unit rates when given the unit rate ("Three inches of snow falls per hour, how much falls in six hours?")³; find the range of a given data set³; plot a data point on a partially completed line plot (i.e., histogram, dot plot, stem and leaf) from a frequency table² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: evaluate whether sides of an equation are equal using models; solve an equation using substitution; find the surface area of the three dimensional figure by adding the areas of the shapes forming the two-dimensional nets; find the least common multiple of two whole numbers that are less than or equal to 10; graph or identify points in all four quadrants of the coordinate plane, given a coordinate plane on graph paper; solve one-step real-world measurement problems involving whole number unit rates when given the unit rate ("Three inches of snow falls per hour, how much falls in six hours?"); find the range of a given data set; display data on a line plot, such as dot plots, histograms or box plot
---	---	--	---

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 7 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.); use a grid placed over a circle to count the estimated area of the circle; given a scenario, students can use operations to solve problems. (For example: 10 students can fit on a school bus; 35 students have signed up for a field trip. How many buses do they need?); identify the placement of numbers in a ratio to the given context (the meaning of 5:1; five pencils each week); identify points on a graph in relationship to their situation; match the description to the image (normal, positive skew, negative skew); use items like coins to determine the probability of an outcome (1/2 heads) 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: create a pictorial array for the mathematical equation and match the answer symbol (+ or -), following multiplication or division rules for an equation²; use a grid placed over a circle to count the estimated area of the circle¹; solve real-world problems involving operations with rational numbers 0 to 100 ²; given a scenario, find the two quantities in a ratio and answer a question. (For example: Reece has 25 pencils that must last five weeks. How many pencils may he use each week?)²; identify points on a graph in relationship to their situation¹; match the description to the image (normal, positive skew, negative skew)¹; use items like coins to determine the probability of an outcome (1/2 heads)¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions and decimals)³; given a grid placed over a circle, have students count the number of squares that cover the circle. (have students combine partial squares as a part of the count)²; solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100 ³; solve one-step problems involving unit rates associated with ratios of fractions³; match a line with its proportional relationship²; given a graphed distribution of a set of data, identify a statement that describes the distribution²; identify or apply the formula for finding probability of an event (probability of an event 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions and decimals); estimate the area of a circle using graph paper; solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100; solve one-step problems involving unit rates associated with ratios of fractions; identify lines plotted on a coordinate plane that represent a proportional relationship; given graphed distributions of two sets of data, make statements comparing the two sets of data; determine the theoretical probability of compound events (e.g., two coins or two dice)
---	---	---	--

		happening = number of ways it can happen/total number of outcomes) ²	
--	--	---	--

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 8 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: use base ten blocks to multiply a single digit number by 10; identify parts of a line graph; use manipulatives or a graphic organizer to solve a problem; use the vertical line test to determine whether a line is a function or non-function; identify a linear function on a graph as one that forms a straight line; use manipulatives to demonstrate rotations, reflections, or translations; recognize corresponding points and sides in figures (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes); locate whole numbers on a number line 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: use base ten blocks to multiply a single digit number by 100 or 1000²; identify parts of a line graph¹; identify the solution to a system (i.e., find when the two lines on the same graph cross)²; locate input and output on a T-chart or function table²; identify a linear function on a graph as one that forms a straight line¹; match or identify when a two-dimensional drawing has been rotated, reflected, or translated²; describe circles, squares, rectangles, and triangles by telling about their shape, sides, lines, and angles²; locate whole numbers on a number line¹ 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: multiply single digits by the power of 10 using a calculator³; identify given coordinates (x, y) as a point on a graph²; use a T-chart or function table to determine at least four values of an equation²; identify a non-linear function on a graph as one that does not make a straight line²; perform rotations, reflections, and translations using pattern blocks³; recognize congruent and similar figures³; locate a decimal (or a fraction) on a number line² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: multiply single digits by the power of 10 using a calculator; define rise/run (slope) for linear equations plotted on a coordinate plane; identify the coordinates of the point of intersection for two linear equations plotted on a coordinate plane; graph the points of a function given the rule of a simple function and identifying four values of x and y; identify graphed functions as linear or not linear; perform rotations, reflections, and translations using pattern blocks; recognize congruent and similar figures; locate approximations of irrational numbers on a number line
--	--	--	---

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: match an equation with one variable to a real-world context; identify the point of intersection between two graphs (of a two-variable equation); translate word problems into equations or inequalities; match individual key features with the relationship between x and y values in a graph; pair domain numbers to positions on the x-axis of a coordinate plane; identify the concepts of steepness, rise and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators); identify the highest and lowest value in a data set given a number line and matching symbols (concept of range) 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify a graphed inequality that represents a real-world situation²; identify the point of intersection between two graphs (of a two-variable equation)¹; understand the following related vocabulary: more than, less than, equal, equation, inequality²; understand related vocabulary (increasing, decreasing, positive, negative; maximum, minimums, symmetry)²; understand coordinate planes²; identify the concepts of steepness, rise and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators)¹; identify the highest and lowest value in a data set given a number line and matching symbols (concept of range)¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems³; match the equation to its graph²; solve an equation with at least one variable²; select the graph that matches the description of the relationship between two quantities in the function³; given the graph of a function, determine the domain³; understand that “rise over run” means vertical change over horizontal change ($\Delta y / \Delta x$)²; identify the mode and the spread of the data using a line drawing of the distribution² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems; graph equations in two or more variables on coordinate axes with labels and scales; identify and interpret the solution of a system of linear equations from a real-world context that has been graphed; select the graph that matches the description of the relationship between two quantities in the function; given the graph of a function, determine the domain; describe the rate of change of a function using numbers; describe a distribution using center and spread
--	--	--	---

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

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

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: use coordinates to draw plane figures in a coordinate plane; match a model to the term rotations, reflections, and translations; select two objects that are the same shape; given two circles and a non-circle (oval, egg shape, etc.), identify the circles as similar; match a picture of the side with a picture of the shape; given a triangle or rectangle, determine the perimeter; identify a figure that represents a change in the original figure 	<p>recall with some successful performance</p> <ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: distinguish between translations, rotations, and reflections²; match a model to the term rotations, reflections, and translations¹; describe the characteristics of the two figures that are similar²; given two circles and a non-circle (oval, egg shape, etc.), identify the circles as similar¹; match a picture of the side with a picture of the shape¹; given a triangle or rectangle, determine the perimeter¹; identify which attribute has been changed when shown the original figure² 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself³; identify a transformation shown on a coordinate plane²; use proportions to compare figures based on side lengths to determine similarity²; using two circles of different sizes, place one on top of the other (translations) to prove the circles are similar by stretching or shrinking (dilations)²; identify the shape of a side(s) of a three-dimensional object²; using the identified formula and given coordinates, calculate the perimeter or area²; find the area or volume of a figure² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself; using previous comparisons and descriptions of transformations, develop and understand the meaning of rotations, reflections, and translations based on angles, circles, perpendicular lines, parallel lines, and line segments; determine if two figures are similar; compare the ratio of diameter to circumference for several circles to establish all circles are similar; identify shapes created by cross sections of two-dimensional and three-dimensional figures; use the distance formula to calculate perimeter and area of polygons plotted on a coordinate plane; describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed
--	---	--	---

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

INTRODUCTION

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

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These Definitions are consistent across the grades; however, there is an increasing progression of expectation across the four achievement levels. The Definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, GRADE CONTENT SPECIFIC

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

Key for text colors within the Achievement Level Descriptions:

English Language Arts (ELA) and Mathematics

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, ¹ represents EU information at the Task 1 level, ² represents EU information at the Task 2 level, and ³ represents AP information at the Task 3 level.

Science and Social Studies

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, ¹ represents Participatory AP information at the Task 1 level, ² represents Supported AP information at the Task 2 level, and ³ represents Independent AP information at the Task 3 level.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.

**FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS –
GRADE 5 SCIENCE**

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize that people use observation and actions to get answers to questions about the natural world; recognize the importance of making careful observations; recognize the weather conditions including hot/cold and raining/not raining during the day; recognize a source of light energy (Sun, light bulb); recognize a way to stop an object from moving; observe plants and animals and recognize how they are alike in the way they look; match common living things with their habitats 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify the result of a simple experiment²; recognize the importance of making careful observations¹; identify different types of precipitation, including rain and snow²; recognize a source of light energy (Sun, light bulb)¹; recognize a way to stop an object from moving¹; recognize the functions of the major parts of plants and animals²; match common living things with their habitats¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify the basic purpose of an experiment³; recognize that science knowledge is based on careful observations²; describe types of precipitation, including rain, snow, and hail³; recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle)²; recognize the source of a force (push or pull) used to stop an object from moving²; identify functions of plant and animal structures; for example, plant stem transports food to leaves, and heart pumps blood to parts of the body³; recognize that many different kinds of living things are found in different habitats² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify the basic purpose of an experiment; identify that science knowledge is based on observations and evidence; describe types of precipitation, including rain, snow, and hail; identify forms of energy, including heat, light, sound, electrical, and mechanical; identify that an opposing force (push or pull) is needed to prevent an object from moving; identify functions of plant and animal structures; for example, plant stem transports food to leaves, and heart pumps blood to parts of the body; identify features of common plants and animals that enable them to survive in different habitats (environments)
---	--	--	---

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 8 SCIENCE			
Level 1	Level 2	Level 3	Level 4
<p>This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with 	<p>This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance 	<p>This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance • Item setting that may reference home, school, and/or global community with the use of familiar 	<p>This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to:</p> <ul style="list-style-type: none"> • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize science as a way to solve problems about the natural world; recognize a way science is used in the community; recognize the Sun and stars as objects in space; recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold); recognize common acids as safe or harmful; recognize an example of a physical change, such as ice changing to water; recognize that food provides energy 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: recognize science as a way to solve problems about the natural world¹; recognize that science processes can be used to help people in the community and state make wise choices²; recognize the Sun and stars as objects in space¹; recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold)¹; recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties²; observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter²; recognize that food provides energy¹ 	<p>words and/or content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results²; identify ways that science processes can be used to make informed decisions in the community, state, and nation³; recognize that conditions on other planets in the Solar System are different than those on Earth²; observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties²; identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties³; observe and classify changes in matter as physical (reversible) or chemical (irreversible)³; recognize that plants and animals get energy from food² 	<p>or unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify a possible explanation (hypothesis) for a science problem; identify ways that science processes can be used to make informed decisions in the community, state, and nation; compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere; observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties; identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties; observe and classify changes in matter as physical (reversible) or chemical (irreversible); recognize that cells break down food to release energy
--	---	--	---

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

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

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results; match parts of common living things to their functions; recognize that plants and animals change as they age; recognize a food; recognize that living things produce offspring (reproduce); recognize what happens to plants and animals when they don't get enough food or water; recognize that plants and animals use water to live 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results¹; match parts of common living things to their functions¹; match fossils to related species²; recognize that new medicines and foods can be developed by science (biotechnology)²; recognize that living things produce offspring (reproduce)¹; recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate²; recognize that plants and animals use water to live¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results²; recognize that cells have different parts and each has a function²; identify that prehistoric plants and animals changed over time (evolved) or became extinct³; identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques³; recognize that cells reproduce by dividing²; identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators³; identify the important role of water in 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions; identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions; identify that prehistoric plants and animals changed over time (evolved) or became extinct; identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques; recognize that
---	---	--	---

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

		sustaining life of plants and animals ²	cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis); identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators; identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth
--	--	--	---

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

INTRODUCTION

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

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These Definitions are consistent across the grades; however, there is an increasing progression of expectation across the four achievement levels. The Definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, GRADE CONTENT SPECIFIC

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

Key for text colors within the Achievement Level Descriptions:

English Language Arts (ELA) and Mathematics

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, ¹ represents EU information at the Task 1 level, ² represents EU information at the Task 2 level, and ³ represents AP information at the Task 3 level.

Science and Social Studies

Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, ¹ represents Participatory AP information at the Task 1 level, ² represents Supported AP information at the Task 2 level, and ³ represents Independent AP information at the Task 3 level.

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess basic tasks, such as: recognize that the government has different parts; recognize a right of citizens guaranteed by law; recognize an authority to respond to a problem; recognize that the Supreme Court recognizes that all citizens are equal; recognize that the United States government has three parts; recognize that local, state, and federal governments provide services; recognize that the United States helps other countries 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: recognize the powers of the branches of government of the United States²; recognize a right of citizens guaranteed by law¹; recognize an authority to respond to a problem¹; recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education²; recognize the major function of the three branches of the United States government²; recognize that local, state, and federal governments provide services¹; recognize that the United States helps other countries¹ 	<ul style="list-style-type: none"> • Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government³; recognize the rights of individuals in the Bill of Rights²; recognize a problem in the local community and an authority to respond to that problem²; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona³; identify the major function of the three branches of the United States government established by the Constitution³; recognize major obligations and services of local, state, and federal governments²; recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps² 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> • Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government; identify the rights of individuals in the Bill of Rights and other amendments to the Constitution; recognize a problem in the local community and the appropriate governmental agency to respond to that problem; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona; identify the major function of the three branches of the United States government established by the Constitution; identify obligations and services of local, state, and federal governments; identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization
---	--	--	---

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – U.S. HISTORY EOC

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

<p>the use of familiar words or basic content specific words</p> <ul style="list-style-type: none"> Content specific items that assess basic tasks, such as: recognize that historians write about events; recognize characteristics of life during the Civil War; recognize employment options in America; recognize a contribution of Florida as it relates to American history; recognize that countries want to prevent wars; recognize a development in Florida, such as the space program; recognize that people act in violent and nonviolent ways to bring about change 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words Content specific items that assess tasks, such as: identify the importance of the use of authentic sources by historians to write about events²; recognize the major causes and consequences of the Civil War²; recognize employment options in America¹; recognize a contribution of Florida as it relates to American history¹; recognize that countries want to prevent wars¹; recognize key events in Florida, such as the construction of military bases and the development of the space program²; recognize that people act in violent and nonviolent ways to bring about change¹ 	<ul style="list-style-type: none"> Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events³; identify the major causes and consequences of the Civil War³; recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture²; recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War²; recognize that the League of Nations was formed to prevent wars²; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA³; recognize 	<p>unfamiliar words and content specific words</p> <ul style="list-style-type: none"> Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events; identify the major causes and consequences of the Civil War; identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture; identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War; identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA; identify important acts of key persons and organizations in
--	--	--	--

		important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X ²	the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X
--	--	--	--