

Florida Standards Alternate Assessment—Performance Task
Administration and Non Policy Questions
November 2015

The purpose of this document is to provide Alternate Assessment Coordinators and District Trainers with a consolidated list of questions and answers from the Florida Standards Alternate Assessment — Performance Task (FSAA—Performance Task) Train-the-Trainer workshops held October 20–22, 2015. The Florida Department of Education (FLDOE) will address policy questions in a separate document.

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FSAA—Performance Task Versus Florida Alternate Assessment (FAA)

1. What are the changes in the FSAA—Performance Task from the FAA?

Answer: Refer to the document titled “Florida Standards Alternate Assessment (FSAA)/Florida Alternate Assessment (FAA) Comparison Chart” for a summary of the changes between the two programs. The print-based document was provided in the blue folders distributed at registration; the PDF version is accessible on the training materials CD; and the PDF will be made available on the FSAA—Performance Task training Web site (URL will be provided to Alternate Assessment Coordinators separate from this document).

2. Is the FSAA—Performance Task more difficult for teachers to administer than the FAA?

Answer: It depends on each individual’s familiarity/comfort level with assessment in general in conjunction with the design and administration practices of the new FSAA—Performance Task program. For example, some of the design changes (e.g., alternative text embedded in the *Materials* column of the test booklet, doing away with the paper-based scannable student answer sheet, reduced number of cutout cards/strips for teachers to use during administration) support the idea that administration of the FSAA—Performance Task may be easier than administering the FAA. On the other hand, Alternate Assessment Coordinators and district trainers must understand considerations such as the different administration sessions (e.g., Session 1 versus Session 2 administration procedures), process for entering student responses into the FSAA Online System, the updated process for the return of secure test materials and so on.

FSAA—Performance Task Versus FSAA—Datafolio Trial

1. What do we need to know now about the FSAA—Datafolio, along with this information today, to discuss and recommend the different FSAA test formats at Individual Educational Program (IEP) meetings?

Answer: All questions related to participation in the trial administration of the 2015-16 FSAA—Datafolio should be routed to the Measured Progress Service Center.

Measured Progress Service Center Contact Information

Standard Hours:

Monday–Friday from 8:00 a.m. to 5:00 p.m. (EST)

Extended Hours are available February 15 – May 5, 2016:

Monday–Friday from 7:00 a.m. to 8:30 p.m. (EST)

Phone: (866) 239–2149

E-mail: FSAAServiceCenter@measuredprogress.org

Fax: (866) 283–2197

2. How will scores be determined for the FSAA—Datafolio?

Answer: All questions related to participation in the trial administration of the 2015–16 FSAA—Datafolio should be routed to the Measured Progress Service Center. Contact information is provided in the table above.

- How are students going to be identified for the FSAA—Datafolio in 2016-17?

Answer: Outcomes from the 2015–16 FSAA—Datafolio trial will be evaluated to modify the FSAA–Datafolio Participation Guidelines. The target goal is for this information to be available to Florida educators in spring 2016 so that IEP teams can evaluate and decide whether students should participate in the FSAA—Datafolio or FSAA—Performance Task in 2016–17.

Testing Schedule

- What are the FSAA—Performance Task testing window dates?

Answer: The spring 2016 FSAA—Performance Task Administration Schedule is outlined below:

| | |
|--|--|
| Elementary and Middle School (Grades 3–8) Student Testing Window | February 29–April 15, 2016 |
| High School ELA (Grades 9 & 10) and EOC (Algebra 1, Geometry, and Biology 1) Student Testing Window | Upon receipt of materials* through April 29, 2016 |

*The schedule for high school ELA and End-of-Course (EOC) testing is dependent on the receipt of test materials. Due to Florida’s spring break schedules, districts listed in Table 1 will receive high school ELA and EOC test materials before other Florida districts.

**Table 1: Florida Districts With a Delivery Window of March 15–17, 2016
(Grades 9 & 10 ELA and EOC Assessments)**

| | | | |
|--------------|-------------------------------|------------|------------|
| ALACHUA | FAU CHTR SCH (ST LUCIE) | LEVY | SEMINOLE |
| BAKER | FAU LAB SCH (PALM BEACH) | LIBERTY | ST. JOHNS |
| BAY | FL VIRTUAL | MANATEE | ST. LUCIE |
| BRADFORD | FRANKLIN | MARION | SUMTER |
| BREVARD | FSU CHTR SCH (PEMBROKE PINES) | MONROE | SUWANNEE |
| BROWARD | GILCHRIST | NASSAU | UF LAB SCH |
| CALHOUN | GULF | OKALOOSA | UNION |
| CITRUS | HAMILTON | ORANGE | VOLUSIA |
| COLUMBIA | HENDRY | PALM BEACH | WALTON |
| DADE | INDIAN RIVER | PASCO | WASHINGTON |
| DEAF/BLIND | JACKSON | PINELLAS | |
| DUVAL | LAFAYETTE | POLK | |
| ESCAMBIA | LAKE | PUTNAM | |
| FAMU LAB SCH | LEE | SANTA ROSA | |

Districts in Table 2 will receive high school ELA and EOC test materials after spring break.

**Table 2: Florida Districts With a Delivery Window of March 21–23, 2016
(Grades 9 & 10 ELA and EOC Assessments)**

| | | | |
|-----------|--------------|------------|--|
| CHARLOTTE | GLADES | LEON | FSU CHTR SCH (TALLAHASSEE) spring break: March 14-21, 2016 |
| CLAY | HARDEE | MADISON | |
| COLLIER | HERNANDO | MARTIN | |
| DESOTO | HIGHLANDS | OKEECHOBEE | |
| DIXIE | HILLSBOROUGH | OSCEOLA | OSCEOLA |
| FLAGLER | HOLMES | SARASOTA | SARASOTA |
| GADSDEN | JEFFERSON | TAYLOR | WAKULLA |

2. How are the FSA and FSAA—Performance Task administration schedules different?

Answer: The FSAA—Performance Task administration window is outlined in the answer to question #1 in this section. There is some degree of overlap between FSAA and FSA. Detailed information for the FSA is available on the FLDOE Web site:
(<http://www.fldoe.org/core/fileparse.php/5663/urlt/1516StatewideAssessmentSchedule.pdf>).

3. Does the testing window need to be different for EOCs? Why aren't EOCs tested at the very end of the school year?

Answer: The schedule for FSAA—Performance Task EOC testing is as late as possible in the school year to maximize the opportunity for instruction. It is also important to provide teachers with enough time to administer an EOC-based assessment. Per 1008.22, Florida Statutes (<http://www.leg.state.fl.us/statutes>), assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than the week of June 8. All of these considerations are taken into account when developing the FSAA—Performance Task EOC testing schedule.

Teacher Training

1. Will districts receive *FSAA—Performance Task Administration Manuals* (TAMs) for the purpose of conducting training with teachers?

Answer: The PDF version of the TAM was distributed to Train-the-Trainer workshop attendees on November 2, 2015. Each district will receive print-based TAMs on November 18, 2015.

2. Will individuals with prior FAA administration experience need to attend all-day training and/or a face-to-face (F2F) training?

Answer: **All** teachers who will administer the spring 2016 FSAA—Performance Task will need to attend some form of training. F2F training is recommended for those teachers with prior FAA training; however, the minimum requirement is for teachers to participate in the three online Administration Training modules (available as of December 1, 2015) and the Online System Training modules (available as of February 1, 2016). Alternate Assessment Coordinators and/or district trainers are required to provide teachers with the opportunity to ask follow-up questions to ensure teachers have a solid understanding of assessment practices.

3. Are there any special requirements for teachers who have no prior experience with the FAA? What is the recommended length of training for new teachers?

Answer: **All** teachers who are new to alternate assessment **MUST** attend F2F training. Alternate Assessment Coordinators/District Trainers can complete F2F training in a single session (estimate 4–6 hours) or the training can be broken up into multiple (shorter) training sessions as needed.

4. Has online training changed? Is there any online update training?

Answer: Online “update” training originally offered as part of the former Florida Alternate Assessment program is not available for 2015–16.

There are two types of training modules that will be available to Florida educators:

- **Administration Training** modules will be available as an online resource to all Florida educators on December 1, 2015
- **Online System Training** modules will be available on February 1, 2016

Each training module will be approximately 20–30 minutes in length.

The modules will remain open until April 4, 2016.

Alternate Assessment Coordinators are responsible for ensuring that teachers complete FSAA—Performance Task administration training. Alternate Assessment Coordinators must provide full F2F training at the school/district level for all teachers who are still in need of training prior to teachers administering the FSAA—Performance Task in spring 2016

5. Can teachers use old practice materials (from the FAA) for the FSAA?

Answer: No. The design of the FSAA is different from the FAA. Alternate Assessment Coordinators and District Trainers should advise teachers to destroy old copies of FAA practice materials.

Teachers should use and retain 2015–2016 FSAA—Performance Task Practice Materials. These newly designed practice materials provide teachers and students the opportunity to become familiar with the assessment materials, the administration of the assessment, the type of preparation needed by the teacher, the anticipated student mode of communication to answer selected and open-response items, pacing, administration duration, and more.

6. Are the practice materials available online?

Answer: New for 2015–16, practice materials will be available in print-based and online formats. Teachers are encouraged to use paper-based practice materials to become familiar with administration practices, item format, preparation for the assessment, pacing, etc. A limited supply of print-based practice materials will be distributed to Alternate Assessment Coordinators on December 3 and 4, 2015; teachers can also prepare print-based materials by going to the FSAA training Web site. The URL for the Web site will be provided separately.

Practice test items will also be available in the online interactive system mid- to late December 2015. The goal of administering in the online format is for teachers to 1) “try out” the online accommodations (i.e., color contrast, screen reader) with their students and 2) sample the online environment with students to determine if online administration would be appropriate for 2016–17.

7. How difficult or easy is it to change color contrast and other accommodations within the system after starting test administration? Can I (the teacher) make changes to accommodations in the moment or do I need to exit out of the test and then resume using new accommodations?

Answer: Teachers may select from a list of accommodations prior to starting each test. The accommodations are turned on as the default setting. After starting the test, the teacher can select the preferred color before administering test items to the student. All accommodation tools will be reviewed in a practice material tutorial that will be made available with the release of the online practice test.

8. Will the practice materials within the online system be turned off at any point in time?

Answer: Practice materials items are available 24/7/365 via Guest Access on the FSAA Online System login page (URL will be provided separate from this document) and will not be turned off. Teachers are encouraged to practice the tasks in the system with their students throughout the school year.

9. Will braille/tactile practice materials be shipped to the districts for graphic materials based on our orders for operational materials?

Answer: Measured Progress will review the accommodated braille/tactile and tactile only orders submitted to the Piedra Data Services Pre-Order Materials Web site to determine the quantity and type of accommodated practice material orders. For this reason, accommodated practice materials will not arrive in districts until January 2016.

Administration

1. What does the physical layout of materials look like for testing?

Answer: Most materials will be of similar size to the FAA in prior years (e.g., test booklet and passage booklet are each 8.5" x 11" and there may be some small cutout cards and/or strips for certain grade/content areas).

New for 2015–16, the response booklet will be printed on legal-size paper (8.5" x 14").

2. How will students who typically score a level one (with physical assistance) be tested this spring?

Answer: Students will continue to participate in the FSAA—Performance Task as they would in prior years. Scaffolding is permitted at Task 1 only with the understanding that only one level of scaffolding is completed (the student selects from two response choices). Hand-over-hand guidance is no longer permitted.

3. What is the anticipated time needed per student for administration of the assessment?

Answer: The FSAA—Performance Task is an untimed test. The time it takes each student to complete a grade/content FSAA—Performance Task test will vary. For example, some students may need to complete testing in short periods of time over the course of multiple days while other students may be able to complete an entire session in one sitting. The teacher will need to factor this into his or her schedule for testing each student.

Please encourage teachers to participate in the annual Administration Survey so that Measured Progress and FLDOE can effectively capture the amount of time it takes students to participate in the spring 2016 administration of the FSAA—Performance Task.

4. Can a Board Certified Behavior Analyst® (BCBA) administer the FSAA—Performance Task?

Answer: A BCBA who is familiar with the student and has been trained in FSAA—Performance Task administration procedures may administer the alternate assessment.

5. Will a screen reader be used or will a person be reading test items to the student?

Answer: Paper-based test materials will be used during the administration of the spring 2016 FSAA—Performance Task; therefore, each teacher will continue to administer test items by reading aloud the tasks to each student.

6. How will the change in ELA and Mathematics Access Points for FSAA, affect the levels of complexity (Participatory, Supported, and Independent)?

Answer: The FSAA design will continue to include three levels of complexity for each item set. The levels within an item set will now be labeled as Task 1, Task 2, and Task 3. Task 3 (highest level of complexity) is written to the FS-AP while Task 1 and Task 2 are written to the EUs at decreasing levels of complexity.

7. What are the changes to the scaffolding procedure?

Answer: New for 2015–16, there is only one level of scaffolding—no hand over hand. In addition, scaffolding is only administered in Sessions 1 and 2 for Task 1 items only. It is not utilized in Session 3 (Writing). Please refer to page 30 of the 2015–16 *FSAA—Performance Task Administration Manual* for further guidance.

8. What is the purpose of scaffolding to one level instead of two levels like previous years?

Answer: In previous years of the FAA, students were led to the correct answer in the second level of scaffolding. Although this level of support provided valuable information regarding participation, it did not provide information about students’ understanding of the concept being assessed. For future administrations of the FSAA (2017 and beyond) the Datafolio may be a more meaningful measure when assessing participation for students who are functioning at a pre-symbolic/pre-academic access level.

9. Are there any changes to accommodations?

Answer: New this year, the FSAA is available as a contracted braille/tactile and tactile only formats. Uncontracted braille/tactile and one-sided formats will continue to be available.

10. Will students be able to use calculators on the assessment?

Answer: Calculators are permitted (if the student uses a calculator during normal daily instruction) unless the test item explicitly indicates that calculators are not permitted.

Writing Prompt

1. Is there a writing component included in the ELA for grades 4, 8, and 10 only?

Answer: The FSAA—Performance Task includes a new writing design intended to assess a student’s ability to compose a product in response to text. Writing will be assessed in all grades 4–10. The writing prompts, which are being field-tested in 2016, will include two levels of cognitive demand:

- The lower-level writing prompt includes a series of five selected-response questions in response to text. The series of selected-response questions will lead a student to a full writing product; for example, the student will identify the topic, opening sentence, supporting details, and a conclusion.
- The higher-level writing prompt includes an open-response format where the student is asked to respond to text utilizing his or her primary mode of communication.

2. Can students use online resources (software such as First Author, Co-Author, Vizzle, etc.) for word banks to complete writing tasks or do students strictly need to type in a Word document program?

Answer: As long as students can continue to compose writing and potentially respond incorrectly without the system auto-correcting student work, students can use online resources like those mentioned above to compose a response to writing tasks.

3. Will we receive a list of writing topics?

Answer: The *Topic and General Vocabulary List* will be available to Alternate Assessment Coordinators on December 1, 2015. Each grade-level list will include six potential topics and a list of 10–15 general vocabulary words.

The *Form-Specific Vocabulary List* will be included on the inside cover of the student’s test booklet. This list will include 20–50 vocabulary words that can be made accessible to the student during the administration of the open-response writing prompt. For example, if a student is assigned Grade 5 Form C, the Form-Specific Vocabulary List will provide a list of vocabulary words relevant to the Grade 5 Form C open-response writing prompt. The teacher should present the recommended vocabulary in the format (i.e., words, pictures, objects) that is most familiar to the student. The intent for providing the Form-Specific Vocabulary List is to ensure that all students have the opportunity to compose a response by providing access to vocabulary. The intent is not to pre-teach this provided vocabulary.

4. Are there going to be guidelines on including distractors for administering the Task 2 Writing Prompt to students who use augmentative and alternate communication devices?

Answer: Teachers are not able to make the test error-free—students need to be able to have enough choices to compose a correct or incorrect response. Please refer to pages 51–54 of the 2015–16 *FSAA—Performance Task Administration Manual* for guidance.

5. How will ELA—Writing Responses be entered into the online system?

Answer: Measured Progress and FLDOE are working to create a procedural guide to help teachers understand the process for uploading or entering a student’s writing product into the online system.

End-of-Course Testing

1. Which End of Course (EOC) tests will be available for spring 2016?

Answer: The following EOCs will be ready for the spring 2016 administration of the FSAA-Performance Task: Algebra 1, Geometry, and Biology 1.

2. What will the EOCs look like?

Answer: Each operational test EOC kit will be available as a standalone kit—that is, Algebra 1 is a separate kit from Geometry and so on. The content will be different based on the standards taught within each respective Access EOC.

3. Do students in high school have to complete the FSAA grade-level tests *and* EOCs?

Answer: All students in grades 9 and 10 will be required to be assessed in ELA. ELA is tested as a standalone FSAA grade-level test in high school for grade 9 and grade 10.

Students participate in EOC testing (Algebra 1, Geometry, and/or Biology 1) only after the student has completed the Access Course. Some students will be administered both the ELA and EOC test(s).

4. Will EOC tests be delivered directly to schools or the district testing center?

Answer: Test materials will be sent to each district's testing center.

5. Will EOC testing be expanded to other courses?

Answer: Currently, the plan is for U.S. History and Civics to be available in 2016–17. Algebra 2 will not be tested in 2016–17 and is under consideration for 2017–18.

6. If my student is a 12th grader who is earning a special diploma and enrolled in Access Geometry, does this student need to take the Access EOC test for geometry?

Answer: All students, regardless of age or grade, should participate in EOC testing after the student has completed the Access course.

FSAA Online System

1. Is the spring 2016 administration of the FSAA—Performance Task computer-based or paper-based?

Answer: The administration of the 2016 FSAA is paper-based. Teachers will interact with the online system to complete a student verification process and enter student responses into the FSAA Online System.

2. If the spring 2016 administration of the FSAA—Performance Task is not computer-based, then will the test be online?

Answer: Teachers will use the FSAA Online System to administer operational test items to students in spring 2017.

3. What platforms will be supported for the computer-based test (e.g., Windows, Apple)?

Answer: Measured Progress will provide a list of compatible hardware and technical requirements for the FSAA Online System.

4. It is possible for teachers to make mistakes entering scores. How do we ensure the correctness of scores? Is there a way for someone to double-check input?

Answer: To clarify, teachers will enter student responses, not scores, into the online system. Teachers should verify each response selection prior to moving to the next item. Measured Progress is currently evaluating options that may be available for a secondary review of all entries prior to submission.

5. Will the computer system kick out mistakes (e.g., double answers or skipped questions)?

Answer: The system will not permit teachers to “double bubble” unless the Student Response required two answers. If the student provided no response to a task, the teacher will not enter a response and select NEXT in the system to obtain the next item.

6. Can one person in the district upload all student responses in the online system?

Answer: Yes, but that would be incredibly burdensome for one person. Ideally, the individual entering student responses into the online system is a certified or licensed educator knowledgeable with FSAA—Performance Task administration procedures.

7. ELA is comprised of three sessions. Do I have to enter all sessions into the computer at one time or can I enter responses for one session and come back later to enter responses for other sessions?

Answer: Teachers may enter student responses into the online system one session at a time. The test will pause when the teacher exits and will then give the teacher the option to resume at a later time to continue entering responses.

8. What kind of technology requirements are needed for online scoring? Is there a specific browser or other requirements known? What platforms will be supported (e.g., Windows, Apple)?

Answer: Teachers will enter student responses; they will not score test items. Measured Progress will provide technical requirements for the online system to Florida educators separate from this Q&A document.

9. Is the student attached to only one teacher or can a student be attached to multiple teachers?

Answer: A student can be assigned to different teachers for different subjects, although not required. For example, a student can be assigned to Teacher A for ELA and Teacher B for Mathematics. A student cannot be assigned to multiple teachers for one content area (e.g., student assigned to Teacher A and Teacher B for ELA).

10. How will test administrator accounts be created for the online system?

Answer: Alternate Assessment Coordinators will submit a file to Measured Progress at the end of December 2015 so that district-level accounts can be created. Measured Progress will provide Alternate Assessment Coordinators with login credentials to the FSAA Online System. Alternate Assessment Coordinators will then share the information with District Test Coordinators.

11. What is the process for teachers to log into the system to record students' results/scores?

Answer: Detailed procedures and related information will be distributed to Florida educators on February 1, 2016.

12. Can teachers directly input student responses into the online system during test administration instead of capturing student responses within the test booklet and entering student responses into the online test system at a later time?

Answer: Teachers must record student responses into the test booklet. The test booklet serves as print-based evidence that can be used as a reference tool to double check, review, reflect upon, etc. Responses are then entered into the FSAA Online System at a later time.

FLDOE strongly discourages the approach of teachers entering student responses directly into the FSAA Online System.

Security/Scoring/Reporting

1. What are the security parameters for the tasks?

Answer: All FSAA components will need to be locked in the designated secure area by the appropriate school-based test coordinator or designee.

2. What is the best way to get rid of old FAA practice materials?

Answer: Practice materials are not secure; therefore, the materials can be discarded, recycled, or shredded in the most efficient way based on district practices.

3. Will it be possible to score a zero with the new scaffolding procedures?

Answer: Yes, it is possible. Raw scores and percentile ranking are likely to be reported with the understanding that some sort of explanatory verbiage may support the score.

4. How has the scoring changed?

Answer: Teachers will enter the student's response into the online system; they will not directly score the student's response. Writing Prompt 2 will be hand-scored by trained scoring professionals at Measured Progress.

Resources

1. How do Alternate Assessment Coordinators order EOC materials?

Answer: Piedra Data Services sent Alternate Assessment Coordinators a memo and user guide outlining the process to update shipping information and to order materials. Please note: This ordering window closed on November 2, 2015. Contact Piedra Data Services by phone (305) 254-9996 or e-mail fl-alt@piedradata.com with questions.

2. What is (was) the last possible date to order accommodated test materials?

Answer: The Accommodated Materials Ordering Window closed on November 2, 2015:

Contact Piedra Data Services by phone (305) 254-9996 or e-mail fl-alt@piedradata.com with questions.

3. We are currently ordering EOC materials; when do we order others?

Answer: Operational test materials will be provided based on Survey 2 and verified data. The exception to this is EOC and accommodated materials orders. Additionally, districts will receive an overage of materials to accommodate unforeseen changes. Contact Piedra Data Services by phone (305) 254-9996 or e-mail fl-alt@piedradata.com if additional materials are needed.