Florida Alternate Assessment Technical Report 2012–13

Prepared by Measured Progress for the
Florida Department of Education

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CHAPTER 1 CURRENT YEAR UPDATES

The Florida Alternate Assessment remains largely unchanged for 2012–13. A minor change was made to the Materials column of the Test Booklets; any classroom materials educators must gather for assessment administration are now listed below the heading "Teacher-gathered" in the Materials column. The intent was to ensure all educators who administer the assessment are aware of any classroom resources (e.g., counters) that need to be gathered prior to the administration of the item. Additional information is available in Chapter 3.

The Florida Alternate Assessment Administration Manual with a print date of September 2012 was updated to include an appendix detailing instructions for adapting assessment administration for students with visual impairments. Additional information is available in Chapter 5.

The specifications document, *Florida Alternate Assessment Test Designs, Blueprints, and Item Specifications for Reading, Writing, Mathematics, and Science 2012–2013 Assessment,* was updated to reflect the standards of common-eligible and field-test items. Additional information is available in Chapter 3.

1.1 VALIDITY STATEMENT

This report describes several technical aspects of the Florida Alternate Assessment in an effort to contribute to the accumulation of validity evidence to support Florida Alternate Assessment score interpretations. Because the interpretations of test scores, not the test itself, are evaluated for validity, this report presents documentation to substantiate intended interpretations (AERA, APA, & NCME, 1999). Each section in this report contributes important information to the validity argument by addressing one or more of the following aspects of the Florida Alternate Assessment: test development, test alignment, test administration, scoring, reliability, performance levels, and reporting.

Validity evidence for the Florida Alternate Assessment is documented in technical reports for each administration year of the alternate assessment. Technical reports for administration years prior to the 2009–10 administration are available through the Florida Department of Education (FLDOE) Bureau of Exceptional Education and Student Services (www.fldoe.org/ese) and technical reports from the 2009–10 administration to the present are available online (www.fldoe.org/asp/altassessment.asp). Validity evidence is also available in *Florida Alternate Assessment Validity Studies 2008–2009*, which reported the results of research studies

completed for the FLDOE in that year. The results of research studies conducted in 2011–2012 are reported separately in *Florida Alternate Assessment Item Characteristics Study: Analysis of Item Response Data Summary of Results 2011–12* and *Florida Alternate Assessment Student Growth Study: Summary of Results 2011–12*. Collectively, the research studies investigated a number of technical aspects of Florida's alternate assessment system, including validity, reliability, and models to measure the learning gains of students who take the Florida Alternate Assessment. Research study reports for the Florida Alternate Assessment are available online (www.fldoe.org/asp/altassessment.asp).

The Florida Alternate Assessment outlined in this report is based on, and aligned to, the Next Generation Sunshine State Standards Access Points in reading, writing, mathematics, and science. Intended inferences from the Florida Alternate Assessment results refer to student achievement on Florida's reading, writing, mathematics, and science content standards. These alternate achievement inferences are meant to be useful for program and instructional improvement and as a component of school accountability.

Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999) provides a framework for describing sources of evidence that should be considered when constructing a validity argument. These sources include evidence based on the following five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different *aspect* of validity, they are not distinct types of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

CHAPTER 2 OVERVIEW OF THE FLORIDA ALTERNATE ASSESSMENT

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

To provide an option for the participation of all students in the state's accountability system, including those for whom participation in the general statewide assessments (the Florida Comprehensive Assessment Test® [FCAT/FCAT 2.0], Comprehensive English Language Learning Assessment [CELLA], and End of Course Assessments [EOCs]) is not appropriate, even with accommodations, Florida has developed the Florida Alternate Assessment. The design of the Florida Alternate Assessment is based on the Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities in reading and language arts, mathematics, and science. Access Points represent the essence of the Next Generation Sunshine State Standards with reduced Levels of Complexity— Participatory, Supported, and Independent—with the Participatory level being the least complex. The Florida Alternate Assessment was developed to allow students an opportunity to advance through all three levels of complexity per item. This tiered progression provides students the opportunity to work to their potential for each item in each content area. The process is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the wide diversity of students with significant cognitive disabilities. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment.

2.1 HISTORY OF THE FLORIDA ALTERNATE ASSESSMENT

Florida's focus on educational accountability began in 1991 with its school improvement and accountability legislation. The intent of this legislation was to ensure higher levels of achievement for all students and more accountability for schools. In 1996, the State Board of Education adopted the Sunshine State Standards and the FCAT was authorized by the legislature. During this same time period, efforts were made to build capacity within school districts to develop and implement local alternate assessment tools for students for whom the FCAT is not appropriate. In 1999, the legislature passed the A+ Plan for Education, which increased standards and accountability for students, schools, and educators. The assessment system

included reading and mathematics in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. The development of a school grading system was implemented in 1999 and a system for calculating individual academic growth over the course of a year commenced in 2000. In 2002, the Florida Alternate Assessment Report (FAAR) was developed to provide information on the progress of students with disabilities using the Sunshine State Standards for Special Diploma academic standards. Teachers used the FAAR as a reporting mechanism that reflected student progress on the standards based on locally determined assessments. The FAAR was intended to function as a uniform tool for reporting the outcomes of assessment data for students in grades 3 through 11.

In 2005, Florida began the process of revising the Sunshine State Standards. As part of this revision, Access Points for students with significant cognitive disabilities were developed. These Access Points represented the core intent of the standards with reduced levels of complexity. The work of developing Access Points for the expansion of the Sunshine State Standards was funded by the State of Florida (FLDOE Bureau of Exceptional Education and Student Services) and organized by staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Education Consortium and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. The Access Points writing groups comprised parents, teachers, and university personnel with special education and content expertise. In conjunction with this activity, in 2007 Florida began to design and develop a statewide alternate assessment based on alternate achievement standards. The intent was to replace the FAAR system of local assessments and state reporting aligned to previous standards with a new statewide assessment aligned to the newly adopted Access Points. An Advisory Committee, representing the perspectives of teachers, parents, and administrators, provided input during the development of the assessment.

Currently, Florida provides four statewide assessments: the general assessment (FCAT/FCAT 2.0), CELLA, EOCs, and an alternate assessment based on alternate achievement standards (Florida Alternate Assessment). For the Florida Alternate Assessment, reading and mathematics are assessed in grades 3 through 10; writing assessments take place in grades 4, 8, and 10; and science assessments occur in grades 5, 8, and 11.

2.1.1 Core Beliefs

The mission of the FLDOE is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employment settings, and to contribute to society. The core beliefs of the FLDOE are as follows:

- All students can learn.
- All students should have access to the general curriculum.
- All students should be challenged.
- All students should have opportunities to demonstrate what they know and can do.

2.1.2 Stakeholders

Many stakeholders are involved in the development of the Florida Alternate Assessment. An Advisory Committee, comprising teachers, parents, and administrators, convenes in the spring and fall to provide recommendations for changes to the Florida Alternate Assessment. A bias and sensitivity work group, comprising general and special education teachers, specialists, and administrators, gathers in the spring to review passages prior to the start of item development for the reading assessment. Content and bias work groups, composed of general and special education teachers, specialists, and administrators, convene in the summer to review newly developed items for content or bias and sensitivity. Each reading, writing, mathematics, and science content group reviews items for content, alignment to the Access Points, appropriateness for the population of students being assessed, and ratings of item complexity (i.e., Depth of Knowledge and Presentation Rubric indices). Separate bias and sensitivity groups review the reading, writing, science, and mathematics items. Stakeholder lists can be found in Appendix A.

2.2 PURPOSES OF THE FLORIDA ALTERNATE ASSESSMENT

Consistent with the state's general assessment programs (FCAT/FCAT 2.0), the purposes of the Florida Alternate Assessment are as follows: (1) to assess the annual learning gains of each student toward achieving the Next Generation Sunshine State Standards Access Points appropriate for the student's grade level; (2) to provide data for making decisions regarding school accountability and recognition; (3) to assess how well educational goals and curricular standards are met at the school, district, and state levels; (4) to provide information to aid in the evaluation and development of educational programs and policies; and (5) to provide information about the performance of Florida students compared with that of other students across the United States.

2.3 USES OF THE FLORIDA ALTERNATE ASSESSMENT

Florida Alternate Assessment results are provided at the student, school, district, and state levels. Interpretative brochures for parents and teachers are sent to schools with the Florida Alternate Assessment Student Score Reports. Educators, parents, and students are encouraged to use the reported scores to inform instruction and chart student progress in meeting the Next Generation Sunshine State Standards Access Points.

Results of the Florida Alternate Assessment show educators how students with significant cognitive disabilities are progressing toward learning the knowledge and skills contained in the Access Points. The results can be used to assist Individual Educational Plan (IEP) teams in developing annual goals and

objectives. The IEP team should examine the results in conjunction with other information—such as progress reports, report cards, and parent and teacher observations—to see what additional instruction, supports, and aids are needed and in what areas.

The results can also be used to improve instructional planning. For example, a student whose performance suggests mastery of Access Points at the Participatory level of complexity may be ready for work that is more difficult, and instructional planning will likely focus on Access Points at the Supported level of complexity. Students' scores may also indicate a need for adjustments to the curriculum or for the provision of additional student supports and learning opportunities.

2.4 FLORIDA ALTERNATE ASSESSMENT PARTICIPATION

The Florida Alternate Assessment is based on alternate achievement standards and designed specifically for students with significant cognitive disabilities. Florida offers three state assessment options for students with disabilities: participating in the FCAT/FCAT 2.0 without accommodations, participating in the FCAT/FCAT 2.0 with accommodations, or participating in the Florida Alternate Assessment. Students who meet the criteria to participate in the Florida Alternate Assessment are unable to participate in the FCAT/FCAT 2.0 programs even with accommodations and are working on content standards with reduced levels of complexity that are measured against alternate achievement standards. IEP teams are responsible for determining whether students with disabilities will participate in alternate assessment. The IEP team should consider the student's present level of educational performance in reference to the Next Generation Sunshine State Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations. In order to facilitate informed and equitable decision making, IEP teams should answer each of the questions listed in Table 2-1 when determining whether a student should participate in the Florida Alternate Assessment.

Table 2-1. 2012–13 Florida Alternate Assessment: Participation Checklist

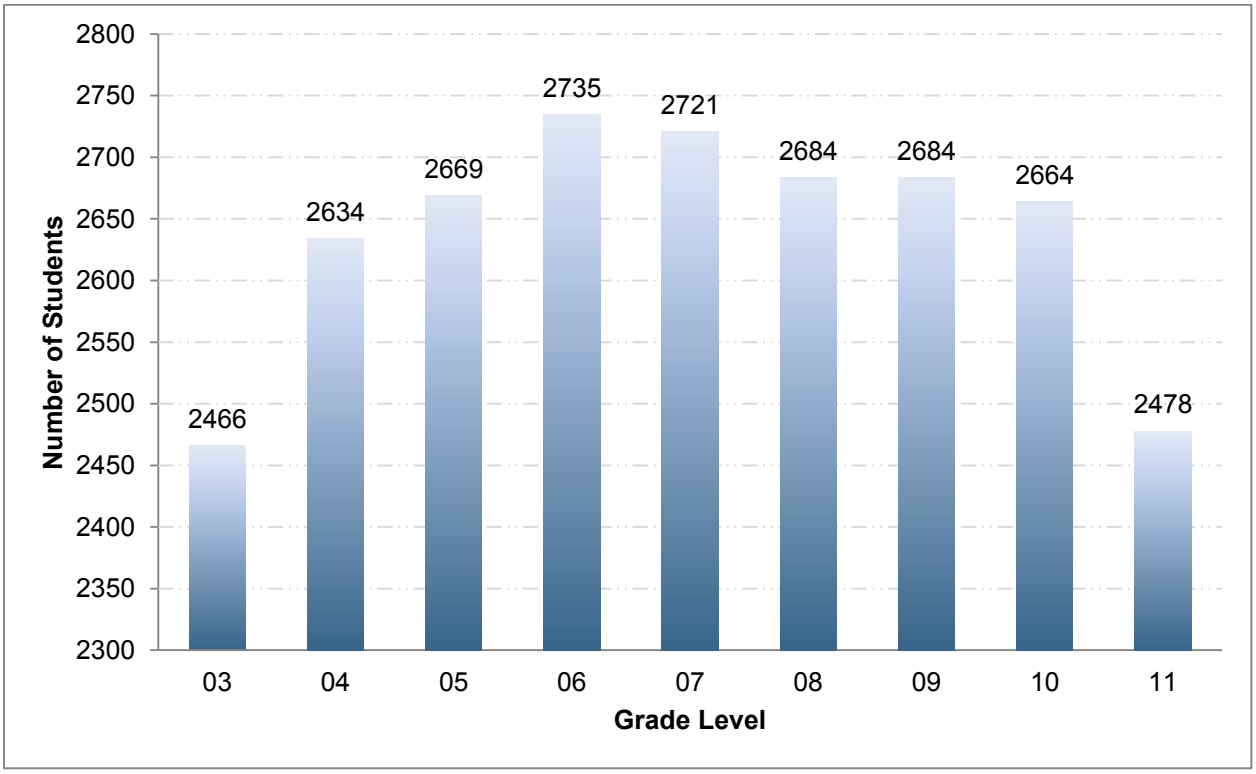
Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Participate in the Statewide Assessment Program	*YES*	*NO*
1. Does the student have a significant cognitive disability?	_____	_____
2. Is the student unable to master the grade-level, general state content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

If the IEP team determines that a "yes" response to all four of the questions accurately characterizes a student's current educational situation, then the Florida Alternate Assessment should be used to provide

meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

Furthermore, if the decision of the IEP team is to assess the student through the Florida Alternate Assessment, the parents of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment. A technical assistance paper and assessment participation checklist providing guidance regarding the recent revision of Rule 6A-1.0943(4), Florida Administrative Code, effective July 1, 2010, can be accessed online (www.fldoe.org/asp/altassessment.asp). Figure 2-1 shows 2012–13 participation rates for the Florida Alternate Assessment. Summary of participation rates by demographic category can be found in Appendix B.

Figure 2-1. 2012–13 Florida Alternate Assessment: Number of Students Assessed by Grade Level



SECTION II TEST DEVELOPMENT, ADMINISTRATION, SCORING, AND REPORTING

CHAPTER 3 TEST CONTENT

3.1 HISTORY OF ALTERNATE ACHIEVEMENT STANDARDS AND ACCESS POINTS

Designed specifically for students with significant cognitive disabilities, the Florida Alternate Assessment is a performance-based test that is aligned with the State Standards Access Points for reading and language arts (reading and writing), mathematics, and science. The assessment measures student performance based on alternate achievement standards. Access Points represent the essence of the State Standards with reduced levels of complexity—Participatory, Supported, and Independent—with the Participatory level being the least complex.

In 2005, the development of Sunshine State Standards Access Points in reading and language arts and mathematics was funded by the Bureau of Exceptional Education and Student Services and organized by staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Education Consortium and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. To begin this process, school districts were invited to nominate participants from across the state—including exceptional student education teachers, general education teachers, teachers of English language learners, and parents—to write draft Access Points for three levels of complexity: Participatory, Supported, and Independent. The draft Access Points were aligned to the benchmarks for the 1996 Sunshine State Standards. In December 2005, the Access Points for reading and language arts and mathematics were posted for public review in an online survey. A total of 164 people responded to the reading and language arts survey and 42 responded to the mathematics survey.

Beginning in January 2006, staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Educational Consortium and the Accommodations and Modifications for Students with Disabilities Project at Florida State University worked together to align the draft Access Points for reading and language arts to the revised benchmarks of the Sunshine State Standards. Throughout the process, teachers and university personnel with expertise in reading and language arts and those with expertise in curriculum for students with disabilities were consulted, although no formal writing team was established. In April 2006, the Access Points were included in an online survey with the revisions to

the reading and language arts Sunshine State Standards and were aligned with further revisions to the general education standards. The final draft of the reading and language arts Access Points was adopted by the State Board of Education on January 25, 2007.

In May 2007, the Office of Mathematics and Science convened a committee of framers to consider the framework for the revision of the Sunshine State Standards for science content. From June 2007 to October 2007, the writers' committee met to write the new standards according to the structure set by the framers. From October 2007 to January 2008, the drafts of the standards were provided to the public via online sources and through public forums in various locations around the state. Online reviewers were able to rate the standards and provide comment. By February 2008, the State Board approved Next Generation Sunshine State Standards in reading and language arts, mathematics, and science.

3.2 ALIGNMENT AND LINKAGES

In 2008, the FLDOE contracted with the Center for Research on Education to conduct an alignment study of the Florida Alternate Assessment and the Sunshine State Standards Access Points. The criteria used for the alignment study, known as the Links for Academic Learning, were developed by the National Alternate Assessment Center (NAAC). The alignment methodology uses eight alignment criteria, such as the academic nature of the content, the fidelity of the content to the original grade-level standards, and the accessibility of the assessment. The *Florida Alternate Assessment Alignment Report* is available through the FLDOE.

3.3 ASSESSMENT DESIGN

In April 2007, the FLDOE entered into a development contract with Measured Progress. The new Florida Alternate Assessment was developed in response to a request for proposal (RFP) disseminated by the FLDOE requesting a new design for their alternate assessment that would be based on the newly developed Sunshine State Standards Access Points. The FLDOE wanted a new assessment that would include multiple item types and assessment levels within a primarily performance task type of assessment. This new design needed to allow tiered participation within the assessment for students working at the varying levels of complexity.

Technical characteristics of the assessment were documented in the *Florida Alternate Assessment Test Designs, Blueprints, and Item Specifications for Reading, Writing, Mathematics, and Science* (see Appendix C). The document was presented to the FLDOE and the Florida Alternate Assessment Advisory Committee in April 2007. The initial design presented at the meeting did not include the scaffolding at the Participatory level, which is outlined in the item design and administration section that follows. This change in the initial design resulted from the advisory members' concerns about the students working within the lowest level of complexity. They believed that presenting an item only one time whose answer was either

right or wrong would not give these students the opportunity to show what they know and are able to do. The advisory members were also presented with the blueprints and asked for their input. A few changes were made as an outcome of their input; for example, the concept of comparing and contrasting was removed from grade 3 reading, and financial literacy was added to the assessment blueprint for mathematics in grades 9 and 10. The document was finalized and any development that occurred after this point referenced the original document for design, blueprints, and item specifications. The discussion below regarding the item design, administration, and blueprints is based on this final document and reflects the changes that the advisory committee recommended.

The final design was presented at the Florida Alternate Assessment Institute in July 2007 in front of approximately 500 educators. The design was well received and no further adjustments were made to the overall design at that time.

3.3.1 Item Design and Administration

The Next Generation Sunshine State Standards Access Points consist of the general education strands, standards, and benchmarks beneath which three skill levels are linked. These three levels are the Access Points and are referred to as levels of complexity. The three levels of complexity are Participatory, Supported, and Independent, with the Participatory level representing the least complex skills and the Independent level representing the most complex skills. An item set is composed of three separate items: one item written to an Access Point in each of the three levels of complexity (Participatory, Supported, and Independent).

Students receive a final score for an item set based on the level at which they answer correctly. A student starts at the Participatory level of complexity within an item set. A student completing the Participatory-level item accurately, without assistance, moves on to the Supported-level item. If the student is able to complete the Supported-level item, the student is administered the Independent-level item. In other words, a student moves up through the Access Point skills as long as he or she is able to respond accurately and independently and receives a score consistent with the highest correct response. A score of three points is awarded to a student who completes the Participatory level of complexity item accurately and independently; six points for the Supported level of complexity; and nine points for the Independent level of complexity.

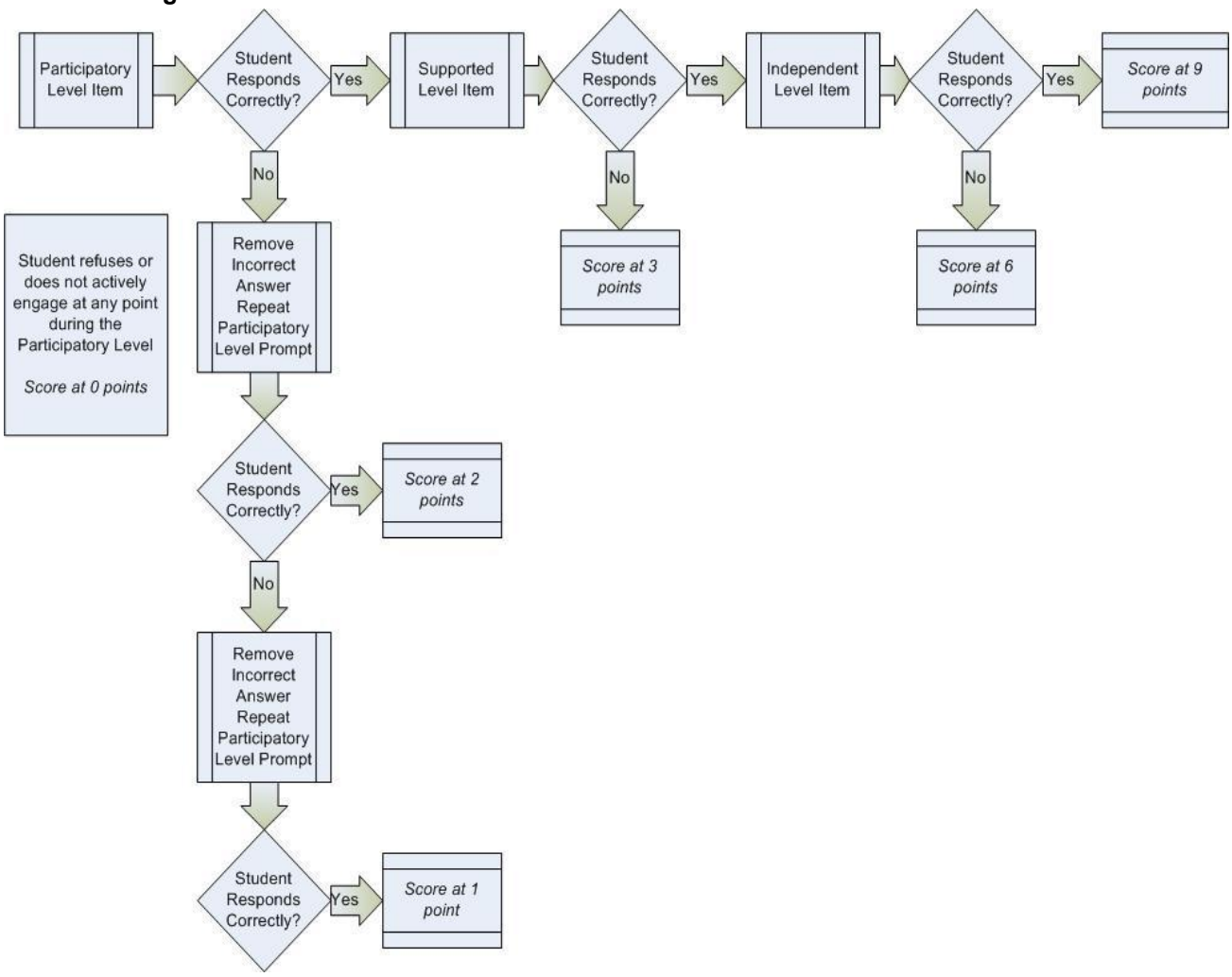
Scaffolding is provided only at the Participatory level to a student who is unable to complete a Participatory-level item accurately and independently. The student is presented the item again with one distractor removed. If the student is able to accurately respond, he or she is given a score of two points. If the student is again unable to accurately respond, the item is presented once more with another distractor removed (leaving only the correct answer) and the student is asked to actively engage with the correct answer. If the student engages with the correct answer, a score of one point is recorded. If the student will not engage or actively refuses at any point within the Participatory-level item, the student receives a score of zero points.

In summary, Florida Alternate Assessment grade-content tests can be thought of as 16-item tests, if the Participatory, Supported, and Independent items are considered in sets. The scoring rubric does just that

and treats each set as a polytomous item with six possible item scores: 0, 1, 2, 3, 6, or 9. The maximum possible total raw score is 144. The scoring rubric and directions on how to score each item in the assessment remain the same from one year to the next.

A visual depiction of this process is provided in Figure 3-1 and a sample mathematics item is provided in Appendix D.

Figure 3-1. 2012–13 Florida Alternate Assessment: Item Administration Process



3.3.2 Item Components

Each item set includes an overview, the Access Points to be assessed, and the materials needed. The components for each item set are listed below.

Materials	Access Point	Teacher Will	Student Will	Scoring

- The *Materials* column lists the materials needed for the item. The list indicates which materials are provided versus those the educator may need to gather from the classroom. As described in Chapter 1, the "Teacher-gathered" heading was added to clearly define any classroom materials (e.g., counters) educators must gather prior to the administration of an item. The names of graphic images are provided so that teachers can use standardized terminology as needed. The materials generally consist of picture cards, word/picture cards, word cards, sentence/picture strips, sentence strips, number cards, and equation strips.
- The *Access Point* column lists the Access Point that the item is targeting.
- The *Teacher Will* column consists of a clear set of directions for setting up the item and a script detailing what the teacher should say to the student.
- The *Student Will* column indicates the response that the educator needs to look for from the student, taking into consideration the mode of communication appropriate for each student.
- The *Scoring* column provides a space for the educator to mark the score the student received on the item.

3.4 CONTENT AND BLUEPRINTS

For reading and language arts, three reading strands are currently assessed: reading process, literary analysis, and, in grades 9 and 10, information and media literacy. Efforts were undertaken in 2008–09 to integrate a fourth strand, fluency, into the assessment by the development of embedded field-test items. The fluency strand requires students to read at the Supported and Independent levels of complexity on the Florida Alternate Assessment. For grades 3–5, this includes letters, words, and/or short sentences; for grades 6–10, students must read words, sentences, and/or paragraphs. Select fluency items that were embedded field-test items in 2011–12 were tested as operational items in the 2012–13 assessment and counted toward student scores. In 2012–13, additional fluency-embedded field-test items were written for all grades in which reading is tested. Two writing strands are assessed: writing process and writing application.

Mathematics content is broken down into Big Ideas and Supporting Ideas for grades 3 through 8. There are three Big Ideas at each grade level and four Supporting Ideas that cover algebra, geometry and measurement, number and operations, and data analysis. In grades 9 and 10, content is structured in terms of six Secondary Bodies of Knowledge: algebra, discrete mathematics, geometry, probability, statistics, and financial literacy. All mathematics-embedded field-test items developed for the 2012–13 assessment were written to the mathematics Access Points approved by the state in August 2008.

Science content is made up of four Bodies of Knowledge: nature of science, Earth and space science, physical science, and life science. There are 18 Big Ideas that span the four Bodies of Knowledge. All four Bodies of Knowledge are assessed at grades 5, 8, and 11.

Tables 3-1 through 3-5 show the blueprint charts for each content area. The 2012–13 administration included embedded field-test items in two forms of the assessment at each grade and content area. Some columns in the blueprint charts contain two numbers; the first number represents the number of common

items (Com) and the second number represents the number of embedded field-test items (FT) developed for the 2013 operational assessment. Note that the final blueprint consists of 16 common items and 8 embedded field-test items per grade level and content area. Each form of the assessment at each grade level and content area was constructed from the 16 common items and 4 embedded field-test items. The field-test data are analyzed to assist in the construction of future tests by helping to ensure that the Participatory, Supported, and Independent items are of appropriate difficulty level and meet appropriate standards of quality (see Chapter 9). These data also perform a critical role in ensuring the comparability of tests across years (see Chapter 11).

Table 3-1. 2012–13 Florida Alternate Assessment: Blueprints—Reading

Strand 1: Reading Process	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		GRADE 9		GRADE 10	
Standard 5: Fluency	The student demonstrates the ability to read grade-level text orally with accuracy, appropriate rate, and expression.															
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	4	**2**	**4**	**1**	**4**	**1**	**4**	**2**	**4**	**1**	**4**	**2**	**4**	**2**	**4**	**2**
LA._.1.5.1	4	2	4	1	4	1	4	2	4	1	4	2	4	2	4	2
Standard 6: Vocabulary Development	The student uses multiple strategies to develop grade-appropriate vocabulary.															
	3	**2**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**1**	**3**	**2**	**3**	**1**	**0**	**0**
LA._.1.6.1									1		2	2	1	1		
LA._.1.6.3									2	1	1					
LA._.1.6.4							3	2								
LA._.1.6.5					1								2			
LA._.1.6.6			1	1	1											
LA._.1.6.7	1		1													
LA._.1.6.8	1	1	1		1	2										
LA._.1.6.10	1	1														
Standard 7: Reading Comprehension	The student uses a variety of strategies to comprehend grade-level text.															
	3	**0**	**3**	**1**	**3**	**1**	**3**	**0**	**3**	**1**	**3**	**1**	**3**	**1**	**4**	**1**
LA._.1.7.2	1		1	1			1		1	1	1	1	1	1	1	
LA._.1.7.3	1		2		2	1	2 (6)		1 (5)		1 (5)		1 (5)		2 (6)	
LA._.1.7.5	1				1						1					
LA._.1.7.7									1				1		1	1

*As referenced on page 30, fluency items (LA._1.5.1) are now tagged to reading comprehension benchmarks (LA_1.7.03).

Strand 2: Literary Process	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		GRADE 9		GRADE 10	
Standard 1: Fiction	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.															
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	3	**2**	**4**	**2**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**2**	**3**	**1**	**3**	**2**
LA._.2.1.1																
LA._.2.1.2			2				3	2	3	2	3	2				
LA._.2.1.5													3	1	3	2
LA._.2.1.6	3	2	2	2	3	1										
Standard 2: Nonfiction	The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.															
	3	**2**	**2**	**1**	**3**	**1**	**3**	**1**	**3**	**1**	**3**	**0**	**3**	**2**	**3**	**0**
LA._.2.2.2	2	1	1	1			2		2	1	2		3	2	3	
LA._.2.2.3	1	1	1		3	1	1	1	1		1					
Strand 6: Information and Media Literacy	**GRADE 3**		**GRADE 4**		**GRADE 5**		**GRADE 6**		**GRADE 7**		**GRADE 8**		**GRADE 9**		**GRADE 10**	
Standard 7: Reading Comprehension	The student uses a systematic process for the collection, processing, and presentation of information.															
	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**2**
LA._.6.2.2															1	
LA._.6.2.3															1	2

Table 3-2. 2012–13 Florida Alternate Assessment: Blueprints—Writing

Strand 3: Writing Process	GRADE 4		GRADE 8		GRADE 10	
Standard 2: Drafting	The student will write a draft appropriate to the topic, audience, and purpose.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**1**	**0**	**0**	**0**	**0**
LA._.3.2.1	4	1				
LA._.3.2.2						
LA._.3.2.3	1					
Standard 3: Revising	The student will revise and refine the draft for clarity and effectiveness.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	0	**0**	**4**	**1**	**4**	**1**
LA._.3.3.1			2		2	
LA._.3.3.2			2	1		
LA._.3.3.3					2	1
Standard 4: Editing for Language Conventions	The student will edit and correct the draft for standard language conventions.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**4**	**4**	**2**	**5**	**1**
LA._.3.4.1	1				1	
LA._.3.4.2	1	1	1		2	1
LA._.3.4.3	1	1	2	2		
LA._.3.4.4	1	2			2	
LA._.3.4.5	1		1			
Standard 5: Publishing	The student will write a final product for the intended audience					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**1**	**0**	**0**	**0**	**0**
LA._.3.5.1	1	1				

Strand 4: Writing Applications	GRADE 4		GRADE 8		GRADE 10	
Standard 1: Creative	The student develops and demonstrates creative writing.					
	Com	FT	Com	FT	Com	FT
	5	2	4	3	3	2
LA._.4.2.1	5	2	4	3	3	2
Standard 2: Informative	The student develops and demonstrates technical writing that provides information related to real-world tasks.					
	Com	FT	Com	FT	Com	FT
	0	0	4	2	4	4
LA._.4.2.1			2	1		
LA._.4.2.2			1			
LA._.4.2.3			1	1		
LA._.4.2.4					1	2
LA._.4.2.5					1	
LA._.4.2.6					2	2

Table 3-3. 2012–13 Florida Alternate Assessment: Blueprints—Mathematics Grades 3–8

	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
Big Idea 1	Develop understanding of multiplication and division and strategies for basic multiplication facts and related division facts.		Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.		Develop an understanding of and fluency with division of whole numbers.		Develop an understanding of and fluency with multiplication and division of fractions and decimals.		Develop an understanding of and apply proportionality, including similarity.		Analyze and represent linear functions, and solve linear equations and systems of linear equations.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**2**	**4**	**3**	**4**	**3**	**5**	**2**	**3**	**1**	**4**	**2**
MA._.A.01.01	2	2	4	3	4	3	3	2	2	1	1	1
MA._.A.01.02	2						2					
MA._.A.01.03	1								1			
MA._.A.01.05											3	1
Big Idea 2	Develop an understanding of fractions and fraction equivalence.		Develop an understanding of decimals, including the connection between fractions and decimals.		Develop an understanding of and fluency with addition and subtraction of fractions and decimals.		Connect ratio and rates to multiplication and division.		Develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.		Analyze two- and three-dimensional figures using distance and angle.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	2	**2**	**4**	**1**	**2**	**1**	**4**	**3**	**4**	**1**	**4**	**2**
MA._.A.02.01	2	2	2		1	1	3	2				
MA._.A.02.02					1		1	1				
MA._.A.02.03			1									
MA._.A.02.04			1	1								
MA._.G.02.01									1		1	
MA._.G.02.02									3	1	1	1
MA._.G.02.04											2	1

Big Idea 3	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
	Describe and analyze properties of two-dimensional shapes.		Develop an understanding of area and determine the area of two-dimensional shapes.		Describe three-dimensional shapes and analyze their properties, including volume and surface area.		Write, interpret, and use mathematical expressions and equations.		Develop an understanding of operations on all rational numbers and solving linear equations.		Analyze and summarize data sets.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**4**	**4**	**3**	**4**	**3**	**2**	**0**	**4**	**1**	**2**	**1**
MA._.A.03.01							1		4	1		
MA._.A.03.04												
MA._.A.03.06							1					
MA._.G.03.01	2	2	3	2	2	1						
MA._.G.03.02	1				2	2						
MA._.G.03.03	2	2	1	1								
MA._.S.03.01											1	1
MA._.S.03.02											1	
Supporting Idea: Algebra	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**1**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**2**	**1**
MA._.A.02.01	1				2						2	1
MA._.A.02.02			1									
Supporting Idea: Geometry and Measurement	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**1**	**1**	**2**	**0**	**1**	**1**	**1**	**1**	**2**	**1**
MA._G.04.01							1	1	1			
MA._G.04.02										1		
MA._G.05.01											2	1
MA._G.05.02	1		1		2							
MA._G.05.03				1								

Supporting Idea: Number and Operations	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
	Com	FT	Com	FT	Com	FT	Com	FT	Com	FT	Com	FT
	1	0	2	0	1	0	2	2	2	2	2	1
MA._.A.05.01								1	1	1		
MA._.A.05.02							2	1	1	1		
MA._.A.06.01	1		1									
MA._.A.06.02					1							
MA._.A.06.04			1								2	1
Supporting Idea: Data Analysis	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**0**	**0**	**1**	**1**	**2**	**0**	**1**	**2**	**0**	**0**
MA._.S.06.01							2		1	1		
MA._.S.06.02										1		
MA._.S.07.01	1				1	1						
Supporting Idea: Probability	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**
MA._P.07.01									1			

Table 3-4. 2012–13 Florida Alternate Assessment: Blueprints—Mathematics Grades 9–10

Body of Knowledge: Algebra	GRADE 9		GRADE 10	
	Com	FT	Com	FT
	5	3	4	3
Standard 1: Real and Complex Number Systems Expand and deepen understanding of real and complex numbers by comparing expressions and performing arithmetic computations, especially those involving square roots and exponents. Use the properties of real numbers to simplify measurement units using dimensional analysis.				
MA.912.A.01.01	1			
MA.912.A.01.04				
Standard 2: Relations and Functions Draw and interpret graphs of relations. Understand the notation and concept of a function, find domains and ranges, and link equations to functions.				
MA.912.A.02.02	1	2		
MA.912.A.02.03	1	1		
Standard 3: Linear Equations and Inequalities Solve linear equations and inequalities.				
MA.912.A.03.01	1			
MA.912.A.03.02				
MA.912.A.03.03	1			
Standard 4: Polynomials Perform operations on polynomials. Find factors of polynomials, learning special techniques for factoring quadratics. Understand the relationships among the solutions of polynomial equations, the zeroes of a polynomial function, the x-intercepts of a graph, and the factors of a polynomial.				
MA.912.A.04.01			1	1
Standard 5: Rational Expressions and Equations Simplify rational expressions and solve rational equations using what has been learned about factoring polynomials.				
MA.912.A.05.01			1	1
Standard 6: Radical Expressions and Equations Simplify and perform operations on radical expressions and equations. Rationalize square root expressions and understand and use the concepts of negative and rational exponents. Add, subtract, multiply, divide, and simplify radical expressions and expressions with rational exponents. Solve radical equations and equations with terms that have rational exponents.				
MA.912.A.06.01			1	1

	GRADE 9		GRADE 10	
Standard 7: Quadratic Equations Draw graphs of quadratic functions. Solve quadratic equations and solve these equations by factoring, completing the square, and by using the quadratic formula. Use graphing calculators to find approximate solutions of quadratic equations.				
MA.912.A.07.01			1	
MA.912.A.07.08				
Standard 10: Mathematical Reasoning and Problem Solving In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.				
MA.912.A.10.02				
Body of Knowledge: Discrete Mathematics	**Com**	**FT**	**Com**	**FT**
	2	**1**	**0**	**0**
Standard 7: Set Theory Operate with sets, and use set theory to solve problems.				
MA.912.D.07.01	2			
MA.912.D.07.02		1		
Body of Knowledge: Financial Literacy	**Com**	**FT**	**Com**	**FT**
	4	**2**	**4**	**2**
Standard 1: Simple and Compound Interest Simple and Compound Interest				
MA.912.F.01.01	1	1		
MA.912.F.01.03			1	
Standard 2: Net Present and Net Future Value (NPV and NFV) Net Present and Net Future Value (NPV and NFV)				
MA.912.F.02.01	1			
MA.912.F.02.02			1	1
Standard 3: Loans and Financing Become familiar with and describe the advantages and disadvantages of short-term purchases, long-term purchases, and mortgages.				
MA.912.F.03.01	1		2	1
MA.912.F.03.03		1		
MA.912.F.03.04	1			

Body of Knowledge: Geometry	GRADE 9		GRADE 10	
	Com	FT	Com	FT
	5	2	4	2
Standard 1: Points, Lines, Angles, and Planes Understand geometric concepts, applications, and their representations with coordinate systems. Find lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines. Using a compass and straightedge, patty paper, a drawing program, or other techniques, construct lines and angles, explaining and justifying the processes used.				
MA.912.G.01.01				
MA.912.G.01.04	1			
Standard 2: Polygons Identify and describe polygons (triangles, quadrilaterals, pentagons, hexagons, etc.), using terms such as regular, convex, and concave. Find measures of angles, sides, perimeters, and areas of polygons, justifying the methods used. Apply transformations to polygons. Relate geometry to algebra by using coordinate geometry to determine transformations. Use algebraic reasoning to determine congruence, similarity, and symmetry. Create and verify tessellations of the plane using polygons.				
MA.912.G.02.02	1	1		
MA.912.G.02.05	1			
Standard 3: Quadrilaterals Classify and understand relationships among quadrilaterals (rectangle, parallelogram, kite, etc.). Relate geometry to algebra by using coordinate geometry to determine regularity, congruence, and similarity. Use properties of congruent and similar quadrilaterals to solve problems involving lengths and areas, and prove theorems involving quadrilaterals.				
MA.912.G.03.01	1			
Standard 4: Triangles Identify and describe various kinds of triangles (right, acute, scalene, isosceles, etc.). Define and construct altitudes, medians, and bisectors, and triangles congruent to given triangles. Prove that triangles are congruent or similar and use properties of these triangles to solve problems involving lengths and areas. Relate geometry to algebra by using coordinate geometry to determine regularity, congruence, and similarity. Understand and apply the inequality theorems of triangles.				
MA.912.G.04.01	1	1		
MA.912.G.04.06				
Standard 5: Right Triangles Apply the Pythagorean Theorem to solving problems, including those involving the altitudes of right triangles with special angle relationships. Use special right triangles to solve problems using the properties of triangles.				
MA.912.G.05.02			1	

	GRADE 9	GRADE 10

Standard 6: Circles Define and understand ideas related to circles (radius, tangent, chord, etc.). Perform constructions, and prove theorems related to circles. Find measures of arcs and angles related to them, as well as measures of circumference and area. Relate geometry to algebra by finding the equation of a circle in the coordinate plane.				
MA.912.G.06.02			1	
MA.912.G.06.05				1
Standard 7: Polyhedra and Other Solids Describe and make regular and nonregular polyhedra (cube, pyramid, tetrahedron, octahedron, etc.). Explore relationships among the faces, edges, and vertices of polyhedra. Describe sets of points on spheres, using terms such as great circle. Describe symmetries of solids and understand the properties of congruent and similar solids.				
MA.912.G.07.03				
MA.912.G.07.05			1	
Standard 8: Mathematical Reasoning and Problem Solving In a general sense, mathematics is problem solving. In all mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results. At this level, apply these skills to making conjectures, using axioms and theorems, constructing logical arguments, and writing geometric proofs. Learn about inductive and deductive reasoning and how to use counterexamples to show that a general statement is false.				
MA.912.G.08.02			1	1
Body of Knowledge: Probability	**Com**	**FT**	**Com**	**FT**
	0	**0**	**2**	**1**
Standard 1: Counting Principles Understand the counting principle, permutations, and combinations, and use them to solve problems.				
MA.912.P.01.02				
Standard 2: Determining Probabilities Develop rules for finding probabilities of combined and complementary events. Understand use of conditional probability and the related Bayes' Theorem.				
MA.912.P.02.02			2	1
Body of Knowledge: Statistics	**Com**	**FT**	**Com**	**FT**
	0	**0**	**2**	**0**
Standard 3: Summarizing Data (Descriptive Statistics) Learn to work with summary measures of sets of data, including measures of the center, spread, and strength of relationships between variables. Learn to distinguish between different types of data and to select the appropriate visual form to present different types of data.				
MA.912.S.03.01			1	
MA.912.S.03.01			1	
MA.912.S.03.01				

Table 3-5. 2012–13 Florida Alternate Assessment: Blueprints—Science

	GRADE 5		GRADE 8		GRADE 11	
Body of Knowledge: Nature of Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	3	**1**	**3**	**1**	**3**	**2**
Big Idea 1: The Practice of Science Scientific inquiry is a multifaceted activity. The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.	2		1		2	1
Big Idea 2: The Characteristics of Scientific Knowledge Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.	1	1				
Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models The terms that describe examples of scientific knowledge, for example; "theory", "law," "hypothesis," and "model" have very specific meanings and functions within science.					1	1
Big Idea 4: Science and Society As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.			2	1		
Body of Knowledge: Earth and Space Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	4	**2**	**3**	**2**	**3**	**1**
Big Idea 5: Earth in Space and Time Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.			3	2		

	GRADE 5		GRADE 8		GRADE 11	
Big Idea 6: Earth Structure Humans continue to explore the composition and structure of the surface of the Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's water and natural resources.					1	
Big Idea 7: Earth Systems and Patterns Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.	4	2			2	1
Body of Knowledge: Physical Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**2**	**7**	**2**	**4**	**1**
Big Idea 8: Properties of Matter All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.			5	2		
Big Idea 9: Changes in Matter Matter can undergo a variety of changes.			2			
Big Idea 10: Forms of Energy Energy is involved in all physical processes and is a unifying concept in many areas of science.	3				2	
Big Idea 11: Energy Transfer and Transformations Waves involve a transfer of energy without a transfer of matter.	1	2				
Big Idea 12: Motion of Objects Motion is a key characteristic of all matter that can be observed, described, and measured.					2	1
Big Idea 13: Forces and Changes in Motion It takes energy to change the motion of objects.	1					

Body of Knowledge: Life Science	GRADE 5		GRADE 8		GRADE 11	
	Com	FT	Com	FT	Com	FT
	4	3	3	3	6	4
Big Idea 14: Organization and Development of Living Organisms All plants and animals, including humans, are alike in some ways and different in others.	3	3			2	1
Big Idea 15: Diversity and Evolution of Living Organisms Earth is home to a great diversity of living things, but changes in the environment can affect their survival.					2	1
Big Idea 16: Heredity and Reproduction Offspring of plants and animals are similar to, but not exactly like, their parents or each other.					2	2
Big Idea 17: Interdependence Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.	1					
Big Idea 18: Matter and Energy Transformations Living things all share basic needs for life.			3	3		

CHAPTER 4 TEST DEVELOPMENT

4.1 GENERAL PHILOSOPHY

As noted previously, the Florida Alternate Assessment is intended to provide students with significant cognitive disabilities the opportunity to participate in a statewide assessment that is both meaningful and academically challenging. Given the wide diversity of this student population, great emphasis is placed on ensuring the Florida Alternate Assessment is appropriate and accessible to all students. The assessment design allows students to progress through three levels of complexity in an item set (Participatory, Supported, and Independent). Participatory-level Access Points demand the lowest level of knowledge and skills and therefore provide students with the greatest access while still maintaining an academic foundation.

In order to ensure that the assessment items are written in a manner that supports its design, the item-development process is an iterative one that allows multiple opportunities for review of the items by Measured Progress Content, Design, and Development staff, Special Education staff, Editorial staff, as well as review by staff from the FLDOE. In addition to the Measured Progress and the FLDOE item-review process, separate committees composed of various Florida stakeholders also evaluate passages and items for content and bias. These committee members serve as advisors during development and represent different school cultures and diverse student populations. This multistaged development and review process provides ample opportunity to evaluate items for their accessibility, appropriateness, and adherence to the principles of Universal Design. In this way, accessibility emerges as a primary area of consideration throughout the item-development process. This is critical in developing an assessment that allows for the widest range of student participation, as educators seek to provide access to the general education curriculum and foster higher expectations for students with significant cognitive disabilities.

4.2 ROLE OF COMMITTEES IN TEST DEVELOPMENT

4.2.1 Internal Item Review

Items were initially developed by Measured Progress Content, Design, and Development staff. It was the responsibility of the lead developer assigned to each content area to oversee all item development within that area for the Florida Alternate Assessment. After an item was developed and reviewed by the lead developer, the item was further reviewed by a special education specialist. The lead developer was responsible for making sure that the item stayed true to the content of the Access Points it was assessing, and

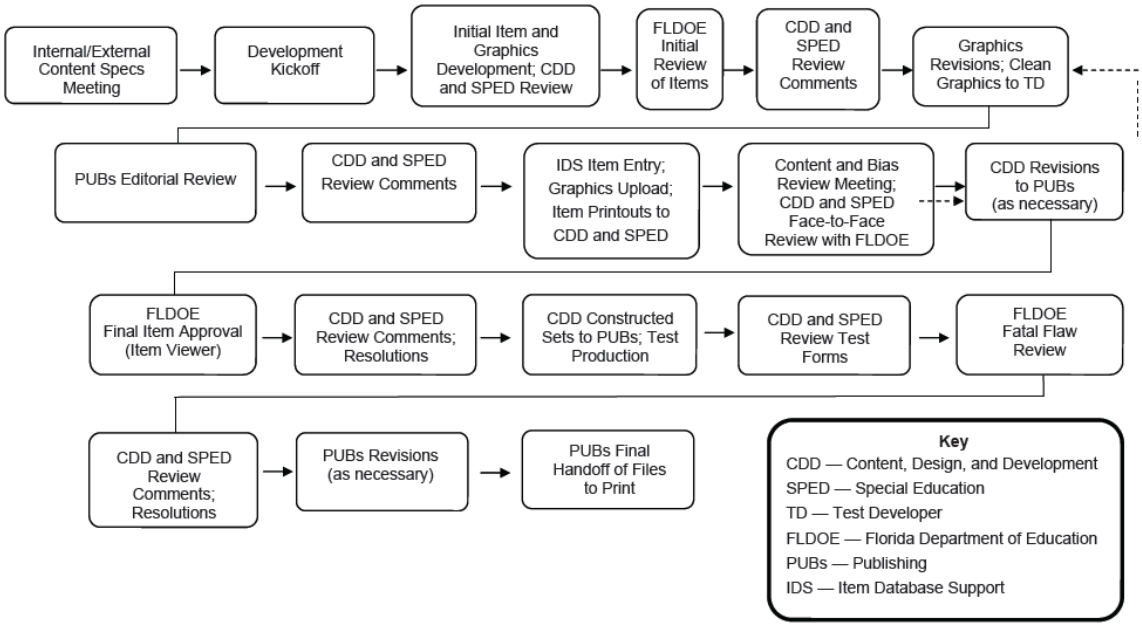
the special education specialist reviewed the item for the appropriateness of the topics used, materials required, and accessibility of the item for the population of students with significant cognitive disabilities. Items were also reviewed to ensure that they met the item specifications. Items were further reviewed by editorial staff to maintain consistency of language across the items and content areas.

Item specifications for the 2012–13 Florida Alternate Assessment were developed and included in the document *Florida Alternate Assessment Test Designs, Blueprints, and Item Specifications for Reading, Writing, Mathematics, and Science: 2012–2013 Assessment*. The specifications document was approved by the FLDOE prior to the start of item development in January 2012. The specifications document outlines a variety of item details such as the length and readability of passages for the reading portion of the test, the types of distractors at each level of complexity, parameters for graphics, and the appropriateness of topics for students being assessed through an alternate assessment. The specifications document was revised in 2012–13 to address measurement of fluency skills in grades 6 through 10. Items that measure fluency require the student to independently read text and then respond to a basic reading comprehension questions. These items are now coded to both the Fluency and Reading Comprehension standards. The method by which passage readabilities is determined was updated to include supplemental considerations such as the impact of word count and uncommon words on short passages found in grades 3 through 6.

DOK and the Presentation Rubric collectively make up Complexity Indices specific to the Florida Alternate Assessment. DOK has been a part of the specifications document since 2008–09. The Presentation Rubric was first developed in 2011–12 and existed as a stand-alone document until the Rubric was more solidified. From 2011–12 to 2012–13, the Presentation Rubric was enhanced based on discussions with the FLDOE and feedback received from the Advisory Committee (e.g., sample administration scripts and corresponding stimulus/response options were added to Volume of Information; clarifying examples were added to Vocabulary and Context, respectively). The item specifications document can be found in Appendix C.

Figure 4-1 provides a flowchart outlining the item-development process. There were multiple opportunities within the process for Content, Design, and Development and Special Education staff collaboration on item development, as well as for FLDOE, Publishing department, and stakeholder review of items. This iterative process between Measured Progress staff, the FLDOE, and stakeholders ensured quality items were developed that reflect the standards, specifications, and intentions set forth by the FLDOE.

Figure 4-1. 2012–13 Florida Alternate Assessment: Item-Development Process



4.2.2 External Item Review

The FLDOE participated in the review of newly constructed field-test items at three distinct times: early item development, late item development, and late test production. The first review was held March 8–April 24, 2012. Eight field-test items per content area and grade were posted in a staggered fashion to the Measured Progress file transfer protocol (FTP) site. The FLDOE had the opportunity to evaluate the design and content of items by review of item tables and non-scaled graphic artwork/text response choices at each level of complexity. Comments were drawn up within an electronic file by the FLDOE and submitted to the Measured Progress special education specialist to review in conjunction with the respective content area specialists from the Content, Design, and Development group. The special education specialist provided a list of resolutions to the FLDOE to confirm the type and extent of changes made to items.

During the second review phase, eight field-test items per academic area were posted in a staggered fashion by grade to the Client Item Viewer throughout the window of July 11–August 28, 2012. During this time, the FLDOE had the opportunity to post electronic comments specific to an item table and non-scaled graphic artwork/text response options at each level of complexity. Comments were reviewed by the special education specialist in conjunction with the respective content area specialist from the Measured Progress Content, Design, and Development group. The special education specialist provided a list of resolutions to the FLDOE to confirm the type and extent of changes made to items. The third phase of FLDOE review occurred during the fatal flaw process held September 24–November 1, 2012. Unbound paper copies of both forms of the assessment, complete with scaled item tables, graphic artwork, and text was provided to the FLDOE. All item tables were numbered and ordered to denote item position, cut-out cards/strips were positioned in a six-up and three-up layout, respectively, and naming conventions were present on the back of all cut-outs (grade,

content, item number, and level of complexity) as a realistic representation of the files destined to go to print. The FLDOE provided fatal flaw comments to Measured Progress in an electronic format. Comments were reviewed by the special education specialist in conjunction with the respective content area specialist from the Measured Progress Content, Design, and Development group. The special education specialist provided a list of resolutions to the FLDOE to confirm the type and extent of changes made to items.

4.2.3 Passage Bias and Sensitivity Review

Issues of bias in test materials are of particular concern because an important tenet of assessment is to ensure that all students have an equal opportunity to demonstrate their knowledge and skills. The Passage Bias and Sensitivity Review Committee met once via videoconference on March 1, 2012 prior to development of embedded field-test items. At this meeting, the committee had two tasks. The first task was to review the *Bias and Sensitivity Guidelines for the Development of the Florida Alternate Assessment*. The second task was to review the reading passages, graphics, and graphic captions (read aloud to students with visual impairments) to determine if they were likely to place a particular group of students at an advantage or disadvantage for noneducational reasons. Emphasis was placed on the accessibility of the reading passages for the population of students in alternate assessment.

The Passage Bias and Sensitivity Review Committee consisted of eight individuals selected to participate by the FLDOE (see list in Appendix A, Table 3). They included six special education teachers, one of whom had experience in teaching students with hearing and/or vision impairments. One committee member had experience in teaching students with multi-varying exceptionalities, one committee member had experience in teaching students with specialized varying exceptionalities, and one committee member had experience as a literacy coach. A representative from the FLDOE Bureau of Student Achievement through Language Acquisition also participated on the panel. The Measured Progress special education specialist and lead developer for reading were also present, along with staff from the FLDOE.

Committee members reviewed the reading passages, associated graphics, and passage captions. They made recommendations when they believed a particular portion of a passage showed bias toward a certain disability group, such as students with low hearing or low vision. Another area of recommendation involved age-appropriateness and a review of whether or not the majority of students would have exposure to a topic or activity presented in a passage. For example, a grade 10 passage originally focused on a boy who wanted to overcome his fear of the ocean by snorkeling on his last day of vacation. Committee members raised concern that snorkeling is not a familiar sport to most kids and recommended the passage be revised to depict the character being afraid of swimming in the deep end of a pool. Only one passage was rejected by the committee. The rejected grade 9 passage focused on paying attention and the importance of listening skills for effective relationships. The committee noted concerns related to the amount of focus on sensory-related behaviors/actions within the passage. The majority of passages were accepted as is; a few were revised based on the provided bias and sensitivity guidelines. Panelists also made recommendations for passage topics that

would be familiar to students that could be used in future years of development. All information from the bias meeting was compiled, passages were marked as accepted or rejected, and any revisions were noted. This record was shared with the FLDOE staff.

4.2.4 Item Content and Bias Sensitivity Reviews

Items developed for the 2012–13 Florida Alternate Assessment were reviewed for content and bias at a meeting held June 11–15, 2012, in Orlando. Content panels attended group orientation training and separately reviewed reading, writing, mathematics, and science items for content, alignment to the Access Points, and appropriateness for the population of students being assessed. Bias and sensitivity groups reviewed reading and writing items or science and mathematics items. Item content review coincided with item bias and sensitivity review. Each content and bias panel consisted of elementary, middle school, and high school special educators and content area educators. A minimum of one expert on hearing and/or vision issues served on each bias panel. An expert on vision issues, serving as a consultant to the FLDOE, circulated throughout the work groups to observe the process and act as a supplementary resource for vision-related questions. (See Appendix A, Tables 4–9 for the list of panelists.)

Item Content Review panels were facilitated by the lead test developer for each content area. The Measured Progress Director of Special Education who had significant involvement in overseeing item development, item review, and writing the administration manual for the Florida Alternate Assessment was also present to assist as needed. For each item, panelists were asked to ensure that the Access Points were addressed, to review and clarify text in the Teacher Will column describing what the teacher should do and say, to make sure there was only one correct answer, to review the graphics for clarity, and to discuss ratings of DOK and the Presentation Rubric within items (from Participatory to Independent) and across the grade levels. Special attention was paid to DOK and Presentation Rubric item ratings, as this was an area that Measured Progress and FLDOE staff had focused on during the development process. Recommendations by the panelists were written on each of the items prior to group discussion. The collective recommendations were recorded by the facilitator.

Item Bias and Sensitivity Review panels were facilitated by a Measured Progress program manager, who had extensive experience facilitating bias and sensitivity review panels for other state alternate assessment programs, and the program manager for the Florida Alternate Assessment. Panelists were asked to review the items to determine if they were likely to place a particular group of students at an advantage or disadvantage for noneducational reasons. Panelists were also asked to look at both the items and the graphics related to each item. Recommendations by the panelists were written on each of the items prior to group discussion. The collective recommendations were recorded by the facilitator. The Item Content and Bias Sensitivity Review committees completed all of the tasks put before them and teachers were pleased to be a part of the process. Feedback received from each of the content review and bias review panels is compiled in Appendix E.

After the panelists completed their content-area review, Measured Progress staff, including the developers, special education specialist, and program manager, along with a consultant with expertise on vision issues, and FLDOE staff met to review the panelists' recommendations and make final decisions on each of the items. The recommendations centered around both content and bias issues, such as simplifying graphics, changing distractors that might pose issues for students with hearing and/or visual impairments, reducing the complexity of the materials and/or distractors, and making minor changes to DOK and/or the Presentation Rubric ratings initially issued by the test developer during item development.

4.2.5 Edits and Refinements

Following the item content and bias sensitivity reviews, any revisions as an outcome of the committee meetings and FLDOE decisions were made. The items, once revised, were posted to the Client Item Viewer for final approval by the FLDOE. Items and passage graphic captions then went through an editorial review process in which the keys and item specifications were checked and any issues found were corrected.

CHAPTER 5 TRAINING AND ADMINISTRATION

5.1 ADMINISTRATOR TRAINING

5.1.1 Professional Development

A train-the-trainer model workshop was provided by Measured Progress for approximately 12 individuals in July 2012. Full-day training was provided to district trainers or their designees, who had never attended an orientation train-the-trainer workshop and/or had little experience with the Florida Alternate Assessment.

The train-the-trainer workshop was provided by the Measured Progress Director of Special Education who had involvement in the development, item review, and writing of the administration manual for the Florida Alternate Assessment. Attendees worked in small groups to brainstorm questions related to the Florida Alternate Assessment at the beginning of training. The training included an overview of the administration manual; a review of administration instructions and examples for how to read tables, charts, graphs, and diagrams aloud to students; and a review of key sections such as the scoring rubric and directions, assessment timelines, and accommodations. Attendees were also provided an opportunity to participate in a group activity to gain hands-on experience with the 2011–12 Florida Alternate Assessment Practice Materials. A large group discussion was held at the end of the training whereby the Measured Progress Director of Special Education and FLDOE staff provided answers to questions generated earlier in the day. The PowerPoint presentation used for the training included a detailed notes section that directed trainers on what to say and how to present the training. (See Appendix E for feedback related to the train-the-trainer sessions.)

Following the train-the-trainer sessions, the administration manual with a print date of September 2012 and practice materials for the 2012–13 school year were sent to district alternate assessment coordinators for distribution to trainers and teachers involved in the administration of the alternate assessment. In addition to printed materials, an electronic version of the updated administration manual was made available to district alternate assessment coordinators and teachers on the FLDOE website (www.fldoe.org/asp/altassessment.asp).

5.1.2 Online Assessment Administration Update Training

Online assessment administration update training was provided for teachers who previously attended full orientation administration training in prior years and who were scheduled to administer the Florida

Alternate Assessment in the 2012–13 school year. Measured Progress and the FLDOE worked together to revise the three separate online training modules offered the prior year. The modules were composed of PowerPoint slides with a voice-over narrative; closed-captioning was provided for teachers with hearing impairments. The online training modules were designed to closely follow the information provided in the Florida Alternate Assessment Administration Manual with a print date of September 2012. Teachers were encouraged to have a copy of the manual available while completing the modules. At the end of each module, teachers were required to complete a brief quiz consisting of three questions related to the information presented, as well as enter their contact information. At the end of Module 3, teachers were asked to complete a brief online feedback survey on the training. Each module required approximately 20 to 25 minutes to complete. An outline of the information covered in each training module is provided below.

- Module 1: Assessment Overview
  - Teacher Administration Manual and What's New
  - Assessment Participation Checklist
  - Administrator Qualifications
  - Assessment Timelines
  - Assessment Components and Test Forms
  - Scoring and Scannable Student Answer Sheet (basic introduction)
  - Training Module 1 Quiz (3 questions)
- Module 2: Administration Review & Highlights
  - Before, During, and After Administration
  - Item Script and Repeating Items
  - Cues, Prompting, Reinforcement, and Encouragement
  - Reading Tables, Charts, Graphs, and Diagrams
  - Content-Specific Directions
  - Laying out Cards, Strips, and Teacher-Gathered Materials
  - Training Module 2 Quiz (3 questions)
- Module 3: Scoring and Allowable Adjustments/Accommodations
  - Scoring Rubric and Directions
  - Scaffolding at the Participatory Level of Complexity
  - Important Scoring Reminders
  - Allowable Adjustments
  - Accommodations and Criteria for Use
  - Recommended Training Activities

- Training Module 3 Quiz (3 questions)
- Online Training Feedback Survey (5 questions)

The online training modules were available to teachers 24 hours a day, 7 days a week, for a 19-week window, starting October 15, 2012 through February 22, 2013. In addition to the modules, additional administration training resources (e.g., list of helpful hints and lessons learned, training activities, and checklists) were also available online for teachers. District-level personnel were responsible for ensuring that teachers who were scheduled to administer the Florida Alternate Assessment for the 2012–13 school year and who had received full orientation administration training in prior years, attended either a face-to-face update training or completed all three of the new online assessment administration update training modules.

Measured Progress used the contact information teachers entered after completing each module to send each district a list of teachers who had completed one or more of the three training modules twice during the online training window. District personnel were then required to follow-up with any teachers who had not yet completed all three modules in an effort to ensure all applicable teachers completed the online training prior to the close of the training window.

Measured Progress provided the FLDOE and each district's alternate assessment coordinator with a final district-level summary report listing teachers who had completed each of the three modules after the online training window closed. Along with the online training teacher completion data, a district-level summary report of teacher performance on all three module quizzes was also provided. Additionally, Measured Progress provided a state-level summary of online training teacher completion data and quiz performance. A total of 4,138 teachers from 64 districts completed the online administration training modules. A total of 4,061 teachers completed the five-question feedback survey on the new online training. Feedback survey results were shared and discussed with the FLDOE in an effort to improve future trainings. Select survey results can be found in Appendix E. Four districts elected to provide face-to-face training to all of their teachers who administered the Florida Alternate Assessment.

5.1.3 Administration Manual

The *Florida Alternate Assessment Administration Manual* with a print date of September 2012 includes sections that outline the assessment and its purpose, the participation criteria for the assessment, the general administration procedures and materials of the assessment, the content-specific directions needed for the assessment, the scoring rubric and directions on how to score each item in the assessment, directions on how to fill out the student answer document, sample items and criteria, and allowable accommodations for specific sectors of the student population. The scoring rubric and directions on how to score each item in the assessment remain the same from one year to the next.

The "What's New for 2012–2013?" is a resource located at the beginning of the administration manual and designed to highlight current year updates to administration guidelines and practices for the

Florida Alternate Assessment. A table detailing important assessment-related dates for the 2012–13 school year was added as a reference for teachers to know when accommodated versions of the alternate assessment (e.g., Braille and tactile graphic materials; one-sided response booklets) should be ordered through their district alternate assessment coordinator; general time lines related to the assessment administration window were outlined as a general reference. Teachers were advised to remove and use the resource during administration. Teachers were advised to review instructions on how to read tables, charts, graphs, and diagrams aloud to students and to read the Accommodations and Criteria for Use section carefully. Teachers were also reminded to retain and use Practice Materials from one year to the next and were provided the expectation for the timing and distribution of two administration support documents: *Florida Alternate Assessment 2013 Object Exchange List* and *Florida Alternate Assessment 2013 List of Cards and/or Strips and Teacher-Gathered Materials by* Item. A copy of these materials can be found on the FLDOE website at www.fldoe.org/asp/altassessment.asp.

As described in Chapter 1, the administration manual was updated to include an appendix detailing instructions for adapting assessment administration for students with visual impairments. This administration resource was formerly a standalone document solely distributed to educators who utilized Braille/Tactile accommodated materials. The goal of adding the information to the administration manual was to further ensure all educators who administer the assessment to students with visual impairments are using consistent practices, regardless of whether students access test content through Braille/Tactile materials. The remainder of the administration manual was largely unchanged for 2012–13.

The administration manual was distributed to teachers in September 2012. A teacher self-reflection checklist was included for use prior to and during the administration of the assessment. Further guidance was provided for the administration and scoring of open-response writing items and also on the appropriate way to read tables and charts aloud to the student. A list of the open-response writing topics was provided to teachers so that instruction in the vocabulary required to respond to the topics and any necessary programming of assistive technology devices for the topics could occur prior to the assessment administration.

5.1.4 Training DVD

In January 2008, the FLDOE developed a half-hour training video demonstrating how to use the teacher administration manual and administer items. The video was created to show a variety of different item types being administered to students, including situations in which students move all the way through an item to the Independent level, as well as situations in which scaffolding is required at the Participatory level of the item. The video also highlighted important administration techniques such as repeating the item prompt and focusing the student on the assessment materials. Links to select video clips of students being assessed were integrated into a PowerPoint presentation and provided to trainers on CD during the July 2012 train-the-trainer meeting.

5.1.5 Practice Materials

The *Florida Alternate Assessment Practice Materials 2012–2013* were provided in three separate grade-span kits. One kit included two practice items for each applicable content area in grades 3, 4, and 5; the second kit included two practice items for each applicable content area in grades 6, 7, and 8; and a third kit included two practice items for each applicable content area in grades 9, 10, and 11. Released items from the Spring 2012 Florida Alternate Assessment were selected to be used as practice items. Approximately 1,750 of each kit type (5,250 total kits) were distributed to teachers throughout the state.

Practice materials, along with the administration manual, were shipped as separately prepared units to districts at the beginning of the 2012–13 school year. Measured Progress provided Braille and tactile graphics practice materials to teachers as needed. Teachers were advised to use practice materials in conjunction with the administration manual to provide teachers and students the opportunity to become familiar with the assessment materials, administration of the assessment, the type of preparation needed by the teacher, the anticipated student mode of communication for answering selected-response and open-response items, pacing, and administration duration. Over time, the released items from practice materials distributed in prior school years create a comprehensive released-item bank. Teachers were advised to keep practice materials and use them as a future resource at convenient times within the classroom to achieve greater familiarity with the Florida Alternate Assessment.

5.2 Operational Test Administration

As mentioned previously, the 2012–13 Florida Alternate Assessment consisted of 16 common items and 4 embedded field-test items for each test in reading and mathematics in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. There were two forms of each grade-level and content-area test administered. The test was administered between February 25 and March 29, 2013, to between 2,400 and 2,700 students in each grade level. See Figure 2-1 for the number of students assessed by grade level. A summary of student participation across grades by demographic category is provided in Appendix B.

5.2.1 Operational Test Survey Results

An online survey was conducted from February 25 through April 5, 2013. It is unclear how many teachers administered the assessment; however, approximately 977 educators who administered the assessment participated in the General Survey. The General Survey asked educators to provide demographic information such as school district, number of years teaching, and number of years teaching students with significant cognitive disabilities. Educators were also asked whether they participated in the Spring 2012 administration of the Florida Alternate Assessment and if they had attended additional administration training since the Spring 2012 assessment. Feedback on the administration process, including the clarity of the

updated administration manual directions and the ease of the administration process, was also collected. After completing the General Survey, teachers had the opportunity to participate in the Student Specific Survey and the Item Specific Survey. A separate link to the Student Specific and Item Specific Survey was available to teachers who wanted to return to complete either survey at a later time.

The Student Specific Survey asked teachers to provide background information, such as total number of years teaching students with significant cognitive disabilities and total number of students the teacher assessed. From this point onward, the teacher was asked to provide information for a particular student, including demographic information, if the item prompt "show me/tell me" was easily replaced to match the student's response mode, and if the student received accommodations as outlined in the administration manual. In addition, teachers were asked about the amount of time it took to administer the assessment to their students in each applicable content area, and how many breaks students needed in each content area. Teachers had the opportunity to provide feedback on up to three students.

The Item Specific Survey allowed teachers to comment on assessment items by grade, content area, and form (i.e., Form A or Form B). For each respective Participatory, Supported, or Independent level of complexity item in an item set, teachers had the opportunity to review constructive comments related to graphics, item script, teacher direction, and alignment to the Access Point before deciding whether to check off any/all comments and/or leave open-response feedback. There were less than 15 responses for any item on the 2012–13 assessment. A portion of the survey results can be found in Appendix E.

CHAPTER 6 SCORING

6.1 DECISION RULES FOR SCORING

To receive a valid score for a grade-relevant academic area, all 16 core items must be completed correctly on the Answer Sheet. The test administrator scores the assessment as he or she administers it.

The following list describes situations in which a valid score for a specific academic area cannot be achieved:

- **"Do Not Score" Bubble Filled In**—A total score cannot be calculated for any academic areas (complete or incomplete) on an answer sheet marked "DNS" (DO NOT SCORE). The DNS bubble is located at the bottom of page 1 of the student answer sheet. Teachers are asked to mark the DNS bubble if the answer sheet is defective, soiled, or incorrectly completed.
- **Missing Student Grade**—A total score cannot be calculated for any academic areas (complete or incomplete) on an answer sheet for which the student's grade has not been marked.
- **Incomplete Academic Area**—A total score cannot be calculated for an academic area unless all 16 core items have been completed. Partially completed academic areas with fewer than 16 core items bubbled are labeled NS (i.e., No Score—not enough data to calculate a score).
- **Multiple Responses Bubbled for an Item**—A total score cannot be calculated for an academic area if more than one answer has been bubbled in for any core item. An item-level score cannot be determined if an item has more than one answer. The academic area is therefore labeled NS (i.e., No Score—not enough data to calculate a score).
- **Academic Area Not Completed**—A total score cannot be calculated for academic area(s) where no items have been completed in the corresponding section on the answer sheet. This includes answer sheets where incorrect academic area(s) have been completed (e.g., reading academic area completed instead of science for a grade 11 student) or partially completed student answer sheets where at least one grade-relevant academic area has not been completed (e.g., only the reading academic area is completed for a grade 3 student). The academic area(s) that were not completed are labeled NA (i.e., Not Assessed).

See Figure 6-1 for a visual depiction of the scoring decision rules process.

Figure 6-1. 2012–13 Florida Alternate Assessment: Scoring Decision Rules for Grade-Relevant Academic Areas

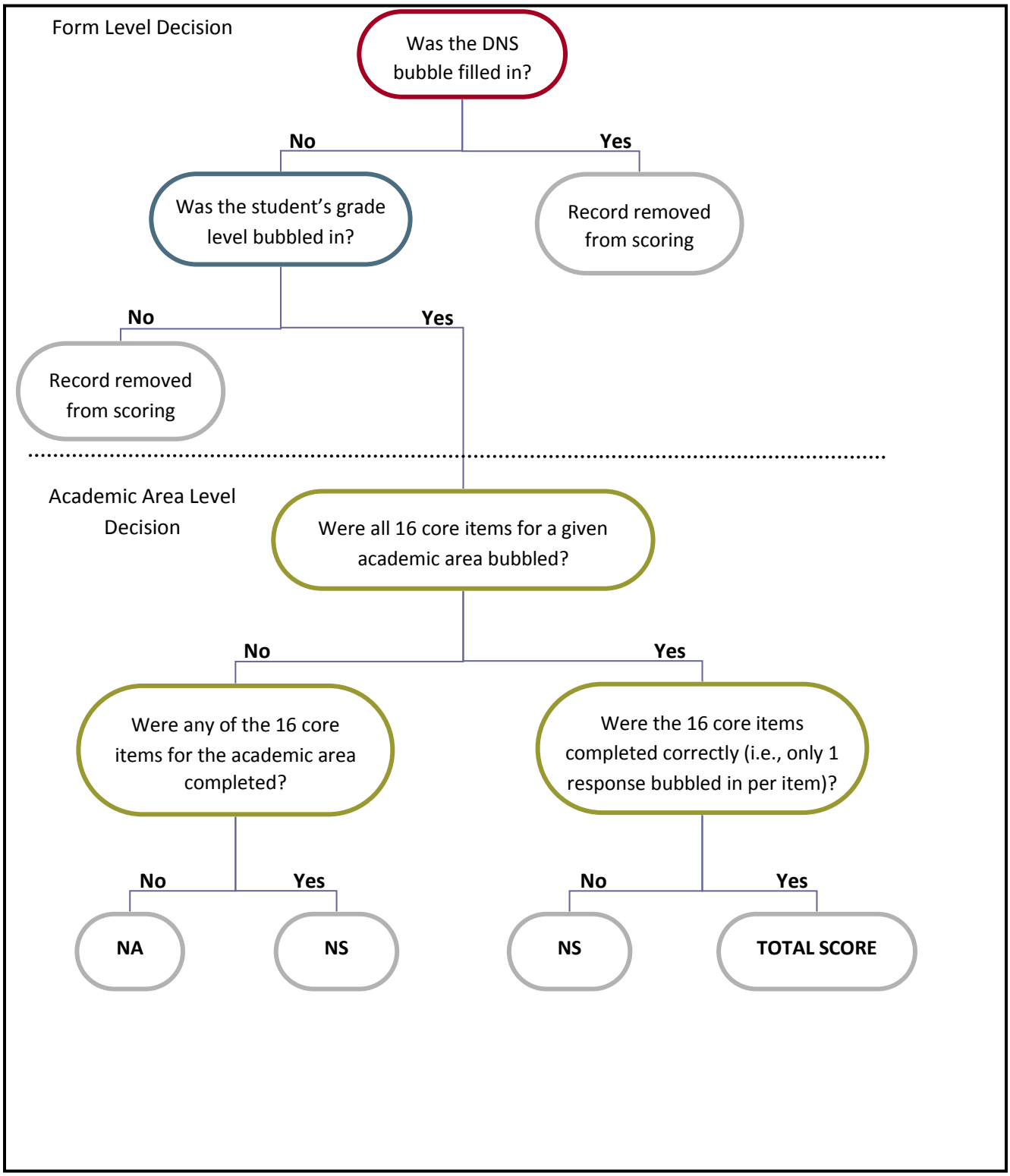


Table 6-1 indicates the number of Valid Scores, No Scores, and Not Assessed for the Spring 2013 Florida Alternate Assessment by academic area. Overall, less than 1% of the total academic area tests were either deemed No Score or Not Assessed.

Table 6-1. 2012–13 Florida Alternate Assessment: Overview of Assessment Outcomes by Academic Area

Assessment Outcomes by Academic Area	*Reading*	*Mathematics*	*Writing*	*Science*
Valid Score	21,117	21,052	7,846	7,736
NS (No Score): Multiple Responses Bubbled for an Item	19	14	4	7
NS (No Score): Incomplete Academic Area	100	119	61	31
NA (Not Assessed)	20	71	70	57

6.2 SCORING RUBRIC

Each item is scored by the test administrator during the administration process. Spaces are provided in the student test booklet for teachers to mark the score that the student earns for each item during administration. The teacher then transfers the final score for each item to the student answer document. If they prefer, teachers may record the student scores for each item directly on the student answer document during administration. Students can earn only a single score point for each item. Please see Section 3.3.1 for a detailed description of this process. Table 6-2 shows the scoring rubric used during the administration process.

Table 6-2. 2012–13 Florida Alternate Assessment: Scoring Rubric

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

6.3 SCORING PROCESS

6.3.1 Handling of Incoming Forms

Incoming Shipments

- Incoming shipment information is entered into a Florida Alternate Assessment management database as shipments arrive. Barcodes from light blue TO BE SCORED labels are affixed to incoming boxes and courier tracking numbers are scanned into the database, along with the name of the sending district and the date of arrival. Each district's box contains separate TO BE SCORED materials envelopes from each school returning answer sheets for scoring. School envelopes include student answer sheets and a Document Count & Return Summary Form. A blue label with a unique barcode identifying the returning school is affixed to the front of each envelope. When boxes (or packages) are opened, the barcode on each envelope's label is scanned into the management database. Each envelope barcode is linked to the barcode on the box in which it arrived.
- Districts are e-mailed to confirm receipt of their shipments. A list of school envelopes received is attached to the e-mail. Districts are asked to review their own records of what was shipped for processing and confirm the list of school envelopes received. Once confirmation is received, a pick-up for NOT TO BE SCORED materials can be scheduled.
- Depending on size, packages are either locked in a cabinet or stored in a separate locked office before processing.
- Since processing of packages is done on a by-district basis, only boxes/packages for the relevant district are moved to the processing area at a given time.

Document Sorting

- TO BE SCORED materials are separated into four separate trays by district: (1) completed student answer sheets; (2) blank/unused student answer sheets with no demographic or item-level data; (3) Document Count & Return Summary Forms; and (4) other miscellaneous materials (e.g., business cards, Post-it notes, student records). The "miscellaneous" materials are reviewed by supervisors and either stored or destroyed.
- All documents are removed from packaging. As a safety measure, all empty envelopes are reinspected once forms have been removed to ensure that no forms remain in the envelopes.
- If additional notes from district coordinators or examiners are discovered (e.g., "DO NOT SCAN"), the notes and corresponding answer sheets are shared with supervisors before proceeding.
- Additional staples and paper clips are removed from forms.

- Completed forms are checked for missing district numbers and/or school numbers as they are processed.
    - If either of these items is missing, the information is added only if the correct district/school number can be discerned from the envelope label or the Document Count & Return Summary Form. Staff members are trained to ask supervisors for assistance whenever necessary.
- Student answer sheets and Document Count & Return Summary Forms are stored in locked cabinets (separated by district) for the next stage of processing.
- After opening all boxes/packages for a particular district, staff members date and initial next to the district's name in a processing log.

CHAPTER 7 SCANNING

Scan Station is the Teleform module used to capture data and form images from the Student Answer Sheets. Once forms have been scanned, the Teleform system evaluates the data captured, which are subsequently verified by a Verifier Station operator.

Scan Station operators perform the following steps:

1. Log in
2. Remove any remaining staples and paper clips from the forms
3. Create batches no thicker than 1″ (approximately 40 forms)
4. Flip through forms to help break up stack
5. Place forms in scanner bay
6. Select New Batch under the File menu of Batch Explorer
7. Select Job-FLALT
8. Confirm under the Processing Tab that Setting reads: "Panasonic" and "Feeder—Front & Back"
9. Click "Start"
10. Watch for errors as images are scanned

Quality Check

- If multiple pages are scanned together, lines appear, or if other imaging issues occur, operators are instructed to follow the steps below:
    1. Stop scanning by removing forms from scanner bay
    2. Place pages from the scanner bay back on tray with other pages
    3. Delete all scanned images from the batch
    4. Select "Continue" and rescan the entire batch
- When a batch is complete, review images in Batch Explorer; if an error is detected, follow steps 1–4 above.
- If the quality of images is acceptable, "Accept" batch.
- Batch will appear in Batch Explorer as "Ready to Evaluate."

Post Processing

- Batch cover sheets are preprinted with ascending batch numbers.
- Batch cover sheet is placed on top of corresponding scanned batch.
- Batch and cover sheet are bundled with a rubber band.
- Date, district number, and initials are noted in the batch log for each batch number.
- Batches are placed in a locked cabinet for Verifier Station operator to review.
- Once all the forms for a district have been scanned, operators date and initial next to the appropriate district name on the scan log provided.
- Operators log out of scan station when they switch stations or once scanning has been completed for the day.

Cleaning

- The scanner is cleaned after every 20 batches or whenever images show stray streaks/lines; staff members date and initial next to the appropriate batch in the batch log once they have cleaned the scanner.
- Scanner is opened from the front and rollers are cleaned of debris using isopropyl alcohol and cotton swabs or wipes.
- Compressed air removes dust, residue, and staples.

Verifying and Committing Data

- Teleform Verifier Station operators perform the following steps:
  1. Log in using secure User ID and Password.
  2. From the "Utilities" menu, select "Batch Management."
  3. Click on a batch to begin.
  4. Retrieve the matching, hard copy batch of original student answer sheets from the locked cabinet.
  5. Once a batch is selected, the digital image of each student answer sheet will appear for verification, if operator review is required.

Verifying Demographic Information

- To ensure the accuracy of demographic information provided on the student answer sheets, the following elements were programmed into the system:
  - The Verifier module automatically forces the operator to stop and review all demographic fields on non-pre-identified (i.e., handwritten) student answer sheets.
  - Demographic information on page 1 of the pre-identified student answer sheets is not verified. Each pre-identified student answer sheet is linked to the corresponding Survey 2 database record using the unique ID (P-LINK) on the bottom, left-hand corner of the form. Upon export, a structured query language (SQL) database trigger updates the record with the pre-identified demographic data.
  - The system is programmed to automatically stop at all fields completed in the "Student Demographic Information Corrections" section on page 1 of ALL student answer sheets (i.e., pre-identified or non-pre-identified).
- When the Verifier module stops on a demographic data field, the operator must determine if the system's Intelligent Character Recognition (ICR) deduction is correct or if there is an error that needs to be corrected.
  - If the system has read the intended character correctly, the operator accepts the system's inference by moving on to the next field.
  - If the system interprets a character erroneously, the operator corrects the error by typing in the correct character based on the actual information written on the scanned image or hard copy of the form.
  - Similarly, if the system interprets a stray mark as a character, the operator deletes the unnecessary characters.
- If a field value does not meet certain predetermined criteria, operators can either confirm and accept the "Out of Range" values or they can skip to the next field, which leaves the field flagged for review by supervisors later on.
- Operators are trained to enter characters exactly as they are found on the forms. Their principal mission is to recreate the data from the original form precisely as the data were intended.

Verifying Item-Level Data

- Multiple and Inconclusive Responses
  The system is programmed to identify assessment items where (a) more than one answer has been completed or (b) the Teleform Verifier was inconclusive about whether an answer had been bubbled. As the operator toggles through the student answer sheets, a Field Violation message box will appear (when the system locates an instance of case a or b above) asking the operator, "Can you identify the correct bubble?"
  - If the operator can clearly discern which value the examiner intended to submit, then he or she corrects or confirms the value and submits it.
  - If the operator CANNOT tell which value the examiner intended to submit, then he or she writes the P-LINK, academic area, and error type on the batch cover sheet for supervisors to review. The original forms are then pulled and placed at the top of the batch.

- Missing Responses
  The system is also programmed to count the number of items with responses for each grade-relevant academic area (e.g., only science for grade 11). If the total number of counted responses does not match the total number of items for an academic area (i.e., 16 items), then a flag is raised and the system will automatically stop on the incomplete item(s). Verifier Station operators are trained to review the original student answer sheet (rather than the scanned image) to determine whether an item has, in fact, been completed. If any item is blank for a grade-specific academic area, the operator writes the P-LINK, academic area, and error type on the batch cover sheet for supervisors to review. The original forms are then pulled and placed at the top of the batch.
- Missing Pages
  If the Teleform Verifier identifies a form as having a missing page, the operator will notify their supervisor. The supervisor will review the form and delete the form images from the system (as appropriate) and pull the hard copy from the batch for rescanning. The Teleform Verifier also identifies forms that may have unidentified pages due to page overlap during scanning, stray marks, torn forms, or damage to square cornerstone markers. These forms are also rescanned.

Committing Batches to the SQL Server Database

- All answer sheets with hand completed demographic sections are verified a second time for the purpose of adding an extra layer of quality checking.
- Once the batches have been verified, they are transferred to a supervisor for quality checking.
- The front cover of each batch is checked by the supervisor for errors noted by Verifier Station operators.
  - If the batch cover sheet contains errors found (e.g., more than one answer has been bubbled for an item), the supervisor reviews the original student answer sheets to confirm these errors.
- When the supervisor confirms that an error was, in fact, submitted by the examiner, he or she initials the cover sheet next to the location where the error was noted.
- If an error is determined to be a false positive, the supervisor will correct the item in the Teleform Verifier, make a note of the change on the batch cover sheet, and sign and date the cover sheet where the change is noted.
- All student answer sheets for which the system has identified errors have a status of "Needs Review." A batch cannot be committed until the status of all student answer sheets is "Evaluated OK."
- Supervisors randomly check five student answer sheets per batch where errors were not flagged by the system.
- The batches can then be committed to the database. The supervisor signs off that the batch has been committed.

7.1 DATA SECURITY

Individuals are granted permission only for actions needed to perform their jobs. Limiting actions to those properly authorized protects the confidentiality and integrity of data within the processing environment. All employees are required to sign a confidentiality agreement.

7.2 ELECTRONIC RECORDS

All authorized personnel have individual usernames and passwords to access the stand-alone network, which stores secure student data. If personnel leave their computers for more than two minutes, a password-protected screen saver is activated. A very limited number of employees have access to sensitive electronic records. All sensitive electronic records, including scanned answer sheet images, assessment data, and student demographic information, are stored on the SQL server and backed up every night.

All electronic records are protected from unauthorized access while in storage and while being processed through the use of suitable information security techniques, such as password protection and analogous methods. Access control mechanisms are also utilized to ensure that only authorized users can access data to which they have been granted explicit access rights. Additionally, any computer and/or electronic device where these electronic records reside, such as database servers, local hard drives, external hard drives, or tape or optical backups, are always kept within secure premises, as described below.

Authorized individuals are trained to avoid transmitting sensitive data through electronic means proven to be easily intercepted and/or modifiable, such as unencrypted e-mail communications or unsecured FTP connections. Transmission of sensitive information via facsimile documents is also prohibited.

7.3 PHYSICAL RECORDS

Only authorized employees have access to student data for processing purposes. Employees must ensure that confidential data under their direction or control are properly labeled and safeguarded according to their sensitivity and criticality. All physical records must be kept in full view by the authorized employees while being accessed and/or processed and properly stored and secured if the premises are left for any period of time. Sensitive physical records are stored in locked cabinets, and only supervisors have access to their keys.

Location Specifications

The premises where sensitive physical and electronic records are stored are protected at all times from unauthorized access, through a combination of building security access systems, security personnel, and suitable locks in doors and any other similar points of access. Storage and filing cabinets are also protected by locking mechanisms, independently of any additional access control to the rooms where they are located. Building windows are fixed panes made of impact-resistant glass that do not open. The building's security

access system limits access to the building after hours and during weekends. An access card is required to gain entry to the building when the security system is activated. The premises are also protected by a security company, which provides a security guard 24 hours a day, 7 days a week.

7.4 Data Disposal

Both physical and electronic records are destroyed, deleted, and/or purged through any number of means that guarantee the technical impossibility of these records being recovered, be it partially or completely. Any backup copies of electronic records that might exist, regardless of format, are also disposed of accordingly. Data assets, both physical and electronic, are kept for the period of time considered mandatory by any applicable laws. After this period of time, all necessary steps are taken for their disposal.

7.5 Secure Test Material Distribution and Return

All test material shipments to and from the districts are shipped using tracking mechanisms. Materials are shipped using United Parcel Service or R&L Carriers only; the type of courier is determined based on type and quantity of materials. All shipments to districts are tracked to ensure delivery by a specific date.

Every district and school materials box within a district shipment contains a label with an internal scannable barcode, as well as a standard courier/freight shipping label. For tracking purposes, internal and shipping barcodes are stored in a management database before shipments are picked up by couriers. Every district shipment includes school-level and district-level packing lists detailing all the materials included. For districts receiving pallets of materials, a pallet map is also provided, describing how many cartons are included for each school and the skid numbers where the cartons can be found.

Both district and school test coordinators are instructed to inventory shipment contents within 24 hours of receipt and report any discrepancies immediately. Once secure test materials arrive at the districts, district assessment coordinators are responsible for storing these materials in secure, locked facilities. It is the responsibility of district assessment coordinators to ensure that materials are handled appropriately during distribution to and return from schools. Likewise, school test coordinators are instructed to store test materials in secure locations.

CHAPTER 8 REPORTING

8.1 REPORT SHELLS

Reports are generated at the following levels:

The state-level report contains the number of students assessed and percentages of students scoring at each performance level (i.e., Levels 1–9) for each district, as well as the state's overall results by academic area.

District-level reports contain the number of students assessed and percentages of students scoring at each performance level (i.e., Levels 1–9) for each school in a given district, as well as the district's overall results by academic area.

School-level reports include the list of students assessed in a given school, along with their performance level (i.e., Levels 1–9) and total score by academic area. The report also contains a summary of the school's overall results.

Student and parent reports include the student's basic demographic information (e.g., name, grade, school), total score, performance level (i.e., Levels 1–9), performance-level descriptors, and a bar graph depicting comparative reading and mathematics performance levels for the 2012 and 2013 administrations. Report backs contain levels and Access Points for each core item. See Appendix F for sample report shells.

In addition to the reports listed above, parent and teacher brochures were prepared to be distributed with the individual student reports. The parent brochures focus on providing an overview of the Florida Alternate Assessment, including the Access Points and a description of the levels of complexity, information on who determines whether the student will participate in the alternate assessment, when the assessment takes place, who administers the assessment, and how the results are used. The teacher brochure includes some of the same information, but focuses more on what results are provided and how they can be used by the teacher. Electronic copies of the parent and teacher brochures were made available to the public on the FLDOE website (www.fldoe.org/asp/altassessment.asp). (Copies of the brochures can be found in Appendix G.)

8.2 DECISION RULES FOR REPORTING

- Reports are not generated for students if no items in the academic area(s) specific to the student's grade are completed.
- Data scanned from student answer sheets marked "DNS" are not included in reports. The DNS bubble is located at the bottom of page 1 of the student answer sheet. Teachers were asked to mark the DNS bubble if the answer sheet was defective, soiled, or incorrectly completed.

- Data scanned from student answer sheets on which no grade level is indicated are not included in reports.
- Reports are not generated for students for whom deceased is indicated as the Reason Not Assessed (page 1 of the Student Answer Document).

SECTION III TECHNICAL CHARACTERISTICS OF THE FLORIDA ALTERNATE ASSESSMENT

CHAPTER 9 CLASSICAL ITEM ANALYSIS

As noted in Brown (1983), "A test is only as good as the items it contains." A complete evaluation of a test's quality must include an evaluation of each item. Both *Standards for Educational and Psychological Testing* (AERA, 1999) and *Code of Fair Testing Practices in Education* (Joint Committee on Testing Practices, 2004) include standards for identifying quality items. While the specific statistical criteria identified in these publications were developed primarily for general—not alternate—assessment, the principles and some of the techniques apply within the alternate assessment framework as well.

Both qualitative and quantitative analyses were conducted to ensure that Florida Alternate Assessment items met these standards. Qualitative analyses are described in earlier sections of this report; this section focuses on the quantitative evaluations. The statistical evaluations discussed are difficulty indices and discrimination (item-test correlations); differential item functioning (DIF), which is used to evaluate potential item bias; and dimensionality analyses. The item analyses presented here are based on the statewide administration of the Florida Alternate Assessment in Spring 2013. All students are included in the following calculations.

9.1 ITEM DIFFICULTY AND DISCRIMINATION

All Florida Alternate Assessment tasks were evaluated in terms of item difficulty according to standard classical test theory practices. "Difficulty" was defined as the average proportion of points achieved on an item and was measured by obtaining the average score on an item and dividing by the maximum score for the item. Tasks presented at the Participatory level are scored polytomously, such that a student can achieve a score of 0, 1, 2, or 3 for an item. Tasks presented at the Supported or Independent levels, on the other hand, are dichotomous, i.e., a student either gets the item correct or incorrect. For these items, the difficulty index is simply the proportion of students who got the item correct. By computing the difficulty index (*p*-value) for the polytomous items as the average proportion of points achieved, all items are placed on a scale that ranges from 0.0 to 1.0. Although this index is traditionally described as a measure of difficulty, it is properly interpreted as an easiness index, because larger values indicate easier items. The *p*-values are used to help insure that items are of the appropriate difficulty for the assessment level that they are intended to be used at (Participatory, Supported, or Independent).

An index of 0.0 indicates that all students received no credit for the item, and an index of 1.0 indicates that all students received full credit for the item. Items that have either a very high or very low difficulty index are considered to be potentially problematic, because they are either so difficult that few students get them right or so easy that nearly all students get them right. In either case, such items should be reviewed for appropriateness for inclusion on the assessment. If an assessment were composed entirely of very easy or very hard items, all students would receive nearly the same scores, and the assessment would not be able to differentiate high-ability students from low-ability students. Difficulty indices (i.e., item-level classical statistics) for each item are provided in Appendix H.

A desirable feature of an item is that the higher-ability students perform better on the item than the lower-ability students. The correlation between student performance on a single item and total test score is a commonly used measure of this characteristic of an item. Within classical test theory, this item-test correlation is referred to as the item's "discrimination," because it indicates the extent to which successful performance on an item discriminates between high and low scores on the test. The discrimination index used to evaluate the polytomous items (Participatory level) was the Pearson product-moment correlation; the corresponding statistic for the dichotomous items (Supported and Independent levels) is the point-biserial correlation. The theoretical range of the discrimination index is -1.0 to 1.0.

Discrimination indices can be thought of as measures of how closely an item assesses the same knowledge and skills assessed by other items contributing to the criterion total score. That is, the discrimination index can be thought of as a measure of construct consistency. In light of this interpretation, the selection of an appropriate criterion total score is crucial to the interpretation of the discrimination index. For the Florida Alternate Assessment, the test total score, excluding the item being evaluated, was used as the criterion score.

A summary of the item difficulty and item discrimination statistics for each grade/content area combination is presented in Table 9-1. Note that the statistics presented in Table 9-1 are based on just the core items because those are the items that are used to calculate students' scores. Because the nature and purpose of the Florida Alternate Assessment are different from those of a general assessment, and in the absence of guidelines for interpreting the values for alternate assessments, the statistics presented in Table 9-1 should be interpreted with caution. See Appendix I for the item-level score distributions.

Table 9-1. 2012–13 Florida Alternate Assessment: Item Difficulty and Discrimination Statistics

Subject	*Grade*	*Number of Items*	p-*Value*		*Discrimination*	
			Mean	*Standard Deviation*	*Mean*	*Standard Deviation*
Mathematics	3	48	0.53	0.25	0.62	0.10
	4	48	0.55	0.26	0.59	0.10
	5	48	0.55	0.25	0.62	0.07
	6	48	0.52	0.27	0.58	0.09
	7	48	0.55	0.26	0.58	0.08
	8	48	0.54	0.28	0.56	0.08
	9	48	0.54	0.25	0.62	0.09
	10	48	0.51	0.29	0.55	0.11
Reading	3	48	0.61	0.21	0.66	0.08
	4	48	0.63	0.23	0.64	0.09
	5	48	0.62	0.24	0.63	0.09
	6	48	0.61	0.25	0.62	0.10
	7	48	0.61	0.25	0.61	0.08
	8	48	0.61	0.25	0.60	0.08
	9	48	0.57	0.26	0.59	0.10
	10	48	0.58	0.25	0.60	0.09
Science	5	48	0.61	0.24	0.62	0.10
	8	48	0.56	0.26	0.57	0.09
	11	48	0.59	0.26	0.58	0.10
Writing	4	48	0.58	0.26	0.63	0.09
	8	48	0.65	0.22	0.65	0.07
	10	48	0.59	0.25	0.63	0.08

9.2 BIAS/FAIRNESS

Code of Fair Testing Practices in Education (Joint Committee on Testing Practices, 2004) explicitly states that subgroup differences in performance should be examined when sample sizes permit and that actions should be taken to ensure that differences in performance are because of construct-relevant, rather than irrelevant, factors. *Standards for Educational and Psychological Testing* (AERA, et al., 1999) includes similar guidelines. As part of the effort to identify such problems, Florida Alternate Assessment items were evaluated in terms of differential item functioning (DIF) statistics.

For the Florida Alternate Assessment, the standardization DIF procedure (Dorans & Kulick, 1986) was employed to evaluate subgroup differences. The standardization DIF procedure is designed to identify items for which subgroups of interest perform differently, beyond the impact of differences in overall achievement. The DIF procedure calculates the difference in item performance for two groups of students (at a time) matched for achievement on the total test. Specifically, average item performance is calculated for students at every total score. Then an overall average is calculated, weighting the total score distribution so that it is the same for the two groups.

When differential performance between two groups occurs on an item (i.e., a DIF index in the "low" or "high" categories, explained below), it may or may not be indicative of item bias. Course-taking patterns or differences in school curricula can lead to DIF, but for construct-relevant reasons. On the other hand, if subgroup differences in performance could be traced to differential experience (such as geographical living conditions or access to technology), the inclusion of such items should be reconsidered.

Computed DIF indices have a theoretical range from -1.0 to 1.0 for multiple-choice items, and the index is adjusted to the same scale for constructed-response items. Dorans and Holland (1993) suggested that index values between -0.05 and 0.05 should be considered negligible. The preponderance of Florida Alternate Assessment items fell within this range. Dorans and Holland further stated that items with values between -0.10 and -0.05 and between 0.05 and 0.10 (i.e., "low" DIF) should be inspected to ensure that no possible effect is overlooked, and that items with values outside the -0.10 to 0.10 range (i.e., "high" DIF) are more unusual and should be examined very carefully.[1]

For the 2012–13 Florida Alternate Assessment, the following subgroup comparisons were evaluated for DIF:

- Male versus female
- White versus Black
- White versus Hispanic
- Economically disadvantaged versus not economically disadvantaged

The tables in Appendix J present the number of items classified as either "low" or "high" DIF, overall and by group favored.

9.3 DIMENSIONALITY

The DIF analyses of the previous section were performed to identify items that showed evidence of differences in performance between pairs of subgroups beyond that which would be expected based on the primary construct that underlies total test score (also known as the "primary dimension"; for example, general achievement in math). When items are flagged for DIF, statistical evidence points to their measuring an additional dimension(s) to the primary dimension.

Because tests are constructed with multiple content area subcategories, and their associated knowledge and skills, the potential exists for a large number of dimensions being invoked beyond the common primary dimension. Generally, the subcategories are highly correlated with each other; therefore, the primary dimension they share typically explains an overwhelming majority of variance in test scores. In fact, the presence of just such a dominant primary dimension provides the foundation for the reporting and

[1] It should be pointed out here that DIF is evaluated initially at the time of field testing. If an item displays high DIF, it is flagged for review by a Measured Progress content specialist. The content specialist consults with the FLDOE to determine whether to include the flagged item in a future operational test administration.

interpretation of a single score for each student taking the 2012–13 Florida Alternate Assessment test forms. As noted in the previous section, a statistically significant DIF result does not automatically imply that an item is measuring an irrelevant construct or dimension. An item could be flagged for DIF because it measures one of the construct-relevant dimensions of a subcategory's knowledge and skills.

The purpose of dimensionality analysis is to investigate whether violation of the assumption of test unidimensionality is statistically detectable and, if so, (a) the degree to which unidimensionality is violated and (b) the nature of the multidimensionality. Findings from dimensionality analyses performed on the 2012–13 Florida Alternate Assessment common items for mathematics, reading, science, and writing are reported below. (Note: Only common items were analyzed since they are used for score reporting.)

The dimensionality analyses were conducted using the nonparametric methods DIMTEST (Stout, 1987; Stout, Froelich, & Gao, 2001) and DETECT (Zhang & Stout, 1999). Both of these methods use as their basic statistical building block the estimated average conditional covariances for item pairs. A conditional covariance is the covariance between two items conditioned on expected total score for the rest of the test, and the average conditional covariance is obtained by averaging over all possible conditioning scores. When a test is strictly unidimensional, all conditional covariances are expected to take on values within random noise of zero, indicating statistically independent item responses for examinees with equal expected scores. Non-zero conditional covariances are essentially violations of the principle of local independence, and local dependence implies multidimensionality. Thus, nonrandom patterns of positive and negative conditional covariances are indicative of multidimensionality.

DIMTEST is a hypothesis-testing procedure for detecting violations of local independence. The data are first divided into a training sample and a cross-validation sample. Then an exploratory analysis of the conditional covariances is conducted on the training sample data to find the cluster of items that displays the greatest evidence of local dependence. The cross-validation sample is then used to test whether the conditional covariances of the selected cluster of items displays local dependence, conditioning on total score on the nonclustered items. The DIMTEST statistic follows a standard normal distribution under the null hypothesis of unidimensionality.

DETECT is an effect-size measure of multidimensionality. As with DIMTEST, the data are first divided into a training sample and a cross-validation sample. The training sample is used to find a set of mutually exclusive and collectively exhaustive clusters of items that best fit a systematic pattern of positive conditional covariances for pairs of items from the same cluster and negative conditional covariances from different clusters. Next, the clusters from the training sample are used with the cross-validation sample data to average the conditional covariances: within-cluster conditional covariances are summed, from this sum the between-cluster conditional covariances are subtracted, this difference is divided by the total number of item pairs, and this average is multiplied by 100 to yield an index of the average violation of local independence for an item pair. DETECT values less than 0.2 indicate very weak multidimensionality (or near

unidimensionality), values of 0.2 to 0.4 weak to moderate multidimensionality; values of 0.4 to 1.0 moderate to strong multidimensionality, and values greater than 1.0 very strong multidimensionality.

DIMTEST and DETECT were applied to the 2012–13 Florida Alternate Assessment. The data for each grade and content area were split into a training sample and a cross-validation sample. Every grade/content-area combination had at least 2,400 student examinees, so every training sample and cross-validation sample had at least 1,200 students. DIMTEST was then applied to every grade/content area. DETECT was applied to each dataset for which the DIMTEST null hypothesis was rejected in order to estimate the effect size of the multidimensionality.

The DIMTEST null hypothesis was rejected at a significance level of 0.01 for every grade/content area. The occurrence of statistical rejection of the null hypothesis for every dataset was not surprising because strict unidimensionality is an idealization that rarely holds exactly for a given dataset. Thus, it was important to use DETECT to estimate the effect size of the violations of local independence found by DIMTEST. Table 9-2 displays the multidimensionality effect size estimates from DETECT.

Table 9-2. 2012–13 Florida Alternate Assessment: Multidimensionality Effect Sizes by Grade and Subject

Subject	*Grade*	*Multidimensionality Effect Size*	
		2012–13	*2011–12*
Mathematics	3	0.15	0.16
	4	0.14	0.12
	5	0.14	0.13
	6	0.14	0.15
	7	0.18	0.15
	8	0.12	0.12
	9	0.14	0.13
	10	0.12	0.14
	Average	0.14	0.16
Reading	3	0.15	0.17
	4	0.16	0.14
	5	0.12	0.14
	6	0.11	0.13
	7	0.13	0.13
	8	0.14	0.12
	9	0.13	0.11
	10	0.13	0.11
	Average	0.13	0.13
Science	5	0.13	0.15
	8	0.14	0.12
	11	0.12	0.12
	Average	0.13	0.13
Writing	4	0.11	0.08
	8	0.09	0.12
	10	0.09	0.07
	Average	0.10	0.09

All the DETECT values indicated very weak multidimensionality. The writing test forms tended to show slightly less multidimensionality than did mathematics, reading, or science. This same small difference also occurred in the analysis of the 2011–12 data. We also investigated how DETECT divided the tests into clusters to see if there were any discernable patterns with respect to item type (i.e., multiple choice and constructed response), but none of the tests showed any discernable pattern. This lack of patterns with respect to item type also occurred in the analysis of the 2011–12 data. A more thorough investigation by substantive content experts would be required to better understand the DETECT clusters and how they relate to the DIMTEST statistical rejections. In any case, the violations of local independence from all such effects, as evidenced by the DETECT effect sizes, were very small and do not warrant any changes in test design or scoring.

CHAPTER 10 CHARACTERIZING ERRORS ASSOCIATED WITH TEST SCORES

One of the main uses of the Florida Alternate Assessment scores is for school-, district-, and state-level accountability in the federal No Child Left Behind Act (NCLB) and in state accountability systems. The students are classified as Proficient or Not Proficient and are included in the state's Annual Measurable Objectives (AMOs) calculation. In this case, the reliability of individual student scores, while not meaningless, becomes much less important. The scores have been collapsed for each student to a yes/no decision and then aggregated across students. Several different methods of evaluating test reliability are discussed below.

10.1 RELIABILITY (OVERALL AND SUBGROUP)

In the previous chapter, individual item characteristics of the 2012–13 Florida Alternate Assessment were presented. Although individual item performance is an important focus for evaluation, a complete evaluation of an assessment must also address the way in which items function together and complement one another. Any measurement includes some amount of measurement error. No academic assessment can measure student performance with perfect accuracy; some students will receive scores that underestimate their true ability, and other students will receive scores that overestimate their true ability. Items that function well together produce assessments that have less measurement error (i.e., the error is small on average). Such assessments are described as "reliable."

There are a number of ways to estimate an assessment's reliability. One approach is to split all test items into two groups and then correlate students' scores on the two half-tests. This is known as a split-half estimate of reliability. If the two half-test scores correlate highly, the items on them likely measure very similar knowledge or skills. It suggests that measurement error will be minimal.

The split-half method requires psychometricians to select items that contribute to each half-test score. This decision may have an impact on the resulting correlation, since each different possible split of the test into halves will result in a different correlation. Another problem with the split-half method of calculating reliability is that it underestimates reliability, because test length is cut in half. All else being equal, a shorter test is less reliable than a longer test. Cronbach (1951) provided a statistic, alpha (α), that avoids the shortcomings of the split-half method by comparing individual item variances to total test variance. Cronbach's α was used to assess the reliability of the 2012–13 Florida Alternate Assessment. The formula is as follows:

$$\alpha \equiv \frac{n}{n-1}\left[1 - \frac{\sum \sigma_{(Y_i)}^2}{\sigma_X^2}\right]$$

where
i indexes the item,
n is the number of items,
$\sigma_{(Y_i)}^2$ represents individual item variance, and
σ_X^2 represents the total test variance.

Table 10-1 presents raw score descriptive statistics (maximum possible score, average, and standard deviation), Cronbach's α coefficient, and raw score standard errors of measurement (SEMs) for each content area and grade.

Table 10-1. 2012–13 Florida Alternate Assessment: Raw Score Descriptive Statistics, Cronbach's Alpha, and Standard Errors of Measurement (SEM) by Content Area and Grade

Subject	Grade	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
Mathematics	3	2,451	144	76.94	36.80	0.95	7.94
	4	2,607	144	78.73	34.55	0.95	8.10
	5	2,633	144	78.87	36.82	0.96	7.66
	6	2,713	144	74.40	33.57	0.94	8.10
	7	2,704	144	78.43	33.84	0.94	8.28
	8	2,660	144	78.45	31.51	0.93	8.10
	9	2,638	144	78.45	36.51	0.95	7.96
	10	2,642	144	73.15	31.01	0.93	8.00
Reading	3	2,454	144	88.10	39.94	0.96	7.98
	4	2,618	144	91.12	37.09	0.96	7.83
	5	2,655	144	88.59	36.65	0.95	7.79
	6	2,711	144	88.00	36.22	0.96	7.55
	7	2,704	144	87.78	35.08	0.95	8.00
	8	2,664	144	87.95	35.18	0.95	7.90
	9	2,659	144	82.66	34.18	0.95	7.94
	10	2,648	144	83.11	34.97	0.95	8.12
Science	5	2,618	144	87.46	36.51	0.95	7.92
	8	2,650	144	80.42	32.68	0.93	8.42
	11	2,453	144	85.54	33.30	0.94	8.25
Writing	4	2,598	144	83.99	36.52	0.96	7.35
	8	2,637	144	92.85	37.90	0.96	7.44
	10	2,611	144	84.65	36.72	0.96	7.49

An alpha coefficient toward the high end is taken to mean that the items are likely measuring very similar knowledge or skills (i.e., that they complement one another and suggest a reliable assessment). Please note that these numbers may be artificially inflated due to the pseudo-adaptive administration of the assessment. More specifically, if a student was not administered an item, for purposes of the above reliability calculations it was assumed that the student would have scored incorrectly.

Subgroup Reliability

The reliability coefficients discussed in the previous section were based on the overall population of students who took the 2012–13 Florida Alternate Assessment. Cronbach's coefficients for subgroups were also calculated using the formula defined above but, in this case, only the members of the subgroup in question were used in the computations. The results are reported in Appendix K. Note that statistics are reported only for subgroups with at least 10 students.

For several reasons, the results of this section should be interpreted with caution. First, inherent differences between grades and content areas preclude making valid inferences about the quality of a test based on statistical comparisons with other tests. Second, reliabilities are dependent not only on the measurement properties of a test but on the statistical distribution of the studied subgroup. For example, it can be readily seen in Appendix K that subgroup sample sizes may vary considerably, which results in natural variation in reliability coefficients. Alternatively , which is a type of correlation coefficient, may be artificially depressed for subgroups with little variability (Draper & Smith, 1998). Finally, there is no industry standard to interpret the strength of a reliability coefficient, and this is particularly true when the population of interest is a single subgroup.

10.2 Decision Accuracy and Consistency

While related to reliability, the accuracy and consistency of classifying students into performance categories is an even more important issue in a standards-based reporting framework (Livingston & Lewis, 1995). Unlike generalizability coefficients, decision accuracy and consistency (DAC) can usually be computed with the data currently available for most alternate assessments. For every 2012–13 Florida Alternate Assessment grade and content area, each student was classified into one of the following performance levels: Emergent, Achieved, or Commended. This section of the report explains the methodologies used to assess the reliability of classification decisions and presents the results.

Accuracy refers to the extent to which decisions based on test scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated, because errorless test scores do not exist. Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same test. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational test programs, however, such a design is usually impractical. Instead, techniques have been developed to estimate both the accuracy and the consistency of classification decisions based on a single administration of a test. The Livingston and Lewis (1995) technique was used for the 2012–13 Florida Alternate Assessment because it is easily adaptable to all types of testing formats, including mixed-format tests.

The accuracy and consistency estimates reported in Appendix L make use of "true scores" in the classical test theory sense. A true score is the score that would be obtained if a test had no measurement error. Of course, true scores cannot be observed and so must be estimated. In the Livingston and Lewis method, estimated true scores are used to categorize students into their "true" classifications.

For the 2012–13 Florida Alternate Assessment, after various technical adjustments (described in Livingston & Lewis, 1995), a three-by-three contingency table of accuracy was created for each content area and grade, where cell [*i, j*] represented the estimated proportion of students whose true score fell into classification *i* (where *i* = 1 to 3) and observed score into classification *j* (where *j* = 1 to 3). The sum of the diagonal entries (i.e., the proportion of students whose true and observed classifications matched) signified overall accuracy.

To calculate consistency, true scores were used to estimate the joint distribution of classifications on two independent, parallel test forms. Following statistical adjustments per Livingston and Lewis (1995), a new three-by-three contingency table was created for each content area and grade and populated by the proportion of students who would be categorized into each combination of classifications according to the two (hypothetical) parallel test forms. Cell [*i, j*] of this table represented the estimated proportion of students whose observed score on the first form would fall into classification *i* (where *i* = 1 to 3) and whose observed score on the second form would fall into classification *j* (where *j* = 1 to 3). The sum of the diagonal entries (i.e., the proportion of students categorized by the two forms into exactly the same classification) signified overall consistency.

Another way to measure consistency is to use Cohen's (1960) coefficient κ (kappa), which assesses the proportion of consistent classifications after removing the proportion of consistent classifications that would be expected by chance. It is calculated using the following formula:

$$\kappa = \frac{(\text{Observed agreement}) - (\text{Chance agreement})}{1 - (\text{Chance agreement})} = \frac{\sum C_{ii} - \sum C_{i.} C_{.i}}{1 - \sum C_{i.} C_{.i}}$$

where

$C_{i.}$ is the proportion of students whose observed performance level would be Level *i* (where *i* = 1 – 3) on the first hypothetical parallel form of the test;

$C_{.i}$ is the proportion of students whose observed performance level would be Level *i* (where *i* = 1 – 3) on the second hypothetical parallel form of the test; and

C_{ii} is the proportion of students whose observed performance level would be Level *i* (where *i* = 1 – 3) on both hypothetical parallel forms of the test.

Because κ is corrected for chance, its values are lower than are other consistency estimates.

The accuracy and consistency analyses described above are provided in Table L-1 of Appendix L. The table includes overall accuracy and consistency indices, including kappa. Accuracy and consistency values conditional upon performance level are also given. For these calculations, the denominator is the proportion of students associated with a given performance level. For example, the conditional accuracy value is 0.90 for Emergent for grade 3 mathematics. This figure indicates that among the students whose true scores

placed them in this classification, 90% would be expected to be in this classification when categorized according to their observed scores. Similarly, a consistency value of 0.91 indicates that 91% of students with observed scores in the Emergent level would be expected to score in this classification again if a second, parallel test form were used.

For some testing situations, of greatest concern may be decisions around level thresholds. For example, in testing done for NCLB accountability purposes, the primary concern is distinguishing between students who are proficient and those who are not yet proficient. In this case, the accuracy of the Emergent/Achieved threshold is of greatest interest. For the 2012–13 Florida Alternate Assessment, Table L-2 in Appendix L provides accuracy and consistency estimates at each cutpoint, as well as false positive and false negative decision rates. (A false positive is the proportion of students whose observed scores were above the cut and whose true scores were below the cut. A false negative is the proportion of students whose observed scores were below the cut and whose true scores were above the cut.)

The above indices are derived from Livingston and Lewis's (1995) method of estimating the accuracy and consistency of classifications. It should be noted that Livingston and Lewis discuss two versions of the accuracy and consistency tables. A standard version performs calculations for forms parallel to the form taken. An "adjusted" version adjusts the results of one form to match the observed score distribution obtained in the data. Figure L-1 uses the standard version for two reasons: (1) this "unadjusted" version can be considered a smoothing of the data, thereby decreasing the variability of the results; and (2) for results dealing with the consistency of two parallel forms, the unadjusted tables are symmetrical, indicating that the two parallel forms have the same statistical properties. This second reason is consistent with the notion of forms that are parallel; that is, it is more intuitive and interpretable for two parallel forms to have the same statistical distribution.

Note that, as with other methods of evaluating reliability, DAC statistics calculated based on small groups can be expected to be lower than those calculated based on larger groups. For this reason, the values presented in Appendix L should be interpreted with caution. Note also that, in the absence of research on DAC statistics in the alternate assessment arena, no guidelines are available for how to interpret the strength of the values. Finally, it is important to remember that it is inappropriate to compare DAC statistics between grades and content areas.

10.3 GENERALIZABILITY

Because the Florida Alternate Assessment is administered by individual teachers, in addition to the usual sources of error associated with regular assessments, there is always the question of how well student performance generalizes across test administrators. A video scoring study, designed to examine administrator effects, was conducted in 2008–09. A small sample of students was chosen and their test administrations were video-recorded and scored by an independent test administrator. Results of the study indicated that, overall, administrator agreement was high, but that there was some variability across items and raters. Results of the

study were used to identify areas in which additional training and/or monitoring would help to minimize rater effects. Complete results of the study can be found in the separate report released in that year and available on the Florida Department of Education website (www.fldoe.org/asp/altassessment.asp).

CHAPTER 11 COMPARABILITY

11.1 COMPARABILITY OF SCORES ACROSS YEARS (SCORING RUBRICS)

Comparability of scores across years is regulated through the use of common items; exacting specifications, review, and field-testing for new items; stable rubrics; and standard setting. In addition, comparability is examined through graphical techniques applied to raw scores and performance levels. The set of items used to calculate student scores on the Florida Alternate Assessment reading, mathematics, science, and writing tests remains largely consistent across years. In particular, 75% of the items are repeated (common items) from the previous year; moreover, new items that appear each year have been developed to exacting content standards (as described in Chapter 3) and have undergone intensive internal and external review (as described in Chapter 4) to ensure detailed construct continuity. Furthermore, the field-test statistics are used to ensure comparability of test difficulty across years. In addition, the same scoring rubrics are used from year to year. Use of this design results in raw scores that are expected to be comparable across years.

Comparability was also addressed through standard setting. As mentioned above, performance standards for science were established in 2009; for the remaining content areas (reading, writing, and mathematics), standards were set in 2008. Details of the standard setting procedures can be found in the standard setting reports released in those years. To ensure continuity of score reporting across years, the cuts that were established at those meetings will continue to be used in future years, until it is necessary to reset standards. The raw score cutpoints for the Florida Alternate Assessment, as established via standard setting, are presented in Table 11-1.

Table 11-1. 2012–13 Florida Alternate Assessment: Cut Scores on the Raw Score Reporting Scale by Subject and Grade

Subject	*Grade*	*Raw Score*									
		Minimum	*Cut 1*	*Cut 2*	*Cut 3*	*Cut 4*	*Cut 5*	*Cut 6*	*Cut 7*	*Cut 8*	*Maximum*
Mathematics	3	0	23	39	58	71	87	99	111	126	144
	4	0	23	42	58	70	87	99	111	127	144
	5	0	25	40	58	73	87	99	111	124	144
	6	0	26	39	58	72	88	99	112	127	144
	7	0	26	41	58	70	87	99	111	127	144
	8	0	27	41	58	70	86	99	111	127	144
	9	0	24	42	58	71	91	99	108	131	144
	10	0	29	45	58	70	92	99	109	130	144
Reading	3	0	24	40	63	70	85	99	106	120	144
	4	0	28	44	63	72	86	99	107	118	144
	5	0	29	44	63	71	86	99	111	123	144
	6	0	28	45	63	78	89	99	112	124	144
	7	0	28	45	63	75	90	99	113	127	144
	8	0	26	45	63	74	89	99	112	127	144
	9	0	26	43	63	74	90	99	116	127	144
	10	0	28	43	63	73	88	99	114	127	144
Science	5	0	23	39	59	76	88	103	115	125	144
	8	0	24	40	59	72	85	103	114	125	144
	11	0	24	40	59	72	86	103	112	123	144
Writing	4	0	24	36	64	71	87	99	112	129	144
	8	0	28	41	64	72	87	99	112	126	144
	10	0	25	42	64	74	87	99	112	127	144

To further examine comparability, multi-year graphs were produced. Graphs of the raw score cumulative distributions are provided in Appendix M. Because standards were set in 2009 for science, results are shown only for the 2011–12 and 2012–13 administrations. In the future, results will be shown for the most recent three years. Overall shifts in the curves represent changes in overall performance, which could be due to a change in the properties of the items. For example, as the curves move to the right, they represent an increase in performance, which could imply that the item set has become easier. Thus by examining the curves in Appendix M, observations can be made about the comparability of the items over time. To provide means for further examination of comparability across years in terms of standards, Tables N-1 through N-4 in Appendix N show performance-level distributions for 2013 by grade for each content area. The cumulative distributions illustrate graphically whether there have been shifts in the distribution of performance across years, again possibly due to changes in the items.

11.2 Linkages across Grades

In developing the Florida Alternate Assessment, a content-based approach for addressing continuity across grades was implemented. As described in Chapter 3, the Access Points describe the content to be included in students' instructional programs for each grade level. The Access Points are based on the benchmarks for the Sunshine State Standards, but at reduced levels of complexity. They are designed to follow a developmental continuum of skills that increases across grades. The items, in turn, have been designed to map onto the Access Points by measuring the grade-specific content and skills. This process ensures that the assessment builds upon the appropriate knowledge and skills, thereby reflecting the desired continuity across grades.

Comparability across grades was also addressed through standard setting procedures. Once ratings were completed for all grades in a content area, all panels met as a large content-area group. The panelists were presented cross-grade impact data (the percentage of students at each performance level for each grade level) based on the final round of ratings and were asked to provide feedback as to whether they felt the pattern of results across grades was reasonable or whether any of the cuts needed to be adjusted. Finally, following the standard setting meeting, the resulting cutpoints and impact data were critically evaluated by experts at the FLDOE to ensure that proficiency reflected the desired increase in cognition across grades.

SECTION IV THE VALIDITY EVALUATION

CHAPTER 12 VALIDITY

The purpose of this report is to describe several technical aspects of the Florida Alternate Assessment in an effort to contribute to the accumulation of validity evidence to support its score interpretations. Because it is a combination of a test and its scores that are evaluated for validity, not just the test itself, this report presents documentation to substantiate intended interpretations (AERA, 1999). Each of the chapters in this report contributes important information to the validity argument by addressing one or more of the following aspects of the Florida Alternate Assessment: test development, test administration, scoring, item analyses, reliability, comparability, and reporting.

The Florida Alternate Assessment is based on, and aligned to, the Next Generation Sunshine State Standards Access Points in reading, mathematics, writing, and science. The results are intended to enable inferences about student achievement on Next Generation Sunshine State Standards Access Points, and these achievement inferences are meant to be useful for program and instructional improvement and as a component of school accountability.

Standards for Educational and Psychological Testing (AERA, 1999) provides a framework for describing sources of evidence that should be considered when constructing a validity argument. These sources include evidence based on the following five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different aspect of validity, they are not distinct *types* of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

12.1 EVIDENCE BASED ON TEST DEVELOPMENT AND STRUCTURE

A measure of test content validity is to determine how well the assessment tasks represent the curriculum and standards for each content area and grade level. This is informed by the item development process, including how the test items align to the curriculum and standards. Viewed through the lens provided by the content standards, evidence based on test content was extensively described in Chapters 3 and 4. Item alignment with Next Generation Sunshine State Standards; item bias, sensitivity, and content appropriateness review processes; and adherence to the test blueprint are all components of validity evidence based on test content. As discussed earlier, all Florida Alternate Assessment test questions are aligned by Florida educators

to specific Next Generation Sunshine State Standards and undergo several rounds of review for content fidelity and appropriateness.

Evidence based on internal structure is presented in the discussions of item analyses and reliability in Chapters 9 and 10. Technical characteristics of the internal structure of the assessments are presented in terms of classical item statistics (item difficulty, item-test correlation, dimensionality, and DIF statistics) and reliability information, including decision accuracy and consistency. In general, statistical indices were within the ranges expected, and the dimensionality analyses strongly supported the unidimensional scoring and associated score interpretations.

In addition, two studies were conducted in 2008–09 that provided validity evidence about the structure of the Florida Alternate Assessment: (1) the Teacher Rating Survey, in which teachers' ratings of their students' performance were compared to the students' actual performance, and (2) the Test-Retest Reliability Study, which investigated whether items on the Florida Alternate Assessment exhibited the desired increase in complexity across the levels (Participatory, Supported, and Independent). These studies provided support for the validity of the assessment and identified areas of focus for its improvement. Complete results of the studies can be found in the separate validity study report released in 2009 and is available on the FLDOE website (www.fldoe.org/asp/altassessment.asp).

The Item Characteristics Study completed in 2010–11 provides additional validity evidence for the structure of the Florida Alternate Assessment. The study examined the Complexity Assumption whereby the difficulty of test questions within each item increased with each level of complexity (i.e., questions written to Access Points at the Independent level of complexity are more difficult than Supported questions, which are in turn more difficult than Participatory questions). In order to confirm that the questions within each item are in order of hierarchical difficulty, the entire test was administered to students without scaffolding. The vast majority of item scores displayed statistical significance in complete support of the Complexity Assumption. The increase in difficulty was observable at all grade levels tested. Complete results of the study can be found in the *Florida Alternate Assessment Item Characteristics Study: Analysis of Item Response Data and Summary of Results 2011–2012* report on the FLDOE website (www.fldoe.org/asp/altassessment.asp).

12.2 Other Evidence

The training and administration information in Chapter 5 describes the steps taken to train the teachers/test administrators on administration and scoring procedures. Tests are administered according to state-mandated standardized procedures, as described in the administration manual. These efforts to provide thorough training opportunities and materials help maximize consistency of administration and scoring across teachers, which enhances the quality of test scores and, in turn, contributes to validity. In addition, a Video Scoring and Administration Rating study was conducted in 2008–09. While results of the study indicated that scoring and administration procedures were being followed to a high degree overall, there were also some areas identified for improvement in order to enhance the validity of the assessment.

Evidence on the consequences of testing is addressed in the reporting information provided in Chapter 8. This chapter speaks to efforts undertaken to provide the public with accurate and clear test score information. Performance levels give reference points for mastery at each grade level, a useful and simple way to interpret scores. Several different standard reports were provided to stakeholders.

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APPENDICES

APPENDIX A—FLORIDA STAKEHOLDER LISTS

Table A-1. 2012–13 Florida Alternate Assessment: Technical Advisory Committee

Name	*Position*	*Function*
Dr. Charles DePascale	Senior Associate, The National Center for the Improvement of Educational Assessment	Member
Dr. Claudia P. Flowers	Professor, Department of Educational Administration, Research, and Technology, the University of North Carolina at Charlotte	Member
Dr. Stephen G. Sireci	Professor of Education and Co-Chairperson of the Research and Evaluation Methods Program and Director of the Center for Educational Assessment in the School of Education, the University of Massachusetts at Amherst	Member

Table A-2. 2012–13 Florida Alternate Assessment: Advisory Committee

Name	*Position*	*Function*
Amy Van Bergen	Down Syndrome Association of Central Florida	Member
Dr. Carol Allman	Consultant	Member
Jill Brookner	Alternate Assessment Coordinator	Member
Joyce Austin	Alternate Assessment Coordinator	Member
Melissa Herring	ESE Teacher	Member
Rebecca Nance	ESE Teacher	Member
Robin Meyers	Principal	Member
Dr. Rosalind Hall	Director of Exceptional Student Education (ESE) and Student Services	Member
Sandra Olivia	ESE Teacher	Member
Sandra White	ESE Teacher	Member
Sheryl Sandvoss	Director; Florida Inclusion Network	Member
Dr. Stacie Whinnery	Professor; School of Education; University of West Florida	Member
Sue Davis-Killian	Parent	Member
Susan Clark	Mathematics Specialist for the Deaf and Hard of Hearing; Florida School for the Deaf and Blind (FSDB)	Member

Table A-3. 2012–13 Florida Alternate Assessment: March 2012 Passage Bias Review Committee

Name	*District*	*Position*	*Gender*	*Ethnicity*
Dave Meharg	FSDB	Visual Impairment (VI) Specialist	Male	White
Diana Ramlall	Palm Beach	ESE Teacher	Female	N/A
Lauri Louwsma	Leon	ESE Teacher	Female	White
Leanne Grillot	FLDOE	Program Specialist, VI/Deaf or Hard of Hearing/Dual-Sensory Impairment	Female	White
Mark Drennan	FLDOE	Program Specialist, Title III	Male	White
Melissa Herring	Leon	Special Education (SpEd) Teacher	Female	White
Pascale Atouriste	Broward	Specialized Varying Exceptionalities (SVE)Teacher/ ESE Department Chair	Female	Not Reported

Table A-4. 2012–13 Florida Alternate Assessment: Content Review Committee—Mathematics

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Margie Haugh	Lee - 36	All	ADMIN	Female	White non Hispanic
David O'Brien	Brevard - 05	All	ADMIN	Male	White non Hispanic
Matthew Elixson	Union - 63	Middle	GEN ED	Male	White non Hispanic
Delia Pogorzelski	Leon - 37	Middle	GEN ED	Female	White non Hispanic

continued

Table A-4. 2012–13 Florida Alternate Assessment: Content Review Committee—Mathematics (cont.)

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Paula Wilson	Washington - 67	Elementary	GEN ED	Female	White non Hispanic
Debra Doster	Volusia - 64	Middle	SPED	Female	Hispanic
Kristin Neumann	Citrus - 09	High	SPED	Female	White non Hispanic
Elizabeth Phillips	Polk - 53	Elementary	SPED	Female	White non Hispanic
Freida Strickland	Levy - 38	All	SPED	Female	Black non Hispanic

Table A-5. 2012–13 Florida Alternate Assessment: Content Review Committee—Reading

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Mary Asciutto	Highlands - 28	Middle & High	ADMIN	Female	White non Hispanic
Michael Elmore	Volusia - 64	Middle	ADMIN	Male	White non Hispanic
Laurester Kelly	Palm Beach - 50	High	GEN ED	Male	Black non Hispanic
Eugenia Salvo	Dade - 13	High	GEN ED	Female	Hispanic
Jenny Strickland	Washington - 67	Middle	GEN ED	Female	White non Hispanic
Lisa Woulard-Akinsola	Leon - 37	Elementary	GEN ED	Female	Black non Hispanic
Thomas Allard	Volusia - 64	Middle	SPED	Male	White non Hispanic
Monica Griffey	F.S.D.B. - 68	Middle & High	SPED	Female	White non Hispanic
Yverose Midy-Placide	Dade - 13	High	SPED	Female	Black non Hispanic
Rita Rogers	Union - 63	Elementary	SPED	Female	White non Hispanic

Table A-6. 2012–13 Florida Alternate Assessment: Content Review Committee—Science

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Ann Ehler	Brevard - 05	Elementary	GEN ED	Female	White non Hispanic
Angela Hopkins	Dade - 13	Middle	GEN ED	Female	Black non Hispanic
Devon Stewart	Okaloosa - 46	High	GEN ED	Female	White non Hispanic
Farisha Ali-Bhola	Volusia - 64	High	SPED	Female	Asian or Pacific Islander
Nancy McElligott	Broward - 06	Elementary	SPED	Female	White non Hispanic
Bruce McVae	Citrus - 09	Elementary	SPED	Male	White non Hispanic
Betsy Pittinger	Leon - 37	Middle & High	SPED	Female	White non Hispanic

Table A-7. 2012–13 Florida Alternate Assessment: Content Review Committee—Writing

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Matthew Krajewski	Volusia - 64	Middle	ADMIN	Male	White non Hispanic
Kristen LePage	Pasco - 51	Elementary	ADMIN	Female	White non Hispanic
Jodie Capron	Brevard - 05	Middle	GEN ED	Female	White non Hispanic
Sue Cox	Pasco - 51	Elementary	GEN ED	Female	White non Hispanic
Amy Jordan	Calhoun - 07	Middle	GEN ED	Female	White non Hispanic
Sharon Brown	Marion - 42	Middle	SPED	Female	Black non Hispanic
Pauline Hewitt	Palm Beach - 50	Elementary	SPED	Female	Black non Hispanic
FeLinda Langdale	Glades - 22	Elementary & Middle	SPED	Female	White non Hispanic
Justine Micalizzi	Charlotte - 08	High	SPED	Female	Multiracial

Table A-8. 2012–13 Florida Alternate Assessment: Bias Review Committee—Mathematics & Science

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Maggie Reynolds	Polk - 53	All	ADMIN	Female	White non Hispanic
Nadine Stokes	Marion - 42	Elementary	ADMIN	Female	Black non Hispanic
Lisa Folz	Manatee - 41	Elementary	GEN ED	Female	White non Hispanic
Ian Henry	Palm Beach - 50	High	GEN ED	Male	Black non Hispanic
Alisa Johnson	Volusia - 64	Middle	GEN ED	Female	Black non Hispanic
Edythe Miller	Brevard - 05	Middle	GEN ED	Female	Black non Hispanic
Fannie Dixon Smith	Gadsden - 20	High	SPED	Female	Black non Hispanic
Bettye Florio	Marion - 42	Middle	SPED	Female	White non Hispanic
Pierre Hilaire	Desoto - 14	Elementary	SPED	Male	Multiracial
Carey Roberts	F.S.D.B. - 68	Elementary	SPED	Female	White non Hispanic

Table A-9. 2012–13 Florida Alternate Assessment: Bias Review Committee—Reading & Writing

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Mary Lou Darby	Santa Rosa - 57	All	ADMIN	Female	White non Hispanic
Dwanette Dilworth	Marion - 42	All	ADMIN	Female	Black non Hispanic
Martin Hillier	St. Johns - 55	High	GEN ED	Male	White non Hispanic
Magda Mackenzie-Parrales	Pasco - 51	Elementary	GEN ED	Female	Hispanic
John Miller	Palm Beach - 50	Middle	GEN ED	Male	White non Hispanic
Katty Chois	Pasco - 51	Elementary	SPED	Female	Hispanic
Jannie Fernandez	Dade - 13	High	SPED	Female	Hispanic
Elizabeth Gulino	Pinellas - 52	High	SPED	Female	Hispanic
Krista-Leigh Hodess	Broward - 06	All	SPED	Female	White non Hispanic

APPENDIX B—STUDENT PARTICIPATION RATES

Table B-1. 2012–13 Florida Alternate Assessment: Summary of Participation by Demographic Category—Mathematics*

Description	*Number Enrolled*	*Percent Tested*
All Students	21,048	100.00
Male	11,231	53.36
Female	5,818	27.64
Asian	375	1.78
Pacific Islander	9	0.04
Black non-Hispanic	5,175	24.59
Hispanic	4,554	21.64
American Indian or Alaskan Native	63	0.30
Multiracial	463	2.20
White non-Hispanic	6,410	30.45
Economically Disadvantaged	11,972	56.88
Not Economically Disadvantaged	9,076	43.12
Limited English Proficient	1,249	5.93
Non Limited English Proficient	19,799	94.07

* Data source: Florida Department of Education

Table B-2. 2012–13 Florida Alternate Assessment: Summary of Participation by Demographic Category—Reading*

Description	*Number Enrolled*	*Percent Tested*
All Students	21,113	100.00
Male	11,247	53.27
Female	5,836	27.64
Asian	374	1.77
Pacific Islander	9	0.04
Black non-Hispanic	5,184	24.55
Hispanic	4,561	21.60
American Indian or Alaskan Native	63	0.30
Multiracial	465	2.20
White non-Hispanic	6,427	30.44
Economically Disadvantaged	11,988	56.78
Not Economically Disadvantaged	9,125	43.22
Limited English Proficient	1,249	5.92
Non Limited English Proficient	19,864	94.08

* Data source: Florida Department of Education

Table B-3. 2012–13 Florida Alternate Assessment: Summary of Participation by Demographic Category—Science*

Description	*Number Enrolled*	*Percent Tested*
All Students	7,721	100.00
Male	4,250	55.04
Female	2,232	28.91
Asian	147	1.90
Pacific Islander	2	0.03
Black non-Hispanic	1,950	25.26
Hispanic	1,702	22.04
American Indian or Alaskan Native	39	0.51
Multiracial	169	2.19
White non-Hispanic	2,473	32.03
Economically Disadvantaged	4,494	58.20
Not Economically Disadvantaged	3,227	41.80
Limited English Proficient	388	5.03
Non Limited English Proficient	7,333	94.97

* Data source: Florida Department of Education

Table B-4. 2012–13 Florida Alternate Assessment: Summary of Participation by Demographic Category—Writing*

Description	*Number Enrolled*	*Percent Tested*
All Students	7,846	100.00
Male	4,349	55.43
Female	2,212	28.19
Asian	148	1.89
Pacific Islander	5	0.06
Black non-Hispanic	1,945	24.79
Hispanic	1,701	21.68
American Indian or Alaskan Native	26	0.33
Multiracial	174	2.22
White non-Hispanic	2,562	32.65
Economically Disadvantaged	4,581	58.39
Not Economically Disadvantaged	3,265	41.61
Limited English Proficient	439	5.60
Non Limited English Proficient	7,407	94.40

* Data source: Florida Department of Education

APPENDIX C—ITEM SPECIFICATIONS DOCUMENT

Florida Alternate Assessment
Test Designs, Blueprints, and Item Specifications for Reading, Writing, Mathematics, and Science

2012–2013 Assessment

Prepared by Measured Progress for the
Florida Department of Education

Table of Contents

Overview

The 2012–2013 alternate assessment design for Florida is based on the Next Generation Sunshine State Standards with three levels of Access Points (Independent, Supported, and Participatory) providing students with a tiered entry into the assessment. This is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the wide diversity of students with significant cognitive disabilities.

The Access Points were used to develop an assessment blueprint that will serve as the foundation for structured student performance tasks. These assessments contain performance tasks consisting primarily of selected response and some open response items. The design is an innovative approach that provides test administrators with structured tasks comprised of item sets that reflect typical classroom activities that mostly contain three response options for students to select from using the individual communication system they are most familiar with.

Items

Students who use communication supports are assessed more accurately when they are provided with structured response options within a performance task. Students who have greater access to verbal or written communication modes will be able to respond to open or constructed response items. For example, when a nonverbal student with mobility challenges is asked a question and presented with the choices for the answer, that student may use eye gaze to indicate the preferred choice, hit a switch from among several pre-programmed switches, point to one choice, etc.

Items that require a constructed response or multi-step performance, such as organizing pictures to show the order of events in a story, are often more challenging for this population of students. Therefore, we have incorporated an element of Universal Design in the development of the alternate performance tasks to build a test on which all students, even those with the most significant communication challenges, have the opportunity to respond accurately. We typically present three options to students when multiple response options are required. This limits the cognitive load of the item and adheres to recommendations of Haladyna and Downing,[1], who contend that more than three acceptably performing distractors are rarely found.

Within each item set, each of the three Access Points is addressed. Each student starts at the Participatory level. A student who completes the Participatory level item accurately without assistance moves on to the Supported level item. In this way, the student moves up through the Access Points as long as he or she is able to respond accurately and independently. Scaffolding only occurs at the Participatory level item. Scaffolding occurs for a student who is unable to complete the Participatory level item accurately and independently. The student will be presented the item again with one distractor removed; if the student is able to accurately respond he or she will be scored at two points. If the student is still unable to accurately respond, the item is presented again with another distractor removed (leaving only the correct answer) and the student is asked to actively engage with the correct answer. At any point within the Participatory level item, if the student will not engage or actively refuses, the student will score zero.

The student receives a final score for the item set based on the highest level at which he or she answered correctly. For example, if the student is unable to complete the item at the Supported level, he or she retains the three-point score from the Participatory level. However, if he or she is able to complete the Supported item, the teacher will next administer the Independent level item. If the student is unable to complete the independent item accurately, a score of six points is awarded. However, if the student completes the independent item accurately, the teacher will record a score of nine points.

[1] Haladyna, T.M., & Downing, S.M. (1993). How many options is enough for a multiple-choice test item? *Educational and Psychological Measurement*, *53*(4), 999–1010. DOI 10.1177/0013164493053004013.

0	1	2	3	6	9
No response, student actively refuses or does not engage at any point during the Participatory level	Student responds correctly after the removal of two distractors at the Participatory level	Student responds correctly after the removal of one distractor at the Participatory level	Student responds correctly at the Participatory level	Student responds correctly at the Supported level	Student responds correctly at the Independent level

Test administrators are given with auxiliary materials, such as sentence strips, when they are required for an item. Auxiliary materials are prepared in an 11 x 17 response booklet format for reading, mathematics, and science. There are minimal cut outs in these content areas. Writing will have all auxiliary materials provided as cut outs. The test booklets include scripting for the test administrator to follow as they administer the assessment, increasing procedural reliability. Some items will include the use of teacher-gathered classroom materials that students are familiar with, giving students the best opportunity to demonstrate their knowledge and skills.

Test Booklet Components

Each content area section of the test booklet begins with an overview of the strands and standards being assessed at that grade and a list of classroom materials that the test administrator should gather to augment the materials sent with the test booklet (e.g., for mathematics, counting blocks may be required).

The test booklet itself includes item sets that describe the materials provided, materials needed from the classroom, teacher scripting at each Access Point, the expected student response, the Access Point being assessed, and a place to score the student on each item set.

The test booklet was designed with the test administrators in mind, understanding that teachers need to easily refer to the test booklets during administration and scoring.

Item Components

Each item set includes an overview, the Access Points being assessed, and the materials needed. The components for each item set are:

Materials	Access Point	Teacher Will	Student Will	Scoring

- The *Materials* column outlines for the test administrator which materials will be needed for the item. Both the materials that are provided for the administrator and materials the administrator may need to gather from the classroom are identified. Graphics will be named for administrators to use in order to standardize terminology as needed. It is important that the graphics be carefully and appropriately named in order to provide students with visual impairments the most access to an item. For example, a picture of a teddy bear will be named "teddy bear" and not "toy."

- The *Access Point* column lists the Access Point that the item is targeting.

- The *Teacher Will* column consists of a clear set of directions for setting up the item and scripting for what the test administrator should ask the student.
- The *Student Will* column indicates the response that the test administrator needs to look for from the student, taking into consideration the communication mode appropriate for each student.
- The *Scoring* column provides a space for the test administrator to mark the score the student received on the item.

Complexity Indices

Complexity indices have been developed to ensure increasing complexity within an item from the Participatory level to the Supported level and from the Supported level to the Independent level. All items should be developed using the Depth of Knowledge (DOK), found in Appendix A, and the Presentation Rubric found in Appendix B. Items should increase by at least one rating level, whether it is in the DOK or within one of the three components of the Presentation Rubric (Volume of Information, Vocabulary, and Context).

The DOK and Presentation Rubric should only be applied to newly developed items in 2012–13. Therefore, common items developed in prior years of the assessment are not necessarily assigned or developed from the current Depth of Knowledge or Presentation Rubric.

Generally, items are not written to DOK level 1. Likewise, no items are written to the DOK 6 level because of the investigative nature of this level. DOK content clarification examples are not exhaustive and general performance verbs are not the defining criteria for classification. Similarly, examples throughout the Presentation Rubric are also not exhaustive nor should they be used as the defining criteria for classification.

Number of Items by Content and Grade Level

Each content/grade level operational test is composed of 16 common items with four embedded field test items. There are two forms of each grade level test for a total of eight total embedded field test items in each content area at each grade level. The test design and blueprint vary by content area and are described in the content area sections that follow.

Grade	Reading	Mathematics	Writing	Science	Total # Test Items
3	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B			**40**
4	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B		**60**
5	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B		16 Common 4 Field Test, Form A 4 Field Test, Form B	**60**
6	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B			**40**
7	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B			**40**
8	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B	**80**
9	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B			**40**
10	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B		**60**
11	16 Common 4 Field Test, Form A 4 Field Test, Form B	16 Common 4 Field Test, Form A 4 Field Test, Form B		16 common 4 embedded (Form A) 4 embedded (Form B)	**20**
Total Items	**128 Common 64 Field Test**	**128 Common 64 Field Test**	**48 Common 24 Field Test**	**48 Common 24 Field Test**	

Reading

Design

The reading design consists of two strands that are measured by the items in the test. In addition, two to three standards for each of the two strands are identified for assessment. Each standard consists of two to four items for a total of sixteen common reading items.

Blueprint

In developing the test blueprint for reading, Measured Progress staff examined several documents:

- Florida Comprehensive Assessment Test (FCAT) Reading 2006 Grades 3–10 Test Focus
- FCAT Reading Test Item and Performance Task Specifications
- FCAT Summary of Tests and Design, September 2005
- Draft FCAT Writing + Test Item Specifications, Grades 3–12 © 2005 Florida Department of Education
- Florida's 2006 Sunshine State Standards for K-12 Reading and Language Arts
- Language Arts Draft Crosswalk, Grades 3–10

We examined the FCAT Reading 2006 Test Focus and noted the benchmarks that were covered. We mapped these benchmarks on the old standards and then used the Language Arts Draft Crosswalk to map the standards to the 2006 Sunshine State Standards for K-12 Reading and Language Arts. This showed us the distribution of standard coverage against the 2006 Sunshine State Standards. We also noted the Access Points for the particular benchmarks in the General Education Frameworks. These notations confirmed the alignment of the Access Points on which we test the students with significant cognitive disabilities to the indicators on which we test general education students. The items for the Florida Alternate Assessment were written to the Sunshine State Standards using the Access Points that were approved by the State Board of Education.

Based on our analysis of coverage in the FCAT, the two Reading Strands that Measured Progress recommended for coverage are Reading Process and Literary Analysis. Each of these strands has multiple standards and varied grade level distribution in the FCAT. In Reading Process, the three standards covered most across grade levels are Fluency, Vocabulary Development, and Reading Comprehension.

Assessing fluency through evaluating the accuracy, rate, and expression of students reading proves to be challenging for this population. Many students have low levels of speech and language skills and/or use alternative communication devices. In grades 3 through 5, fluency is assessed through letter and word recognition. For grades 6 through 10, items are designed to measure fluency by requiring the student to independently read text and then respond to a basic reading comprehension since components of fluency skills are inherently required. Therefore, items assessing fluency

in grades 6 through 10 are coded to both the Fluency and Reading Comprehension standards.

Reading Comprehension is the purpose of reading; therefore, it is sensible to test all students on this standard. Learning vocabulary skills at the lower grades allows students to become adept at increasing their reading vocabulary. At grades 9 and 10, however, the Crosswalk pointed to concepts not applicable in the Old Standards: Strand 3: Information and Media Literacy. Therefore, this new strand which synthesizes many of the benchmark skills tested in earlier grades, was selected to be tested at grade 10. For the Literary Analysis we follow the FCAT balance of fiction and nonfiction with the particular grade level emphasis.

The distribution for each benchmark is consistent with the distribution on the FCAT. Note: not every standard and benchmark is tested in the FCAT.

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Strand 1: Reading Process	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		GRADE 9		GRADE 10	
Standard 5: Fluency	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.															
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	4	**2**	**4**	**3**	**4**	**3**	**4**	**3**	**4**	**3**	**4**	**3**	**4**	**3**	**4**	**3**
LA._.1.5.1	4	2	4	3	4	3	4*	3	4*	3	4*	3	4*	3	4*	3
Standard 6: Vocabulary Development	The student uses multiple strategies to develop grade appropriate vocabulary.															
	3	**2**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**1**	**3**	**2**	**3**	**1**	**0**	**0**
LA._.1.6.1									1		2	2	1	1		
LA._.1.6.3									2	1	1					
LA._.1.6.4							3	2								
LA._.1.6.5					1								1			
LA._.1.6.6			1	1	1											
LA._.1.6.7	1		1													
LA._.1.6.8	1	1	1		1	2										
LA._.1.6.10	1	1														
Standard 7: Reading Comprehension	The student uses a variety of strategies to comprehend grade level text.															
	3	**0**	**3**	**1**	**3**	**1**	**3**	**0**	**3**	**1**	**3**	**1**	**3**	**1**	**4**	**1**
LA._.1.7.2	1		1	1			1		1	1	1	1	1	1	1	
LA._.1.7.3	1		2		2	1	2 (6)		1 (5)		1 (5)		1 (5)		2 (6)	
LA._.1.7.5	1				1						1					
LA._.1.7.7									1				1		1	1

*As referenced above, fluency items (LA._1.5.1) are now tagged to reading comprehension benchmarks (LA_1.7.03)

Strand 2: Literary Analysis	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8		GRADE 9		GRADE 10	
Standard 1: Fiction	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.															
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	3	**2**	**4**	**2**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**2**	**3**	**1**	**3**	**2**
LA._.2.1.1																
LA._.2.1.2			2				3	2	3	2	3	2				
LA._.2.1.5													3	1	3	2
LA._.2.1.6	3	2	2	2	3	1										
Standard 2: Non-Fiction	The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.															
	3	**2**	**2**	**1**	**3**	**1**	**3**	**1**	**3**	**1**	**3**	**0**	**3**	**2**	**3**	**0**
LA._.2.2.2	2	1	1	1			2		2	1	2		3	2	3	
LA._.2.2.3	1	1	1		3	1	1	1	1		1					
Strand 6: Information and Media Literacy	**GRADE 3**		**GRADE 4**		**GRADE 5**		**GRADE 6**		**GRADE 7**		**GRADE 8**		**GRADE 9**		**GRADE 10**	
Standard 2: Research Process	The student uses a systematic process for the collection, processing, and presentation of information.															
	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**2**
LA._.6.2.2															1	
LA._.6.2.3															1	2

Passage Specifications

Passage topics follow the general specifications provided in the FCAT Reading Test Item and Performance Task Specifications. All passages are written specifically for this test. They are engaging and high quality, free from bias and stereotyping, age appropriate for the students, present different points of view, and include universal themes. The passages also bring a range of diversity to the test, reflecting the variety of interests and backgrounds that make up Florida's student population. For example, some characters have names that reflect the diverse populations of Haitian-Creoles and Hispanics. Informational passages provide accurate, fact-checked information. Most importantly, the passages meet the needs of the Sunshine State Standards.

"Familiar stories" is a phrase used in the Access Points. Since the passages are being written for the test, the passages are about topics that are familiar to students at specific grade levels. For students in the elementary grades, the topics relate to family or school life and opportunities students generally have in school. For students at the middle school grades, topics are also familiar but expand to more school wide opportunities, outside the classroom. Students at the high school grades see passages related to family, school, and work transitions. Passages are age appropriate.

The balance of Literary to Informational Texts varies from grade to grade following this chart from page 3 of the FCAT Reading Test Item and Performance Task Specifications.

Grade	Literary Text	Informational Text
3	60%	40%
4	60%	40%
5	50%	50%
6	50%	50%
7	40%	60%
8	40%	60%
9	30%	70%
10	30%	70%

Passage forms follow the specifications from page 4 of the FCAT Reading Test Item and Performance Task Specifications.

Forms of Informational Text	Forms of Literary Text
• Subject-area text (e.g., science, history) • Magazine and newspaper articles • Diaries • Editorials • Informational essays • Biographies and autobiographies • Primary Sources (e.g., Bill of Rights) • Consumer Materials • How-to articles • Advertisements • Tables and graphics (e.g., illustrations, photographs, and captions)	• Short stories • Literary essays (e.g., critiques, personal narratives) • Excerpts • Poems • Historical fiction • Fables and folk tales • Plays

Graphics, for both passages and item response options, are black and white line drawings with limited grayscale to be used only as needed. For example, if a student has a cast on, it is shaded so it stands out.

Passages include one graphic that sets the scene/event of the story. The graphic is the main idea/essence of the passage. The graphic leaves out all extraneous information.

All passages include a caption describing the passage graphic in detail for students with visual impairments.

Passage length varies from the specifications for general education tests. Because of the needs of this particular population, the number of words in the passages is about 50 percent fewer than the lowest range at a particular grade level. For example, at grade 3 the range of number of words is 100–700 for the general education population. For this test, the range is 50–75 for grade 3.

Grade	Range of Number of Words
3	50–75
4	50–75
5	100–150
6	100–150
7	150–200
8	150–200
9	150–200
10	150–200

Passage Readabilities vary by grade level. The readability for each grade level test does not exceed 3 grade levels below the tested grade, with the exception that grade 10 does not exceed grade 6 readability. For grades 3, 4, and 5, the readabilities are determined using the Spache Scale. For grades 6 through high school, the readabilities are determined by using Powers.

No readability formula is perfect; we recognize readabilities may become somewhat skewed for those passages at grades 3 through 6 that are required to have less than 75 or 150 words total. For passages with fewer total word counts, one or two uncommon words easily increase readability beyond the ideal ranges. We strive to develop passages that are the appropriate length and readability, while containing enough vocabulary and content that allows the assessment of reading skills. For these reasons, we rely heavily on the Passage Bias and Review Committee to ensure passages are appropriate for the student population, while making the test an experience that measures what a student knows and is able to do.

Grade	Readability Range
3	0.5
4	1
5	1–2
6	2–3
7	3–4
8	4–4.5
9	4.6–4.8
10	5–6

Passages are written so the first paragraph can stand on its own. Participatory items are developed from this first paragraph. It is important that items at this level can be answered directly from the information in the paragraph read to the student.

Fluency Strand items have the following specifications:

- Letter and word recognition are for grades 3 through 5.
- The student reads one to two sentences at the Supported level in grades 6 through 10.
- The student reads a short (three to four sentences) paragraph at the independent Level in grades 6 through 8.
- The student reads one long or two short paragraphs at the independent level in grades 9 and 10.

Writing

Design

The writing design consists of two strands that are measured by the items in the test. In addition, at grades 8 and 10, two standards for each of the two strands are identified for assessment. At grade 4, three standards are assessed for the first strand and one standard for the second strand. Each standard consists of one to five items for a total of sixteen common writing items.

Blueprint

In developing the test blueprint for Writing, Measured Progress examined the same documents listed for reading and followed the same methodology. We found the LA.3.5 standard ("The student will write a final product for the intended audience") identified as an alternate in the Crosswalk documents at all grade levels. We know that students taking this test widely use application to learn, so Writing Applications would be consistent with their learning styles. Table 5a in the FCAT Summary of Tests and Design (September 2005) lists the modes for prompts for the writing portion of the test: narrative, expository, and persuasive. Finally, we found that the Philosophy for FCAT Writing + Assessment (2005) states, "The best way to test student writing is to have students write."

Therefore, we have included the Writing Application Strand for this test. A final product is specified in the Strand, Writing Applications. In addition to the Writing Process Strand, we are including Writing Applications and focusing on narrative writing at grade 4 because this corresponds with general education student instructional learning at that grade level. In grade 8, we turn the focus to expository/informational writing. For grade 10, the focus is on expository/persuasive writing.

Grade	Narrative Writing to tell a story	Expository Writing to explain	Persuasive Writing to convince
4	x		
8	x	x	x
10	x	x	x

This means that for writing, overall, there are two strands assessed –Writing Process and Writing Applications –each with two standards. All grade levels are tested in Standard 4, Editing for Language Conventions. Writing Process Standards are tested at all levels, but the specific standard varies. Standard 1, Pre-Writing is not tested. It could be, but the FCAT emphasizes Drafting at grade 4 and Revising at grade 8. It makes sense to test Revising at grade 10 also, rather than Prewriting. Writing Applications is tested at all levels, but the specific standard varies.

Grades 8 and 10 include open response items, where the student is not supplied with response cards. These writing items focus on real-life application contexts, such as filling out a job application.

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Strand 3: Writing Process	GRADE 4		GRADE 8		GRADE 10	
Standard 2: Drafting	The student will write a draft appropriate to the topic, audience, and purpose.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**1**	**0**	**0**	**0**	**0**
LA._.3.2.1	4	1				
LA._.3.2.2						
LA._.3.2.3	1					
Standard 3: Revising	The student will revise and refine the draft for clarity and effectiveness.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	0		**4**	**1**	**4**	**1**
LA._.3.3.1			2		2	
LA._.3.3.2			2	1		
LA._.3.3.4					2	1
Standard 4: Editing for Language Conventions	The student will edit and correct the draft for standard language conventions.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**4**	**4**	**2**	**5**	**1**
LA._.3.4.1	1				1	
LA._.3.4.2	1	1	1		2	1
LA._.3.4.3	1	1	2	2		
LA._.3.4.4	1	2			2	
LA._.3.4.5	1		1			
Standard 5: Publishing	The student will write a final product for the intended audience.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**1**	**0**	**0**	**0**	**0**
LA._.3.5.1	1	1				

Strand 4: Writing Applications	GRADE 4		GRADE 8		GRADE 10	
Standard 1: Creative	The student develops and demonstrates creative writing.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**2**	**4**	**3**	**3**	**2**
LA._.4.1.1	5	2	4	3	3	2
Standard 2: Informative	The student develops and demonstrates technical writing that provides information related to real-world tasks.					
	Com	**FT**	**Com**	**FT**	**Com**	**FT**
	0	**0**	**4**	**2**	**4**	**4**
LA._.4.2.1			2	1		
LA._.4.2.2			1			
LA._.4.2.3			1	1		
LA._.4.2.4					1	2
LA._.4.2.5					1	
LA._.4.2.6					2	2

Mathematics

Design

The mathematics design consists of two to eight items from each of the three Big Ideas and four to six items from Supporting Ideas for grades 3 through 8 for a total of 16 items assessed. In grades 9 and 10, four Secondary Bodies of Knowledge are assessed at each grade, with two to six items per Body of Knowledge for a total of 16 items.

Blueprint

Grades 3 through 8

For each of grades 3 through 8, the state's Mathematics Standards contain three Big Ideas and three or more Supporting Ideas. The Big Ideas are few in number and sufficiently broad in scope that it is feasible to have a special education curriculum that encompasses all of them for each grade based on the Access Points defined in the Mathematics Standards document.

As a result, the test blueprint for each grade common assessment contains:

- Two to eight items coded to each of the three Big Ideas
- Four to six items coded to the Supporting Ideas

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	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
Big Idea 1	Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.		Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.		Develop an understanding of and fluency with division of whole numbers.		Develop an understanding of and fluency with multiplication and division of fractions and decimals.		Develop an understanding of and apply proportionality, including similarity.		Analyze and represent linear functions, and solve linear equations and systems of linear equations.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**2**	**4**	**3**	**4**	**3**	**5**	**2**	**3**	**1**	**4**	**2**
MA._.A.01.01	2	2	4	3	4	3	3	2	2	1	1	1
MA._.A.01.02	2						2					
MA._.A.01.03	1								1			
MA._.A.01.05											3	1
Big Idea 2	Develop an understanding of fractions and fraction equivalence.		Develop an understanding of decimals, including the connection between fractions and decimals.		Develop an understanding of and fluency with addition and subtraction of fractions and decimals.		Connect ratio and rates to multiplication and division.		Develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.		Analyze two- and three-dimensional figures by using distance and angle.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	2	**2**	**4**	**1**	**2**	**1**	**4**	**3**	**4**	**1**	**4**	**2**
MA._.A.02.01	2	2	2		1	1	3	2				
MA._.A.02.02					1		1	1				
MA._.A.02.03			1									
MA._.A.02.04			1	1								
MA._.G.02.01									1		1	
MA._.G.02.02									3	1	1	1
MA._.G.02.04											2	1

Big Idea 3	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
	Describe and analyze properties of two-dimensional shapes.		Develop an understanding of area and determine the area of two-dimensional shapes.		Describe three-dimensional shapes and analyze their properties, including volume and surface area.		Write, interpret, and use mathematical expressions and equations.		Develop an understanding of operations on all rational numbers and solving linear equations.		Analyze and summarize data sets.	
	Com	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**4**	**4**	**3**	**4**	**3**	**2**	**0**	**4**	**1**	**2**	**1**
MA._.A.03.01							1		4	1		
MA._.A.03.04												
MA._.A.03.06							1					
MA._.G.03.01	2	2	3	2	2	1						
MA._.G.03.02	1				2	2						
MA._.G.03.03	2	2	1	1								
MA._.S.03.01											1	1
MA._.S.03.02											1	
Supporting Idea: Algebra	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**1**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**2**	**1**
MA._.A.04.01	1				2						2	1
MA._.A.04.02			1									
Supporting Idea: Geometry and Measurement	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**1**	**1**	**2**	**0**	**1**	**1**	**1**	**1**	**2**	**1**
MA._.G.04.01							1	1	1			
MA._.G.04.02										1		
MA._.G.05.01											2	1
MA._.G.05.02	1		1		2							
MA._.G.05.03				1								

Supporting Idea: Number and Operations	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		GRADE 8	
	Com	FT	Com	FT	Com	FT	Com	FT	Com	FT	Com	FT
	1	0	2	0	1	0	2	2	2	2	2	1
MA._.A.05.01								1	1	1		
MA._.A.05.02							2	1	1	1		
MA._.A.06.01	1		1									
MA._.A.06.02					1							
MA._.A.06.04			1								2	1
Supporting Idea: Data Analysis	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	1	**0**	**0**	**0**	**1**	**1**	**2**	**0**	**1**	**2**	**0**	**0**
MA._.S.06.01							2		1	1		
MA._.S.06.02										1		
MA._.S.07.01	1				1	1						
Supporting Idea: Probability	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**
MA._.P.07.01									1			

Blueprint

Grades 9 and 10

For grades 9 and 10 the Content Standards are organized according to the following Secondary Bodies of Knowledge:

- Algebra
- Geometry
- Probability
- Statistics
- Finite Mathematics
- Financial Literacy

Each Body of Knowledge is organized by a number of standards, and for each standard there are a set of Access Points given.

The test design does presume an emphasis on Algebra and Geometry that is typical of the curriculum for these grades in most states, along with coverage of the four other Bodies of Knowledge.

Grade 9

- Six items from the Algebra body of knowledge
- Four items from the Geometry body of knowledge
- Four items from the Financial Literacy of knowledge
- Two items from the Finite Mathematics body of knowledge

Grade 10

- Four items from the Algebra body of knowledge
- Four items from the Geometry body of knowledge
- Four items from the Financial Literacy body of knowledge
- Two items from the Probability body of knowledge
- Two items from the Statistics body of knowledge

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Body of Knowledge: Algebra	GRADE 9		GRADE 10	
	Com	FT	Com	FT
	5	3	4	3
Standard 1: Real and Complex Number Systems Expand and deepen understanding of real and complex numbers by comparing expressions and performing arithmetic computations, especially those involving square roots and exponents. Use the properties of real numbers to simplify algebraic expressions and equations, and convert between different measurement units using dimensional analysis.				
MA.912.A.01.01	1			
MA.912.A.01.04				
Standard 2: Relations and Functions Draw and interpret graphs of relations. Understand the notation and concept of a function, find domains and ranges, and link equations to functions.				
MA.912.A.02.02	1	2		
MA.912.A.02.03	1	1		
Standard 3: Linear Equations and Inequalities Solve linear equations and inequalities.				
MA.912.A.03.01	1			
MA.912.A.03.02				
MA.912.A.03.03	1			
Standard 4: Polynomials Perform operations on polynomials. Find factors of polynomials, learning special techniques for factoring quadratics. Understand the relationships among the solutions of polynomial equations, the zeros of a polynomial function, the x-intercepts of a graph, and the factors of a polynomial.				
MA.912.A.04.01			1	1
Standard 5: Rational Expressions and Equations Simplify rational expressions and solve rational equations using what has been learned about factoring polynomials.				
MA.912.A.05.01			1	1
Standard 6: Radical Expressions and Equations Simplify and perform operations on radical expressions and equations. Rationalize square root expressions and understand and use the concepts of negative and rational exponents. Add, subtract, multiply, divide, and simplify radical expressions and expressions with rational exponents. Solve radical equations and equations with terms that have rational exponents.				
MA.912.A.06.01			1	1

	GRADE 9		GRADE 10	
Standard 7: Quadratic Equations Draw graphs of quadratic functions. Solve quadratic equations and solve these equations by factoring, completing the square, and by using the quadratic formula. Use graphing calculators to find approximate solutions of quadratic equations.				
MA.912.A.07.01			1	
MA.912.A.07.08				
Standard 10: Mathematical Reasoning and Problem Solving In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.				
MA.912.A.10.02				
Body of Knowledge: Discrete Mathematics	**Com**	**FT**	**Com**	**FT**
	2	**1**	**0**	**0**
Standard 7: Set Theory Operate with sets, and use set theory to solve problems.				
MA.912.D.07.01	2			
MA.912.D.07.02		1		
Body of Knowledge: Financial Literacy	**Com**	**FT**	**Com**	**FT**
	4	**2**	**4**	**2**
Standard 1: Simple and Compound Interest Simple and Compound Interest				
MA.912.F.01.01	1	1		
MA.912.F.01.03			1	
Standard 2: Net Present and Net Future value (NPV and NFV) Net Present and Net Future Value (NPV and NFV)				
MA.912.F.02.01	1			
MA.912.F.02.02			1	1
Standard 3: Loans and Financing Become familiar with and describe the advantages and disadvantages of short-term purchases, long-term purchases, and mortgages.				
MA.912.F.03.01	1		2	1
MA.912.F.03.03		1		
MA.912.F.03.04	1			

Body of Knowledge: Geometry	GRADE 9		GRADE 10	
	Com	FT	Com	FT
	5	2	4	2
Standard 1: Points, Lines, Angles, and Planes Understand geometric concepts, applications, and their representations with coordinate systems. Find lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines. Using a compass and straightedge, patty paper, a drawing program or other techniques, construct lines and angles, explaining and justifying the processes used.				
MA.912.G.01.01				
MA.912.G.01.04	1			
Standard 2: Polygons Identify and describe polygons (triangles, quadrilaterals, pentagons, hexagons, etc.), using terms such as regular, convex, and concave. Find measures of angles, sides, perimeters, and areas of polygons, justifying the methods used. Apply transformations to polygons. Relate geometry to algebra by using coordinate geometry to determine transformations. Use algebraic reasoning to determine congruence, similarity, and symmetry. Create and verify tessellations of the plane using polygons.				
MA.912.G.02.02	1	1		
MA.912.G.02.05	1			
Standard 3: Quadrilaterals Classify and understand relationships among quadrilaterals (rectangle, parallelogram, kite, etc.). Relate geometry to algebra by using coordinate geometry to determine regularity, congruence, and similarity. Use properties of congruent and similar quadrilaterals to solve problems involving lengths and areas, and prove theorems involving quadrilaterals.				
MA.912.G.03.01	1			
Standard 4: Triangles Identify and describe various kinds of triangles (right, acute, scalene, isosceles, etc.). Define and construct altitudes, medians, and bisectors, and triangles congruent to given triangles. Prove that triangles are congruent or similar and use properties of these triangles to solve problems involving lengths and areas. Relate geometry to algebra by using coordinate geometry to determine regularity, congruence, and similarity. Understand and apply the inequality theorems of triangles.				
MA.912.G.04.01	1	1		
MA.912.G.04.06				
Standard 5: Right Triangles Apply the Pythagorean Theorem to solving problems, including those involving the altitudes of right triangles and triangles with special angle relationships. Use special right triangles to solve problems using the properties of triangles.				
MA.912.G.05.02			1	

	GRADE 9		GRADE 10	
Standard 6: Circles Define and understand ideas related to circles (radius, tangent, chord, etc.). Perform constructions, and prove theorems related to circles. Find measures of arcs and angles related to them, as well as measures of circumference and area. Relate geometry to algebra by finding the equation of a circle in the coordinate plane.				
MA.912.G.06.02			1	
MA.912.G.06.05				1
Standard 7: Polyhedra and Other Solids Describe and make regular and nonregular polyhedra (cube, pyramid, tetrahedron, octahedron, etc.). Explore relationships among the faces, edges, and vertices of polyhedra. Describe sets of points on spheres, using terms such as great circle. Describe symmetries of solids, and understand the properties of congruent and similar solids.				
MA.912.G.07.03				
MA.912.G.07.05			1	
Standard 8: Mathematical Reasoning and Problem Solving In a general sense, mathematics is problem solving. In all mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results. At this level, apply these skills to making conjectures, using axioms and theorems, constructing logical arguments, and writing geometric proofs. Learn about inductive and deductive reasoning and how to use counterexamples to show that a general statement is false.				
MA.912.G.08.02			1	1
Body of Knowledge: Probability	**Com**	**FT**	**Com**	**FT**
	0	**0**	**2**	**1**
Standard 1: Counting Principles Understand the counting principle, permutations, and combinations, and use them to solve problems.				
MA.912.P.01.02				
Standard 2: Determining Probabilities Develop rules for finding probabilities of combined and complementary events. Understand and use conditional probability and the related Bayes' Theorem.				
MA.912.P.02.02			2	1
Body of Knowledge: Statistics	**Com**	**FT**	**Com**	**FT**
	0	**0**	**2**	**0**
Standard 3: Summarizing Data (Descriptive Statistics) Learn to work with summary measures of sets of data, including measures of the center, spread, and strength of relationship between variables. Learn to distinguish between different types of data and to select the appropriate visual form to present different types of data.				
MA.912.S.03.01			1	
MA.912.S.03.03			1	
MA.912.S.03.05				

Science

Design

The science design consists of the four Bodies of Knowledge. Each of the Bodies of Knowledge assesses three to seven items. The assessment consists of a total of 16 common items.

Blueprint

In developing the test blueprint for science, several documents were examined:

- Alternate Assessment in Science for Students with Disabilities
- Sunshine State Standards with Access Points

The content assessed in alternate assessment should generally reflect the same areas assessed by the FCAT: Nature of Science, Earth and Space Science, Physical Science, and Life Science.

In order to meet the above criteria, the blueprint distributes the assessment items across the four science Bodies of Knowledge covered in FCAT. Items will focus on the science content assessed by the FCAT at each grade level based upon the Big Ideas that are addressed.

Therefore, the Science Blueprint chart involves:

1. Distribution of major science Bodies of Knowledge across each grade level.
2. Assessment of the majority of Big Ideas that are addressed at each of the grade levels.

An emphasis was placed on the Bodies of Knowledge at each grade level based upon looking at the Big Ideas to see the range and quantity of benchmarks addressed and the range and quantity of Access Points addressed. The Access Points were then reviewed to see if they are broad or narrow and if the topics within them can support more items and seem more relevant for this population of students. Special attention was paid to the participatory level Access Points as these can be very few and narrow, very few and broad, or many. Based on the review of the Access Points, not all Big Ideas that are addressed at each grade level for instruction will be assessed at each grade level. However, all of the Big Ideas are assessed at least once throughout a student's school years.

Grade 5

- Only two of the four Big Ideas in Nature of Science are addressed leading to less emphasis and the recommendation for three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Five Big Ideas in Physical Science are addressed leading to more emphasis. Three of the five Big Ideas are assessed at this grade level for a total of five items.
- Life Science and Earth and Space Science remain at four items each.

Grade 8

- This grade has the most limiting number of Big Ideas addressed overall.
- The four Big Ideas in Nature of Science are addressed. Two of the four Big Ideas are assessed at this grade level for a total of three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Physical Science addresses two Big Ideas, which is more emphasis than Earth and Space Science and Life Science; therefore, the recommendation of seven items for assessment.
- Earth and Space Science and Life Science have fewer Access Points to address for a recommendation of three items each for assessment.

Grade 11

- The four Big Ideas in Nature of Science are addressed. Two of the four Big Ideas are assessed at this grade level for a total of three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Life Science addresses five Big Ideas leading to more emphasis. Three of the five Big Ideas are assessed at this grade level for a total of six items.
- Physical Science and Earth and Space Science each address three Big Ideas. Two of the three Big Ideas are assessed in each of the Bodies of Knowledge, with a recommendation of four items in Physical Science and three items in Earth and Space Science.

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	GRADE 5		GRADE 8		GRADE 11	
Body of Knowledge: Nature of Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	3	**1**	**3**	**1**	**3**	**2**
Big Idea 1: The Practice of Science Scientific inquiry is a multifaceted activity. The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.	2		1		2	1
Big Idea 2: The Characteristics of Scientific Knowledge Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.	1	1				
Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.					1	1
Big Idea 4: Science and Society As tomorrow's citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.			2	1		
Body of Knowledge: Earth and Space Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	4	**2**	**3**	**2**	**3**	**1**
Big Idea 5: Earth in Space and Time Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.			3	2		

	GRADE 5		GRADE 8		GRADE 11	
Big Idea 6: Earth Structure Humans continue to explore the composition and structure of the surface of the Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's water and natural resources.					1	
Big Idea 7: Earth Systems and Patterns Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.	4	2			2	1
Body of Knowledge: Physical Science	**Com**	**FT**	**Com**	**FT**	**Com**	**FT**
	5	**2**	**7**	**2**	**4**	**1**
Big Idea 8: Properties of Matter All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.			5	2		
Big Idea 9: Changes in Matter Matter can undergo a variety of changes.			2			
Big Idea 10: Forms of Energy Energy is involved in all physical processes and is a unifying concept in many areas of science.	3				2	
Big Idea 11: Energy Transfer and Transformations Waves involve a transfer of energy without a transfer of matter.	1	2				
Big Idea 12: Motion of Objects Motion is a key characteristic of all matter that can be observed, described, and measured.					2	1
Big Idea 13: Forces and Changes in Motion It takes energy to change the motion of objects.	1					

Body of Knowledge: Life Science	GRADE 5		GRADE 8		GRADE 11	
	Com	FT	Com	FT	Com	FT
	4	3	3	3	6	4
Big Idea 14: Organization and Development of Living Organisms All plants and animals, including humans, are alike in some ways and different in others.	3	3			2	1
Big Idea 15: Diversity and Evolution of Living Organisms Earth is home to a great diversity of living things, but changes in the environment can affect their survival.					2	1
Big Idea 16: Heredity and Reproduction Offspring of plants and animals are similar to, but not exactly like, their parents or each other.					2	2
Big Idea 17: Interdependence Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.	1					
Big Idea 18: Matter and Energy Transformations Living things all share basic needs for life.			3	3		

Overall Item Specifications

Items should clearly address the concept and/or skill described in the Access Point for each level of complexity within an item set. To the extent possible, the tasks for each of the Access Points within a given item should be related (i.e., the task for the independent Access Point should assess the same concept and/or skill as the task for the Participatory level, but at a higher level of cognitive demand). This is also true from grade level to grade level test.

Where not otherwise specified in the standard being assessed, numbers and other elements of items should be kept as simple as possible.

To the extent possible, items should involve situations or contexts that can be expected to be familiar to most students and that are age-appropriate. In particular, items for the secondary grades should involve situations, contexts, and objects that are of interest to older students, that are as concrete as possible, and that relate to real life activities.

Items will be developed with real world contexts in mind. Items will be kept at as concrete a level as possible.

Items should be written so they do not refer to specifically labeled pictographs; rather, they are framed using general descriptions.

Response Options

- For students who are deaf or hard of hearing, responses to fluency items cannot be read or signed. Keeping this in mind, developers want to use words in the questions that have a sign and do not require the administrator to finger spell.

- Where students are asked to select a single choice from a set of response options, there should be at most three options provided. On occasion students may be given up to six options and asked to address each one, for example in an item that asks a student to recognize examples and non-examples of a given concept (e.g., show six different shapes and ask student to identify all the ones that are squares).

- In reading, response options do not have to match the passage exactly. At the Supported level item responses may come directly from the passage; but at the Independent level, they should not come directly from the passage in order to ensure increased complexity.

- How response options are named is especially important. It is important to look at both the way the question is phrased and how the options are labeled and listed in the Materials so the answer is not cued to the student. For example, if an item asks “Show me/tell me who is Mrs. Smith” and the correct response is labeled “Mrs. Smith,” the answer would be given away to the student. The item should be rephrased to “Show me/tell me who the story was about” or “Show me/tell me who bought a puppy.”

- At all Access Point levels of complexity (Participatory, Supported and Independent), students may respond with the mode of communication that they most commonly use, such as yes/no cards, picture cards, word cards, sentence strips, verbal or written responses, eye gaze, assistive technology, and/or signing. Typically, response options will be provided in a three-selection format from which the student can choose.

    - Participatory Level Access Points – Response options will primarily be word/picture cards and number cards. If the Access Point indicates “words paired with pictures,” word picture cards will definitely be provided. The two incorrect options will not relate to the item stimulus. This “not related to the item stimulus” will be a mix of items where the incorrect responses are not at all related (cat, pencil, cup - cat being correct response) and incorrect responses that are within the same larger category (cat, dog, horse - cat being correct).

    - Supported Level Access Points – Response options will primarily be picture cards, word/picture cards, sentence/picture strips, and number cards. Pictures will not be on response cards/strips where the Access Point requires the student to read (fluency items). At least one of the two incorrect options will relate to the item stimulus.

    - Independent Level Access Points – Response options will primarily be picture cards, word/picture cards, sentence/picture strips, and number cards. Pictures will not be on response cards/strips where the Access Point requires the student to read. Both of the incorrect options will relate to the item stimulus. In writing, there may also be open-ended questions where the student will be expected to independently provide a response.

Graphics

- Provide picture cues at all three levels of complexity (Pa, Su, and In) to allow students who function at the early-symbolic level to access the items. Graphics may be excluded when the use of pictures complicate the item for other students. If at all possible, items should be written that can be depicted with a picture. Items may be rejected if a concept cannot be depicted in pictures or if a picture adds confusion to the test item.

- Item graphics should be available as a manipulative as much as possible, especially at the Participatory level. When considering manipulatives, real objects must be able to be substituted for the graphic (i.e., no miniatures or replicas). If manipulatives are not appropriate (for some science items, for example), the graphic labels in the Materials column must be detailed enough to give a clear description of the graphic.

- Graphics should be consistent within a stimulus set or within a response set. If there are two stimulus cards, both will either be Picture Communication Symbols (PCS) or line art.

- Graphics, whenever possible, will be PCS at grades 3 through 5, a mix of PCS (especially at the Participatory level) and line art at grades 6 through 8, and only line art at grades 9 through 11.
    - PCS will not be customized. They shall remain as they appear in the Mayer-Johnson library.
    - PCS may be with or without hair. All responses to an item level will be consistent, one or the other.

- Line art, both for passages and item responses, will be black and white drawings using a heavy weight line (2–2.5 point). Grayscale will be used only if necessary. For example, in a glass or pitcher showing a liquid, the liquid will be shaded.

- Graphics will focus on the essence of the idea and leave out extraneous information.

- Graphics, whenever possible, should be of pictures of objects that can be easily replaced with the real objects. These objects need to be easily accessible in a school setting.

- Graphics of objects that may be replaced by the real object need to be small enough to fit on a desk space and to remain stable (not rolling around).

- Graphics should avoid foods or dangerous objects as much as possible.

- Graphics should use the entire space provided on a card or strip to be as large as possible.

- All coin graphics will show coins at actual size.

- All graphics including bills need to depict the bills as large as possible.

- Clock graphics will include minute marks only if the item requires them (8:17, 4:12).

- All default emotions of characters will be happy unless the item or passage specifies otherwise.

- Graphics of objects will be as “real” as possible and will not be interpretive. At grades 3 through 5 it may be appropriate for graphics to be somewhat cartoon-like or similar to PCS (suns, clouds, raindrops); but starting at grade 6, the graphics need to be more realistic.

- Graphics that include bodies should provide context/detail when applicable. For example, if an ear is the target response, a whole head will be drawn with an arrow pointing to the ear; if a leg is required a whole body will be drawn with an arrow pointing to the leg. Graphics solely of isolated body parts may be used for occasional items, when appropriate, per discretion of developer.

- All charts, graphs, and words or numbers in a graphic will be a minimum of 18 point font.

- All tables and charts must have titles and keys as appropriate. All keys should be placed so that they stand out.

- All counting objects for item graphics will avoid complex graphics. For example, a pattern of a circle, square, and triangle is more appropriate than a car, dog, and horse pattern.

Reading to the Student

- Passages will be read aloud to the student unless otherwise indicated in the item.

- All charts and graphs will be read to the student. If there is a key with the chart or graph, it will also be read to the student.

- At all Access Points, word cards and sentence strips will be read to the student. When cards/strips are not to read to the student (fluency items) the item clearly states this.

- All passages will be a minimum of 18 point font.

Item Terminology

- To determine whether a word is appropriate to use in an item, a variety of sources will be used: Dolch Basic Sight Word List, Revised Dolch List, the work of Chall and Popp described in Teaching and Assessing Phonics: Why, What, When, How (Educators Publishing Service, Inc., 1996), EDL Core Vocabularies in Reading, Mathematics, Science*, and Social Studies,*(Steck-Vaughn Company,1989), and *The Living Word* by Dale and O'Rourke (World Book-Childcraft International, Inc.,1981). Again, we will rely on the Review Committee of Practitioners to help make the word choices appropriate for the student population and make the test an experience that measures what a student knows and is able to do.

- All items will be written as simply as possible, avoiding wordiness.

- Simple content terminology will be used in grades 3 through 5 and at the Participatory level at all grades, with more accurate content terminology usage at grades 6 through 11. For example, in grades 3 through 5 the question may be "What is the story mostly about?" and at grades 6 through 11 the question will be "What is the main idea?"

- It is important to keep in mind that it is the concept that is being assessed and not the vocabulary in most instances.

- When identifying in the teacher scripting that there are three distinct categories of options presented in the item, identifying the options should be more specific; for example, "Here are three angles, shapes, animals." This level of specificity can be used as long as it does not give away the answer to the item.

- Stimulus cards may be identified in the Teacher Will column; for example, "Here is a girl" vs. "Here is a picture." This may be used as long as identifying the picture does not give away the answer.

Teacher Gathered Materials

- All students will have calculators, number lines, and counting blocks available to them for all math items as determined by the teacher. Items should only list any of these tools as teacher-gathered materials if the Access Point is assessing their use. If this is the case, the item needs to indicate its use to the student and the Student Will portion should indicate the use as part of the correct response.

- Items may presume the use of some readily available classroom materials, such as counters. However, most items should include all necessary materials (e.g., shapes), and other manipulatives (e.g., picture cards) will be provided as graphics on regular paper.

- Items will refrain from referring to the color of objects, mathematics items can refer to shapes that can be readily felt instead.

Mathematics

- Mathematics items will always include definitions of terminology and formulas as needed. For example, an item will not ask “Which one is the isosceles triangle?” Rather, it will ask “Which triangle is isosceles–two of the three sides are the same length?” or “Which triangle has two of the three sides the same length?”

- There should be a mix of items in mathematics, some with context and some without context. It is important not to introduce context into an item that is confusing or too language heavy.

- All numbers that are four-digits or longer will include commas.

- Mathematics computation items should be presented as a mix of horizontal and vertical items.

Other

- Other item specifications will follow two sets of guidelines:
  1. Those described in the FCAT Reading, Writing, Mathematics, and Science Test Item and Performance Task Specifications
  2. Item-writing guidelines typically followed by Measured Progress
     a. Items are aligned to the particular standard and appropriate level of difficulty.
     b. Items and tasks are clear, concise, and easy to read.
     c. Items will have one and only one answer for multiple-choice.
     d. Irrelevant clues to the correct answer are avoided.
     e. Most items will be positively worded.
     f. Response options will have similar length.
     g. All response options will be similar in grammatical structure and form.
     h. Item context will avoid any cultural, racial, or gender bias.
     i. Items will follow the principles of Universal Design.

Appendices

Appendix A – Depth of Knowledge

Depth of Knowledge

DOK	Description	General Performance Verbs	Content Clarification	Examples
1	**Attention**	touch, look, vocalize, repeat, attend	• Simple commands that require no answer—only require doing the command. • Generally not assessed as a skill. Used to focus the student on a task.	Look at me. Listen while I read this story.
2	**Rote Knowledge, Memorize/ Recall**	list, identify, state, label, recognize, record, match, recall, retell	• Habitual response—recalls previously heard or learned information. • Practiced, rote behavior. • No inferences are required for correct answer. • Habitual response of common day to day activities or objects.	
			<u>English Language Arts</u>	
			• Matches picture/word to picture/word. • Identifies rhyming words. • Identifies letters by phonics/sounds or sight. • Identifies detail of text of 2-3 simple sentences using verbatim wording. • Identifies correct spelling of misspelled word. • Identifies misspelled common words. • Identifies letters and phonetically regular, high frequency words (self-read).	Show me/tell me… …which can you drink from? (book, cup, pen) …what do you read? (book, desk, stapler)
			<u>Mathematics</u>	
			• Identifies characteristics (e.g., shape, face, side, corner, angle, etc.) of common objects or shapes. • Tells time on a digital clock. • Recognizes familiar object added to group of objects. • Identifies shapes presented in the same orientation and not a direct match situation.	Show me/tell me… …which shape is round? (circle, square, triangle)
			<u>Science</u>	
			• Identifies object from picture or manipulative choices. • Identifies common object when function is described. • Recalls function of basic body parts.	Show me/tell me… …what kind of weather is wet? …what object gives light? …what body part can taste food?

3	**Use of Knowledge and Information**	perform, tell, demonstrate, follow, count, locate, name, read, describe, define	• Engagement of some mental processing beyond habitual response. • Simple inferences may be needed. • Uses information from a chart or graph to make simple inferences in order to correctly respond. • Chooses what comes next in a sequence.

English Language Arts

- Indicates comprehension of basic/common words or two to three word sentences.
- Identifies main idea by applying information gained from text.
- Identifies detail by making simple inferences.
- Identifies a relevant or best sentence to add to passage.
- Self-reads materials/passages.
- Identifies best word to complete sentence.
- Identifies initial word in sentence in need of capitalization.
- Identifies incorrectly used common punctuation.
- Identifies basic punctuation (period and question mark).

Show me/tell me…

…what is the main idea?

…who is this story about?

…what fits in the blank of this sentence?

…what happens next in the story?

…which word in this sentence is misspelled?

Mathematics

- Tells time on analog clock.
- Identifies number sentence/equation that reflects number relationships (no comp.).
- Tells measurement with ruler on placed stimulus.
- Performs basic computation (counting may be a strategy).
- Identifies # of angles and angle type.
- Identifies parts of objects or # of objects in group representing simple fractions (1/2, 1/3, 1/4).
- Identifies information from a graph.
- Match number to picture model.
- Identifies similar shapes when picture cues are rotated, reflected, or translated.
- Constructs simple new shapes.

Show me/tell me…

…how many cookies are needed for 5 children to have 2 cookies each? (picture cues of five students holding two cookies each are provided)

…what is the length of the longest side (hypotenuse) of the triangle? (picture of triangle with a ruler alongside it)

…what is half of the number of blocks shown?

Science

- Identifies additional attribute from common experience/knowledge (e.g., weather, animals).

Show me/tell me…

…what other animals live in the desert?

…how does someone move a mower?

…an element is a substance that cannot be broken down into...which of these is an element?

4	**Comprehension**	explain, conclude, group, categorize, restate, review, translate, describe (concepts), paraphrase, infer, summarize, illustrate, compute, classify, solve	• Strategic thinking—requires reasoning, planning a sequence of steps. • Answer choices summarize and are not verbatim from passage.

English Language Arts

FROM INFORMATION THAT IS INFERRED:	Show me/tell me…
• Identifies theme or message of a story. • Identifies main idea by drawing conclusions or making inferences. • Identifies elements of a story without definition of the element. • Identifies purpose of writing passage. • Selects best sentence(s) for middle or end of passage (correct order required). • Orders three or more sentences to communicate logical sequence of events. • Sorts or groups words or items with categories given. • Identifies sentence that best supports topic. • Identifies two or more sentences to complete a composition. • Identifies correct meaning of words from context sentence. • Edits for correct use of subject and verb agreement. • Edits for correct use of singular and plural nouns. • Identifies proper nouns and pronouns within sentences, and book titles in need of capitalization. • Identifies correct punctuation (exclamation point, quote, comma).	…what is the main idea? …who is this story about? …what is the "plot" of this story? …which of these is found inside a house and which are found outside a house? (bed, swing set, trees, car, computer) Bed becomes a plural (more than one bed) by adding an "s". …what would more than one tree be? (tree, treeses, trees)

4	**Comprehension**	explain, conclude, group, categorize, restate, review, translate, describe (concepts), paraphrase, infer, summarize, illustrate, compute, classify, solve	**Mathematics** • Computes math operations with equation or organizer given. (Requires computation and not one to one counting.) • Identifies objects, letters, or objects with line symmetry. • Computes area and perimeter when sides are labeled. • Identifies patterns with more than two repetitions. • Groups objects into three or more groups. • Uses information from a graph. • Makes predictions of random selection process. • Identifies faces of more than one 3 dimensional object with only one object presented as stimulus. • Computes prices of items with tax. • Identifies correct number sentence/equation from a group of three viable choices (requires computation). • Uses ruler to measure. • Reduces fractions.	Show me/tell me… …what is the area of a triangle that measures 5 inches in height (h) and 3 inches at the base (b)? (area of triangle is ½ bh) …what is the perimeter (distance around) of square that is 4 inches on each side? …how many apples are needed for six students if each student gets two apples? (provide picture cue of 2 apples only)
			Science • Identifies components of a scientific process. • Draws conclusions based on provided information. • Generalizes body part functions/processes across species by making inferences.	Show me/tell me… …where does snow fall most? …which object is the hardest to move? …why do the two plants look different? …which layer (of Earth) is the thickest? …what caused the paper to become damp? …what caused the box to stop moving? …which part pumps blood through the dog's body?

5	**Application**	organize, collect, apply, construct, use, develop, generate, interact with text, implement	• Extended thinking—making connections within and between subject domains, non routine problem solving. • Student generates answer without cues.	

English Language Arts

- Makes connections between multiple sources.
- Generates response.
- Implements a plan.

Mathematics

- Computes with no equation and limited numbers presented (i.e., for perimeter, numbers are given on only 2 sides of 4 sided figures).
- Constructs complex new shape from given shapes.
- Computes by translating word problems into number problems.

Show me/tell me…

…what is the perimeter (distance around a figure) of a rectangle with one side measuring 8 inches and another side measuring 3 inches?

Jill types 10 words per minute. …how long will it take Jill to type fifty words? (5, 10, or 15 min.)

Science

- Explains cause and effect relationships.
- Orders three or more components of a scientific process.
- Describes processes of production or reproduction by ordering sentences.

Show me/tell me…

…how does the weather help the kite stay up in the sky?

…the order that energy moves through this food chain.

…which part of the pine tree makes food by using the sunlight?

6	**Analysis Evaluation**	pattern, analyze, compare, contrast, compose, predict, extend, plan, judge, evaluate, interpret, cause/effect, investigate, examine, distinguish, differentiate, generate	• Requires investigation. • Student predicts based on information given. • Student creates possible alternative outcomes. • Student uses multiple sources to answer question without cues/supports. • Generally, DOK levels of 6 will not be found on an assessment unless open response items that require investigation using two or more texts are assessed. **English Language Arts** Show me/tell me… …tell me another possible ending to the story (no options provided). Compares the events in two passages. **Mathematics** Compares the areas or perimeters of two shapes. **Science** Show me/tell me… …what kind of science experiment can you do to find out how many hours of sun a seed needs to sprout?

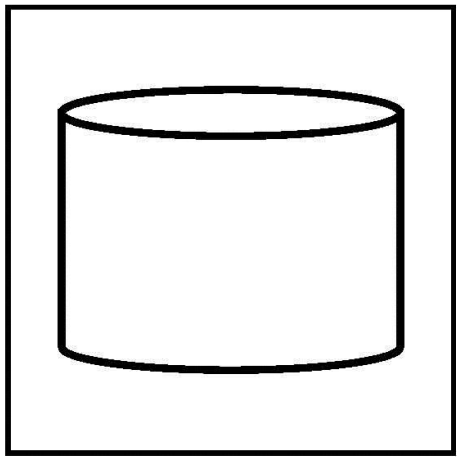
Appendix B – Presentation Rubric

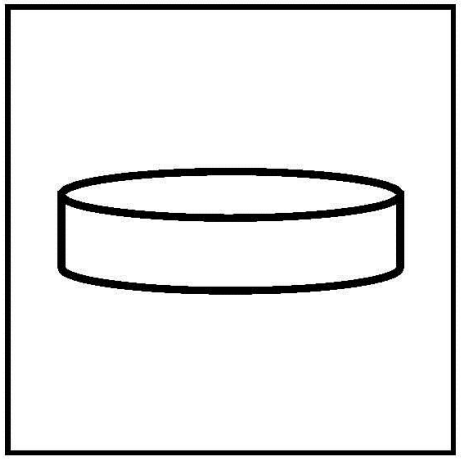
Presentation Rubric

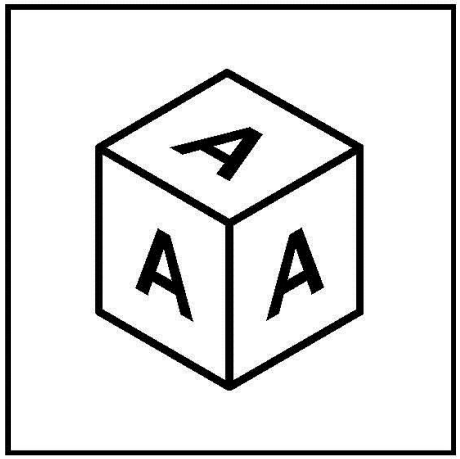
	1	2	3	4
Volume of Information	**No** scenario presented: – 1 simple sentence stating stimulus (when applicable) – Little to no additional info or instruction beyond standard item template language – Minimal response options (no complete sentences or equations) *Here are 3 pics. SMTM which animal has wings.* (no stimulus, 3 pic cards) *Here are 3 pics with words. SMTM which one holds water.* (no stimulus, 3 word/pic cards) *Here are four paper clips. Here are 3 numbers. SMTM half of the paper clips. (*stimulus pic strip, 3 number cards)	**Limited** scenario presented: – 1 sentence describing stimulus/materials or scenario – Minimal information provided in 1 simple format (pictograph, organizer, formula) – Passage items: short paragraph with simple sentences – *No scenario, but complete sentences or equations for response options *Carlos wants to read a book. SMTM where Carlos would most likely find a book.* (no stimulus, 3 word/pic cards) *Here is a table that shows the cost of fruit. SMTM which amount shows the cost of 3 oranges.* (stimulus table, 3 number cards)	**Moderate** scenario presented: – 2 sentences describing stimulus/materials or scenario – Moderate information provided in 1 format (graph, organizer, formula) – Passage items: 2 to 4 short paragraphs (moderate info/plot development) *This is a toy car. I can push it to make it roll across the table. If nothing stops it when it reaches the edge of the table it will fall. SMTM what causes the car to fall to the ground.* (stimulus toy car, 3 word/pic cards) *Hector put four beads on a necklace. He wants to make 3 more necklaces. SMTM how many more beads Hector needs.* (2 stimulus pic cards, 3 number cards)	**Complex** scenario presented: – 3 or more sentences describing stimulus/materials or scenario – Extensive information provided in 1 format or basic/moderate information provided in more than 1 format (graph, organizer, formula) – Passage items: 4 or more paragraphs (extensive info/plot development) *This is a picture of a steak. Steak is meat from a cow. This meat is part of a food chain. You're going to put these sentences in order to show what happens 1st, 2nd, and 3rd. SMTM the order in which energy is used to make meat.* (stimulus sent. strip, 3 sentences)
Vocabulary	Familiar vocabulary presented: – Everyday words and single digit numbers (e.g., round shape, which is a boy, what is one more, which is wet) presented in item – No content words used	Somewhat familiar vocabulary presented: – Everyday words and double digit numbers (and higher) presented in item – Minimal basic content words used	Familiar & unfamiliar vocabulary presented: – Mix of everyday words and unfamiliar words presented in item – Basic content words used	Abstract & unfamiliar vocabulary presented: – Mix of everyday words and unfamiliar words presented in item including abstract words – Complex content words used
	No Content Words →	**Basic Content Words** (familiar used with high frequency) e.g., story, sentence, add, square, heat, light	→	**Complex Content Words** (less familiar and abstract) e.g., simile, hyperbole, congruent, carbon cycle, atom
Context	Familiar and everyday context within student's immediate setting (home, school)	Familiar context within student's immediate & extended setting (home, school, community)	Mix of familiar & unfamiliar context within student's immediate and extended setting (home, school, community, global)	Unfamiliar context requiring student to apply acquired knowledge to understand new and abstract context
	Familiar Context & Immediate Setting (home and school) e.g., class, schedule, lunch, recess, counting objects, kitchen, weather, basic body parts →	**Familiar Context & Extended Setting** (community) e.g., town library/museum, grocery store, volunteering, FL related animals/facts →	**Unfamiliar Context & Extended Setting** (global community) e.g., animals/facts beyond FL (US/other countries), life cycle, respiratory system, environmental/global issues, internal functions of organs →	**Unfamiliar & Abstract Context** inflation, 2D/3D conversion, algebraic terms/expressions, object translation, gravity, personification, carbon cycle, genes

Appendix D—SAMPLE ITEM: OPERATIONAL TEST FORMAT

Materials	Access Point	Teacher will	Student will	Score
Item 1.	No response. Student actively refuses or does not engage at any point during the Participatory Level.			0
Stimulus picture card: cylinder Picture cards: hockey puck block ball	**Participatory:** Identify objects or pictures with three dimensional solids in real-world situations.	In the Response Booklet, turn to page 10P-1 and place it within the student's reach. *Here is a picture.* *This is a cylinder. A hockey puck has the shape of a cylinder.* *Here are three pictures.* *Show me/tell me which item is a hockey puck.*	Indicate hockey puck.	3 2 1
Stimulus picture cards: hockey puck with dimensions stacked hockey pucks Picture cards: 3-by-3 square 3-by-1 square 1-by-3 square	**Supported:** Compare volumes of three-dimensional solids in real-world situations.	In the Response Booklet, turn to page 10S-1. *Here is a picture.* *A hockey puck has a diameter of three inches and a height of one inch.* *Here is another picture.* *A company wants to package three hockey pucks in a box.* *Here are three more pictures.* *Show me/tell me the shape of the box the company could use.*	Indicate 3-by-3 square.	6
Stimulus picture card: box Equation strip: Volume = Length × Width × Height Number cards: 9 cubic inches 18 cubic inches 27 cubic inches	**Independent:** Measure rectangular prisms to find the volume using the literal formula: length × width × height.	In the Response Booklet, turn to page 10I-1. *Here is a picture.* *This box will be used to package three hockey pucks. The length is three inches, the width is three inches, and the height is three inches.* *Here is an equation.* Read the equation strip to the student. *Here are three numbers.* Read the number cards to the student. *Show me/tell me the volume, in cubic inches, of the box.*	Indicate 27 cubic inches.	9



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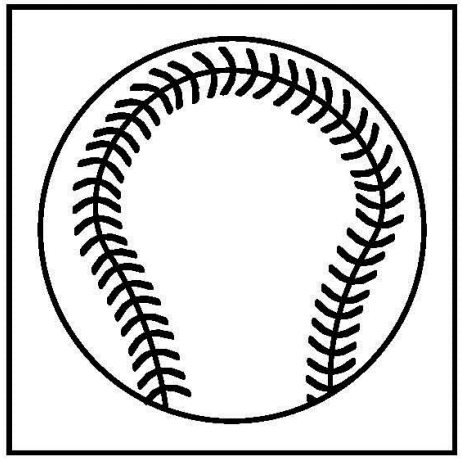
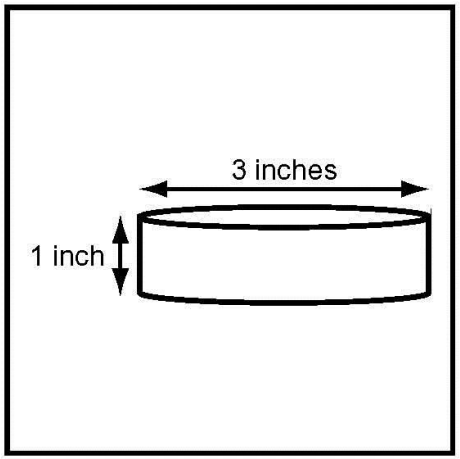
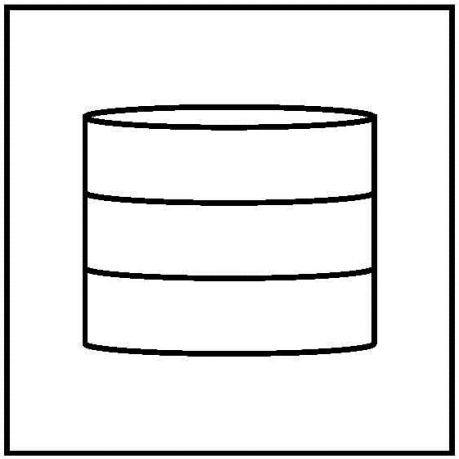
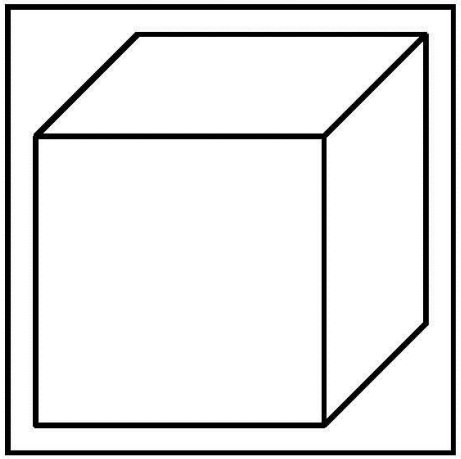
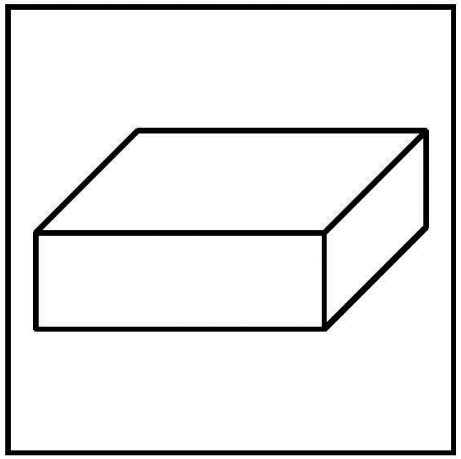
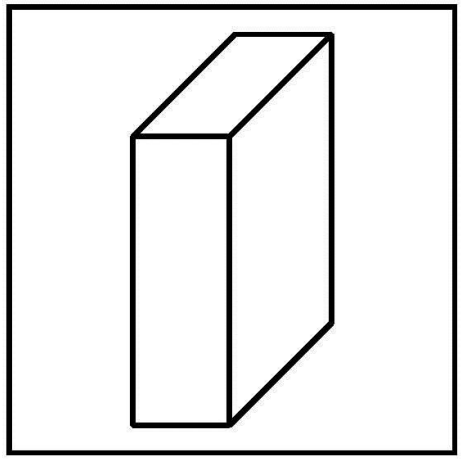



3 inches
1 inch









9 cubic inches

18 cubic inches

27 cubic inches

63

Mathematics 10I-1

APPENDIX E—SURVEYS AND RESULTS

Table E-1. 2012–13 Florida Alternate Assessment: Mathematics Content Review Committee Feedback

Mathematics Content	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview session worked well.	0%	0%	0%	33%	67%	
Overall the item review worked well.	0%	0%	0%	33%	67%	
The Specifications and Checklist documents were helpful.	0%	0%	0%	25%	75%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	56%	44%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	11%	89%	
The process for feedback and recommendations worked well.	0%	0%	0%	11%	89%	
I had all the materials necessary to complete this task.	0%	0%	0%	11%	89%	
The location of the meeting and facilities worked well.	0%	0%	0%	25%	75%	

Three things I liked the best about this experience…

- The facilitator for math content; the organization of the whole process; the food was good.
- Overall I do not like to take for granted what our students can and cannot do because once given a chance they will surprise you.
- The location – great hotel and amenities; the timing of it (mid June); feeling like our input was valued.
- Learning about the DOK and Presentation Rubric; the food; the location
- Better understanding of alternate assessment; gaining knowledge from work and other teachers; free food; Breanne was great, she valued our opinion and was professional.
- Great mix of ESE and Gen Ed; the input from Gen Ed was invaluable; time to discuss concerns with items and validation of all ideas.
- The team worked well together; the facilitator was patient and gracious; the food was good.
- Breanne was very sweet; lunch; meeting new people with the same passion for teaching as myself.
- Location of the meeting along with the time and date; Breanne was enjoyable to work with; meeting new teachers.

Three things I would change about this experience…

- The hotel TV channel choices; separate the DOK by subject area to avoid flipping through so many pages.
- Separate the DOK worksheet by content area; this would make it easier for content groups.
- For each subject, have a DOK so that not all subjects are on sheets that have to be flipped.
- Info and process more efficient with less flipping of pages; need to finish before time is up (felt rushed); provide more DOK examples.
- Prefer the meeting to be in Tampa; definitions for terms in Presentation Rubric – context four.
- The temperature in the throughout the hotel was extremely too cold; I would change the location; many meetings have been in Tampa and Orlando, go North just a bit!
- Would like all DOK mathematics to be on one sheet, separated by subject.
- More information related to individual subject area on DOK sheet to make levels more clear; provide more information on dress code for the meeting; Resource materials (DOK/VI/V/C) only include information for each content group.

Questions I still have…

- How should we maintain procedural validity across the state with some of the new items, not able to present as usually taught due to shared response booklets?
- Can a section for teacher notes be added to the Florida Alternate Assessment? As a teacher it is easier to notice and document observation when the test is being given.

Table E-2. 2012–13 Florida Alternate Assessment: Reading Content Review Committee Feedback

Reading Content	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview session worked well.	0%	0%	0%	22%	78%	
Overall the item review worked well.	0%	0%	0%	11%	89%	
The Specifications and Checklist documents were helpful.	0%	0%	0%	22%	78%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	11%	89%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	11%	89%	
The process for feedback and recommendations worked well.	0%	0%	0%	33%	67%	
I had all the materials necessary to complete this task.	0%	11%	11%	11%	67%	The chairs were not good for sitting in all day.
The location of the meeting and facilities worked well.	0%	0%	12%	25%	63%	

Three things I liked the best about this experience…

- Facilitator, accommodations, amount of time given to complete reviewing task.
- The opportunity to get a different perspective on the test making process; the open discussion; our facilitator; our location.
- I loved the accommodations at the Florida Mall; the staff and panelists were great, helpful and friendly; I really appreciated being able to experience the test materials from this view point and understand how they were created and edited.
- Meeting other professionals; having the chance to have my voice heard in a test given by educators to students.
- Meeting new people with common goals; understanding the creative side of this test.
- Location; range of experience of panelists; diversity of panelists from different regions.
- Gives you appreciation for the effort put toward every question of the alternate assessment; hot breakfast.
- Theresa was very patient with the group; the sharing of information before an agreement was reached by the panel.
- Theresa did a wonderful job facilitating; no wasted time but never rushed which is a very difficult balance; professional development in a true collaborative atmosphere.

Three things I would change about this experience…

- Develop a system earlier on; account for breakfast time on day one.
- After working for three days, I think we should be given an extra day to stay over and just relax.
- Give breakfast ticket at hotel check-in not morning of registration.
- Review guidelines for content for panelists.
- Better chairs to sit all day.
- Uncomfortable chairs; overview the first day – response from panel; provide the DOK in a landscape format.

Questions I still have…

- Do you really take our suggestions?

Table E-3. 2012–13 Florida Alternate Assessment: Science Content Review Committee Feedback

Science Content	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview session worked well.	0%	0%	0%	33%	67%	
Overall the item review worked well.	0%	0%	0%	43%	57%	
The Specifications and Checklist documents were helpful.	0%	0%	14%	0%	86%	Didn't go over Specs as a group. Checklist is good.
I understood how to use the Depth of Knowledge when rating items.	0%	0%	14%	0%	86%	Didn't like the format.
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	14%	86%	
The process for feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	14%	29%	57%	Lacked Access Point info on test format.
The location of the meeting and facilities worked well.	0%	0%	0%	14%	86%	

Three things I liked the best about this experience…

- Great accommodations; breakfast and lunch were good; staff from Measured Progress was very helpful & accommodating.
- Our group was small (only 7), any larger would make the process very lengthy; our group was very efficient; hotel was awesome, food and service was awesome; Organization from Jessica was awesome and first class; thank you so much.
- Review of items; discussion, input and response; Depth of Knowledge and Presentation Rubric were very helpful.
- Input from a wide range of educators is invaluable.
- The opportunity in itself was very nice to be part of.
- Pace of the meeting, moderator gives everyone an opportunity to present; she takes everyone's ideas seriously.
- Working together and separate on review; Beneta open approach to discussions.

Three things I would change about this experience…

- Give an overview of how the Alternate Assessment is performed as a general education teacher, I was not aware of the different levels of testing; Provide Access Points frameworks; Provide more than one rubric for presentation component, I would have like to have highlighted/scored the rubric on my own for each question & then accessed if my rubric matched what was assigned; Put the DOK document into a graphic organizer format, one large legal size paper to make comparison easy; other drinks at break besides coffee.
- Add Access Points per subject to each meeting room; provide folders to reviewers at time of check in.
- Warm up the room!
- There were a lot of questions from people as to how the test is administered; it would be nice to have a clip shown for those who have never administered the test; have some forms emailed prior to the meeting like the DOK so people are already familiar.
- Temperature of the meeting rooms; start earlier and finish earlier.

Questions I still have…

- Who decides what Access Points are tested at the specific levels and grades?
- Are all the Science areas tested at all levels?

Table E-4. 2012–13 Florida Alternate Assessment: Writing Content Review Committee Feedback

Writing Content	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview session worked well.	0%	0%	0%	0%	100%	
Overall the item review worked well.	0%	0%	0%	0%	100%	
The Specifications and Checklist documents were helpful.	0%	0%	0%	13%	87%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	13%	87%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	13%	87%	
The process for feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked the best about this experience…

- Understanding and being a part of the alternate assessment; meeting new people; gathering new information.
- Providing teacher input; working with each other; a well-informed presenter; this is my third year and I learn something in each setting.
- We had a great group of people willing to discuss their diverse experiences and apply themselves to our task, great ladies; everything was well coordinated and the time allotted was right; Heather Mackenzie was great as our facilitator. I understand the process and reasons for our work so well. I felt really appreciated and involved.
- The facilitators were very competent, professional, and knowledgeable; the meeting location was very nice, the materials were well organized and clear; Heather Mackenzie did a fantastic job and I would love to participate again.
- Being involved in the process; being able to give and hear perspectives from other teachers and students; I had fun while learning a great deal; would love to be chosen to participate again; Heather was awesome and very good with negotiating several opinions.
- Meeting others from around the state; listening to ESE concerns being addressed; knowing each item is vetted so well; feeling of confidence on the first set as I did on the last set. This group was very cohesive!
- Meeting new people and sharing information; staying up to date on the test; I like assessment analysis.
- The team worked assiduously to complete the task under the great directions of our team leader, Heather; the agenda was maintained at all times which allowed the team to complete the goal; inclusion of teachers in this process was commendable. This was a well-organized process. I did not have any difficulty with the process.

Three things I would change about this experience…

- More varieties of tea.
- Warner rooms only.
- Could be done in one day but one and a half was more money.
- Make it two full days instead of one and a half because I drove far; maybe have question and answer session with DOE members.

Questions I still have…

- Will we be informed of the outcome of this process?

Table E-5. 2012–13 Florida Alternate Assessment: Mathematics and Science Bias Review Committee Feedback

Mathematics and Science Bias	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Bias Overview session worked well.	0%	0%	0%	11%	89%	
Overall the item review worked well.	0%	0%	0%	11%	89%	
The Guidelines document was helpful.	0%	0%	0%	44%	56%	
The process for feedback and recommendations worked well.	0%	0%	0%	11%	89%	
I had all the materials necessary to complete this task.	0%	0%	0%	22%	78%	
The location of the meeting and facilities worked well	0%	0%	0%	0%	100%	

Three things I liked the best about this experience…

- The group stayed on task; everyone gave valuable input; the group leader was efficient.
- The moderator was task oreiented anf friendly; he made the process run very smooth.
- It made me feel like part of the process; It was easy to complete; The location was convenient and comfortable; Tim was very nice and worked well with us.
- Personnel from so many different levels and representing different kinds of students; leader's guidance; personalities of those chosent; good group to work with.
- It allowed me to find out what the alternate assessment is like; it allowed me to work with teachers from other counties and grade levels. It allowed me to understand the ESE students better.
- Open; flexible; information given before going through the process.
- The ability to partner with other educators; the opportunity to review over the material and provide feedback; the opportunity to share ideals and work with a great leader, Tim.
- Individuals I worked with. Gread diverse grou. Knowledgeable and professional, about the kids; Time was great. Kept the meeting flowing. Very professional; Room, food, and measured progress staff were great!
- The team I worked with, going item by item as a group, the discussion and collaboration.

Three things I would change about this experience…

- Some review team members were not knowledgeable enough.
- Maybe work in smaller groups and share out at the end.
- A few questions done in scale sample format.

Questions I still have…

- There should be questions for higher level cognitively challenged students more difficult questions.
- Can I participate in a content review session in the future?

Table E-6. 2012–13 Florida Alternate Assessment: Reading and Writing Bias Review Committee Feedback

Reading and Writing Bias	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Bias Overview session worked well.	0%	0%	0%	10%	90%	
Overall the item review worked well.	0%	0%	0%	0%	100%	
The Guidelines document was helpful.	0%	0%	0%	0%	100%	
The process for feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well	0%	0%	0%	0%	100%	

Three things I liked the best about this experience…

- The entire experience was great; I enjoyed the different perspective of the bias review; accommodations were awesome; food was incredible.
- Learned some new facts; learned about alternate testing; orderly and organized.
- I liked all of the session and would like to be invited again.
- Facilitator was great; opportunity to have ownership in the assessment process; good group of members.
- Hearing other perspectives; opening my mind to taking in other points of concern; working as a team.
- I enjoyed networking with other reviewers; I appreciate that I've experienced and gained greater knowledge of how test items are developed, revised, then tested; I now realize that a lot of thought and consideration was taken to produce such materials.
- Good team; people made valid points but did not get bogged down.
- Kristen did a great job; wonderful group of people on the bias committee; Hotel was very nice and centrally located.
- Peers are cooperative. The facilitator is very knowledgeable and open, yet managed to get group on task.

Three things I would change about this experience…

No responses received for this question.

Questions I still have…

- When can I do it again?

Table E-7. 2012–13 Florida Alternate Assessment: Train the Trainer Feedback

Train the Trainer July 27, 2012	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	No Response	Comments
Overall the training worked well.	0%	0%	8%	33%	59%	0%	
The manual review was helpful.	0%	0%	0%	33%	67%	0%	
The Scavenger Hunt Activity was helpful.	0%	0%	8%	33%	59%	0%	
The Reading Tables, Charts Activity was helpful.	0%	8%	0%	25%	67%	0%	We needed to practice reading the charts so we fully understand.
The Logical Response Activity was helpful.	0%	0%	8%	25%	59%	8%	Didn't do, we only talked about it.
The Open-Response Activity was helpful.	0%	0%	17%	17%	58%	8%	Didn't do, we only talked about it.
The Sample Item Administration Activities were helpful.	0%	0%	8%	25%	59%	8%	
The Question Activity was helpful.	0%	0%	0%	33%	59%	8%	
The questions I had about the assessment were answered.	0%	0%	0%	25%	75%	0%	

Three things I liked the best about this experience…

- Great trainer; small group; meeting people from different districts.
- Small group; covered all the material at a good pace; great job answering all the questions.
- Many resources provided; covered everything.
- Information about the connection of Measured Progress and their role in developing the FAA; the Power Point video.
- Meeting our district staff.
- Review administration of test.
- Hands on materials (practice); small group; opportunity to ask questions.
- Thorough; kindly delivered with good tips; helpful for all; beautiful hotel and food.
- Very conscience of time to allow participants to have time to travel home.
- The venue was excellent. I enjoyed being in such a wonderful hotel.
- User friendly; take away materials; establish communication network.

Three things I would change about this experience…

- Group so those with no or little experience are at a table with those who have some background on FAA administration and allow short discussion periods among the small groups.
- Too long; closer to my area; more movement.
- Pace was too slow; more interactive; less going through every single piece of paper (allow participant exploration).
- No Fridays in the summer, we work a long four day work week.
- More practice; when people are not engaged in actually using of the materials, they can't remember what they learned.
- Maybe not a Friday in the summer – some of us are on a four day work week.
- Length of training.

Questions I still have…

- Can we use a combination of training and a webinar?

Table E-8. 2012–13 Florida Alternate Assessment: 2013 Online Administration Update Training Survey results

The online training was easy to access.

Choice	Response Percent	Response Total
Strongly Agree	57.8%	2,359
Agree	33.3%	1,360
Neutral	3.9%	160
Disagree	3.5%	144
Strongly Disagree	1.4%	56

The online training was clear, concise, and easy to understand.

Choice	Response Percent	Response Total
Strongly Agree	56.0%	2,285
Agree	37.1%	1,514
Neutral	5.1%	207
Disagree	1.3%	55
Strongly Disagree	0.4%	18

Overall, the online training helped prepare me for administering this year's Florida Alternate Assessment.

Choice	Response Percent	Response Total
Strongly Agree	35.0%	1,421
Agree	48.3%	1,963
Neutral	13.1%	534
Disagree	2.6%	107
Strongly Disagree	0.9%	36

The amount of information covered was...

Choice	Response Percent	Response Total
Just right	83.4%	3,388
Too much	15.8%	643
Too little	0.7%	30

Table E-9. Florida Alternate Assessment: 2013 Operational Online Survey results

Total number of years teaching (do not include this year):

Choice	Response Percent	Response Total
Less than 1 year	3.38%	33
1 – 5 years	17.85%	174
6 – 15 years	39.28%	383
More than 15 years	39.49%	385

Total number of years teaching students with significant cognitive disabilities (do not include this year):

Choice	Response Percent	Response Total
Less than 1 year	6.66%	65
1 – 5 years	28.28%	276
6 – 15 years	36.99%	361
More than 15 years	28.07%	274

I participated in the Spring 2012 administration of the Florida Alternate Assessment.

Choice	Response Percent	Response Total
Yes	84.25%	827
No	15.35%	150

I received a student report for each student that participated in the assessment.

Choice	Response Percent	Response Total
Yes	82.11%	670
No	17.89%	146

The report format was easy to understand and the results were easy to interpret.

Choice	Response Percent	Response Total
Strongly Agree	31.35%	211
Agree	64.49%	434
Disagree	4.16%	28
Strongly Disagree	0.0%	0

I can/will use the results provided on the student report for instructional planning and/or in the development of goals and objectives in the student's Individual Educational Plan (IEP).

Choice	Response Percent	Response Total
Strongly Agree	28.19%	190
Agree	57.86%	390
Disagree	11.87%	80
Strongly Disagree	2.08%	14

I attended additional training since the Spring 2012 assessment.

Choice	Response Percent	Response Total
Yes	83.31%	749
No	16.69%	150

The training was:

Choice	Response Percent	Response Total
Half-day Training (3 hours)	10.88%	87
Full-day Training (6 hours)	19.25%	154
Online Update Training	68.25%	546
Other	1.63%	13

This was enough time for me to learn about the assessment administration procedures.

Choice	Response Percent	Response Total
Strongly Agree	55.56%	440
Agree	42.05%	333
Disagree	1.77%	14
Strongly Disagree	0.63%	5

The training prepared me for administering the assessment.

Choice	Response Percent	Response Total
Strongly Agree	49.50%	394
Agree	46.48%	370
Disagree	2.89%	23
Strongly Disagree	1.13%	9

I used the following format of the Teacher Administration Manual (TAM):

Choice	Response Percent	Response Total
Printed	75.67%	737
Electronic	22.18%	216
I did not receive a TAM	2.16%	21

The administration directions in the TAM were clear and easy to follow.

Choice	Response Percent	Response Total
Strongly Agree	38.44%	374
Agree	57.14%	556
Disagree	1.85%	18
Strongly Disagree	0.62%	6
Not Applicable	1.95%	19

The Quick Reference Guide was beneficial in the administration of the assessment.

Choice	Response Percent	Response Total
Strongly Agree	36.87%	358
Agree	57.16%	555
Disagree	1.85%	18
Strongly Disagree	0.82%	8
Not Applicable	3.30%	32

The guidelines on how to read aloud tables, charts, graphs, and diagrams were clear and easy to follow.

Choice	Response Percent	Response Total
Strongly Agree	37.95%	367
Agree	56.88%	550
Disagree	3.10%	30
Strongly Disagree	0.41%	4
Not Applicable	1.65%	16

The sample items in the TAM adequately gave me a sense of what to expect during administration.

Choice	Response Percent	Response Total
Strongly Agree	29.86%	289
Agree	63.22%	612
Disagree	3.10%	30
Strongly Disagree	0.41%	4
Not Applicable	3.41%	33

Appendix II: The Teacher Self-Reflection Checklist helped me prepare for administering the assessment.

Choice	Response Percent	Response Total
Yes	55.05%	529
No	19.35%	186
Not Applicable	25.60%	246

Appendix III: Instructions for Adapting Assessment Administration for Students with Visual Impairments helped me prepare for administering the assessment.

Choice	Response Percent	Response Total
Yes	24.30%	235
No	4.76%	46
Not Applicable	70.94%	686

The 2013 List of Cards and/or Strips and Teacher-Gathered Materials by Item and Object Exchange List helped me prepare for administering the assessment.

Choice	Response Percent	Response Total
Yes	83.06%	804
No	11.36%	110
Not Applicable	5.58%	54

I received an ample amount of parent brochures to distribute with student reports and handout during IEP meetings.

Choice	Response Percent	Response Total
Strongly Agree	14.69%	135
Agree	49.94%	404
Disagree	25.34%	205
Strongly Disagree	8.03%	65

The parent brochure helped explain student performance to parents.

Choice	Response Percent	Response Total
Strongly Agree	51.37%	122
Agree	55.04%	437
Disagree	23.05%	183
Strongly Disagree	6.55%	52

The teacher brochure provided useful information about the Florida Alternate Assessment.

Choice	Response Percent	Response Total
Strongly Agree	19.75%	187
Agree	66.00%	625
Disagree	11.40%	108
Strongly Disagree	2.85%	27

The teacher brochure helped me understand how student results can be used.

Choice	Response Percent	Response Total
Strongly Agree	18.60%	175
Agree	62.17%	585
Disagree	15.62%	147
Strongly Disagree	3.61%	34

I cut out and administered a one-sided version of the assessment.

Choice	Response Percent	Response Total
Yes	16.88%	162
No	83.13%	798

Overall, the graphics for the assessment items were appropriate.

Choice	Response Percent	Response Total
Strongly Agree	42.25%	409
Agree	55.06%	533
Disagree	2.27%	22
Strongly Disagree	0.41%	48

The cutouts and teacher-gathered materials were manageable.

Choice	Response Percent	Response Total
Strongly Agree	34.47%	335
Agree	56.28%	547
Disagree	6.89%	67
Strongly Disagree	2.37%	23

Approximately how many hours did it take to administer the reading assessment?

Choice	Response Percent	Response Total
Less than 1	12.84%	43
1 – 2	54.93%	184
2 – 3	20.30%	68
3 – 4	6.87%	23
4 or more	5.07%	17

Approximately how many days did you use to administer the reading assessment?

Choice	Response Percent	Response Total
Less than 1	38.92%	130
1 – 2	43.11%	144
2 – 3	10.48%	35
3 – 4	4.19%	14
4 or more	3.29%	11

Approximately how many hours did it take to administer the mathematics assessment?

Choice	Response Percent	Response Total
Less than 1	19.09%	63
1 – 2	54.85%	181
2 – 3	16.06%	53
3 – 4	6.97%	23
4 or more	3.03%	10

Approximately how many days did you use to administer the mathematics assessment?

Choice	Response Percent	Response Total
Less than 1	44.55%	147
1 – 2	39.09%	129
2 – 3	10.61%	35
3 – 4	3.94%	13
4 or more	1.82%	6

Approximately how many hours did it take to administer the writing assessment?

Choice	Response Percent	Response Total
Less than 1	9.70%	13
1 – 2	51.49%	69
2 – 3	21.64%	29
3 – 4	9.70%	13
4 or more	7.46%	10

Approximately how many days did you use to administer the writing assessment?

Choice	Response Percent	Response Total
Less than 1	35.82%	48
1 – 2	41.79%	56
2 – 3	11.19%	15
3 – 4	8.21%	11
4 or more	2.99%	4

Approximately how many hours did it take to administer the science assessment?

Choice	Response Percent	Response Total
Less than 1	26.50%	31
1 – 2	58.97%	69
2 – 3	10.26%	12
3 – 4	3.42%	4
4 or more	0.85%	1

Approximately how many days did you use to administer the science assessment?

Choice	Response Percent	Response Total
Less than 1	49.14%	57
1 – 2	40.52%	47
2 – 3	6.90%	8
3 – 4	3.45%	4
4 or more	0.00%	0

APPENDIX F—REPORT SHELLS

Spring 2013
Florida Alternate Assessment
State Report

READING													
District	Number of Students*			Performance Level [1]									
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
COOKSON	37	0	0	8%	6%	11%	6%	6%	17%	6%	17%	23%
GROVE	234	*	*	2%	9%	10%	6%	13%	7%	14%	16%	23%
PARK	27	0	0	0%	4%	4%	7%	7%	11%	30%	19%	18%
TREVOR	456	*	*	8%	9%	13%	6%	10%	13%	14%	14%	13%

* - 'Number of Students' is not reported where there are less than 10 students.
1 - Percentages have been rounded and therefore may not sum to exactly 100%.
2 - 'Not Assessed' indicates that this academic area was not assessed.
3 - 'No Score' indicates there was not enough information to calculate a score.

MATHEMATICS													
District	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
COOKSON	34	0	*	9%	14%	14%	3%	11%	14%	10%	20%	3%
GROVE	235	0	*	2%	9%	14%	13%	17%	9%	9%	14%	13%
PARK	27	0	0	0%	7%	4%	19%	15%	15%	7%	22%	11%
TREVOR	455	*	*	6%	12%	17%	12%	18%	12%	10%	9%	4%

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2 - 'Not Assessed' indicates that this academic area was not assessed.
3 - 'No Score' indicates there was not enough information to calculate a score.

WRITING													
District	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
COOKSON	12	0	0	0%	15%	15%	8%	8%	8%	8%	30%	8%
GROVE	84	0	0	1%	7%	12%	5%	15%	13%	12%	17%	18%
PARK	10	0	0	0%	0%	10%	10%	10%	0%	30%	10%	30%
TREVOR	166	*	*	4%	8%	17%	7%	13%	10%	13%	12%	16%

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2 - 'Not Assessed' indicates that this academic area was not assessed.
3 - 'No Score' indicates there was not enough information to calculate a score.

SCIENCE													
District	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
COOKSON	14	0	0	15%	0%	15%	0%	15%	23%	8%	16%	8%
GROVE	84	0	0	2%	8%	7%	11%	12%	12%	15%	14%	19%
PARK	*	0	0	0%	0%	0%	0%	11%	44%	0%	23%	22%
TREVOR	146	0	*	5%	8%	14%	5%	14%	20%	12%	14%	8%

SUMMARY												
Academic Area	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
READING	753	*	*	6%	10%	12%	6%	10%	9%	13%	15%	19%
MATHEMATICS	752	*	*	7%	11%	14%	11%	16%	10%	10%	13%	8%
WRITING	273	*	*	6%	8%	16%	5%	10%	9%	13%	16%	17%
SCIENCE	252	0	*	5%	8%	13%	10%	11%	18%	12%	11%	12%

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3 - 'No Score' indicates there was not enough information to calculate a score.

THE FLORIDA ALTERNATE ASSESSMENT

The Florida Alternate Assessment is designed to measure the academic skills our students know and are able to demonstrate in the *Sunshine State Standards Access Points* for Language Arts (Reading and Writing), Mathematics, and Science.

Academic Area	Grade Level								
	3	4	5	6	7	8	9	10	11
Reading	●	●	●	●	●	●	●	●	
Mathematics	●	●	●	●	●	●	●	●	
Writing		●				●		●	
Science			●			●			●

Students are administered 16 items* in each academic area according to their grade level (see chart above). Each item has three questions to measure the three levels of complexity (Participatory, Supported, and Independent). All students start an item at the Participatory Level and continue to work through each of the three questions until he or she is unable to answer accurately at that level, or completes the item accurately at the Independent Level.

SCORING

Students can earn 1, 2, 3, 6, or 9 points per item depending on the highest level of complexity answered correctly. If the student refused to participate, they received a 0 for that item. The student's total score for each academic area is the sum of points earned for the 16 items. The maximum score possible in each academic area is 144.

UNDERSTANDING STUDENT SCORES

There are nine performance levels, Level 1 – 9. A student is counted as proficient if he/she attains a level 4 or higher; or demonstrates growth. Students who score level 4 or higher on the prior year assessment and maintained their level or scored higher on the current year assessment are considered to have made growth. Students who scored in level 1, 2, or 3 on the prior year assessment and score at least one level higher on the current year assessment are considered to have demonstrated growth.

For more specific information about student scores and performance levels; or, if you have questions about the scoring system for the Florida Alternate Assessment, please contact the Florida Department of Education's Bureau of Exceptional Education and Student Services.

* - Students are administered 4 field test items per academic area for a total of 20 items

Grade-level raw scores (0-144) for each academic area and performance level

READING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-23	24-39	40-62	63-69	70-84	85-98	99-105	106-119	120-144
4	0-27	28-43	44-62	63-71	72-85	86-98	99-106	107-117	118-144
5	0-28	29-43	44-62	63-70	71-85	86-98	99-110	111-122	123-144
6	0-27	28-44	45-62	63-77	78-88	89-98	99-111	112-123	124-144
7	0-27	28-44	45-62	63-74	75-89	90-98	99-112	113-126	127-144
8	0-25	26-44	45-62	63-73	74-88	89-98	99-111	112-126	127-144
9	0-25	26-42	43-62	63-73	74-89	90-98	99-115	116-126	127-144
10	0-27	28-42	43-62	63-72	73-87	88-98	99-113	114-126	127-144

MATHEMATICS

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-22	23-38	39-57	58-70	71-86	87-98	99-110	111-125	126-144
4	0-22	23-41	42-57	58-69	70-86	87-98	99-110	111-126	127-144
5	0-24	25-39	40-57	58-72	73-86	87-98	99-110	111-123	124-144
6	0-25	26-38	39-57	58-71	72-87	88-98	99-111	112-126	127-144
7	0-25	26-40	41-57	58-69	70-86	87-98	99-110	111-126	127-144
8	0-26	27-40	41-57	58-69	70-85	86-98	99-110	111-126	127-144
9	0-23	24-41	42-57	58-70	71-90	91-98	99-107	108-130	131-144
10	0-28	29-44	45-57	58-69	70-91	92-98	99-108	109-129	130-144

WRITING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
4	0-23	24-35	36-63	64-70	71-86	87-98	99-111	112-128	129-144
8	0-27	28-40	41-63	64-71	72-86	87-98	99-111	112-125	126-144
10	0-24	25-41	42-63	64-73	74-86	87-98	99-111	112-126	127-144

SCIENCE

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
5	0-22	23-38	39-58	59-75	76-87	88-102	103-114	115-124	125-144
8	0-23	24-39	40-58	59-71	72-84	85-102	103-113	114-124	125-144
11	0-23	24-39	40-58	59-71	72-85	86-102	103-111	112-122	123-144

Conversion

Performance levels 1-3 are considered emergent
Performance levels 4-6 are considered achieved
Performance levels 7-9 are considered commended

Spring 2013
Florida Alternate Assessment
District Report

District: 100-COOKSON

READING												
School	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
SAMPLE ELEMENTARY SCHOOL	*	0	0	0%	20%	40%	0%	0%	20%	20%	0%	0%
SAMPLE HIGH SCHOOL	*	0	0	25%	0%	0%	0%	0%	0%	0%	25%	50%
SAMPLE MIDDLE SCHOOL	11	0	0	0%	0%	0%	18%	0%	9%	9%	27%	36%
SAMPLE MIDDLE SCHOOL2	15	0	0	13%	7%	13%	0%	13%	27%	0%	13%	13%
SAMPLE ELEMENTARY SCHOOL2	*	0	0	0%	0%	0%	0%	0%	0%	0%	0%	100%

MATHEMATICS												
School	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
SAMPLE ELEMENTARY SCHOOL	*	0	*	0%	50%	25%	0%	25%	0%	0%	0%	0%
SAMPLE HIGH SCHOOL	*	0	0	25%	0%	0%	0%	0%	25%	50%	0%	0%
SAMPLE MIDDLE SCHOOL	11	0	0	0%	9%	9%	0%	9%	18%	9%	36%	9%
SAMPLE MIDDLE SCHOOL2	15	0	0	13%	13%	20%	7%	13%	13%	7%	13%	0%
SAMPLE ELEMENTARY SCHOOL2	*	0	0	0%	0%	0%	0%	0%	0%	0%	100%	0%

Generated on 5/29/2013

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2 - 'Not Assessed' indicates that this academic area was not assessed.
3 - 'No Score' indicates there was not enough information to calculate a score.

WRITING													
School	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
SAMPLE ELEMENTARY SCHOOL	*	0	0	0%	50%	50%	0%	0%	0%	0%	0%	0%
SAMPLE MIDDLE SCHOOL	*	0	0	0%	0%	17%	0%	0%	0%	17%	67%	0%
SAMPLE MIDDLE SCHOOL2	*	0	0	0%	20%	0%	20%	20%	20%	0%	0%	20%

SCIENCE													
School	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
SAMPLE HIGH SCHOOL	*	0	0	100%	0%	0%	0%	0%	0%	0%	0%	0%
SAMPLE MIDDLE SCHOOL	*	0	0	0%	0%	0%	0%	0%	40%	0%	40%	20%
SAMPLE MIDDLE SCHOOL2	*	0	0	14%	0%	29%	0%	29%	14%	14%	0%	0%

SUMMARY													
Academic Area	Number of Students*			Performance Level [1]								
	Assessed	Not Assessed [2]	No Score [3]	1	2	3	4	5	6	7	8	9
READING	37	0	0	8%	6%	11%	6%	6%	17%	6%	17%	25%
MATHEMATICS	34	0	*	9%	14%	14%	3%	11%	14%	11%	20%	3%
WRITING	12	0	0	0%	15%	15%	8%	8%	8%	8%	31%	8%
SCIENCE	14	0	0	15%	0%	15%	0%	15%	23%	8%	15%	8%

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2 - 'Not Assessed' indicates that this academic area was not assessed.
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THE FLORIDA ALTERNATE ASSESSMENT

The Florida Alternate Assessment is designed to measure the academic skills your students know and are able to demonstrate in the *Sunshine State Standards Access Points* for Language Arts (Reading and Writing), Mathematics, and Science.

Academic Area	Grade Level								
	3	4	5	6	7	8	9	10	11
Reading	●	●	●	●	●	●	●	●	
Mathematics	●	●	●	●	●	●	●	●	
Writing		●				●		●	
Science			●			●			●

Students are administered 16 items* in each academic area according to their grade level (see chart above). Each item has three questions to measure the three levels of complexity (Participatory, Supported, and Independent). All students start an item at the Participatory Level and continue to work through each of the three questions until he or she is unable to answer accurately at that level, or completes the item accurately at the Independent Level.

SCORING

Students can earn 1, 2, 3, 6, or 9 points per item depending on the highest level of complexity answered correctly. If the student refused to participate, they received a 0 for that item. The student's total score for each academic area is the sum of points earned for the 16 items. The maximum score possible in each academic area is 144.

UNDERSTANDING STUDENT SCORES

There are nine performance levels, Level 1 – 9. A student is counted as proficient if he/she attains a level 4 or higher; or demonstrates growth. Students who score level 4 or higher on the prior year assessment and maintained their level or scored higher on the current year assessment are considered to have made growth. Students who scored in level 1, 2, or 3 on the prior year assessment and score at least one level higher on the current year assessment are considered to have demonstrated growth.

For more specific information about student scores and performance levels; or, if you have questions about the scoring system for the Florida Alternate Assessment, please contact the Florida Department of Education's Bureau of Exceptional Education and Student Services.

* - Students are administered 4 field test items per academic area for a total of 20 items

Grade-level raw scores (0-144) for each academic area and performance level

READING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-23	24-39	40-62	63-69	70-84	85-98	99-105	106-119	120-144
4	0-27	28-43	44-62	63-71	72-85	86-98	99-106	107-117	118-144
5	0-28	29-43	44-62	63-70	71-85	86-98	99-110	111-122	123-144
6	0-27	28-44	45-62	63-77	78-88	89-98	99-111	112-123	124-144
7	0-27	28-44	45-62	63-74	75-89	90-98	99-112	113-126	127-144
8	0-25	26-44	45-62	63-73	74-88	89-98	99-111	112-126	127-144
9	0-25	26-42	43-62	63-73	74-89	90-98	99-115	116-126	127-144
10	0-27	28-42	43-62	63-72	73-87	88-98	99-113	114-126	127-144

MATHEMATICS

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-22	23-38	39-57	58-70	71-86	87-98	99-110	111-125	126-144
4	0-22	23-41	42-57	58-69	70-86	87-98	99-110	111-126	127-144
5	0-24	25-39	40-57	58-72	73-86	87-98	99-110	111-123	124-144
6	0-25	26-38	39-57	58-71	72-87	88-98	99-111	112-126	127-144
7	0-25	26-40	41-57	58-69	70-86	87-98	99-110	111-126	127-144
8	0-26	27-40	41-57	58-69	70-85	86-98	99-110	111-126	127-144
9	0-23	24-41	42-57	58-70	71-90	91-98	99-107	108-130	131-144
10	0-28	29-44	45-57	58-69	70-91	92-98	99-108	109-129	130-144

WRITING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
4	0-23	24-35	36-63	64-70	71-86	87-98	99-111	112-128	129-144
8	0-27	28-40	41-63	64-71	72-86	87-98	99-111	112-125	126-144
10	0-24	25-41	42-63	64-73	74-86	87-98	99-111	112-126	127-144

SCIENCE

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
5	0-22	23-38	39-58	59-75	76-87	88-102	103-114	115-124	125-144
8	0-23	24-39	40-58	59-71	72-84	85-102	103-113	114-124	125-144
11	0-23	24-39	40-58	59-71	72-85	86-102	103-111	112-122	123-144

Conversion

Performance levels 1-3 are considered emergent
Performance levels 4-6 are considered achieved
Performance levels 7-9 are considered commended

Spring 2013
Florida Alternate Assessment
School Report

District: 100-COOKSON

School: 0000-SAMPLE ELEMENTARY SCHOOL

READING				
Student ID	**Name**	**Grade**	**Performance Level (1-9)**	**Total Score (0-144)***
111111111X	STUDENT, SAMPLE	03	8	106
123456789X	STUDENT1, SAMPLE	03	7	99
987654321X	STUDENT2, SAMPLE	05	8	122

MATHEMATICS				
Student ID	**Name**	**Grade**	**Performance Level (1-9)**	**Total Score (0-144)***
111111111X	STUDENT, SAMPLE	03	5	84
123456789X	STUDENT1, SAMPLE	03	5	82
987654321X	STUDENT2, SAMPLE	05	8	117

SCIENCE				
Student ID	**Name**	**Grade**	**Performance Level (1-9)**	**Total Score (0-144)***
987654321X	STUDENT2, SAMPLE	05	4	75

SUMMARY												
Academic Area	**Number of Students**			**Performance Level**								
	Assessed	**Not Assessed***	**No Score***	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
READING	3	0	0	0	0	0	0	0	0	1	2	0
MATHEMATICS	3	0	0	0	0	0	0	2	0	0	1	0
SCIENCE	1	0	0	0	0	0	1	0	0	0	0	0

Redisclosure Restriction: Individual-level student data or aggregates of data wherein the total number of individual students is 10 or fewer must not be publicly released.

* NA indicates that this academic area was not assessed
NS indicates there was not enough information to calculate a score

THE FLORIDA ALTERNATE ASSESSMENT

The Florida Alternate Assessment is designed to measure the academic skills your students know and are able to demonstrate in the *Sunshine State Standards Access Points* for Language Arts (Reading and Writing), Mathematics, and Science.

Academic Area	Grade Level								
	3	4	5	6	7	8	9	10	11
Reading	•	•	•	•	•	•	•	•	
Mathematics	•	•	•	•	•	•	•	•	
Writing		•				•		•	
Science			•			•			•

Students are administered 16 items* in each academic area according to their grade level (see chart above). Each item has three questions to measure the three levels of complexity (Participatory, Supported, and Independent). All students start an item at the Participatory Level and continue to work through each of the three questions until he or she is unable to answer accurately at that level, or completes the item accurately at the Independent Level.

SCORING

Students can earn 1, 2, 3, 6, or 9 points per item depending on the highest level of complexity answered correctly. If the student refused to participate, they received a 0 for that item. The student's total score for each academic area is the sum of points earned for the 16 items. The maximum score possible in each academic area is 144.

UNDERSTANDING STUDENT SCORES

There are nine performance levels, Level 1 – 9. A student is counted as proficient if he/she attains a level 4 or higher; or demonstrates growth. Students who score level 4 or higher on the prior year assessment and maintained their level or scored higher on the current year assessment are considered to have made growth. Students who scored in level 1, 2, or 3 on the prior year assessment and score at least one level higher on the current year assessment are considered to have demonstrated growth.

For more specific information about student scores and performance levels; or, if you have questions about the scoring system for the Florida Alternate Assessment, please contact your district's Alternate Assessment Coordinator.

* - Students are administered 4 field test items per academic area for a total of 20 items

Grade-level raw scores (0-144) for each academic area and performance level

READING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-23	24-39	40-62	63-69	70-84	85-98	99-105	106-119	120-144
4	0-27	28-43	44-62	63-71	72-85	86-98	99-106	107-117	118-144
5	0-28	29-43	44-62	63-70	71-85	86-98	99-110	111-122	123-144
6	0-27	28-44	45-62	63-77	78-88	89-98	99-111	112-123	124-144
7	0-27	28-44	45-62	63-74	75-89	90-98	99-112	113-126	127-144
8	0-25	26-44	45-62	63-73	74-88	89-98	99-111	112-126	127-144
9	0-25	26-42	43-62	63-73	74-89	90-98	99-115	116-126	127-144
10	0-27	28-42	43-62	63-72	73-87	88-98	99-113	114-126	127-144

MATHEMATICS

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
3	0-22	23-38	39-57	58-70	71-86	87-98	99-110	111-125	126-144
4	0-22	23-41	42-57	58-69	70-86	87-98	99-110	111-126	127-144
5	0-24	25-39	40-57	58-72	73-86	87-98	99-110	111-123	124-144
6	0-25	26-38	39-57	58-71	72-87	88-98	99-111	112-126	127-144
7	0-25	26-40	41-57	58-69	70-86	87-98	99-110	111-126	127-144
8	0-26	27-40	41-57	58-69	70-85	86-98	99-110	111-126	127-144
9	0-23	24-41	42-57	58-70	71-90	91-98	99-107	108-130	131-144
10	0-28	29-44	45-57	58-69	70-91	92-98	99-108	109-129	130-144

WRITING

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
4	0-23	24-35	36-63	64-70	71-86	87-98	99-111	112-128	129-144
8	0-27	28-40	41-63	64-71	72-86	87-98	99-111	112-125	126-144
10	0-24	25-41	42-63	64-73	74-86	87-98	99-111	112-126	127-144

SCIENCE

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
5	0-22	23-38	39-58	59-75	76-87	88-102	103-114	115-124	125-144
8	0-23	24-39	40-58	59-71	72-84	85-102	103-113	114-124	125-144
11	0-23	24-39	40-58	59-71	72-85	86-102	103-111	112-122	123-144

Conversion

Performance levels 1-3 are considered emergent
Performance levels 4-6 are considered achieved
Performance levels 7-9 are considered commended

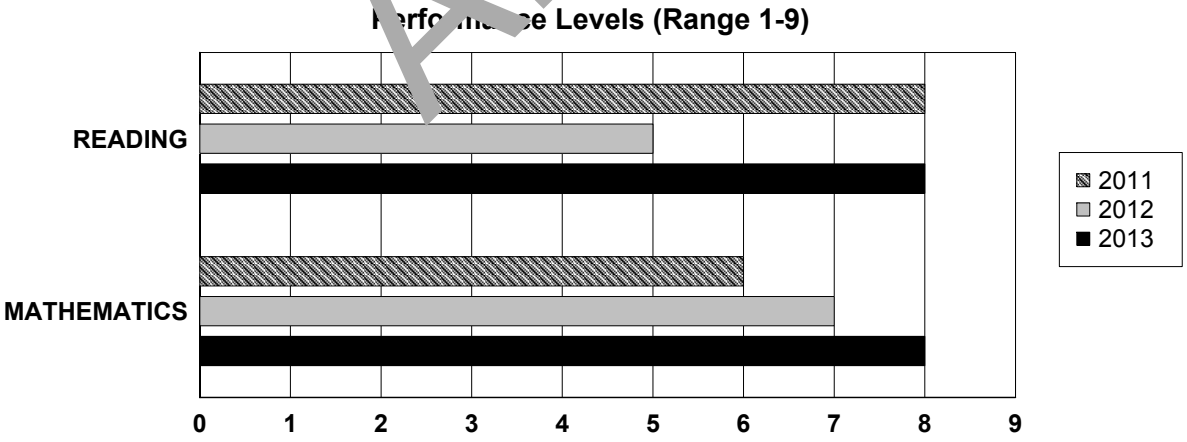
Spring 2013 Florida Alternate Assessment Student and Parent Report

Student Name: STUDENT2, SAMPLE
SID: 987654321X
Grade: 05
District: 100-COOKSON
School: 0000-SAMPLE ELEMENTARY SCHOOL

This report is a summary of your child's performance on the **Florida Alternate Assessment**. The **Florida Alternate Assessment** is designed to measure the academic skills your child knows and is able to demonstrate in the *Sunshine State Standards Access Points* for Language Arts (Reading and Writing), Mathematics, and Science. For each **academic area**, your child's **total score** (range 0-144) is provided below. The **Level** (1-9) tells you how well your child is doing on the access points assessed. Generally, students in **Levels 1-3** are developing rudimentary knowledge of specific academic skills derived from instruction and practice and may require cueing and/or prompting. Students performing at **Levels 4-6** are acquiring specific academic skills derived from instruction and practice with moderate success. Students performing at **Levels 7-9** have mastered and generalized specific academic skills derived from instruction and practice. The final column provides a brief description of your child's performance. The graph below shows your child's current and historical performance in Reading and Mathematics.

Understanding Your Child's Score: For details about your child's specific performance on the grade level access points, please refer to the back of this report and discuss these results with your child's teacher. The performance levels achieved can be used to assist in developing goals for **Individual Educational Plans.**

Academic Area	Total Score (0-144)	Performance Level (1-9)	Performance Level Descriptors
READING	122	8	• Performance reflects a more comprehensive understanding of challenging academic expectations and the ability to provide solutions to complex problems contained in the independent grade level access points. • A wide variety of problems related to independent level skills can be solved with frequent accuracy. • Depth of knowledge of items generally reflects skills associated with analyzing, synthesizing, and evaluating information.
MATHEMATICS	117	8	• Performance reflects a more comprehensive understanding of challenging academic expectations and the ability to provide solutions to complex problems contained in the independent grade level access points. • A wide variety of problems related to independent level skills can be solved with frequent accuracy. • Depth of knowledge of items generally reflects skills associated with analyzing, synthesizing, and evaluating information.
SCIENCE	75	4	• Performance reflects an initial understanding of challenging academic expectations and core knowledge of topics contained in the supported grade level access points. • Some simple problems can be solved independently and performance on supported level skills is limited. • Depth of knowledge of items generally reflects preliminary skills associated with explaining, concluding, restating, and classifying information.



* NA indicates that this academic area was not assessed
NS indicates there was not enough information to calculate a score

READING

Code	Level	Access Point
LA.5.1.6.06	I	The student will identify the correct meaning of a word with multiple meanings in context.
LA.5.1.5.01	I	The student will read text with high frequency sight words and phonetically regular words with accuracy.
LA.5.1.6.05	I	The student will relate new vocabulary to familiar words.
LA.5.1.7.05	I	The student will identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text.
LA.5.1.5.01	I	The student will read text with high frequency sight words and phonetically regular words with accuracy.
LA.5.1.5.01	I	The student will read text with high frequency sight words and phonetically regular words with accuracy.
LA.5.1.6.08	I	The student will identify common synonyms, antonyms, and homonyms.
LA.5.1.7.03	I	The student will identify the essential message or topic in text.
LA.5.2.1.06	I	The student will identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/ solution) in a variety of fiction.
LA.5.2.1.06	I	The student will identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/ solution) in a variety of fiction.
LA.5.1.5.01	S	The student will read simple text with high frequency sight words and phonetically regular words with accuracy.
LA.5.2.2.03	S	The student will obtain information from text features (e.g., illustrations, title, table of contents).
LA.5.1.7.03	S	The student will identify statements of the main idea or topic in read-aloud text.
LA.5.2.2.03	S	The student will organize information to show understanding (e.g., using pictures or symbols).
LA.5.2.2.03	S	The student will use explicit information from readaloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when).
LA.5.2.1.06	P2	The student will identify characters, objects, and actions in read-aloud literature.

SCIENCE

Code	Level	Access Point
SC.5.E.07.01	S	Identify different types of precipitation, including rain and snow.
SC.5.E.07.03	S	Match specific weather conditions with different locations.
SC.5.L.14.01	S	Identify major external and internal body parts, including skin, brain, heart, lungs, stomach, and sensory organs.
SC.5.L.14.02	S	Recognize the functions of the major parts of plants and animals.
SC.5.N.01.01	S	Recognize facts about a scientific observation.
SC.5.N.02.02	S	Recognize the importance of following correct procedures when carrying out science experiments.
SC.5.P.10.03	S	Recognize that electrically charged materials will pull (attract) other materials.
SC.5.P.10.04	S	Recognize examples of electricity as a producer of heat, light, and sound.
SC.5.P.13.03	S	Recognize that a heavier object is harder to move than a light one.
SC.5.E.07.03	P	Recognize the weather conditions including hot/cold and raining/not raining during the day.
SC.5.E.07.07	P	Recognize examples of severe weather conditions.
SC.5.L.14.01	P	Recognize body parts related to movement and the five senses.
SC.5.L.17.01	P	Match common living things with their habitats.
SC.5.N.01.01	P	Recognize that people use observation and actions to get answers to questions about the natural world.
SC.5.P.10.02	P	Initiate a change in the motion of an object.
SC.5.P.11.01	P	Recognize that electrical systems must be turned on (closed) in order to work.

MATHEMATICS

Code	Level	Access Point
MA.5.A.01.01	I	Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals.
MA.5.A.01.01	I	Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals.
MA.5.A.01.01	I	Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals.
MA.5.A.04.01	I	Describe the meaning of information in a pictograph or bar graph that shows change over time.
MA.5.G.03.01	I	Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.
MA.5.G.03.02	I	Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.
MA.5.G.05.02	I	Solve real-world problems involving length and weight, using tools with standard units.
MA.5.S.07.01	I	Describe the meaning of data in a three-category pictograph or bar graph.
MA.5.A.01.01	S	Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals.
MA.5.A.02.01	S	Apply the concepts of counting and grouping by tens and ones to identify the value of whole numbers to 30.
MA.5.A.04.01	S	Identify and compare the relationship between two same or different (equal or unequal) sets to 25 using physical and visual models.
MA.5.A.06.02	S	Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line.
MA.5.G.03.01	S	Recognize the faces of a three-dimensional object.
MA.5.G.03.02	S	Recognize the edges of a three-dimensional object.
MA.5.G.05.02	S	Identify time to the hour and half-hour.
MA.5.A.02.02	P	Compare sets of objects to 5 and determine if they have same or different quantities.

Code - Access Point Benchmark Code
Level - Highest access point demonstrated (I - Independent, S - Supported, P - Participatory)
Access Point - Skills associated with the highest level demonstrated
Blank -The content area was not assessed (NA).

I - Responded correctly to the Participatory, Supported and Independent Level skills measured
S - Responded correctly to the Participatory and Supported Level skills measured
P - Responded correctly to the Participatory Level skills measured

P2 - Responded correctly to the Participatory Level skills measured with one option removed
P1 - Responded correctly to the Participatory Level skills measured with two options removed
P0 - Student refused to respond to the Participatory Level skills measured

APPENDIX G—PARENT AND TEACHER BROCHURES

English

Understanding the Florida Alternate Assessment and Your Child's Scores

Information for Parents

Languages included:

English

English

How does the Florida Alternate Assessment impact my child?

The Florida Alternate Assessment is designed to provide an option for participation in the state's accountability system in a way that is both meaningful and academically challenging for every student with a significant cognitive disability. Your child's involvement in the assessment can help inform and enhance classroom instruction by providing information on your child's areas of strength and/or areas for improvement.

Florida has a standards-driven system for all students. Florida's *Next Generation Sunshine State Standards* and **Access Points** for Students with Significant Cognitive Disabilities drive the curriculum, instructional strategies, and assessment.

What are Access Points?

- Access Points reflect the key concepts of the *Next Generation Sunshine State Standards* with reduced **levels of complexity**. They ensure access to the essence or core intent of the standards that apply to all students in the same grade.

For more information about the Access Points, visit the Curriculum Planning and Learning Management System (CPALMS) Web site at http://www.cpalms.org/.

What are the Levels of Complexity?

Each Access Point has three levels of complexity.

Less Complex

More Complex

- The **Participatory** level of complexity focuses on skills at a beginning academic awareness level, such as recognizing parts of a whole or recognizing a letter or number.
- The **Supported** level of complexity focuses on skills that require identifying, recalling, or performing basic academic skills, such as reading words or solving simple math problems.
- The **Independent** level of complexity focuses on skills that require organizing, comparing, and analyzing, such as identifying the main idea of a story or solving more complex math problems.

English

What is the Florida Alternate Assessment?

- The Florida Alternate Assessment is a performance-based assessment, not a paper and pencil test. It is designed for students with significant cognitive disabilities for whom participation in the Florida Comprehensive Assessment Test® (FCAT) is inappropriate, even with accommodations.
- The Florida Alternate Assessment is administered annually and assesses students in Reading (grades 3–10), Mathematics (grades 3–10), Writing (grades 4, 8, and 10), and Science (grades 5, 8, and 11).
- For each academic area assessed, 16 items are administered to each student individually by the student's special education teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.
- Students enter an item at the Participatory level and continue to work through each level of complexity until they answer a question incorrectly or answer correctly at the Independent level.
- Students typically select an answer to a question from three response options represented by pictures, text, numbers, and/or symbols in a Response Booklet.
- At the Participatory level of complexity only, a process called "scaffolding" occurs when the number of response options is reduced each time a student is unable to respond correctly.

How is my child's assessment scored?

Students can score 0, 1, 2, 3, 6, or 9 points per item, depending on the highest level of complexity answered correctly. Students only earn a 0 if they will not engage or they actively refuse to participate in an item at the Participatory level. The student's total score for each academic area is the sum of points earned for the 16 items. The maximum score possible in each academic area is 144.

How are my child's results reported?

- Your child's results in the Student Report are reported in terms of **Performance Levels** (levels 1–9) that describe your child's knowledge, skills, and abilities in relation to the established *Next Generation Sunshine State Standards Access Points*.

English

What are the Performance Levels?

There are a total of nine Performance Levels falling within three performance categories: emergent, achieved, and commended.

Emergent			Achieved			Commended		
1	2	3	4	5	6	7	8	9

- Students performing at levels 1–3 are developing basic knowledge of specific academic skills derived from instruction and practice and may require cueing and/or prompting.
- Students performing at levels 4–6 are acquiring specific academic skills derived from instruction and practice with moderate success.
- Students performing at levels 7–9 have mastered and generalized specific academic skills derived from instruction and practice.

How will the assessment results be used?

The Florida Alternate Assessment is only one measure of your child's performance and should be viewed in the context of your child's local programs and other measures. Your child's results can be used to:

- identify learning gains;
- assist the IEP team in developing annual goals and objectives;
- inform instructional planning; and
- monitor progress from year to year.

How can I get more information?

If you have not received your child's Student Report or would like more information about the Florida Alternate Assessment, contact your child's teacher, District Coordinator, or Alternate Assessment Coordinator. Copies of this brochure can be downloaded from the FLDOE Web site at *http://www.fldoe.org/asp/altassessment.asp*.

Dr. Tony Bennett
Commissioner of Education

Facts About the Florida Alternate Assessment

Information for Teachers

The Florida Alternate Assessment

The Florida Alternate Assessment is designed specifically to measure student mastery of the *Next Generation Sunshine State Standards Access Points*. Only students with the most significant cognitive disabilities should participate in the Florida Alternate Assessment.

For more information on how to determine who should take the Florida Alternate Assessment, review the Florida Alternate Assessment Participation Checklist at http://www.fldoe.org/asp/altassessment.asp.

What are the Levels of Complexity?

Each Access Point has three levels of complexity.

Less Complex

More Complex

- The **Participatory** level of complexity focuses on skills at a beginning academic awareness level, such as recognizing parts of a whole or recognizing a letter or number.
- The **Supported** level of complexity focuses on skills that require identifying, recalling, or performing basic academic skills, such as reading words or solving simple math problems.
- The **Independent** level of complexity focuses on skills that require organizing, comparing, and analyzing, such as identifying the main idea of a story or solving more complex math problems.

For more information about the Access Points, curriculum resources, and tools, visit the Curriculum Planning and Learning Management System (CPALMS) Web site at http://www.cpalms.org/.

What are the Performance Levels?

There are a total of nine Performance Levels falling within three overarching performance categories: emergent, achieved, and commended.

Emergent			Achieved			Commended		
1	2	3	4	5	6	7	8	9

- Students performing in the **Emergent** category (levels 1–3) are developing basic knowledge of specific academic skills derived from instruction and practice and may require cueing and/or prompting.
- Students performing in the **Achieved** category (levels 4–6) are acquiring specific academic skills derived from instruction and practice with moderate success.
- Students performing in the **Commended** category (levels 7–9) have mastered and generalized specific academic skills derived from instruction and practice.

What is the difference between Access Points and Performance Levels?

- Access Points identify *what* a student should know at each grade level and level of complexity.
- Performance Levels indicate *how much* of the content a student demonstrates on the assessment.

How were Performance Levels determined?

- Performance Levels were determined through the standard-setting process.
- Standard-setting panels, comprised of various stakeholders representing a diverse range of knowledge and expertise, were convened in order to determine the minimum raw score, or "cut score," a student must achieve in order to attain a designated Performance Level.
- In order to determine cut scores, panelists reviewed the assessment, actual student scores, and discussed the Performance Level Descriptors, differentiating between the knowledge, skills, and abilities typically associated with each Performance Level.

For more information about the standard-setting process, review the Florida Alternate Assessment Technical Report at http://www.fldoe.org/asp/altassessment.asp.

How will the nine levels be used to report student growth?

- Students who score level 4 or higher on the prior year assessment and maintained their level or scored higher on the current year assessment are considered to have made growth.
- Students who scored in level 1, 2, or 3 on the prior year assessment and score at least one level higher on the current year assessment are considered to have demonstrated growth.
- Students who scored in level 1, 2, or 3 on the prior year assessment and maintain the same level on the current year assessment will have demonstrated growth if they increase their total score by 5 or more points.

What assessment results are provided to teachers and parents?

- Student Reports, with grade level information about student performance, are provided to schools to share with parents at the end of each school year. In addition, each school receives a school report that includes all students and their scores.
- Results are reported in terms of Performance Levels that describe students' knowledge, skills, and abilities in relation to the established *Next Generation Sunshine State Standards*. Separate Performance Levels are assigned for each academic area that was assessed.

How can teachers help parents understand assessment results?

A crosswalk with grade- and academic area-specific Access Points referenced in the Student Report can be found at *http://www.fldoe.org/asp/altassessment.asp*. To assist parents in understanding the Florida Alternate Assessment scoring system, please refer to the Administration and Scoring Process Flow Chart and the Scoring Rubric and Directions section in your Florida Alternate Assessment Test Administration Manual.

How can teachers use the assessment results?

Students' results can be used to:

- identify students' progression toward learning the knowledge and skills contained in the *Next Generation Sunshine State Standards Access Points*;
- assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas; and
- improve instructional planning by determining if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.

Are the Florida Alternate Assessment results included in the state's accountability system for my school/district?

- Yes, a student's alternate assessment score is included in the school and district's Adequate Yearly Progress (AYP) calculation. A student is counted as proficient if he/she:
  - attains a level 4 or higher; or
  - demonstrates growth as defined above.
- Since the 2009-10 school year, scores from students who take the Florida Alternate Assessment are included in the learning gains calculation of school grades.

For more information about the Florida Alternate Assessment, contact your Alternate Assessment Coordinator or District Assessment Coordinator.

Dr. Tony Bennett
Commissioner of Education

APPENDIX H—ITEM-LEVEL CLASSICAL STATISTICS

Table H-1. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 3

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	150662P	0.82	0.66
	179106P	0.87	0.65
	224730P	0.89	0.61
	179063P	0.88	0.61
	179138P	0.86	0.65
	150631P	0.84	0.67
	150675P	0.88	0.62
	224746P	0.88	0.61
	150702P	0.83	0.66
	179047P	0.83	0.63
	150694P	0.89	0.58
	224758P	0.80	0.64
	179132P	0.77	0.67
	224807P	0.81	0.68
	179019P	0.85	0.66
	150642P	0.71	0.56
Supported Items	179049S	0.31	0.44
	150646S	0.35	0.61
	179140S	0.43	0.70
	179067S	0.59	0.71
	224811S	0.53	0.75
	179043S	0.57	0.76
	150696S	0.49	0.68
	224750S	0.51	0.69
	150635S	0.54	0.76
	179134S	0.49	0.71
Supported Items	150678S	0.59	0.70
	224732S	0.40	0.48
	150665S	0.55	0.69
	150704S	0.61	0.73
	224760S	0.52	0.73
	179108S	0.59	0.72
Independent Items	179112I	0.30	0.56
	179069I	0.26	0.57
	150649I	0.21	0.57
	150699I	0.25	0.60
	150668I	0.24	0.49
	150639I	0.09	0.30
	179135I	0.21	0.52
	179052I	0.21	0.47
	224742I	0.16	0.44
	156273I	0.42	0.67
	179045I	0.17	0.40
	224754I	0.41	0.69
	179141I	0.30	0.63
	150681I	0.35	0.58
	224815I	0.26	0.56
	224762I	0.33	0.62

Table H-2. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 4

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	151589P	0.84	0.66
	151617P	0.90	0.63
	183163P	0.90	0.62
	183315P	0.89	0.64
	151607P	0.87	0.66
	223562P	0.87	0.63
	183211P	0.87	0.63
	151560P	0.83	0.69
	183192P	0.90	0.60
	223551P	0.81	0.62
	151599P	0.88	0.64
	183266P	0.82	0.67
	151547P	0.87	0.67
Participatory Items	223453P	0.89	0.63
	223540P	0.87	0.64
	183334P	0.77	0.62
Supported Items	183220S	0.56	0.61
	223545S	0.48	0.60
	151610S	0.58	0.73
	151592S	0.52	0.61
	183319S	0.70	0.72
	151602S	0.59	0.69
	151619S	0.53	0.64
	223564S	0.56	0.70
	223467S	0.36	0.49
	183279S	0.54	0.70

continued

Item		Difficulty	Discrimination
Type	*Number*		
Supported Items	151555S	0.34	0.51
	183195S	0.44	0.57
	183168S	0.64	0.72
	183347S	0.41	0.65
	223553S	0.54	0.69
	151572S	0.48	0.69
Independent Items	151613I	0.22	0.39
	151622I	0.34	0.56
	183285I	0.25	0.48
	183352I	0.13	0.36
	223547I	0.19	0.39
	151604I	0.45	0.66
	183199I	0.27	0.50
	223556I	0.22	0.42
	151575I	0.23	0.49
	183323I	0.43	0.64
	151558I	0.14	0.44
	223567I	0.27	0.54
	183227I	0.31	0.57
	183178I	0.37	0.60
	151595I	0.22	0.42
	223475I	0.18	0.41

Table H-3. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 5

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	184542P	0.88	0.62
	154186P	0.83	0.67
	184637P	0.82	0.60
	184685P	0.87	0.61
	224905P	0.88	0.61
	184713P	0.79	0.64
	154173P	0.82	0.64
	224944P	0.90	0.59
	154266P	0.86	0.64
	154178P	0.88	0.63
	184571P	0.84	0.62
	154192P	0.88	0.62
	154200P	0.87	0.59
	184594P	0.87	0.63
	184659P	0.84	0.56
	224962P	0.88	0.60
Supported Items	154202S	0.59	0.67
	154188S	0.35	0.65
	154270S	0.52	0.73
	184716S	0.42	0.68
	154197S	0.50	0.72
	224964S	0.60	0.71
	154175S	0.34	0.66
	184553S	0.59	0.72
	154180S	0.62	0.73
	184666S	0.57	0.68
	184642S	0.53	0.74
	224946S	0.52	0.69
	184697S	0.54	0.68
	184576S	0.58	0.73
	184599S	0.68	0.71
	224920S	0.37	0.63
Independent Items	154203I	0.27	0.60
	184650I	0.31	0.58
	184563I	0.32	0.62
	184607I	0.23	0.44
	184707I	0.25	0.48
	184673I	0.20	0.41
	224966I	0.27	0.59
	184585I	0.26	0.47
	224948I	0.37	0.66
	154199I	0.30	0.60
	154176I	0.19	0.56
	224921I	0.23	0.59
	154182I	0.36	0.59
	154190I	0.23	0.62
	154272I	0.21	0.51
	184724I	0.25	0.60

Table H-4. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 6

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	180098P	0.88	0.60
	180116P	0.88	0.63
	180127P	0.88	0.61
	151706P	0.81	0.59
	151688P	0.89	0.56
	151765P	0.89	0.60
	151752P	0.87	0.55
	151726P	0.85	0.59
	180092P	0.82	0.59
	222615P	0.82	0.64
	222650P	0.91	0.55
	180133P	0.83	0.64
	151715P	0.83	0.59
	222591P	0.80	0.61
	180104P	0.86	0.62
	151700P	0.81	0.58
Supported Items	180129S	0.61	0.71
	180118S	0.60	0.69
	180087S	0.36	0.58
	222594S	0.39	0.66
	151767S	0.42	0.61
	180100S	0.49	0.57
	151691S	0.51	0.66
	151710S	0.33	0.58
	151756S	0.56	0.68
Supported Items	151702S	0.26	0.49
	151719S	0.34	0.51
	222620S	0.51	0.71
	151729S	0.62	0.63
	222656S	0.52	0.61
	180106S	0.39	0.61
	180135S	0.53	0.71
Independent Items	151712I	0.18	0.47
	222658I	0.18	0.35
	151733I	0.15	0.33
	222629I	0.31	0.64
	151721I	0.18	0.44
	180120I	0.33	0.59
	180102I	0.26	0.44
	180108I	0.17	0.48
	180096I	0.25	0.59
	151704I	0.13	0.47
	180137I	0.33	0.64
	151770I	0.28	0.59
	222600I	0.20	0.50
	151760I	0.26	0.58
	151693I	0.09	0.32
	180131I	0.44	0.70

Table H-5. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 7

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	152889P	0.80	0.63
	152915P	0.88	0.59
	221479P	0.83	0.59
	152921P	0.91	0.60
	221540P	0.92	0.55
	97309P	0.83	0.62
	184822P	0.88	0.60
	221493P	0.90	0.57
	184944P	0.91	0.54
	184768P	0.86	0.58
	184787P	0.90	0.59
	184734P	0.84	0.64
	221447P	0.90	0.60
	152977P	0.91	0.56
Participatory Items	184750P	0.84	0.49
	152902P	0.87	0.59
Supported Items	152891S	0.43	0.68
	152923S	0.45	0.62
	152903S	0.48	0.65
	97311S	0.47	0.67
	184740S	0.45	0.65
	184793S	0.65	0.71
	221484S	0.47	0.67
	184826S	0.47	0.55
	221454S	0.39	0.50
	184773S	0.41	0.64
	221501S	0.62	0.67
	184952S	0.52	0.59

continued

Item		Difficulty	Discrimination
Type	*Number*		
Supported Items	152979S	0.55	0.60
	152917S	0.42	0.53
	221546S	0.47	0.60
	184756S	0.58	0.56
Independent Items	152893I	0.28	0.62
	152907I	0.24	0.54
	221553I	0.16	0.43
	221508I	0.38	0.63
	152925I	0.22	0.51
	184829I	0.29	0.58
	152981I	0.14	0.31
	221491I	0.37	0.64
	97313I	0.22	0.51
	184957I	0.42	0.60
	218550I	0.25	0.57
	184760I	0.29	0.47
	184780I	0.18	0.50
	221456I	0.13	0.39
	184745I	0.19	0.47
	184796I	0.59	0.72

Table H-6. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 8

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	150467P	0.92	0.56
	150605P	0.89	0.62
	221575P	0.87	0.65
	150597P	0.80	0.63
	150486P	0.87	0.63
	179076P	0.93	0.55
	179102P	0.90	0.61
	179113P	0.84	0.59
	179119P	0.93	0.54
	221481P	0.91	0.59
	179091P	0.89	0.62
	150562P	0.91	0.61
	150443P	0.87	0.61
	179065P	0.88	0.60
	221495P	0.90	0.61
	221473P	0.87	0.61
Supported Items	221486S	0.40	0.52
	150448S	0.46	0.62
	221499S	0.45	0.57
	179079S	0.65	0.52
	221475S	0.32	0.52
	179093S	0.53	0.64
	179104S	0.62	0.69
	179071S	0.62	0.69
	150545S	0.38	0.48
	179115S	0.31	0.52
	150606S	0.36	0.52
	179121S	0.58	0.59
	221579S	0.59	0.67
	150477S	0.71	0.63
	150564S	0.56	0.66
	150601S	0.30	0.51
Independent Items	221587I	0.35	0.59
	179117I	0.15	0.40
	150481I	0.45	0.56
	150553I	0.19	0.43
	150608I	0.13	0.40
	179123I	0.23	0.49
	221477I	0.14	0.43
	179110I	0.44	0.65
	221489I	0.20	0.44
	150566I	0.23	0.45
	150603I	0.11	0.38
	150454I	0.25	0.53
	179081I	0.29	0.40
	221503I	0.19	0.44
	179073I	0.39	0.62
	179097I	0.38	0.60

Table H-7. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 9

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	180252P	0.86	0.64
	152971P	0.85	0.63
	222018P	0.84	0.62
	152933P	0.85	0.65
	180184P	0.89	0.62
	180265P	0.82	0.67
	221949P	0.82	0.63
	221916P	0.89	0.62
	180292P	0.90	0.59
	180162P	0.86	0.63
	180191P	0.82	0.66
	222045P	0.89	0.60
	152962P	0.89	0.58
	98489P	0.87	0.64
	152994P	0.86	0.64
	153002P	0.86	0.60
Supported Items	180201S	0.47	0.75
	180269S	0.48	0.69
	152997S	0.46	0.69
	152964S	0.54	0.74
	152973S	0.37	0.62
	180297S	0.54	0.60
	222023S	0.51	0.67
	180176S	0.51	0.67
	221953S	0.45	0.72
Supported Items	153004S	0.27	0.48
	222053S	0.54	0.64
	98491S	0.64	0.74
	221921S	0.41	0.60
	152935S	0.61	0.76
	180186S	0.61	0.71
	180254S	0.50	0.69
Independent Items	180256I	0.34	0.64
	152937I	0.53	0.77
	180187I	0.28	0.58
	153007I	0.13	0.37
	180168I	0.32	0.63
	180275I	0.29	0.58
	153000I	0.19	0.50
	98493I	0.22	0.52
	221957I	0.27	0.60
	222026I	0.42	0.63
	221925I	0.17	0.41
	152975I	0.25	0.55
	180301I	0.29	0.50
	180210I	0.34	0.67
	222057I	0.19	0.39
	152969I	0.24	0.48

Table H-8. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Mathematics Grade 10

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	223373P	0.90	0.59
	200146P	0.89	0.62
	223301P	0.85	0.61
	183603P	0.83	0.65
	154290P	0.74	0.47
	183443P	0.87	0.62
	154304P	0.87	0.65
	183511P	0.87	0.64
	223258P	0.85	0.65
	183429P	0.86	0.65
	154276P	0.86	0.62
	154282P	0.89	0.65
	223355P	0.81	0.64
	183574P	0.89	0.60
Participatory Items	154256P	0.86	0.59
	183457P	0.89	0.60
Supported Items	223379S	0.37	0.45
	154293S	0.27	0.48
	154306S	0.49	0.63
	183607S	0.49	0.64
	223308S	0.49	0.68
	223263S	0.32	0.41
	154278S	0.45	0.63
	183446S	0.44	0.58
	154268S	0.48	0.54
	183578S	0.56	0.69
	183465S	0.68	0.66
	223363S	0.37	0.60

continued

Item		Difficulty	Discrimination
Type	*Number*		
Supported Items	183518S	0.56	0.65
	154284S	0.67	0.70
	183431S	0.38	0.56
	154260S	0.43	0.57
Independent Items	154308I	0.27	0.56
	183613I	0.09	0.31
	223315I	0.25	0.52
	154280I	0.17	0.45
	154295I	0.10	0.36
	183468I	0.29	0.49
	183450I	0.17	0.44
	154274I	0.11	0.30
	223383I	0.24	0.45
	154262I	0.12	0.37
	183526I	0.28	0.53
	223265I	0.12	0.34
	223367I	0.12	0.36
	154286I	0.29	0.41
	183586I	0.34	0.57
	183438I	0.23	0.54

Table H-9. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 3

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	221207P	0.85	0.68
	179263P	0.88	0.66
	98379P	0.88	0.65
	149781P	0.91	0.60
	179322P	0.87	0.66
	98371P	0.88	0.66
	179389P	0.86	0.66
	221180P	0.91	0.61
	149803P	0.81	0.65
	98410P	0.84	0.59
	98795P	0.87	0.69
	221355P	0.86	0.69
	179229P	0.85	0.70
	149823P	0.87	0.68
	221255P	0.89	0.63
	149794P	0.90	0.64
Supported Items	221260S	0.51	0.56
	149808S	0.50	0.70
	179408S	0.55	0.74
	98373S	0.69	0.76
	179324S	0.63	0.77
	179265S	0.51	0.70
	221201S	0.65	0.71
	221210S	0.61	0.76
	149797S	0.59	0.77
	98414S	0.54	0.67
Supported Items	98404S	0.61	0.77
	149827S	0.41	0.58
	98381S	0.66	0.75
	149785S	0.61	0.75
	179231S	0.63	0.78
	221360S	0.51	0.66
Independent Items	179274I	0.25	0.47
	149791I	0.24	0.49
	179414I	0.38	0.58
	179326I	0.45	0.70
	98374I	0.59	0.76
	98382I	0.57	0.74
	149799I	0.40	0.63
	149811I	0.38	0.66
	98418I	0.42	0.66
	98406I	0.48	0.73
	221374I	0.30	0.53
	179236I	0.33	0.57
	149829I	0.32	0.57
	221264I	0.33	0.52
	221204I	0.35	0.54
	221211I	0.46	0.70

Table H-10. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 4

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	179748P	0.92	0.62
	98128P	0.92	0.60
	221258P	0.91	0.63
	179751P	0.84	0.61
	150836P	0.87	0.73
	150878P	0.91	0.63
	179739P	0.92	0.61
	179736P	0.89	0.67
	98123P	0.92	0.63
	221221P	0.91	0.61
	98138P	0.92	0.61
	179754P	0.82	0.65
	150791P	0.91	0.64
	150916P	0.85	0.60
	98272P	0.88	0.68
	221293P	0.85	0.64
Supported Items	179749S	0.73	0.76
	98130S	0.74	0.74
	221262S	0.55	0.68
	150852S	0.68	0.80
	150885S	0.44	0.58
	179752S	0.50	0.59
	179740S	0.53	0.61
	98141S	0.70	0.71
	179737S	0.62	0.70
Supported Items	98125S	0.74	0.73
	221226S	0.68	0.78
	179757S	0.57	0.73
	150800S	0.67	0.69
	150921S	0.42	0.56
	98275S	0.66	0.72
	221299S	0.54	0.67
Independent Items	179758I	0.30	0.51
	179753I	0.31	0.54
	221303I	0.19	0.40
	179750I	0.40	0.56
	150855I	0.59	0.75
	179741I	0.25	0.47
	179738I	0.52	0.69
	98131I	0.61	0.74
	221266I	0.40	0.60
	98126I	0.58	0.73
	221233I	0.51	0.62
	150888I	0.15	0.35
	98142I	0.53	0.66
	150804I	0.48	0.68
	150925I	0.25	0.46
	98278I	0.28	0.52

Table H-11. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 5

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	98891P	0.90	0.65
	181684P	0.91	0.62
	222825P	0.87	0.65
	98870P	0.91	0.64
	181739P	0.89	0.66
	149948P	0.91	0.65
	181648P	0.89	0.65
	98931P	0.92	0.61
	222770P	0.91	0.63
	98953P	0.84	0.67
	181594P	0.89	0.67
	222758P	0.91	0.66
	222797P	0.90	0.66
	149911P	0.93	0.59
Participatory Items	149940P	0.92	0.63
	149955P	0.87	0.63
Supported Items	98901S	0.68	0.77
	181688S	0.58	0.63
	222835S	0.43	0.62
	98872S	0.71	0.75
	181745S	0.41	0.51
	149951S	0.61	0.67
	98937S	0.70	0.72
	181653S	0.63	0.73
	222772S	0.60	0.74
	98964S	0.61	0.71
	181605S	0.48	0.67
	222760S	0.61	0.73

continued

Item		Difficulty	Discrimination
Type	Number		
Supported Items	222799S	0.48	0.61
	149915S	0.70	0.73
	149942S	0.57	0.71
	149957S	0.55	0.69
Independent Items	181752I	0.19	0.33
	98911I	0.53	0.70
	181692I	0.38	0.55
	181657I	0.36	0.55
	222844I	0.18	0.39
	98402I	0.57	0.72
	149953I	0.32	0.50
	98938I	0.45	0.66
	222774I	0.44	0.68
	98966I	0.25	0.44
	181616I	0.29	0.53
	222762I	0.41	0.62
	222822I	0.29	0.48
	149916I	0.56	0.69
	149946I	0.31	0.52
	149959I	0.33	0.54

Table H-12. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 6

Item		Difficulty	Discrimination
Type	Number		
Participatory Items	182776P	0.89	0.67
	153693P	0.90	0.63
	223295P	0.91	0.62
	182850P	0.91	0.63
	97379P	0.91	0.60
	97383P	0.92	0.61
	223365P	0.91	0.65
	223349P	0.85	0.64
	223273P	0.91	0.63
	153628P	0.92	0.62
	97361P	0.92	0.61
	153704P	0.90	0.65
	97373P	0.93	0.57
	182742P	0.91	0.59
	182815P	0.89	0.66
	153674P	0.89	0.64
Supported Items	182786S	0.67	0.74
	153696S	0.59	0.71
	153677S	0.50	0.63
	182859S	0.45	0.63
	223371S	0.63	0.75
	223353S	0.57	0.75
	223276S	0.55	0.70
	153631S	0.74	0.76
	97365S	0.66	0.68
	203745S	0.52	0.69
	182822S	0.67	0.70
	97385S	0.68	0.76
	97375S	0.63	0.74
	182755S	0.44	0.42
	223298S	0.53	0.64
	97381S	0.65	0.75
Independent Items	182795I	0.25	0.45
	153699I	0.25	0.40
	182829I	0.30	0.47
	182867I	0.28	0.52
	97387I	0.39	0.58
	223375I	0.51	0.71
	223359I	0.41	0.70
	223279I	0.36	0.61
	153633I	0.39	0.63
	97376I	0.48	0.73
	97367I	0.32	0.46
	203747I	0.18	0.40
	153681I	0.34	0.55
	223304I	0.32	0.58
	182764I	0.14	0.38
	97382I	0.47	0.68

Table H-13. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 7

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	153781P	0.92	0.60
	223667P	0.91	0.62
	97620P	0.93	0.61
	153837P	0.86	0.59
	223569P	0.88	0.64
	223683P	0.90	0.64
	183877P	0.89	0.56
	183800P	0.90	0.63
	97597P	0.90	0.61
	153763P	0.91	0.63
	153804P	0.89	0.62
	97640P	0.93	0.57
	183818P	0.91	0.63
	183861P	0.88	0.66
	223576P	0.90	0.62
	89547P	0.92	0.61
Supported Items	223671S	0.39	0.54
	153785S	0.46	0.61
	97624S	0.68	0.73
	153839S	0.52	0.56
	223690S	0.50	0.59
	183803S	0.43	0.54
	153765S	0.63	0.67
	223571S	0.61	0.74
	97601S	0.55	0.68
Supported Items	183880S	0.55	0.67
	153807S	0.39	0.55
	97644S	0.76	0.72
	183826S	0.71	0.71
	183866S	0.66	0.72
	223582S	0.72	0.68
	89550S	0.70	0.66
Independent Items	89552I	0.56	0.65
	153800I	0.31	0.56
	97626I	0.38	0.59
	223695I	0.27	0.51
	223573I	0.49	0.69
	153841I	0.36	0.54
	183808I	0.22	0.45
	223676I	0.14	0.37
	183884I	0.45	0.67
	153766I	0.40	0.60
	97605I	0.34	0.57
	153810I	0.22	0.46
	97648I	0.47	0.62
	183832I	0.44	0.64
	183872I	0.29	0.54
	223588I	0.24	0.40

Table H-14. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 8

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	154031P	0.86	0.58
	98548P	0.94	0.55
	185630P	0.92	0.61
	98506P	0.90	0.60
	185819P	0.85	0.63
	98542P	0.93	0.58
	154021P	0.92	0.57
	225006P	0.88	0.59
	154046P	0.89	0.65
	154038P	0.91	0.60
	224990P	0.91	0.63
	224996P	0.91	0.61
	98538P	0.91	0.61
	153987P	0.90	0.63
Participatory Items	224986P	0.92	0.59
	185786P	0.89	0.64
Supported Items	154033S	0.57	0.66
	98550S	0.61	0.68
	98510S	0.59	0.70
	185825S	0.46	0.59
	98544S	0.65	0.70
	154025S	0.59	0.65
	225008S	0.52	0.66
	154049S	0.37	0.54
	185633S	0.75	0.70
	154040S	0.55	0.54
	224992S	0.59	0.71
	224998S	0.71	0.70

continued

Item		Difficulty	Discrimination
Type	Number		
Supported Items	98540S	0.61	0.71
	153990S	0.67	0.73
	224988S	0.56	0.67
	185788S	0.55	0.65
Independent Items	154035I	0.32	0.51
	98554I	0.42	0.61
	185641I	0.44	0.57
	110863I	0.18	0.38
	185828I	0.20	0.45
	98546I	0.41	0.55
	154027I	0.40	0.60
	225010I	0.25	0.47
	154052I	0.13	0.42
	154042I	0.28	0.51
	224994I	0.33	0.57
	225000I	0.46	0.57
	98541I	0.48	0.71
	153996I	0.55	0.69
	224989I	0.35	0.59
	185794I	0.33	0.54

Table H-15. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 9

Item		Difficulty	Discrimination
Type	Number		
Participatory Items	225194P	0.91	0.62
	184054P	0.90	0.63
	225212P	0.91	0.62
	153914P	0.90	0.61
	225181P	0.90	0.61
	98249P	0.91	0.64
	183950P	0.89	0.66
	184069P	0.92	0.62
	98219P	0.90	0.60
	98295P	0.89	0.63
	153938P	0.88	0.63
	153932P	0.92	0.61
	183973P	0.90	0.61
	98201P	0.92	0.62
	153905P	0.86	0.65
	225185P	0.88	0.66
Supported Items	225196S	0.50	0.66
	98297S	0.51	0.66
	225214S	0.56	0.58
	153920S	0.43	0.37
	225183S	0.46	0.61
	98256S	0.64	0.74
	183962S	0.66	0.75
	184074S	0.62	0.71
	98224S	0.61	0.66
	184059S	0.54	0.66
	153940S	0.34	0.47
	153934S	0.60	0.67
	183982S	0.47	0.62
	98205S	0.47	0.60
	153909S	0.51	0.64
	225186S	0.60	0.71
Independent Items	225198I	0.36	0.62
	184064I	0.35	0.58
	98298I	0.27	0.52
	225216I	0.26	0.47
	153924I	0.13	0.37
	225184I	0.32	0.60
	98262I	0.41	0.61
	183967I	0.33	0.51
	184077I	0.45	0.68
	105357I	0.27	0.49
	153942I	0.17	0.40
	153936I	0.36	0.57
	183994I	0.23	0.49
	98209I	0.19	0.38
	153912I	0.13	0.33
	225187I	0.42	0.62

Table H-16. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Reading Grade 10

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	185737P	0.91	0.63
	154105P	0.84	0.64
	185685P	0.88	0.66
	154082P	0.84	0.62
	96812P	0.91	0.58
	225149P	0.90	0.64
	154044P	0.90	0.63
	96792P	0.91	0.62
	185697P	0.85	0.60
	96821P	0.92	0.58
	96800P	0.92	0.59
	225205P	0.90	0.64
	225117P	0.89	0.64
	185705P	0.88	0.65
	225096P	0.90	0.62
	96807P	0.90	0.61
Supported Items	185746S	0.49	0.61
	154109S	0.32	0.56
	185689S	0.60	0.69
	154087S	0.53	0.65
	225151S	0.56	0.71
	96809S	0.56	0.70
	154055S	0.60	0.66
	96796S	0.66	0.75
	185699S	0.51	0.68
Supported Items	96823S	0.52	0.63
	96802S	0.39	0.44
	225207S	0.45	0.63
	225119S	0.66	0.73
	185712S	0.62	0.70
	225099S	0.54	0.65
	96815S	0.46	0.61
Independent Items	185754I	0.34	0.54
	154113I	0.07	0.31
	185693I	0.41	0.62
	154093I	0.35	0.58
	96816I	0.24	0.47
	225152I	0.42	0.67
	96810I	0.32	0.57
	154058I	0.26	0.38
	96798I	0.32	0.49
	185701I	0.35	0.60
	96824I	0.34	0.56
	96804I	0.15	0.39
	225209I	0.29	0.57
	225122I	0.46	0.58
	185708I	0.34	0.55
	225105I	0.31	0.50

Table H-17. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Science Grade 5

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	220671P	0.91	0.60
	178754P	0.91	0.64
	97681P	0.90	0.65
	97705P	0.92	0.60
	178775P	0.88	0.63
	220693P	0.90	0.63
	148431P	0.90	0.63
	178726P	0.80	0.62
	148530P	0.85	0.64
	97568P	0.79	0.56
	220769P	0.91	0.64
	148261P	0.89	0.64
	148452P	0.88	0.67
	97710P	0.89	0.66
Participatory Items	220623P	0.86	0.69
	178781P	0.91	0.64
Supported Items	178760S	0.62	0.69
	220676S	0.64	0.67
	97683S	0.70	0.75
	97707S	0.73	0.74
	220699S	0.61	0.73
	148435S	0.67	0.72
	178777S	0.55	0.68
	178729S	0.43	0.63
	148536S	0.55	0.72
	97570S	0.38	0.51
	220771S	0.71	0.76
	148267S	0.70	0.69

continued

Item		Difficulty	Discrimination
Type	*Number*		
Supported Items	148457S	0.33	0.48
	97712S	0.45	0.46
	220632S	0.61	0.77
	178784S	0.67	0.79
Independent Items	220687I	0.46	0.66
	178766I	0.31	0.57
	178779I	0.47	0.68
	97685I	0.39	0.53
	97709I	0.43	0.55
	220702I	0.50	0.72
	148445I	0.31	0.53
	178731I	0.17	0.44
	148541I	0.40	0.66
	97572I	0.17	0.39
	220776I	0.38	0.55
	148275I	0.48	0.70
	148470I	0.16	0.39
	97714I	0.22	0.44
	220637I	0.34	0.57
	178786I	0.50	0.67

Table H-18. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Science Grade 8

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	98264P	0.91	0.61
	222907P	0.93	0.55
	150082P	0.92	0.59
	150055P	0.90	0.62
	150031P	0.85	0.66
	97979P	0.91	0.58
	180767P	0.85	0.66
	222968P	0.92	0.60
	150018P	0.86	0.68
	222934P	0.88	0.60
	180802P	0.88	0.62
	222900P	0.90	0.62
	98152P	0.89	0.61
	180836P	0.90	0.63
	98280P	0.88	0.65
	180793P	0.78	0.50
Supported Items	98266S	0.56	0.59
	222909S	0.61	0.60
	150084S	0.66	0.63
	150059S	0.49	0.53
	150033S	0.51	0.69
	97981S	0.39	0.47
	180769S	0.49	0.60
	222972S	0.58	0.61
	150022S	0.55	0.69
	222940S	0.43	0.61
	180806S	0.58	0.71
	222902S	0.38	0.54
	98154S	0.55	0.53
	180838S	0.68	0.68
	98282S	0.44	0.57
	180797S	0.39	0.61
Independent Items	98268I	0.35	0.53
	222911I	0.27	0.43
	150086I	0.25	0.31
	150061I	0.24	0.45
	150035I	0.23	0.49
	97983I	0.20	0.44
	180771I	0.36	0.60
	222977I	0.32	0.50
	150029I	0.28	0.55
	222947I	0.16	0.42
	180809I	0.30	0.54
	222905I	0.24	0.49
	98157I	0.34	0.53
	180840I	0.37	0.50
	98284I	0.16	0.36
	180799I	0.30	0.58

Table H-19. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Science Grade 11

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	224615P	0.93	0.59
	183608P	0.91	0.61
	99035P	0.92	0.62
	99092P	0.91	0.62
	98975P	0.87	0.69
	224592P	0.92	0.58
	150849P	0.93	0.59
	99003P	0.91	0.62
	99057P	0.92	0.61
	98946P	0.88	0.64
	183593P	0.87	0.61
	183629P	0.90	0.65
	224539P	0.89	0.67
	99081P	0.94	0.55
	183564P	0.86	0.68
	224575P	0.92	0.60
Supported Items	224617S	0.62	0.69
	183611S	0.28	0.33
	99037S	0.46	0.55
	99094S	0.49	0.56
	98979S	0.63	0.69
	150857S	0.69	0.68
	99005S	0.66	0.74
	99059S	0.64	0.63
	98948S	0.44	0.59
Supported Items	183599S	0.45	0.58
	183634S	0.42	0.50
	224550S	0.48	0.58
	99083S	0.57	0.58
	183580S	0.66	0.72
	224580S	0.52	0.56
	224599S	0.76	0.65
Independent Items	224621I	0.49	0.69
	183617I	0.17	0.32
	99039I	0.22	0.41
	99096I	0.30	0.53
	98983I	0.27	0.36
	224606I	0.47	0.62
	150859I	0.34	0.53
	99007I	0.53	0.71
	99061I	0.51	0.62
	98950I	0.10	0.36
	183602I	0.28	0.53
	183638I	0.31	0.52
	224558I	0.26	0.45
	99085I	0.35	0.56
	183584I	0.38	0.59
	224583I	0.27	0.44

Table H-20. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Writing Grade 4

Item Type	Item Number	Difficulty	Discrimination
Participatory Items	222637P	0.87	0.66
	86819P	0.89	0.61
	222502P	0.88	0.62
	179547P	0.91	0.60
	222516P	0.92	0.57
	150146P	0.90	0.63
	87018P	0.90	0.61
	97087P	0.92	0.58
	222587P	0.89	0.65
	179542P	0.88	0.62
	150245P	0.89	0.59
	150252P	0.91	0.61
	150207P	0.89	0.61
	179526P	0.92	0.55
Participatory Items	97167P	0.91	0.60
	179520P	0.89	0.65
Supported Items	222642S	0.59	0.72
	86821S	0.41	0.64
	222504S	0.57	0.72
	179550S	0.66	0.71
	222571S	0.55	0.68
	150148S	0.58	0.72
	87022S	0.48	0.74
	97089S	0.44	0.60
	222597S	0.64	0.73
	179543S	0.61	0.75
	150247S	0.56	0.72
	150254S	0.49	0.64

continued

Item		Difficulty	Discrimination
Type	Number		
Supported Items	150210S	0.48	0.73
	179528S	0.38	0.49
	97169S	0.67	0.76
	179523S	0.66	0.73
Independent Items	222744I	0.20	0.54
	86824I	0.16	0.48
	222511I	0.46	0.70
	179551I	0.37	0.62
	222581I	0.30	0.56
	150159I	0.39	0.64
	87024I	0.28	0.61
	97091I	0.21	0.44
	222748I	0.39	0.65
	179545I	0.39	0.73
	150249I	0.30	0.59
	156498I	0.16	0.46
	150219I	0.33	0.64
	179529I	0.26	0.49
	97175I	0.42	0.71
	179524I	0.23	0.37

Table H-21. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Writing Grade 8

Item		Difficulty	Discrimination
Type	Number		
Participatory Items	98100P	0.93	0.60
	223477P	0.91	0.63
	179806P	0.94	0.58
	98118P	0.93	0.58
	179898P	0.93	0.58
	150323P	0.92	0.62
	223431P	0.92	0.63
	223449P	0.88	0.66
	179881P	0.91	0.64
	150334P	0.91	0.63
	223445P	0.92	0.62
	179822P	0.92	0.62
	98084P	0.93	0.60
	150287P	0.90	0.65
	150313P	0.93	0.61
	98069P	0.93	0.59
Supported Items	98105S	0.69	0.73
	223481S	0.67	0.74
	179811S	0.75	0.72
	98120S	0.56	0.65
	179903S	0.54	0.67
	150327S	0.62	0.70
	223435S	0.52	0.63
	223451S	0.58	0.69
	179887S	0.65	0.77
	150345S	0.61	0.75
	223447S	0.42	0.64
	179835S	0.55	0.58
	98088S	0.68	0.76
	150291S	0.65	0.74
	150315S	0.63	0.75
	98073S	0.62	0.62
Independent Items	98107I	0.44	0.60
	223485I	0.40	0.64
	179816I	0.53	0.73
	98122I	0.28	0.49
	179909I	0.44	0.66
	150331I	0.39	0.64
	223439I	0.20	0.47
	223452I	0.34	0.54
	179892I	0.38	0.62
	150349I	0.53	0.74
	223448I	0.25	0.53
	179837I	0.44	0.64
	98090I	0.44	0.65
	150293I	0.52	0.73
	150317I	0.49	0.73
	98075I	0.44	0.65

Table H-22. 2012–13 Florida Alternate Assessment: Item-Level Classical Test Theory Statistics—Writing Grade 10

Item		Difficulty	Discrimination
Type	*Number*		
Participatory Items	224009P	0.89	0.65
	182099P	0.92	0.62
	182116P	0.90	0.65
	151183P	0.89	0.66
	223714P	0.89	0.66
	151209P	0.88	0.67
	223664P	0.92	0.60
	98838P	0.91	0.62
	98833P	0.86	0.57
	151280P	0.91	0.64
	98823P	0.89	0.62
	151117P	0.93	0.58
	98843P	0.90	0.64
	182181P	0.91	0.63
	223762P	0.87	0.66
	182088P	0.92	0.60
Supported Items	224014S	0.48	0.62
	182104S	0.58	0.68
	182125S	0.58	0.71
	151191S	0.59	0.74
	223719S	0.40	0.62
	151222S	0.61	0.73
	223669S	0.53	0.63
	98840S	0.53	0.72
	98835S	0.60	0.69
Supported Items	151287S	0.61	0.76
	98825S	0.54	0.67
	151121S	0.52	0.65
	98845S	0.54	0.76
	182183S	0.55	0.65
	223967S	0.51	0.67
	182090S	0.61	0.71
Independent Items	224015I	0.18	0.48
	200266I	0.27	0.44
	200302I	0.37	0.61
	151195I	0.42	0.65
	223747I	0.19	0.48
	151235I	0.42	0.64
	223693I	0.31	0.58
	98842I	0.23	0.52
	98837I	0.50	0.71
	151292I	0.42	0.66
	98827I	0.24	0.50
	151123I	0.31	0.55
	98847I	0.31	0.59
	182185I	0.27	0.52
	223971I	0.18	0.46
	182095I	0.40	0.61

APPENDIX I—ITEM-LEVEL SCORE DISTRIBUTIONS

Table I-1. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 3

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
179019P	3	2.45	15.18	7.87	74.50
179132P	3	2.98	23.46	13.55	60.02
179047P	3	1.88	13.10	18.56	66.46
224807P	3	2.37	18.81	13.63	65.20
179138P	3	2.20	10.16	16.32	71.32
150694P	3	1.75	10.36	6.85	81.03
179063P	3	2.12	11.18	6.81	79.89
150675P	3	1.96	11.59	8.12	78.34
224758P	3	2.08	18.93	14.44	64.55
150702P	3	2.08	12.36	18.93	66.63
179106P	3	2.28	10.04	12.65	75.03
224730P	3	1.71	9.10	10.36	78.82
150631P	3	2.61	15.50	10.00	71.89
150642P	3	2.82	29.78	20.36	47.04
224746P	3	1.96	10.69	8.40	78.95
150662P	3	2.04	16.32	13.99	67.65

Table I-2. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 4

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
183266P	3	1.73	16.42	14.92	66.94
151589P	3	1.46	15.84	12.93	69.77
151547P	3	1.04	10.55	15.04	73.38
151607P	3	1.42	13.46	8.40	76.72
151560P	3	1.50	15.00	15.54	67.97
183192P	3	1.07	9.67	6.90	82.36
183163P	3	1.11	8.17	9.40	81.32
183315P	3	1.19	11.20	7.36	80.25
151599P	3	1.19	9.51	13.04	76.26
223540P	3	1.15	13.62	9.21	76.03
151617P	3	1.19	10.74	6.18	81.89
223551P	3	1.46	19.37	14.12	65.06
223562P	3	1.15	12.77	10.24	75.83
223453P	3	1.46	10.74	8.55	79.25
183211P	3	1.23	12.31	9.82	76.64
183334P	3	1.53	23.32	16.72	58.42

Table I-3. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 5

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
154200P	3	1.22	12.53	9.84	76.41
154192P	3	1.52	9.38	13.79	75.31
184713P	3	1.75	20.89	14.81	62.55
154186P	3	1.48	16.10	13.67	68.74
224944P	3	1.29	8.24	8.74	81.73
184685P	3	1.52	10.03	13.29	75.16
154178P	3	1.18	9.61	13.71	75.50
184594P	3	1.48	12.50	9.00	77.02
224905P	3	1.25	11.36	10.37	77.02
184637P	3	1.33	19.33	11.55	67.79
224962P	3	1.56	11.62	8.81	78.01
184659P	3	1.37	16.10	11.39	71.14
154266P	3	1.71	12.76	10.75	74.78
154173P	3	1.71	11.89	24.88	61.53
184571P	3	1.29	15.50	13.98	69.24
184542P	3	1.48	9.12	12.19	77.21

Table I-4. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 6

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
180092P	3	1.44	19.39	12.31	66.86
222591P	3	1.58	20.60	13.31	64.50
151700P	3	1.66	14.34	21.97	62.03
151726P	3	1.66	13.82	12.05	72.47
222650P	3	1.22	7.41	8.04	83.34
151715P	3	1.29	16.03	13.56	69.11
222615P	3	1.14	19.35	12.05	67.45
180104P	3	1.44	10.47	16.44	71.65
180133P	3	1.66	17.43	11.98	68.93
151765P	3	1.47	8.22	13.42	76.89
151688P	3	1.25	10.14	9.95	78.66
151752P	3	1.03	10.76	15.00	73.20
180127P	3	1.22	11.57	8.51	78.70
180098P	3	1.11	12.16	9.55	77.18
151706P	3	1.55	19.20	13.75	65.50
180116P	3	1.07	9.62	12.68	76.63

Table I-5. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 7

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
221493P	3	0.96	10.54	7.36	81.14
184768P	3	1.22	13.24	12.28	73.26

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
184750P	3	1.52	14.39	14.09	70.01
184944P	3	1.07	8.28	5.99	84.65
184822P	3	1.11	11.32	9.99	77.59
184787P	3	1.22	9.99	7.06	81.73
221540P	3	1.00	7.95	6.10	84.95
221447P	3	1.29	7.69	10.69	80.33
152915P	3	1.15	10.61	10.91	77.33
221479P	3	1.29	9.10	28.40	61.21
97309P	3	1.29	15.90	14.16	68.64
184734P	3	1.29	16.83	10.58	71.30
152902P	3	1.44	11.69	12.02	74.85
152889P	3	1.52	20.64	12.87	64.98
152977P	3	1.04	8.95	6.95	83.06
152921P	3	1.18	7.25	10.24	81.32

Table I-6. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 8

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
179091P	3	1.05	9.70	8.98	80.26
150443P	3	0.94	10.34	14.14	74.59
179102P	3	0.94	9.14	9.51	80.41
150597P	3	1.09	14.89	25.60	58.42
179119P	3	0.75	7.03	4.85	87.37
150562P	3	0.90	6.65	10.71	81.73
221495P	3	0.98	7.18	12.63	79.21
150605P	3	1.13	10.04	9.85	78.98
150467P	3	0.94	7.48	6.17	85.41
179065P	3	0.86	8.98	15.19	74.96
221481P	3	0.90	8.46	7.48	83.16
221575P	3	1.02	11.32	12.56	75.11
221473P	3	0.98	9.02	19.06	70.94
150486P	3	1.02	9.51	15.86	73.61
179076P	3	0.79	7.11	4.96	87.14
179113P	3	0.79	10.56	24.40	64.25

Table I-7. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 9

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
180191P	3	1.86	18.16	13.53	66.45
222018P	3	1.40	15.73	12.32	70.55
98489P	3	2.05	11.49	10.77	75.70
152971P	3	1.90	13.04	13.23	71.83
221916P	3	1.55	8.34	10.99	79.11
180252P	3	1.59	13.27	9.33	75.82

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
152962P	3	1.86	7.73	10.65	79.76
180292P	3	1.78	9.36	7.20	81.65
152933P	3	1.78	13.95	10.96	73.31
222045P	3	1.59	10.99	6.52	80.89
221949P	3	3.03	13.31	18.54	65.13
180162P	3	1.55	9.51	17.13	71.80
180265P	3	2.05	17.66	13.80	66.49
152994P	3	1.67	14.48	8.11	75.74
180184P	3	1.90	9.70	8.34	80.06
153002P	3	1.55	11.41	14.82	72.21

Table I-8. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Mathematics Grade 10

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
154256P	3	1.25	12.49	14.08	72.18
200146P	3	1.44	10.45	9.16	78.96
223355P	3	1.82	17.98	16.28	63.93
154304P	3	1.78	11.92	8.63	77.67
223373P	3	1.32	7.87	9.31	81.49
183574P	3	1.36	10.41	8.44	79.79
154290P	3	1.67	21.31	30.05	46.97
154276P	3	1.74	10.48	15.59	72.18
183511P	3	1.40	12.72	8.74	77.14
183603P	3	1.74	16.39	13.93	67.94
183429P	3	1.55	13.78	9.50	75.17
183457P	3	1.32	9.95	8.71	80.02
183443P	3	1.25	10.22	15.03	73.50
154282P	3	1.51	8.36	11.28	78.84
223258P	3	2.04	11.32	15.10	71.54
223301P	3	1.40	11.73	18.05	68.81

Table I-9. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 3

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
179263P	3	1.87	11.74	8.39	78.00
179229P	3	1.51	14.67	10.31	73.51
98371P	3	1.55	11.49	8.07	78.89
149823P	3	1.83	10.23	13.81	74.12
179389P	3	1.71	12.14	13.16	72.98
221207P	3	1.79	14.79	10.43	72.98
221255P	3	1.75	11.21	6.40	80.64
221355P	3	2.08	13.37	9.01	75.55
149781P	3	1.43	7.95	7.78	82.84
221180P	3	1.47	7.54	7.09	83.90

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
98379P	3	1.43	11.57	9.29	77.71
179322P	3	1.87	13.04	8.52	76.57
149803P	3	1.83	18.50	15.20	64.47
98795P	3	1.79	12.22	8.96	77.02
149794P	3	1.83	8.19	8.35	81.62
98410P	3	1.83	16.22	10.80	71.15

Table I-10. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 4

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
150916P	3	1.64	13.03	12.83	72.50
221293P	3	1.34	14.06	12.87	71.73
150791P	3	1.07	8.44	5.42	85.06
98272P	3	1.26	11.92	7.60	79.22
150878P	3	1.22	8.98	6.61	83.19
179739P	3	0.99	8.29	5.54	85.18
98138P	3	0.95	7.52	4.62	86.90
221258P	3	1.11	7.14	9.05	82.70
179751P	3	0.95	14.71	15.81	68.53
150836P	3	1.30	11.31	11.19	76.20
179736P	3	1.03	11.80	5.92	81.25
98123P	3	1.11	7.45	4.97	86.48
179754P	3	1.38	18.37	14.36	65.89
221221P	3	1.15	8.17	5.81	84.87
98128P	3	0.69	8.25	5.12	85.94
179748P	3	1.11	7.91	6.07	84.91

Table I-11. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 5

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
181684P	3	1.09	8.36	5.80	84.75
149940P	3	0.90	8.36	5.99	84.75
149948P	3	1.21	7.61	8.81	82.37
98931P	3	0.94	7.27	5.39	86.40
149911P	3	0.98	6.89	4.90	87.23
98891P	3	1.05	8.47	10.21	80.26
181739P	3	1.02	10.85	8.36	79.77
181648P	3	1.17	8.96	11.07	78.79
222825P	3	1.17	12.84	9.83	76.16
149955P	3	1.28	10.02	15.93	72.77
222770P	3	1.09	9.23	6.74	82.94
98870P	3	1.05	8.66	5.91	84.37
222797P	3	1.36	8.14	10.21	80.30
181594P	3	1.05	10.77	7.72	80.45

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
98953P	3	1.21	12.88	18.72	67.19
222758P	3	1.24	8.85	6.85	83.05

Table I-12. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 6

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
153693P	3	1.18	9.59	6.75	82.48
182776P	3	1.29	10.70	7.41	80.60
153674P	3	1.07	9.26	10.70	78.97
97373P	3	1.14	6.57	4.28	88.01
223295P	3	0.92	9.44	6.64	83.00
182850P	3	1.03	7.52	10.07	81.37
223365P	3	0.85	7.49	10.37	81.30
182742P	3	0.92	8.59	6.31	84.18
223273P	3	0.89	7.01	10.48	81.63
223349P	3	1.18	14.02	14.16	70.64
153628P	3	0.89	6.23	8.67	84.21
97383P	3	0.81	6.60	7.75	84.84
97361P	3	0.96	6.42	8.85	83.77
182815P	3	1.25	11.07	8.59	79.09
153704P	3	1.11	9.52	7.75	81.63
97379P	3	0.96	8.96	5.79	84.29

Table I-13. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 7

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
153781P	3	1.26	7.29	6.40	85.06
183818P	3	0.81	6.66	12.65	79.88
97620P	3	1.00	5.55	8.21	85.24
183800P	3	1.33	7.17	13.02	78.48
97597P	3	0.85	8.84	8.43	81.88
183861P	3	1.26	12.02	8.69	78.03
153763P	3	1.07	8.17	8.54	82.21
153837P	3	1.04	13.79	11.09	74.08
223569P	3	1.18	11.28	9.80	77.74
223576P	3	1.11	9.02	7.14	82.73
223683P	3	1.15	6.95	11.43	80.47
183877P	3	1.11	7.73	14.20	76.96
153804P	3	1.11	9.58	11.61	77.70
89547P	3	1.18	5.81	8.06	84.95
223667P	3	1.29	7.88	6.73	84.10
97640P	3	1.11	6.03	5.18	87.68

Table I-14. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 8

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
224996P	3	0.98	6.79	10.51	81.72
224990P	3	0.90	8.48	7.09	83.52
154046P	3	0.79	8.86	14.38	75.98
154038P	3	0.86	9.05	6.87	83.22
98542P	3	0.86	6.38	4.84	87.91
154031P	3	0.98	12.76	13.93	72.33
185819P	3	0.79	13.03	17.87	68.32
98538P	3	0.98	8.26	6.42	84.35
154021P	3	0.79	6.57	9.72	82.92
153987P	3	0.86	9.83	8.33	80.97
224986P	3	1.05	6.42	7.73	84.80
225006P	3	1.20	10.55	10.59	77.67
98548P	3	0.75	5.07	5.86	88.33
185786P	3	1.20	9.87	9.83	79.09
98506P	3	1.01	9.05	7.66	82.28
185630P	3	0.71	7.24	6.31	85.74

Table I-15. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 9

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
225185P	3	1.54	11.73	7.71	79.01
225181P	3	1.54	9.36	7.67	81.42
225194P	3	1.65	8.73	5.98	83.64
153914P	3	1.47	8.31	8.61	81.61
98219P	3	1.65	8.57	7.67	82.10
98249P	3	1.39	6.62	10.23	81.76
184069P	3	1.17	6.32	8.91	83.60
184054P	3	1.47	7.18	11.40	79.95
183950P	3	1.92	8.42	10.76	78.90
98295P	3	1.54	8.16	11.21	79.09
225212P	3	1.54	6.39	8.46	83.60
98201P	3	1.47	6.21	8.05	84.28
183973P	3	1.58	7.26	10.42	80.74
153938P	3	1.81	11.09	9.82	77.28
153905P	3	1.77	13.20	11.06	73.98
153932P	3	1.54	6.24	7.82	84.39

Table I-16. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Reading Grade 10

Item Number	*Total Possible Points*	*Percent of Students at Score Point*			
		0	*1*	*2*	*3*
154044P	3	1.59	7.78	10.54	80.10
154082P	3	1.59	10.99	20.66	66.77

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
185685P	3	1.47	9.40	11.74	77.38
225149P	3	1.32	9.52	7.02	82.14
96792P	3	1.51	8.84	5.82	83.84
96800P	3	1.13	7.97	4.27	86.63
154105P	3	1.06	11.67	20.43	66.84
96807P	3	1.32	7.89	8.84	81.95
225205P	3	1.25	9.33	6.50	82.93
225117P	3	1.47	10.05	8.80	79.68
225096P	3	1.17	9.86	7.02	81.95
185697P	3	1.44	11.29	17.94	69.34
96821P	3	0.91	7.93	5.14	86.03
185705P	3	1.25	11.25	9.67	77.83
185737P	3	1.13	7.21	10.16	81.50
96812P	3	1.13	6.31	10.23	82.33

Table I-17. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Science Grade 5

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
220769P	3	1.03	7.07	8.79	83.12
97681P	3	1.11	9.97	7.45	81.47
220623P	3	1.41	12.80	11.92	73.87
148261P	3	1.26	10.24	9.82	78.69
178754P	3	1.15	7.07	9.78	82.01
148452P	3	1.11	8.56	15.09	75.25
178781P	3	0.95	7.14	11.31	80.60
97710P	3	1.15	10.47	7.33	81.05
178775P	3	1.22	10.05	11.99	76.74
220693P	3	1.07	9.70	7.72	81.51
220671P	3	0.92	6.88	10.62	81.59
97705P	3	1.15	7.83	5.42	85.60
97568P	3	1.68	20.74	17.91	59.66
148530P	3	1.57	14.36	12.22	71.85
148431P	3	1.34	9.13	6.26	83.27
178726P	3	1.60	16.46	21.28	60.66

Table I-18. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Science Grade 8

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
222968P	3	0.98	6.30	9.92	82.79
180767P	3	1.13	13.32	13.81	71.74
97979P	3	0.94	8.53	6.23	84.30
150055P	3	1.25	9.09	6.98	82.68
150031P	3	1.09	14.23	14.49	70.19
222934P	3	1.06	11.25	11.36	76.34

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
150082P	3	1.02	7.70	5.96	85.32
180793P	3	1.13	16.04	30.34	52.49
150018P	3	1.09	11.13	17.51	70.26
222900P	3	1.21	7.55	12.19	79.06
180802P	3	1.09	11.62	9.81	77.47
98152P	3	1.13	9.81	8.75	80.30
180836P	3	1.13	9.17	8.45	81.25
98264P	3	0.98	6.79	9.89	82.34
222907P	3	1.06	6.30	4.72	87.92
98280P	3	1.13	11.28	8.60	78.98

Table I-19. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Science Grade 11

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
99057P	3	1.26	7.17	5.46	86.10
183608P	3	1.39	7.79	6.16	84.67
183629P	3	1.35	8.85	7.01	82.80
224539P	3	1.43	10.27	9.66	78.64
183593P	3	1.75	10.68	11.25	76.31
98946P	3	1.43	9.95	10.88	77.74
224575P	3	1.10	7.01	6.36	85.53
99081P	3	1.02	5.01	4.28	89.69
183564P	3	1.51	11.50	13.13	73.87
150849P	3	1.43	4.77	7.54	86.26
224615P	3	1.47	5.79	5.95	86.79
224592P	3	1.14	7.05	5.01	86.79
98975P	3	1.51	11.21	11.50	75.78
99035P	3	1.43	6.28	8.19	84.10
99092P	3	1.26	7.30	8.68	82.76
99003P	3	1.30	6.73	8.97	83.00

Table I-20. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Writing Grade 4

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
87018P	3	1.00	8.01	9.78	81.22
222587P	3	1.15	10.62	7.93	80.29
150146P	3	1.12	9.58	7.47	81.83
97087P	3	1.04	6.12	7.20	85.64
179542P	3	1.04	9.31	14.43	75.21
97167P	3	0.89	9.05	6.62	83.45
150245P	3	1.08	10.78	9.24	78.91
150207P	3	0.92	10.82	8.28	79.98
150252P	3	1.12	8.89	7.01	82.99
222516P	3	0.89	6.66	8.04	84.41

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
179520P	3	0.92	8.28	12.47	78.33
222637P	3	0.96	11.86	10.97	76.21
179526P	3	0.85	7.74	5.77	85.64
86819P	3	1.00	9.47	12.24	77.29
179547P	3	0.89	8.31	7.16	83.64
222502P	3	1.12	11.86	10.01	77.02

Table I-21. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Writing Grade 8

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
179822P	3	1.14	7.28	7.09	84.49
150287P	3	1.02	8.00	10.77	80.20
150334P	3	1.02	7.89	7.02	84.07
223445P	3	1.14	7.62	6.45	84.79
98084P	3	1.02	6.79	5.69	86.50
98100P	3	0.87	6.30	6.60	86.23
223477P	3	1.10	8.34	7.43	83.12
223449P	3	0.99	11.68	10.66	76.68
98118P	3	1.06	5.88	6.64	86.42
179806P	3	0.91	5.61	5.04	88.43
179898P	3	1.02	6.90	5.54	86.54
223431P	3	1.02	5.84	9.63	83.50
150323P	3	1.21	7.39	5.46	85.93
150313P	3	1.06	6.22	6.33	86.39
179881P	3	1.10	7.74	7.47	83.69
98069P	3	1.10	5.80	5.35	87.75

Table I-22. 2012–13 Florida Alternate Assessment: Item-Level Score Distributions for Constructed Response Items—Writing Grade 10

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
151209P	3	1.65	10.72	9.23	78.40
151183P	3	1.84	9.88	7.47	80.81
182116P	3	1.42	9.84	6.47	82.27
98838P	3	1.65	8.04	6.43	83.88
98833P	3	1.53	10.80	15.01	72.65
223664P	3	1.23	7.01	5.74	86.02
182099P	3	1.15	7.97	5.78	85.10
151117P	3	1.38	6.63	4.94	87.05
98843P	3	1.23	8.96	7.77	82.04
98823P	3	1.23	9.27	9.31	80.20
151280P	3	1.26	7.62	9.23	81.88
182088P	3	1.19	7.12	6.09	85.60
182181P	3	1.19	8.27	6.20	84.34
223762P	3	1.53	11.87	9.31	77.29

continued

Item Number	Total Possible Points	Percent of Students at Score Point			
		0	1	2	3
223714P	3	1.34	11.03	6.89	80.74
224009P	3	1.49	9.12	9.84	79.55

APPENDIX J—DIFFERENTIAL ITEM FUNCTIONING RESULTS

Table J-1. 2012–13 Florida Alternate Assessment: Number of Items Classified as "Low" or "High" DIF Overall and by Group Favored—Mathematics

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
3	Male	Female	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	1	0	1	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	2	0	2	0	0	0
			I	16	2	1	1	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	1	1	0	0	0	0
4	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	2	2	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
5	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	1	1	0	0	0	0
6	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	3	1	2	0	0	0
			I	16	3	2	1	0	0	0
7	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
7	White	Black	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	2	1	1	0	0	0
			I	16	1	1	0	0	0	0
8	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	1	0	1	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	3	2	1	0	0	0
			I	16	1	1	0	0	0	0
9	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
9	White	Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	6	2	4	0	0	0
			I	16	5	4	1	0	0	0
10	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

P = Participatory Items; S = Supported Items; I = Independent Items.

Table J-2. 2012–13 Florida Alternate Assessment: Number of Items Classified as "Low" or "High" DIF Overall and by Group Favored—Reading

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
3	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
3	White	Black	P	16	0	0	0	0	0	0
			S	16	1	0	1	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	3	2	1	0	0	0
4	Male	Female	P	16	0	0	0	0	0	0
			S	16	2	1	1	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	2	1	1	0	0	0
			I	16	2	2	0	0	0	0
5	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
5	White	Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	2	2	0	0	0	0
6	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	3	1	2	0	0	0
			I	16	3	2	1	0	0	0
7	Male	Female	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
7	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	1	1	0	1	1	0
			I	16	3	1	2	0	0	0
8	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	3	1	2	0	0	0
			I	16	4	1	3	1	1	0
9	Male	Female	P	16	0	0	0	0	0	0
			S	16	2	1	1	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
10	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

P = Participatory Items; S = Supported Items; I = Independent Items.

Table J-3. 2012–13 Florida Alternate Assessment: Number of Items Classified as "Low" or "High" DIF Overall and by Group Favored—Science

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
5	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	0	1	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
5	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
8	Male	Female	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	2	2	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	1	0	1	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	8	5	3	0	0	0
			I	16	6	4	2	0	0	0
11	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	2	2	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

P = Participatory Items; S = Supported Items; I = Independent Items.

Table J-4. 2012–13 Florida Alternate Assessment: Number of Items Classified as "Low" or "High" DIF Overall and by Group Favored—Writing

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
4	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	1	0	1	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	2	2	0	0	0	0
8	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	0	0	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	1	1	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	Non Limited English Proficient	Limited English Proficient	P	16	0	0	0	0	0	0
			S	16	1	1	0	1	1	0
			I	16	2	2	0	1	1	0

continued

Grade	Group		Item Type	Number of Items	Number "Low"			Number "High"		
	Reference	Focal			Total	Favoring		Total	Favoring	
						Reference	Focal		Reference	Focal
10	Male	Female	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0
	White	Black	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
		Hispanic	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	P	16	0	0	0	0	0	0
			S	16	0	0	0	0	0	0
			I	16	0	0	0	0	0	0

P = Participatory Items; S = Supported Items; I = Independent Items.

APPENDIX K—SUBGROUP RELIABILITY

Table K-1. 2012–13 Florida Alternate Assessment: Subgroup Reliabilities—Mathematics

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
3	All Students	2,451	144	76.94	36.80	0.95	7.94
	Male	1,039	144	75.10	36.28	0.95	7.97
	Female	523	144	72.15	35.14	0.95	7.97
	Asian	28	144	63.11	38.78	0.96	7.31
	Pacific Islander	3	144				
	Black non Hispanic	455	144	77.32	35.62	0.95	8.00
	Hispanic	495	144	73.19	36.37	0.95	7.90
	American Indian or Alaskan Native	6	144				
	Multiracial	53	144	76.23	39.66	0.96	7.76
	White non-Hispanic	522	144	72.41	35.01	0.95	8.04
	Economically Disadvantaged	1,106	144	77.50	36.59	0.95	7.94
	Not Economically Disadvantaged	1,345	144	76.49	36.98	0.95	7.94
	Limited English Proficient	242	144	81.36	35.27	0.95	8.10
	Non Limited English Proficient	2,209	144	76.46	36.94	0.95	7.92
4	All Students	2,607	144	78.73	34.55	0.95	8.10
	Male	1,421	144	78.35	34.75	0.95	8.11
	Female	667	144	75.86	34.39	0.95	7.99
	Asian	56	144	72.04	39.10	0.96	7.52
	Pacific Islander	4	144				
	Black non Hispanic	624	144	81.95	33.22	0.94	8.22
	Hispanic	577	144	75.23	35.76	0.95	7.81
	American Indian or Alaskan Native	2	144				
	Multiracial	67	144	77.31	32.90	0.94	8.23
	White non-Hispanic	758	144	76.06	34.49	0.94	8.16
	Economically Disadvantaged	1,473	144	80.91	34.12	0.94	8.12
	Not Economically Disadvantaged	1,134	144	75.91	34.92	0.95	8.07
	Limited English Proficient	232	144	82.75	33.29	0.94	8.12
	Non Limited English Proficient	2,375	144	78.34	34.66	0.95	8.09
5	All Students	2,633	144	78.87	36.82	0.96	7.66
	Male	1,455	144	79.20	36.68	0.96	7.70
	Female	750	144	73.90	36.62	0.96	7.45
	Asian	52	144	72.23	30.11	0.92	8.29
	Pacific Islander	0	144				
	Black non Hispanic	644	144	83.81	36.07	0.95	7.74
	Hispanic	634	144	75.47	37.19	0.96	7.53
	American Indian or Alaskan Native	9	144				
	Multiracial	76	144	71.91	32.55	0.94	7.71
	White non-Hispanic	790	144	74.41	37.09	0.96	7.52
	Economically Disadvantaged	1,534	144	80.74	36.29	0.96	7.65
	Not Economically Disadvantaged	1,099	144	76.26	37.40	0.96	7.66
	Limited English Proficient	187	144	83.84	35.82	0.95	7.85
	Non Limited English Proficient	2,446	144	78.49	36.87	0.96	7.64
6	All Students	2,713	144	74.40	33.57	0.94	8.10
	Male	1,502	144	74.62	34.03	0.94	8.04
	Female	731	144	70.43	33.02	0.94	8.02

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
6	Asian	46	144	55.50	30.55	0.94	7.54
	Pacific Islander	0	144				
	Black non Hispanic	699	144	76.08	33.39	0.94	8.13
	Hispanic	601	144	72.14	34.64	0.95	7.86
	American Indian or Alaskan Native	7	144				
	Multiracial	51	144	71.88	30.37	0.93	7.91
	White non-Hispanic	829	144	72.75	33.35	0.94	8.11
	Economically Disadvantaged	1,594	144	76.60	33.62	0.94	8.16
	Not Economically Disadvantaged	1,119	144	71.25	33.25	0.94	8.00
	Limited English Proficient	137	144	80.92	31.39	0.93	8.21
	Non Limited English Proficient	2,576	144	74.05	33.65	0.94	8.09
7	All Students	2,704	144	78.43	33.84	0.94	8.28
	Male	1,501	144	79.11	34.23	0.94	8.23
	Female	779	144	73.98	32.75	0.94	8.34
	Asian	43	144	68.26	29.20	0.91	8.60
	Pacific Islander	1	144				
	Black non Hispanic	735	144	79.19	34.07	0.94	8.34
	Hispanic	599	144	74.36	34.04	0.94	8.16
	American Indian or Alaskan Native	6	144				
	Multiracial	58	144	82.09	36.49	0.95	7.88
	White non-Hispanic	838	144	78.01	33.30	0.94	8.29
	Economically Disadvantaged	1,638	144	80.36	33.88	0.94	8.28
	Not Economically Disadvantaged	1,066	144	75.47	33.57	0.94	8.28
	Limited English Proficient	143	144	78.27	29.75	0.92	8.58
	Non Limited English Proficient	2,561	144	78.44	34.05	0.94	8.27
8	All Students	2,660	144	78.45	31.51	0.93	8.10
	Male	1,487	144	79.06	32.04	0.94	8.08
	Female	731	144	74.82	30.98	0.93	8.02
	Asian	57	144	72.96	35.48	0.95	7.73
	Pacific Islander	1	144				
	Black non Hispanic	659	144	81.52	30.94	0.93	8.11
	Hispanic	554	144	74.90	31.69	0.94	8.01
	American Indian or Alaskan Native	15	144	67.33	34.22	0.95	7.39
	Multiracial	59	144	76.93	28.11	0.91	8.24
	White non-Hispanic	873	144	77.10	32.05	0.94	8.06
	Economically Disadvantaged	1,564	144	80.89	30.71	0.93	8.14
	Not Economically Disadvantaged	1,096	144	74.97	32.31	0.94	8.03
	Limited English Proficient	118	144	77.00	28.14	0.91	8.46
	Non Limited English Proficient	2,542	144	78.52	31.66	0.93	8.08
9	All Students	2,638	144	78.45	36.51	0.95	7.96
	Male	1,348	144	77.72	35.86	0.95	8.02
	Female	809	144	72.72	35.98	0.95	7.95
	Asian	53	144	67.47	35.44	0.95	7.73
	Pacific Islander	0	144				
	Black non Hispanic	679	144	78.73	35.23	0.95	8.11
	Hispanic	514	144	72.10	36.98	0.96	7.77
	American Indian or Alaskan Native	9	144				

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
9	Multiracial	50	144	76.58	39.40	0.97	7.15
	White non-Hispanic	852	144	76.42	35.58	0.95	8.08
	Economically Disadvantaged	1,486	144	78.65	35.58	0.95	8.06
	Not Economically Disadvantaged	1,152	144	78.20	37.70	0.96	7.82
	Limited English Proficient	100	144	78.28	33.88	0.94	8.15
	Non Limited English Proficient	2,538	144	78.46	36.62	0.95	7.95
10	All Students	2,642	144	73.15	31.01	0.93	8.00
	Male	1,478	144	72.83	31.27	0.94	7.95
	Female	828	144	71.07	31.06	0.93	7.94
	Asian	40	144	55.73	30.36	0.94	7.45
	Pacific Islander	0	144				
	Black non Hispanic	680	144	75.23	31.80	0.94	7.95
	Hispanic	580	144	67.99	31.09	0.94	7.74
	American Indian or Alaskan Native	9	144				
	Multiracial	49	144	71.98	34.91	0.95	7.81
	White non-Hispanic	948	144	73.30	30.30	0.93	8.08
	Economically Disadvantaged	1,577	144	74.23	31.23	0.94	7.95
	Not Economically Disadvantaged	1,065	144	71.55	30.62	0.93	8.06
	Limited English Proficient	90	144	75.43	29.39	0.93	8.02
	Non Limited English Proficient	2,552	144	73.07	31.06	0.93	8.00

Table K-2. 2012–13 Florida Alternate Assessment: Subgroup Reliabilities—Reading

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
3	All Students	2,454	144	88.10	39.94	0.96	7.98
	Male	1,039	144	85.41	39.85	0.96	8.04
	Female	522	144	84.40	39.11	0.96	8.17
	Asian	28	144	73.07	41.31	0.96	8.10
	Pacific Islander	3	144				
	Black non Hispanic	453	144	87.62	38.13	0.95	8.26
	Hispanic	494	144	83.81	40.07	0.96	8.03
	American Indian or Alaskan Native	6	144				
	Multiracial	53	144	85.58	43.38	0.97	7.31
	White non-Hispanic	524	144	84.47	39.80	0.96	8.04
	Economically Disadvantaged	1,107	144	88.36	39.72	0.96	8.01
	Not Economically Disadvantaged	1,347	144	87.88	40.14	0.96	7.96
	Limited English Proficient	242	144	93.23	37.55	0.95	8.10
	Non Limited English Proficient	2,212	144	87.54	40.17	0.96	7.97
4	All Students	2,618	144	91.12	37.09	0.96	7.83
	Male	1,429	144	89.78	37.16	0.96	7.85
	Female	667	144	89.41	37.30	0.96	7.83
	Asian	56	144	78.45	39.29	0.96	7.80
	Pacific Islander	4	144				
	Black non Hispanic	629	144	93.62	35.49	0.95	7.92

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
4	Hispanic	577	144	87.19	37.88	0.96	7.71
	American Indian or Alaskan Native	2	144				
	Multiracial	67	144	94.06	39.97	0.97	7.41
	White non-Hispanic	761	144	88.63	37.37	0.96	7.92
	Economically Disadvantaged	1,479	144	93.42	36.15	0.95	7.83
	Not Economically Disadvantaged	1,139	144	88.14	38.08	0.96	7.84
	Limited English Proficient	230	144	95.37	34.11	0.95	7.71
	Non Limited English Proficient	2,388	144	90.72	37.34	0.96	7.85
5	All Students	2,655	144	88.59	36.65	0.95	7.79
	Male	1,466	144	88.78	36.45	0.95	7.84
	Female	752	144	84.20	37.27	0.96	7.73
	Asian	53	144	83.13	31.05	0.93	8.22
	Pacific Islander	0	144				
	Black non Hispanic	648	144	93.60	35.83	0.95	7.74
	Hispanic	636	144	85.22	36.67	0.95	7.84
	American Indian or Alaskan Native	9	144				
	Multiracial	77	144	86.60	33.63	0.94	8.25
	White non-Hispanic	795	144	83.77	37.69	0.96	7.76
	Economically Disadvantaged	1,543	144	90.83	35.81	0.95	7.84
	Not Economically Disadvantaged	1,112	144	85.48	37.59	0.96	7.73
	Limited English Proficient	189	144	92.60	33.82	0.94	7.93
	Non Limited English Proficient	2,466	144	88.28	36.85	0.96	7.78
6	All Students	2,711	144	88.00	36.22	0.96	7.55
	Male	1,497	144	87.45	35.93	0.96	7.56
	Female	734	144	83.99	36.98	0.96	7.40
	Asian	46	144	63.67	33.50	0.95	7.51
	Pacific Islander	0	144				
	Black non Hispanic	700	144	89.79	35.48	0.95	7.55
	Hispanic	602	144	83.60	36.79	0.96	7.49
	American Indian or Alaskan Native	7	144				
	Multiracial	51	144	87.24	36.17	0.96	7.55
	White non-Hispanic	825	144	86.51	36.16	0.96	7.49
	Economically Disadvantaged	1,590	144	90.03	35.82	0.96	7.50
	Not Economically Disadvantaged	1,121	144	85.11	36.59	0.96	7.62
	Limited English Proficient	139	144	93.72	32.02	0.94	7.74
	Non Limited English Proficient	2,572	144	87.69	36.41	0.96	7.54
7	All Students	2,704	144	87.78	35.08	0.95	8.00
	Male	1,497	144	86.95	34.99	0.95	8.02
	Female	782	144	86.72	36.01	0.95	7.95
	Asian	43	144	74.84	31.15	0.93	8.10
	Pacific Islander	1	144				
	Black non Hispanic	733	144	88.55	35.16	0.95	8.07
	Hispanic	600	144	82.92	35.66	0.95	7.96
	American Indian or Alaskan Native	6	144				
	Multiracial	58	144	91.93	36.03	0.96	7.62
	White non-Hispanic	838	144	88.55	35.17	0.95	7.96
	Economically Disadvantaged	1,636	144	90.08	34.88	0.95	8.03
	Not Economically Disadvantaged	1,068	144	84.26	35.13	0.95	7.95

continued

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
7	Limited English Proficient	142	144	87.83	30.10	0.92	8.45
	Non Limited English Proficient	2,562	144	87.78	35.35	0.95	7.97
8	All Students	2,664	144	87.95	35.18	0.95	7.90
	Male	1,482	144	87.71	35.52	0.95	7.86
	Female	734	144	85.33	35.39	0.95	7.87
	Asian	57	144	76.37	38.60	0.96	7.80
	Pacific Islander	1	144				
	Black non Hispanic	660	144	92.35	33.85	0.94	7.94
	Hispanic	554	144	81.73	35.17	0.95	7.92
	American Indian or Alaskan Native	15	144	82.87	37.71	0.96	7.13
	Multiracial	59	144	88.81	34.60	0.95	7.86
	White non-Hispanic	870	144	86.81	36.09	0.95	7.78
	Economically Disadvantaged	1,559	144	90.68	34.16	0.95	7.90
	Not Economically Disadvantaged	1,105	144	84.11	36.24	0.95	7.89
	Limited English Proficient	118	144	84.95	30.29	0.92	8.50
	Non Limited English Proficient	2,546	144	88.09	35.39	0.95	7.87
9	All Students	2,659	144	82.66	34.18	0.95	7.94
	Male	1,353	144	81.33	33.21	0.94	7.99
	Female	819	144	78.55	34.60	0.95	7.87
	Asian	52	144	69.13	31.71	0.94	7.71
	Pacific Islander	0	144				
	Black non Hispanic	680	144	82.33	32.13	0.94	8.05
	Hispanic	517	144	75.91	35.69	0.95	7.67
	American Indian or Alaskan Native	9	144				
	Multiracial	52	144	81.73	36.30	0.96	7.57
	White non-Hispanic	862	144	81.98	33.49	0.94	8.04
	Economically Disadvantaged	1,492	144	82.63	32.80	0.94	8.02
	Not Economically Disadvantaged	1,167	144	82.69	35.88	0.95	7.83
	Limited English Proficient	99	144	81.25	31.17	0.93	8.09
	Non Limited English Proficient	2,560	144	82.71	34.29	0.95	7.93
10	All Students	2,648	144	83.11	34.97	0.95	8.12
	Male	1,484	144	81.79	35.15	0.95	8.08
	Female	826	144	82.33	35.59	0.95	8.05
	Asian	39	144	64.56	34.89	0.95	7.80
	Pacific Islander	0	144				
	Black non Hispanic	681	144	83.90	34.76	0.95	8.13
	Hispanic	581	144	76.13	35.60	0.95	7.96
	American Indian or Alaskan Native	9	144				
	Multiracial	48	144	90.08	35.18	0.95	7.87
	White non-Hispanic	952	144	84.46	34.96	0.95	8.11
	Economically Disadvantaged	1,582	144	83.28	35.02	0.95	8.10
	Not Economically Disadvantaged	1,066	144	82.87	34.90	0.95	8.16
	Limited English Proficient	90	144	80.31	32.43	0.94	8.24
	Non Limited English Proficient	2,558	144	83.21	35.05	0.95	8.12

Table K-3. 2012–13 Florida Alternate Assessment: Subgroup Reliabilities—Science

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
5	All Students	2,618	144	87.46	36.51	0.95	7.92
	Male	1,450	144	87.45	36.43	0.95	7.95
	Female	736	144	82.90	36.76	0.95	7.86
	Asian	53	144	81.40	28.79	0.91	8.65
	Pacific Islander	0	144				
	Black non Hispanic	642	144	92.18	35.80	0.95	7.90
	Hispanic	630	144	83.10	36.45	0.95	7.89
	American Indian or Alaskan Native	9	144				
	Multiracial	76	144	84.92	34.90	0.95	8.01
	White non-Hispanic	776	144	83.25	37.51	0.96	7.86
	Economically Disadvantaged	1,523	144	89.88	35.74	0.95	7.95
	Not Economically Disadvantaged	1,095	144	84.09	37.31	0.96	7.88
	Limited English Proficient	189	144	91.84	34.56	0.95	7.85
	Non Limited English Proficient	2,429	144	87.12	36.64	0.95	7.93
8	All Students	2,650	144	80.42	32.68	0.93	8.42
	Male	1,481	144	81.24	33.22	0.94	8.34
	Female	731	144	76.59	32.34	0.93	8.39
	Asian	56	144	71.32	37.51	0.95	8.09
	Pacific Islander	1	144				
	Black non Hispanic	657	144	84.13	31.61	0.93	8.47
	Hispanic	550	144	75.49	32.49	0.94	8.23
	American Indian or Alaskan Native	15	144	71.87	34.68	0.95	7.82
	Multiracial	59	144	85.12	30.07	0.91	9.06
	White non-Hispanic	874	144	79.41	33.72	0.94	8.34
	Economically Disadvantaged	1,562	144	83.14	31.97	0.93	8.44
	Not Economically Disadvantaged	1,088	144	76.50	33.29	0.94	8.38
	Limited English Proficient	117	144	76.55	27.05	0.90	8.50
	Non Limited English Proficient	2,533	144	80.59	32.91	0.93	8.41
11	All Students	2,453	144	85.54	33.30	0.94	8.25
	Male	1,319	144	84.95	33.76	0.94	8.22
	Female	765	144	82.87	33.59	0.94	8.23
	Asian	38	144	69.82	30.11	0.92	8.56
	Pacific Islander	1	144				
	Black non Hispanic	651	144	88.27	32.29	0.93	8.29
	Hispanic	522	144	76.65	34.41	0.94	8.11
	American Indian or Alaskan Native	15	144	80.33	26.91	0.88	9.26
	Multiracial	34	144	88.03	34.55	0.94	8.23
	White non-Hispanic	823	144	86.34	33.73	0.94	8.19
	Economically Disadvantaged	1,409	144	86.30	33.32	0.94	8.21
	Not Economically Disadvantaged	1,044	144	84.52	33.27	0.94	8.32
	Limited English Proficient	82	144	81.77	28.28	0.90	8.76
	Non Limited English Proficient	2,371	144	85.67	33.46	0.94	8.23

Table K-4. 2012–13 Florida Alternate Assessment: Subgroup Reliabilities—Writing

Grade	Group	Number of Students	Raw Score			Alpha	SEM
			Maximum	Mean	Standard Deviation		
4	All Students	2,598	144	83.99	36.52	0.96	7.35
	Male	1,418	144	82.48	36.70	0.96	7.38
	Female	668	144	82.39	35.99	0.96	7.29
	Asian	54	144	69.24	38.40	0.97	7.10
	Pacific Islander	4	144				
	Black non Hispanic	623	144	86.21	35.48	0.96	7.42
	Hispanic	581	144	80.66	37.27	0.96	7.26
	American Indian or Alaskan Native	2	144				
	Multiracial	66	144	83.58	34.34	0.95	7.46
	White non-Hispanic	756	144	81.55	36.39	0.96	7.37
	Economically Disadvantaged	1,473	144	85.98	35.91	0.96	7.37
	Not Economically Disadvantaged	1,125	144	81.38	37.16	0.96	7.33
	Limited English Proficient	231	144	88.78	33.94	0.95	7.45
	Non Limited English Proficient	2,367	144	83.52	36.74	0.96	7.34
8	All Students	2,637	144	92.85	37.90	0.96	7.44
	Male	1,467	144	92.86	37.67	0.96	7.45
	Female	727	144	89.56	38.57	0.96	7.42
	Asian	56	144	78.34	40.27	0.97	7.36
	Pacific Islander	1	144				
	Black non Hispanic	651	144	96.36	36.70	0.96	7.44
	Hispanic	543	144	87.39	37.91	0.96	7.44
	American Indian or Alaskan Native	15	144	87.20	44.12	0.98	6.78
	Multiracial	59	144	95.00	35.27	0.95	7.83
	White non-Hispanic	869	144	91.87	38.42	0.96	7.42
	Economically Disadvantaged	1,547	144	95.88	36.72	0.96	7.45
	Not Economically Disadvantaged	1,090	144	88.56	39.12	0.96	7.41
	Limited English Proficient	117	144	90.64	33.46	0.94	7.94
	Non Limited English Proficient	2,520	144	92.95	38.09	0.96	7.41
10	All Students	2,611	144	84.65	36.72	0.96	7.49
	Male	1,464	144	83.00	36.83	0.96	7.47
	Female	817	144	84.31	37.45	0.96	7.39
	Asian	38	144	59.37	33.84	0.96	6.72
	Pacific Islander	0	144				
	Black non Hispanic	671	144	85.34	37.01	0.96	7.44
	Hispanic	577	144	78.14	37.61	0.96	7.30
	American Indian or Alaskan Native	9	144				
	Multiracial	49	144	83.29	39.50	0.97	7.10
	White non-Hispanic	937	144	86.34	36.10	0.96	7.57
	Economically Disadvantaged	1,561	144	84.91	36.94	0.96	7.43
	Not Economically Disadvantaged	1,050	144	84.26	36.41	0.96	7.59
	Limited English Proficient	91	144	87.18	34.83	0.95	7.70
	Non Limited English Proficient	2,520	144	84.56	36.79	0.96	7.48

APPENDIX L—DECISION ACCURACY AND CONSISTENCY

Table L-1. 2012–13 Florida Alternate Assessment: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Overall and Conditional on Performance Level

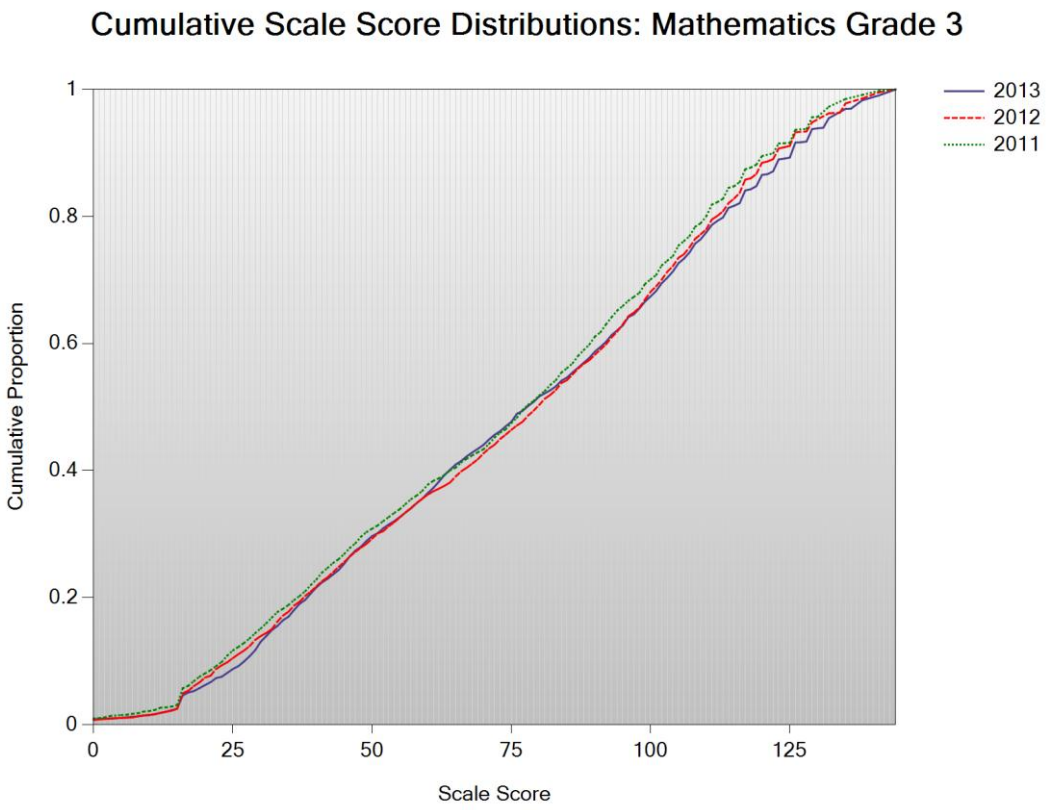
Content	*Grade*	*Overall*	*Kappa*	*Conditional on Level*		
				Emergent	*Achieved*	*Commended*
Mathematics	3	0.88 (0.83)	0.76	0.90 (0.87)	0.81 (0.75)	0.92 (0.86)
	4	0.88 (0.83)	0.76	0.90 (0.87)	0.83 (0.77)	0.92 (0.87)
	5	0.89 (0.85)	0.78	0.91 (0.88)	0.83 (0.78)	0.91 (0.86)
	6	0.87 (0.81)	0.72	0.89 (0.85)	0.82 (0.77)	0.90 (0.82)
	7	0.87 (0.81)	0.72	0.88 (0.84)	0.82 (0.76)	0.90 (0.83)
	8	0.86 (0.80)	0.70	0.87 (0.82)	0.82 (0.77)	0.90 (0.82)
	9	0.88 (0.83)	0.76	0.90 (0.87)	0.81 (0.75)	0.92 (0.86)
	10	0.86 (0.80)	0.70	0.88 (0.84)	0.83 (0.78)	0.89 (0.81)
Reading	3	0.90 (0.86)	0.79	0.91 (0.89)	0.78 (0.70)	0.92 (0.87)
	4	0.90 (0.87)	0.79	0.91 (0.88)	0.79 (0.72)	0.95 (0.92)
	5	0.89 (0.85)	0.76	0.90 (0.87)	0.78 (0.70)	0.94 (0.90)
	6	0.90 (0.86)	0.79	0.91 (0.88)	0.81 (0.74)	0.95 (0.91)
	7	0.88 (0.84)	0.75	0.89 (0.86)	0.79 (0.72)	0.93 (0.89)
	8	0.88 (0.84)	0.75	0.89 (0.86)	0.79 (0.72)	0.93 (0.88)
	9	0.88 (0.83)	0.74	0.89 (0.86)	0.81 (0.74)	0.91 (0.85)
	10	0.88 (0.83)	0.75	0.90 (0.87)	0.80 (0.73)	0.93 (0.88)
Science	5	0.89 (0.84)	0.77	0.89 (0.86)	0.82 (0.76)	0.93 (0.88)
	8	0.86 (0.80)	0.71	0.87 (0.82)	0.83 (0.78)	0.89 (0.81)
	11	0.87 (0.82)	0.73	0.87 (0.82)	0.83 (0.78)	0.90 (0.83)
Writing	4	0.89 (0.85)	0.78	0.91 (0.89)	0.80 (0.73)	0.94 (0.89)
	8	0.90 (0.86)	0.78	0.90 (0.87)	0.78 (0.71)	0.91 (0.86)
	10	0.89 (0.85)	0.78	0.91 (0.88)	0.80 (0.73)	0.94 (0.89)

Table L-2. 2012–13 Florida Alternate Assessment: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade—Overall and Conditional on Cutpoint

Content	*Grade*	*Emergent / Achieved*			*Achieved / Commended*		
		Accuracy (Consistency)	*False*		*Accuracy (Consistency)*	*False*	
			Positive	*Negative*		*Positive*	*Negative*
Mathematics	3	0.94 (0.92)	0.03	0.03	0.94 (0.92)	0.04	0.02
	4	0.95 (0.92)	0.03	0.03	0.94 (0.91)	0.04	0.03
	5	0.95 (0.93)	0.03	0.02	0.95 (0.93)	0.03	0.02
	6	0.93 (0.90)	0.04	0.03	0.93 (0.91)	0.04	0.02
	7	0.94 (0.91)	0.03	0.03	0.93 (0.90)	0.04	0.03
	8	0.93 (0.91)	0.04	0.03	0.93 (0.90)	0.05	0.03
	9	0.94 (0.92)	0.03	0.03	0.94 (0.92)	0.04	0.02
	10	0.93 (0.90)	0.04	0.03	0.93 (0.91)	0.04	0.02
Reading	3	0.95 (0.94)	0.03	0.02	0.95 (0.93)	0.03	0.02
	4	0.96 (0.94)	0.02	0.02	0.95 (0.92)	0.03	0.02
	5	0.95 (0.93)	0.03	0.02	0.94 (0.91)	0.04	0.03
	6	0.96 (0.94)	0.02	0.02	0.94 (0.92)	0.03	0.02
	7	0.95 (0.93)	0.03	0.02	0.93 (0.91)	0.04	0.03
	8	0.95 (0.93)	0.03	0.02	0.93 (0.91)	0.04	0.03
	9	0.94 (0.92)	0.03	0.03	0.93 (0.91)	0.04	0.03
	10	0.95 (0.92)	0.03	0.02	0.93 (0.91)	0.04	0.03
Science	5	0.95 (0.93)	0.03	0.02	0.94 (0.91)	0.04	0.03
	8	0.93 (0.91)	0.04	0.03	0.93 (0.90)	0.05	0.03
	11	0.94 (0.92)	0.03	0.03	0.93 (0.90)	0.05	0.03
Writing	4	0.95 (0.93)	0.03	0.02	0.94 (0.92)	0.03	0.02
	8	0.96 (0.94)	0.02	0.02	0.95 (0.92)	0.03	0.02
	10	0.95 (0.93)	0.03	0.02	0.94 (0.92)	0.03	0.02

APPENDIX M—CUMULATIVE DISTRIBUTIONS

Figure M-1. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Mathematics Grade 3 Bottom: Mathematics Grade 4



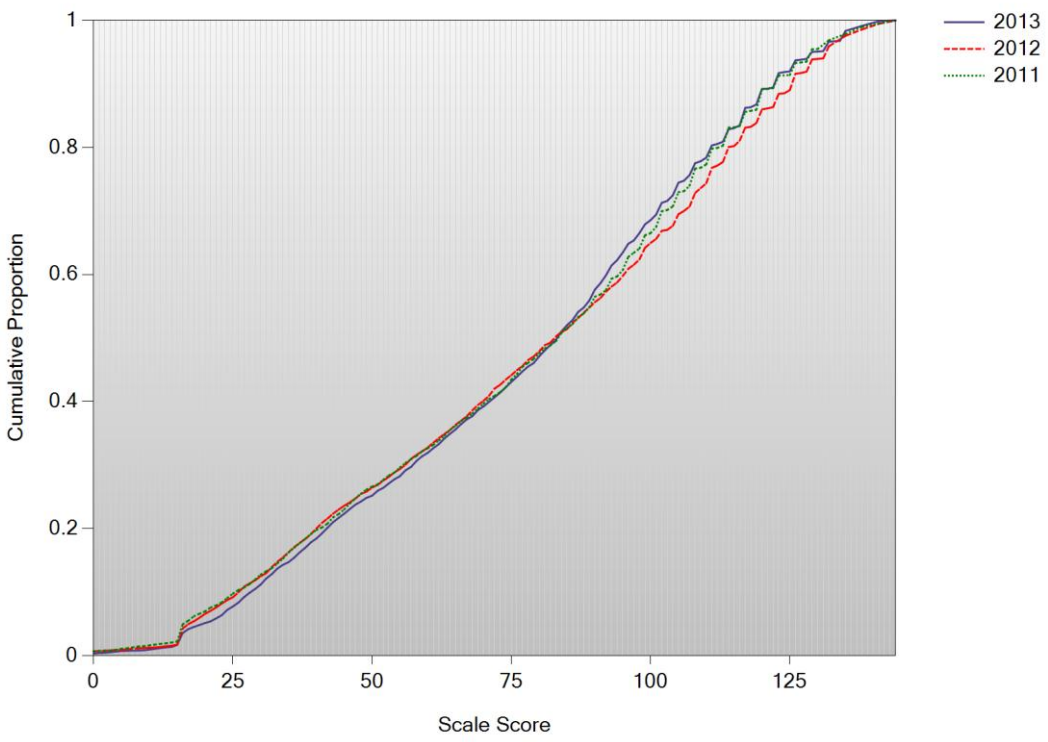
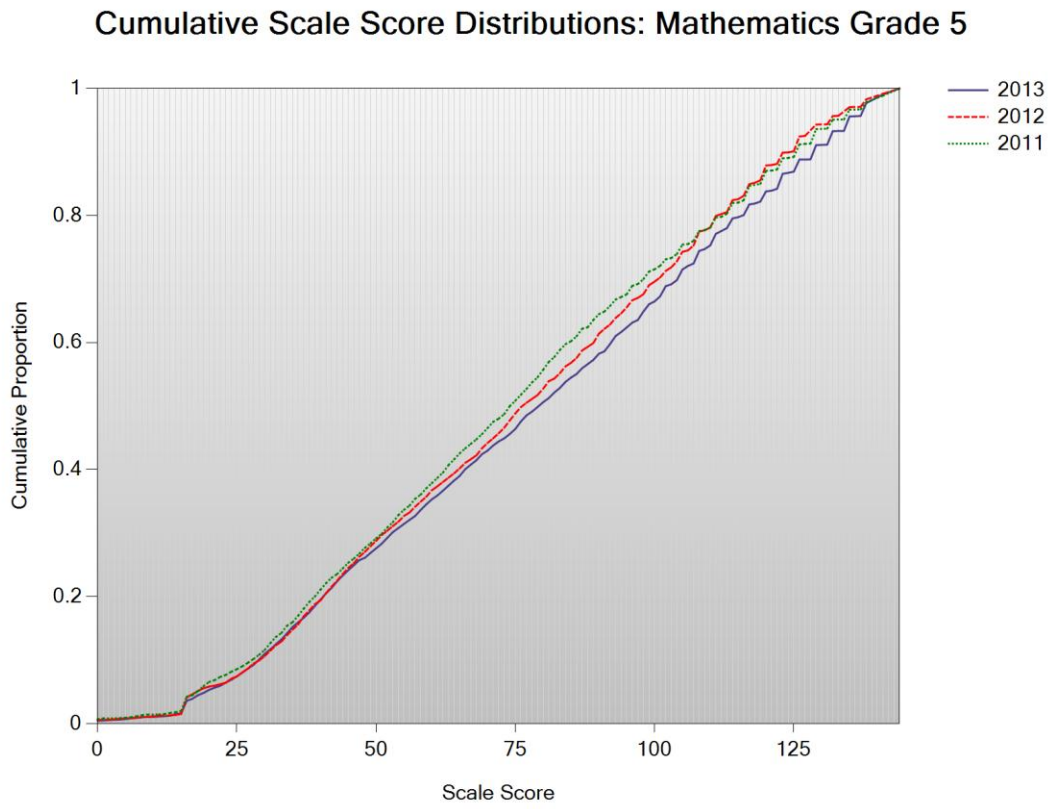

Cumulative Scale Score Distributions: Mathematics Grade 4
2013
2012
2011
Cumulative Proportion
1
0.8
0.6
0.4
0.2
0
0
25
50
75
100
125
Scale Score

Figure M-2. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Mathematics Grade 5 Bottom: Mathematics Grade 6



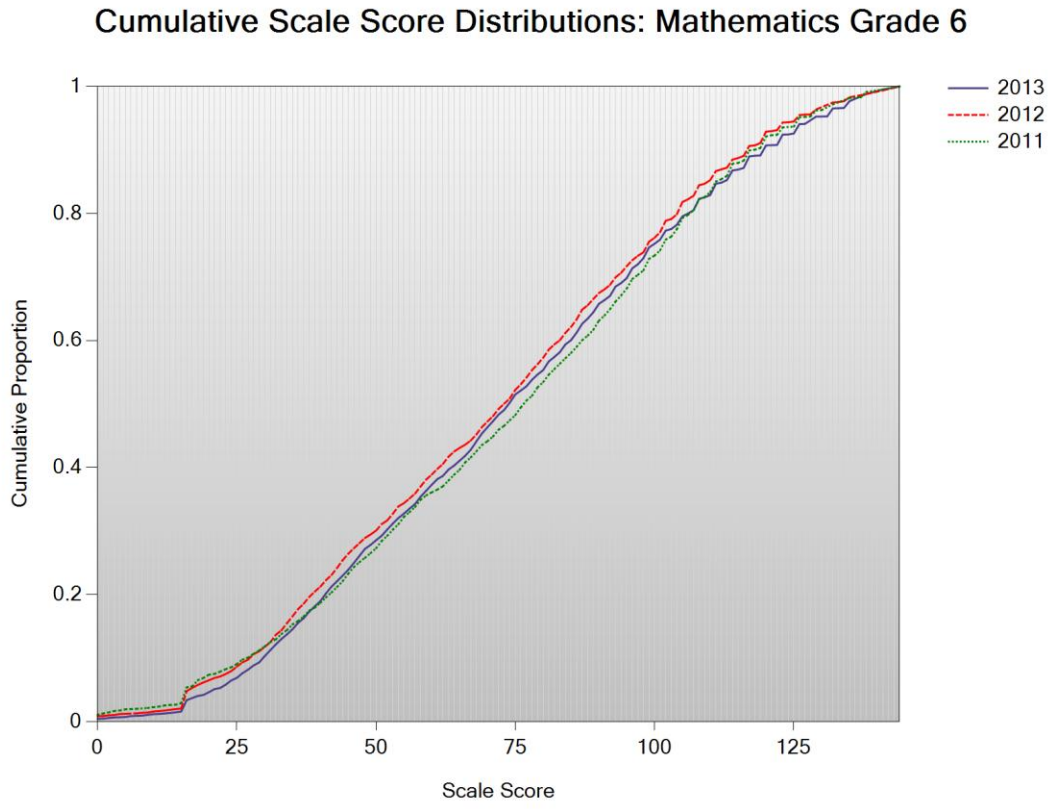
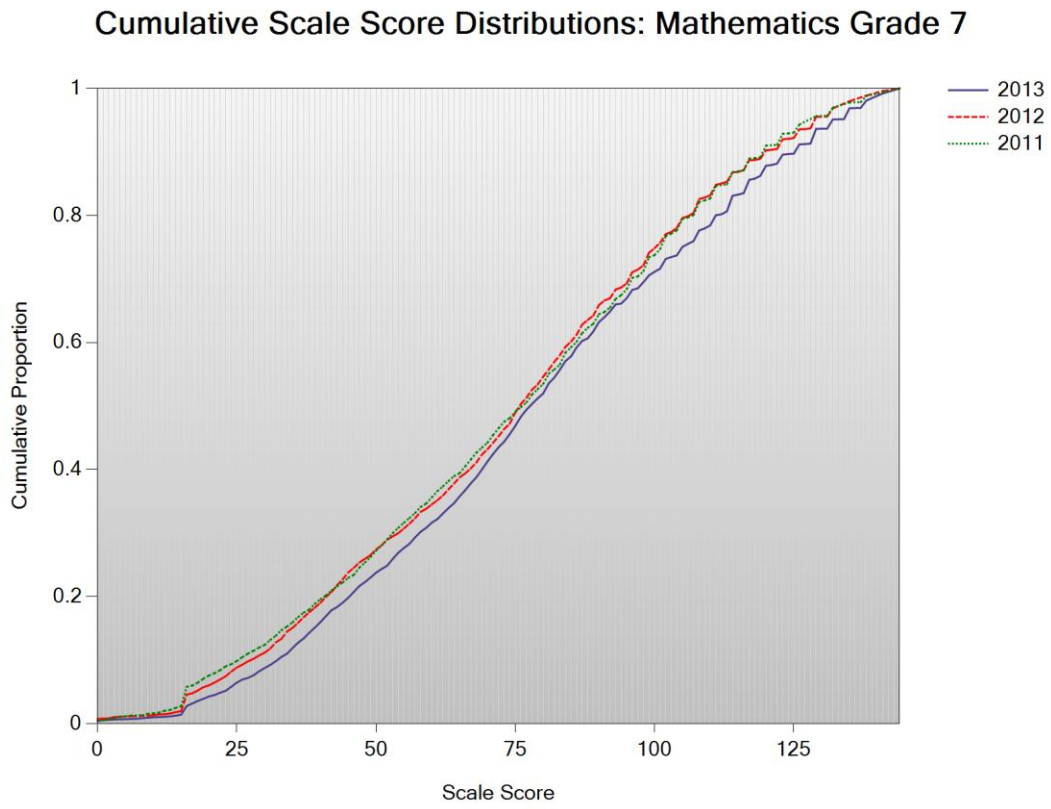


Figure M-3. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Mathematics Grade 7 Bottom: Mathematics Grade 8



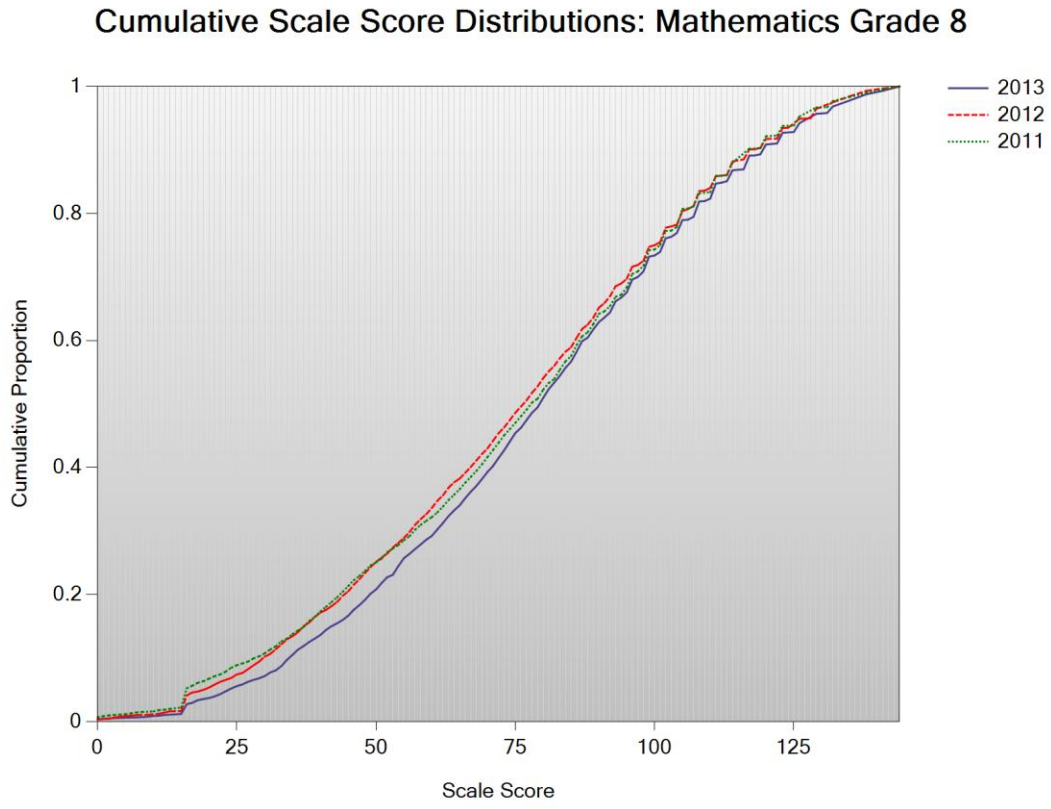
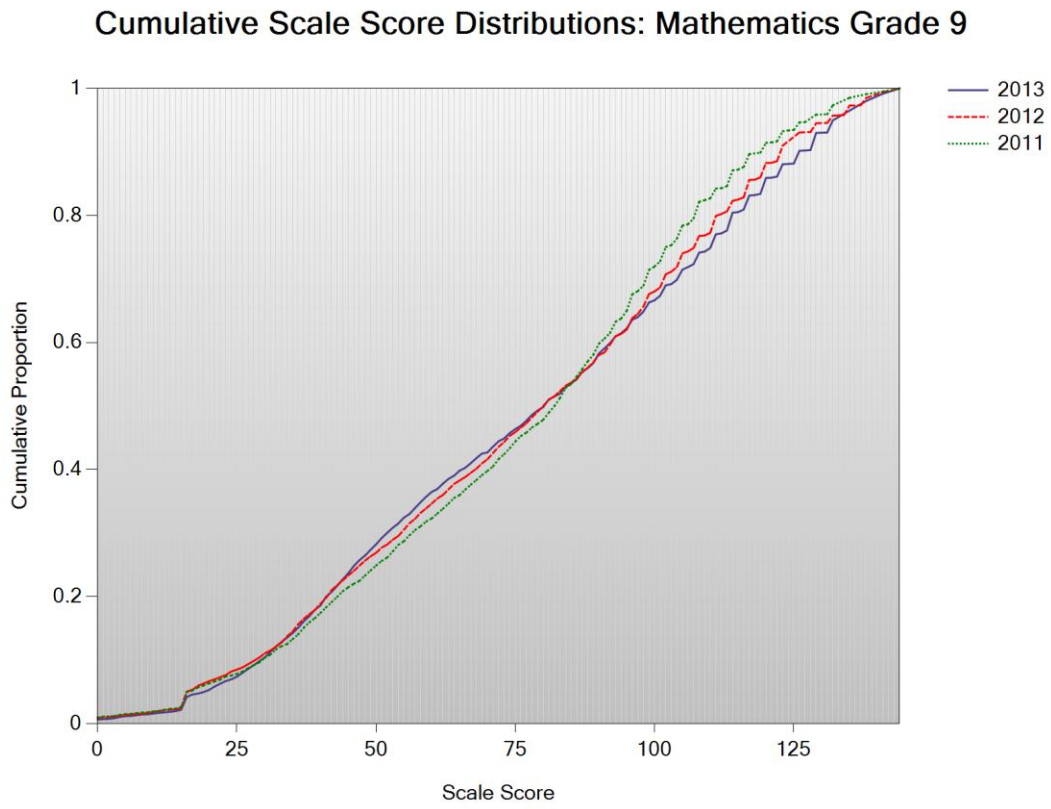


Figure M-4. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Mathematics Grade 9 Bottom: Mathematics Grade 10



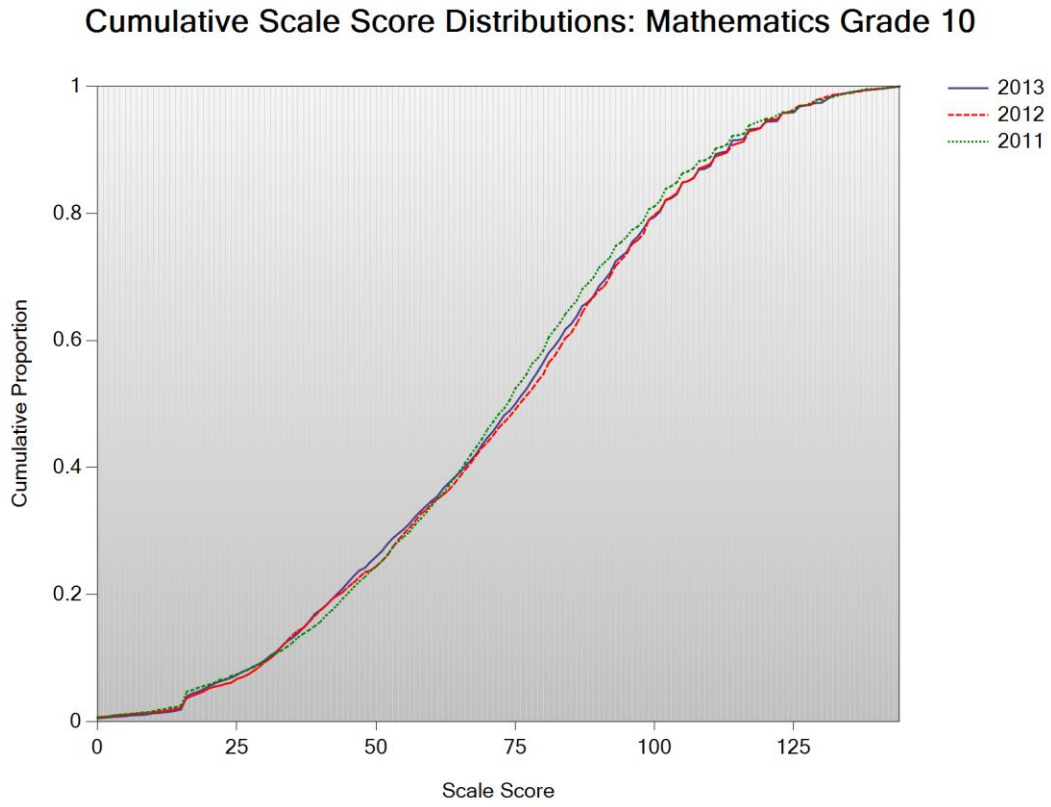
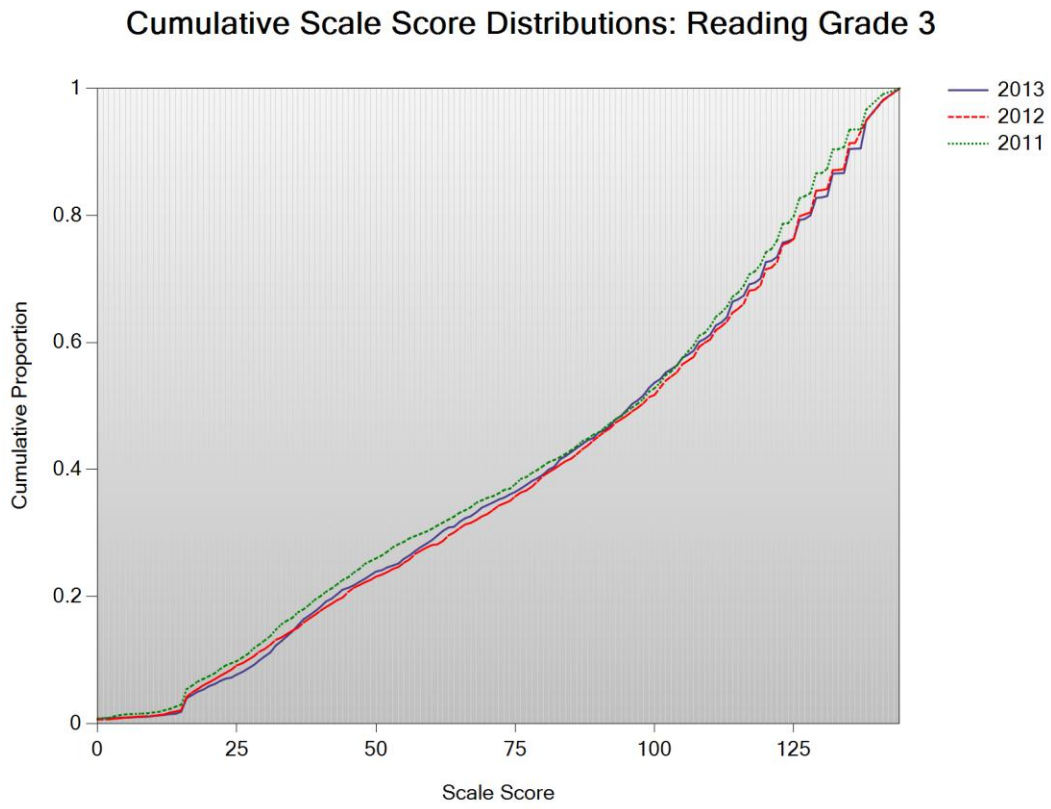


Figure M-5. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Reading Grade 3 Bottom: Reading Grade 4



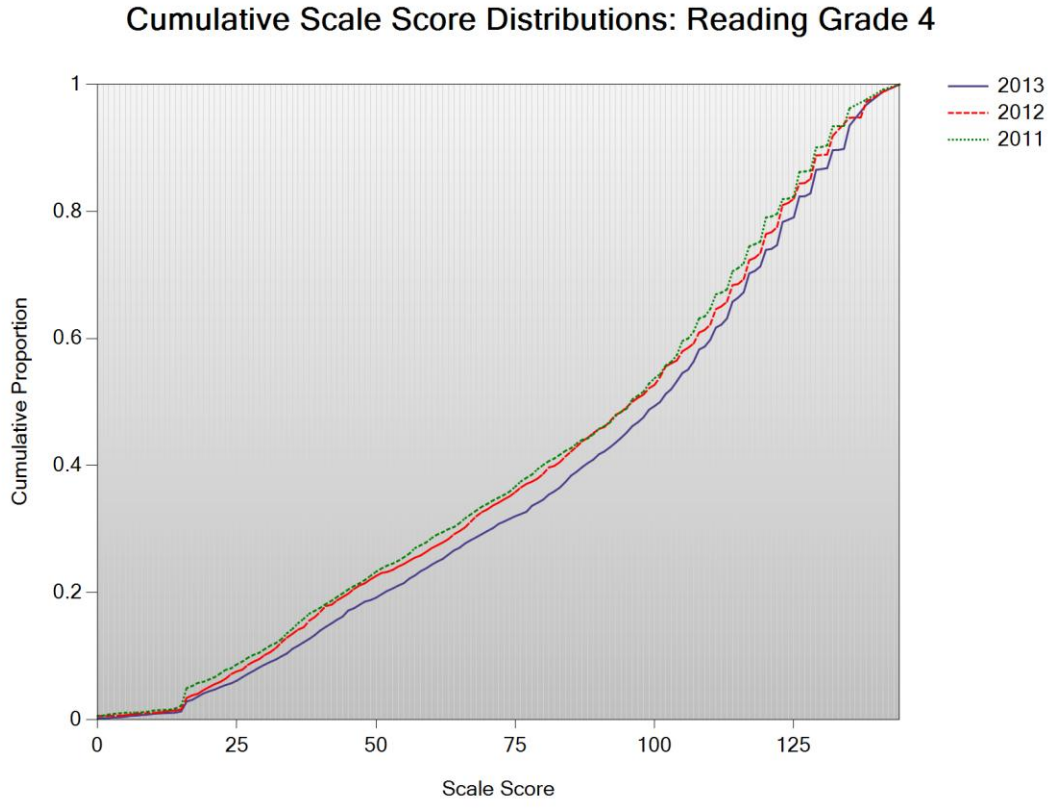
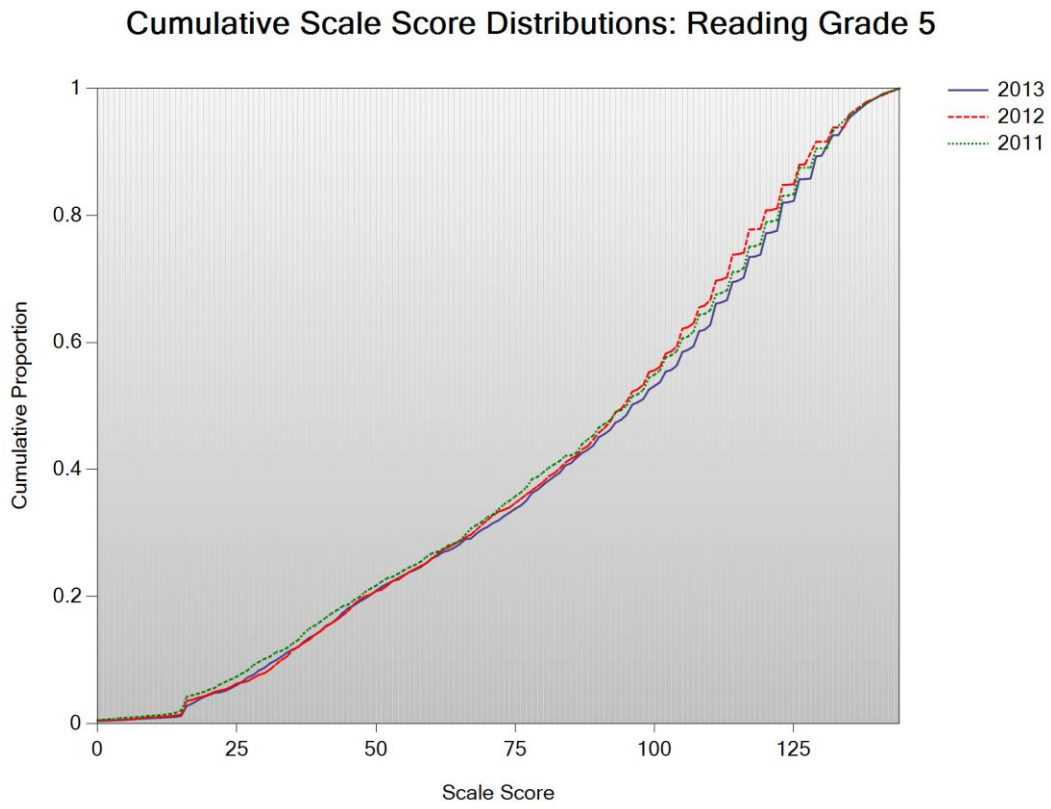


Figure M-6. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Reading Grade 5 Bottom: Reading Grade 6



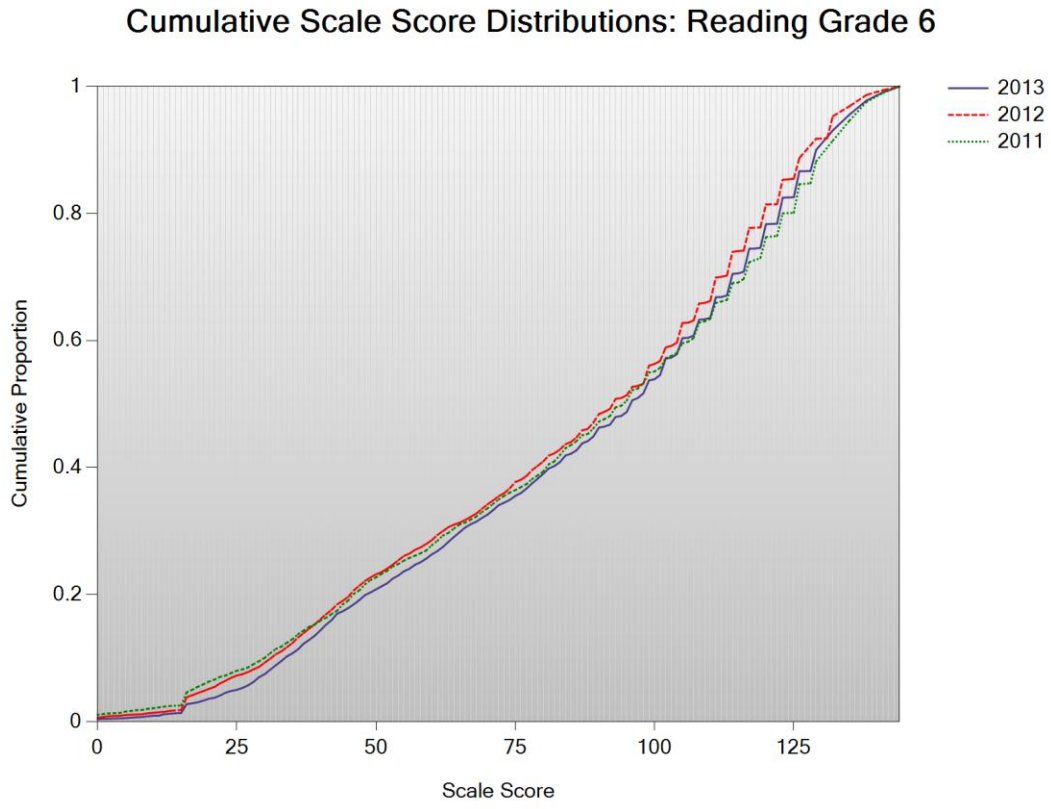
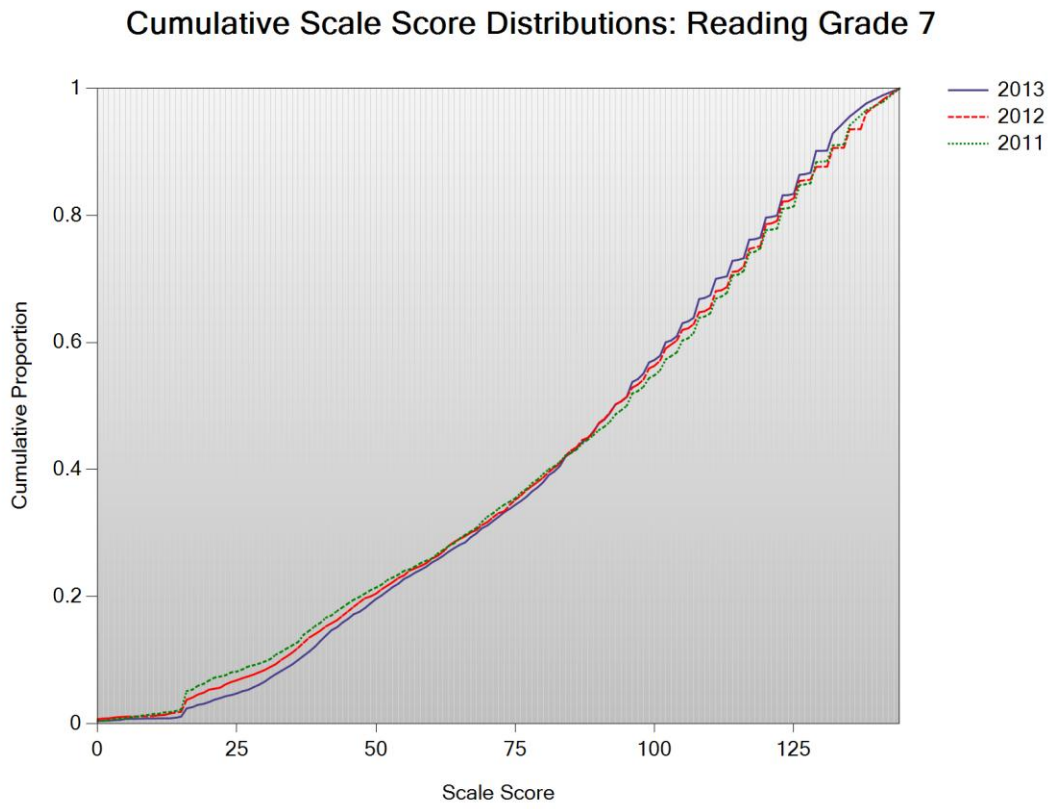


Figure M-7. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Reading Grade 7 Bottom: Reading Grade 8



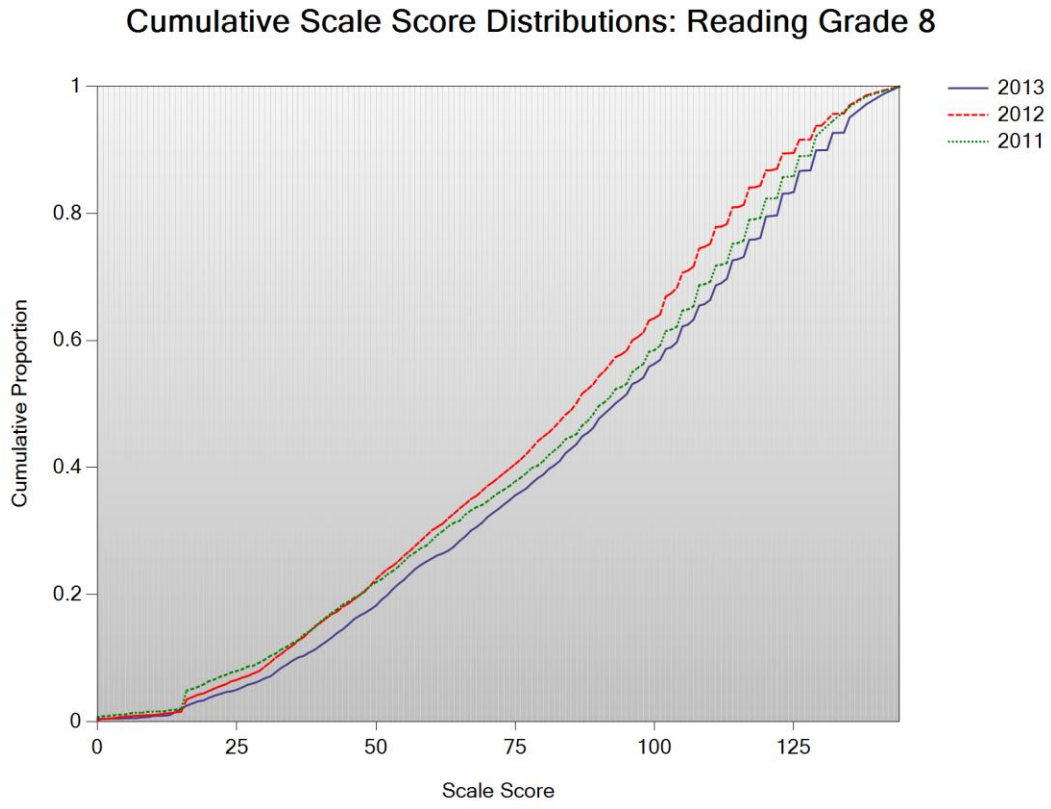
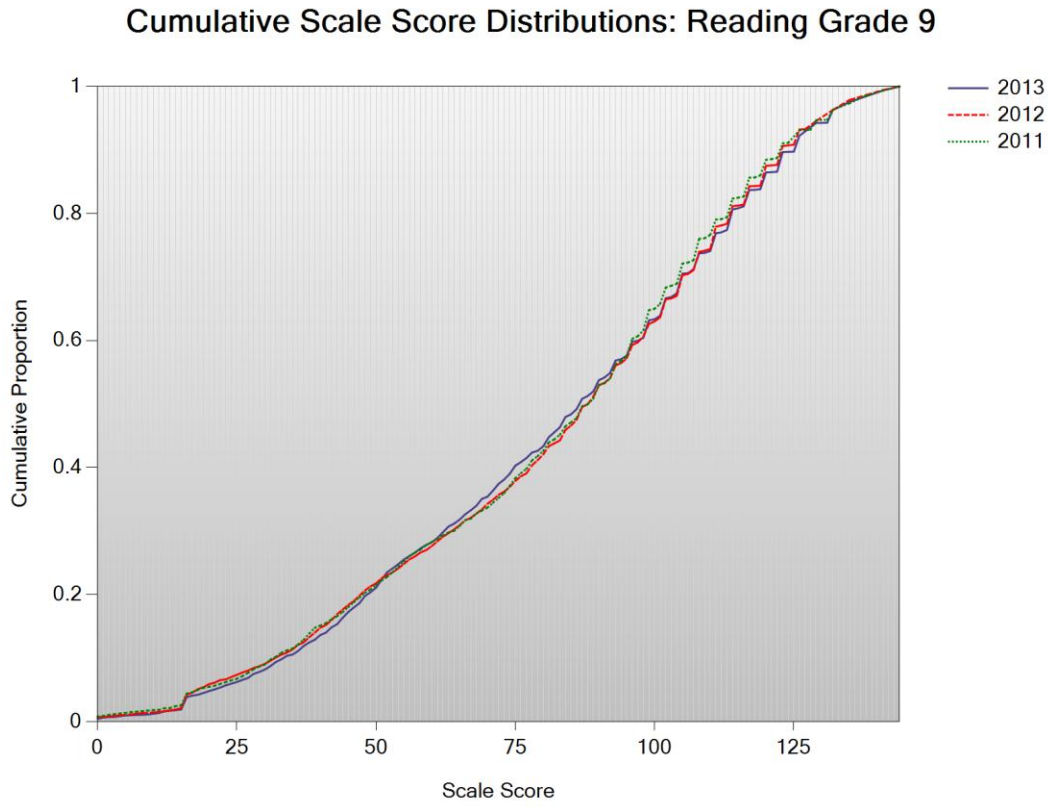


Figure M-8. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Reading Grade 9 Bottom: Reading Grade 10



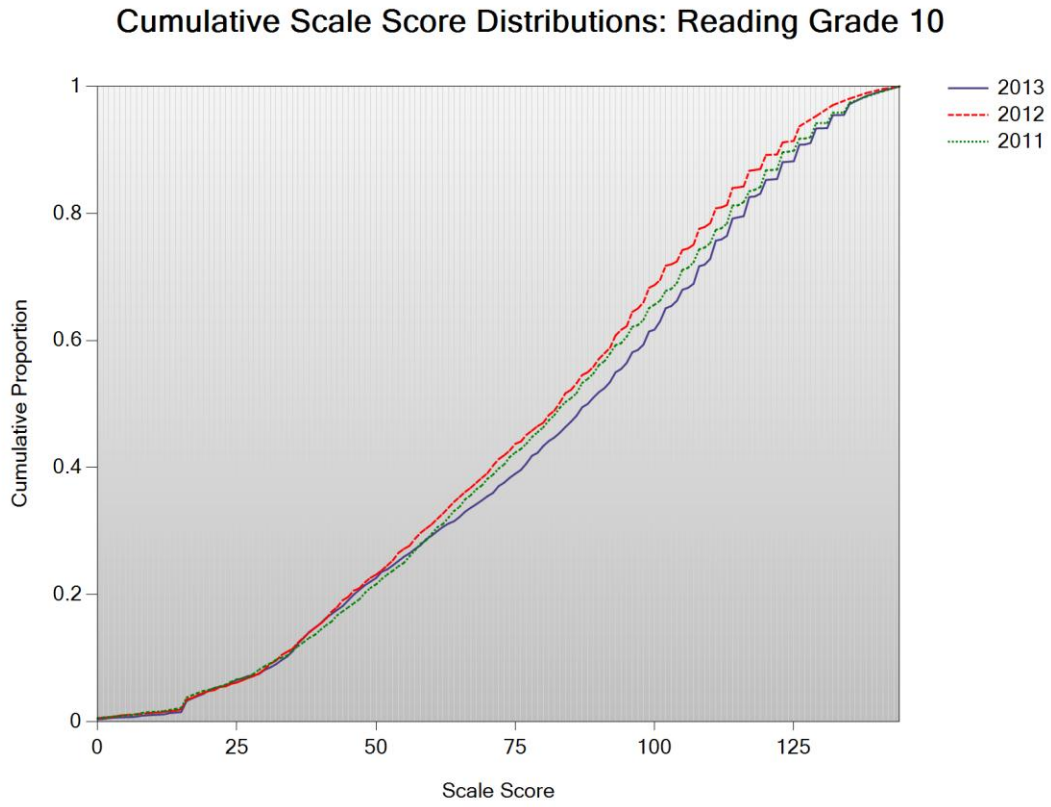
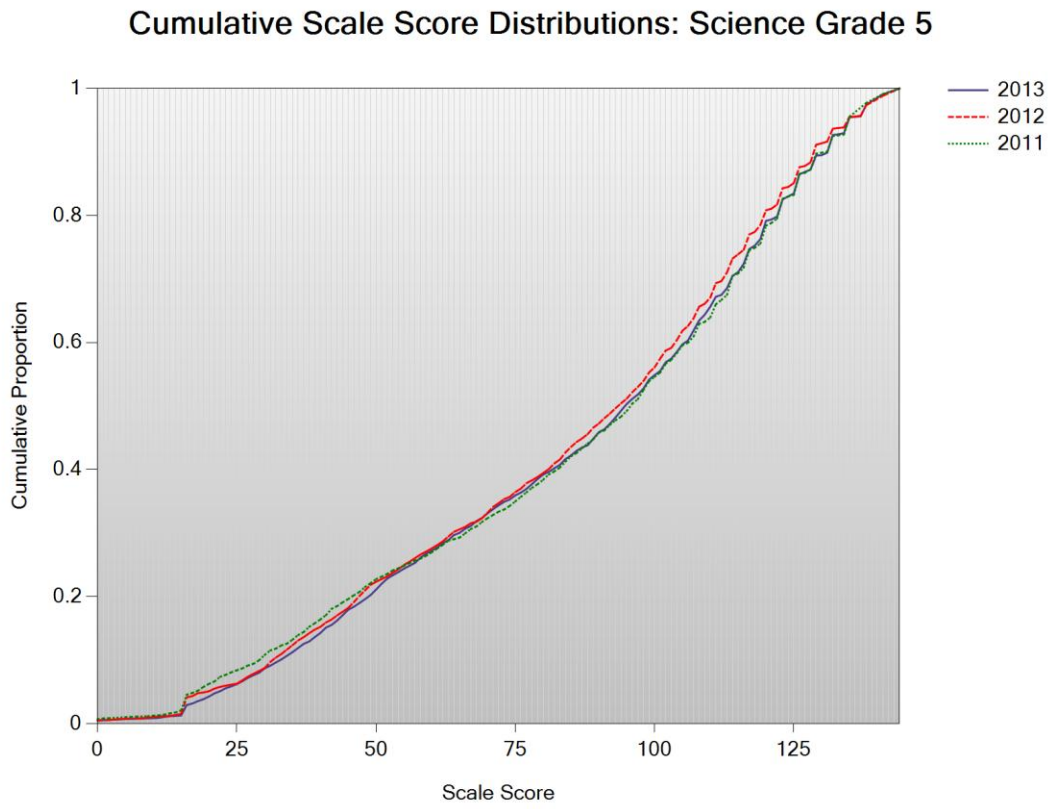


Figure M-9. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Science Grade 5 Bottom: Science Grade 8



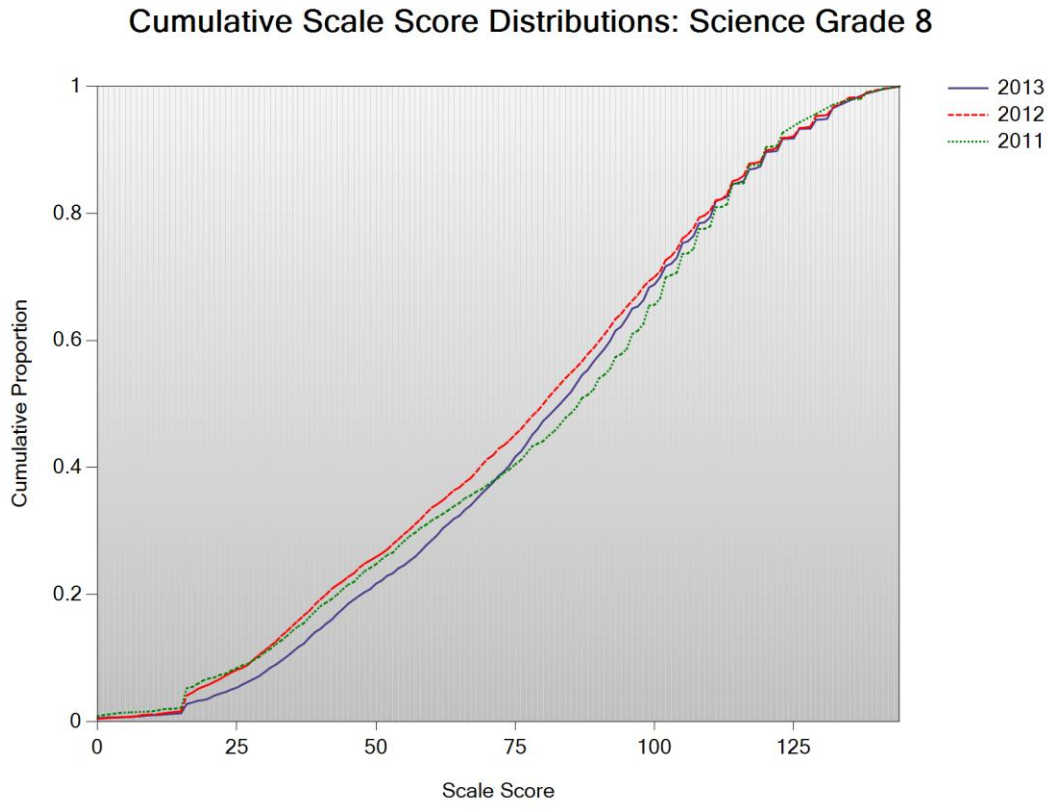
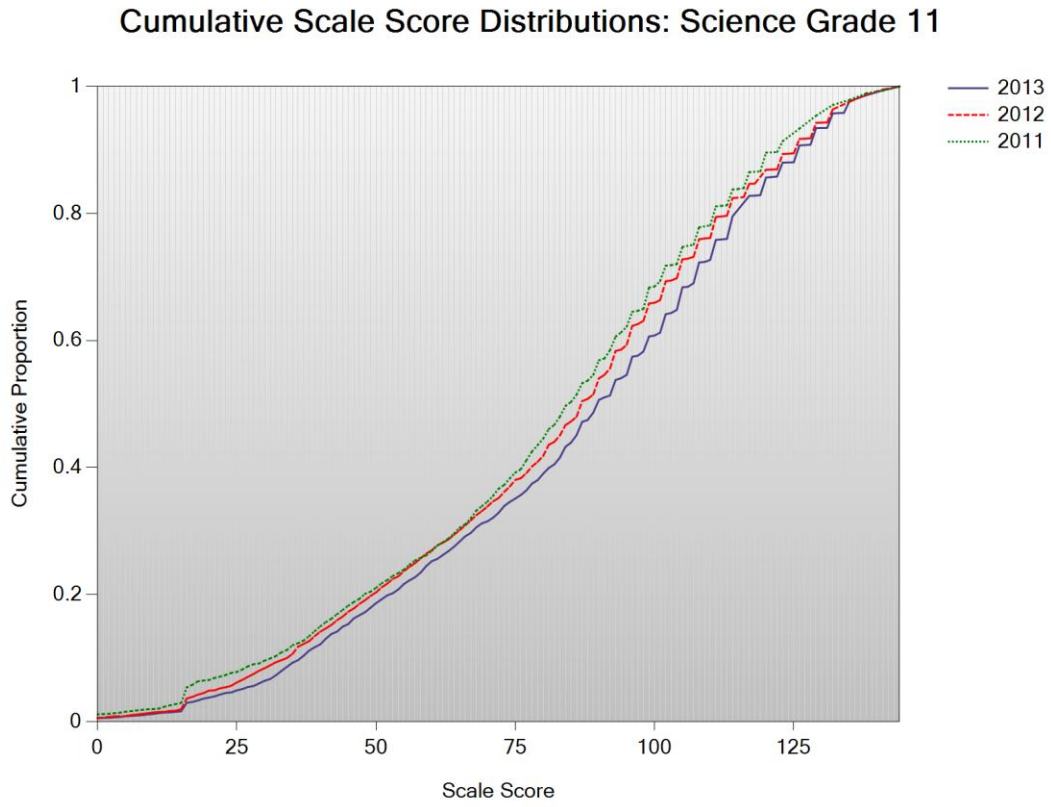


Figure M-10. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Science Grade 11 Bottom: Writing Grade 4



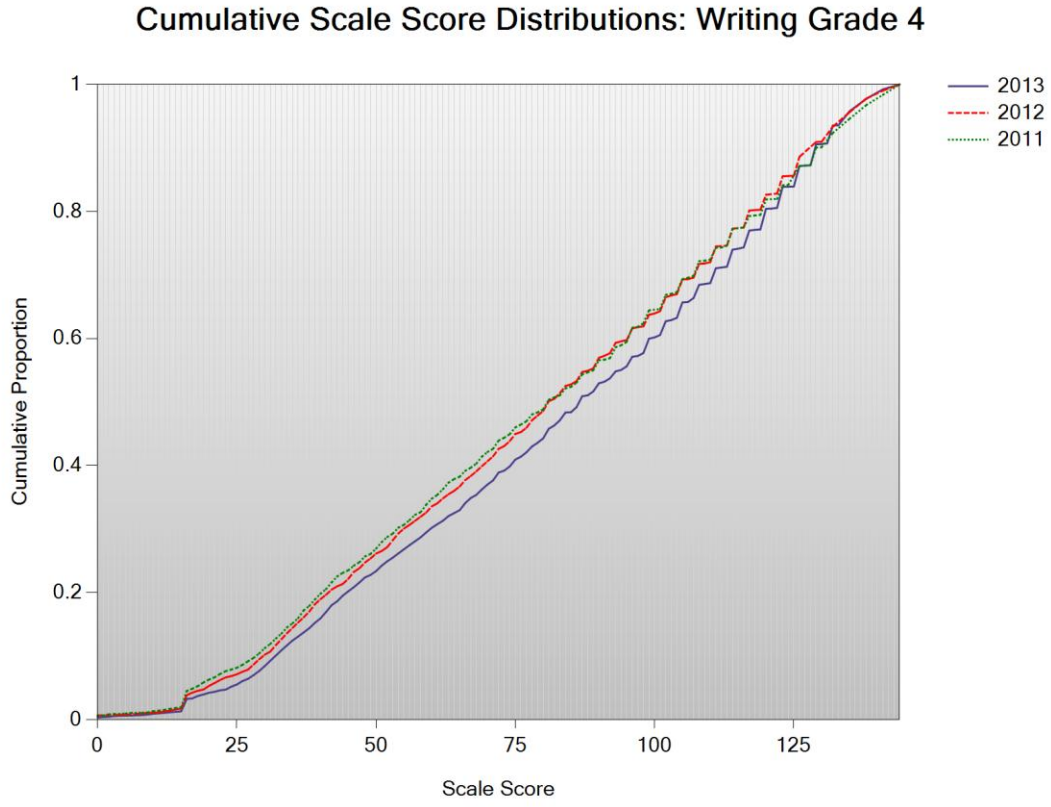
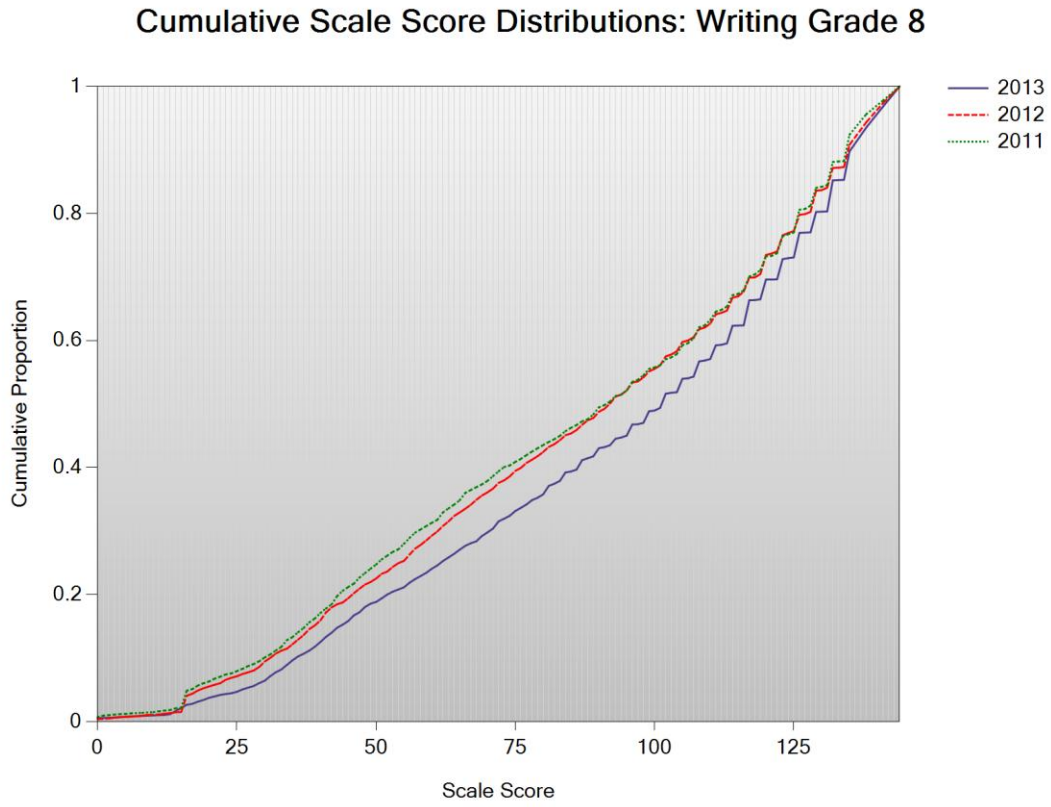
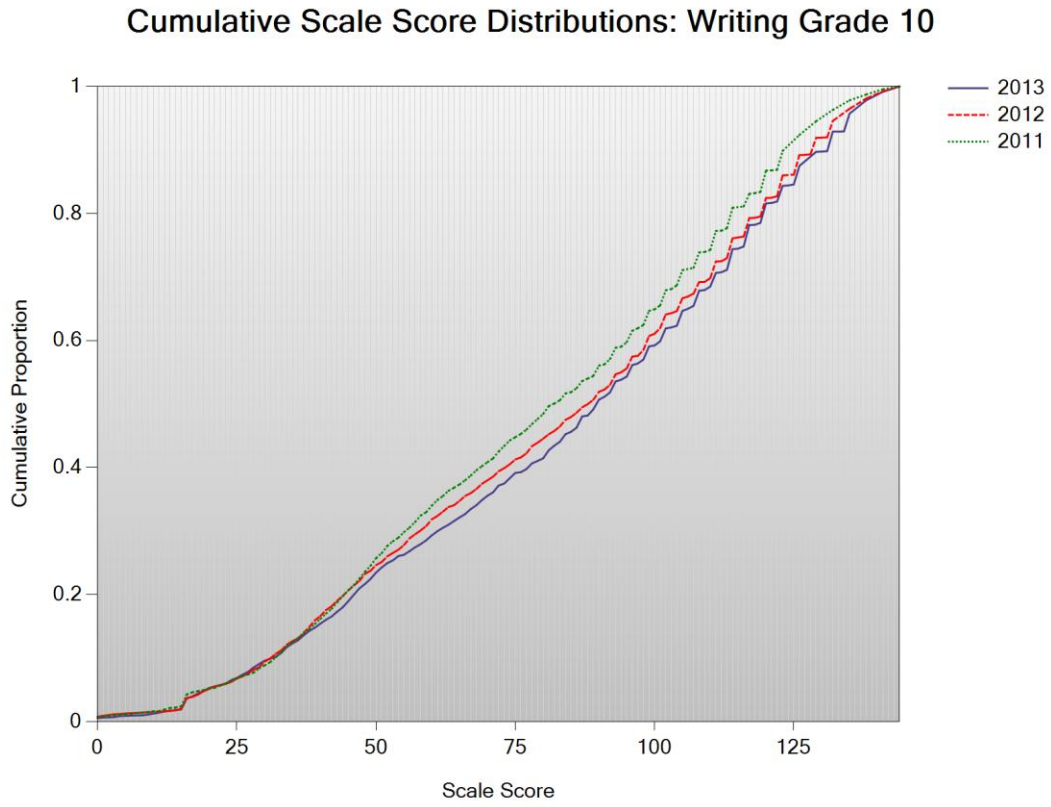


Figure M-11. 2012–13 Florida Alternate Assessment: Cumulative Score Distribution Plots
Top: Writing Grade 8 Bottom: Writing Grade 10





APPENDIX N—PERFORMANCE-LEVEL DISTRIBUTIONS

Table N-1. Florida Alternate Assessment: Performance-Level Distribution by Grade—Mathematics

Grade	*Achievement Level*	*PL*	*N*	*Percent*	*Cumulative Percent*
3	Commended	9	263	11%	11%
		8	289	12%	23%
		7	293	12%	34%
	Achieved	6	247	10%	45%
		5	280	11%	56%
		4	245	10%	66%
	Emergent	3	353	14%	80%
		2	302	12%	93%
		1	179	7%	100%
4	Commended	9	164	6%	6%
		8	400	15%	22%
		7	309	12%	33%
	Achieved	6	357	14%	47%
		5	370	14%	61%
		4	233	9%	70%
	Emergent	3	273	10%	81%
		2	348	13%	94%
		1	152	6%	100%
5	Commended	9	356	14%	14%
		8	299	11%	25%
		7	273	10%	35%
	Achieved	6	259	10%	45%
		5	280	11%	56%
		4	308	12%	67%
	Emergent	3	372	14%	81%
		2	307	12%	93%
		1	181	7%	100%
6	Commended	9	161	6%	6%
		8	255	9%	15%
		7	319	12%	27%
	Achieved	6	280	10%	37%
		5	416	15%	53%
		4	355	13%	66%
	Emergent	3	461	17%	83%
		2	283	10%	93%
		1	186	7%	100%
7	Commended	9	238	9%	9%
		8	345	13%	22%
		7	242	9%	30%
	Achieved	6	278	10%	41%
		5	521	19%	60%
		4	290	11%	71%
	Emergent	3	361	13%	84%
		2	257	9%	94%
		1	174	6%	100%

continued

Grade	Achievement Level	PL	N	Percent	Cumulative Percent
8	Commended	9	153	6%	6%
		8	316	12%	18%
		7	305	11%	29%
	Achieved	6	378	14%	43%
		5	491	19%	62%
		4	291	11%	73%
	Emergent	3	359	14%	86%
		2	206	8%	94%
		1	155	6%	100%
9	Commended	9	184	7%	7%
		8	547	21%	28%
		7	197	7%	35%
	Achieved	6	175	7%	42%
		5	411	16%	57%
		4	232	9%	66%
	Emergent	3	373	14%	80%
		2	351	13%	93%
		1	176	7%	100%
10	Commended	9	69	3%	3%
		8	277	11%	13%
		7	247	9%	22%
	Achieved	6	212	8%	31%
		5	686	26%	57%
		4	299	11%	68%
	Emergent	3	296	11%	79%
		2	323	12%	91%
		1	229	9%	100%

Table N-2. Florida Alternate Assessment: Performance-Level Distribution by Grade—Reading

Grade	Achievement Level	PL	N	Percent	Cumulative Percent
3	Commended	9	735	30%	30%
		8	306	12%	42%
		7	145	6%	48%
	Achieved	6	235	10%	58%
		5	199	8%	66%
		4	90	4%	70%
	Emergent	3	311	13%	82%
		2	260	11%	93%
		1	173	7%	100%
4	Commended	9	780	30%	30%
		8	396	15%	45%
		7	197	8%	52%
	Achieved	6	240	9%	62%
		5	216	8%	70%
		4	127	5%	75%

continued

Grade	Achievement Level	PL	N	Percent	Cumulative Percent
4	Emergent	3	251	10%	84%
		2	222	8%	93%
		1	188	7%	100%
5	Commended	9	597	22%	22%
		8	394	15%	37%
		7	309	12%	49%
	Achieved	6	269	10%	59%
		5	266	10%	69%
		4	106	4%	73%
	Emergent	3	277	10%	83%
		2	236	9%	92%
		1	203	8%	100%
6	Commended	9	475	18%	18%
		8	427	16%	33%
		7	410	15%	48%
	Achieved	6	204	8%	56%
		5	203	7%	63%
		4	249	9%	73%
	Emergent	3	276	10%	83%
		2	316	12%	94%
		1	154	6%	100%
7	Commended	9	368	14%	14%
		8	443	16%	30%
		7	404	15%	45%
	Achieved	6	247	9%	54%
		5	330	12%	66%
		4	201	7%	74%
	Emergent	3	283	10%	84%
		2	287	11%	95%
		1	143	5%	100%
8	Commended	9	355	13%	13%
		8	479	18%	31%
		7	385	14%	46%
	Achieved	6	232	9%	55%
		5	298	11%	66%
		4	205	8%	74%
	Emergent	3	318	12%	85%
		2	253	10%	95%
		1	133	5%	100%
9	Commended	9	207	8%	8%
		8	304	11%	19%
		7	543	20%	40%
	Achieved	6	225	8%	48%
		5	371	14%	62%
		4	223	8%	70%
	Emergent	3	399	15%	85%
		2	229	9%	94%
		1	166	6%	100%

continued

Grade	Achievement Level	PL	N	Percent	Cumulative Percent
10	Commended	9	243	9%	9%
		8	380	14%	24%
		7	453	17%	41%
	Achieved	6	261	10%	51%
		5	328	12%	63%
		4	169	6%	69%
	Emergent	3	363	14%	83%
		2	259	10%	93%
		1	188	7%	100%

Table N-3. Florida Alternate Assessment: Performance-Level Distribution by Grade—Science

Grade	Achievement Level	PL	N	Percent	Cumulative Percent
5	Commended	9	449	17%	17%
		8	328	13%	30%
		7	356	14%	43%
	Achieved	6	351	13%	57%
		5	198	8%	64%
		4	256	10%	74%
	Emergent	3	347	13%	87%
		2	205	8%	95%
		1	133	5%	100%
8	Commended	9	218	8%	8%
		8	243	9%	17%
		7	289	11%	28%
	Achieved	6	550	21%	49%
		5	353	13%	62%
		4	287	11%	73%
	Emergent	3	338	13%	86%
		2	249	9%	95%
		1	123	5%	100%
11	Commended	9	352	14%	14%
		8	247	10%	24%
		7	290	12%	36%
	Achieved	6	497	20%	56%
		5	290	12%	68%
		4	212	9%	77%
	Emergent	3	288	12%	88%
		2	177	7%	96%
		1	110	4%	100%

Table N-4. Florida Alternate Assessment: Performance-Level Distribution by Grade—Writing

Grade	*Achievement Level*	*PL*	*N*	*Percent*	*Cumulative Percent*
4	Commended	9	331	13%	13%
		8	422	16%	29%
		7	347	13%	42%
	Achieved	6	221	9%	51%
		5	316	12%	63%
		4	129	5%	68%
	Emergent	3	509	20%	88%
		2	201	8%	95%
		1	122	5%	100%
8	Commended	9	710	27%	27%
		8	365	14%	41%
		7	322	12%	53%
	Achieved	6	194	7%	60%
		5	245	9%	70%
		4	120	5%	74%
	Emergent	3	351	13%	87%
		2	190	7%	95%
		1	140	5%	100%
10	Commended	9	327	13%	13%
		8	440	17%	29%
		7	356	14%	43%
	Achieved	6	280	11%	54%
		5	230	9%	63%
		4	169	6%	69%
	Emergent	3	391	15%	84%
		2	248	9%	93%
		1	170	7%	100%