

**STATE BOARD OF EDUCATION**

**Action Item**

January 17, 2018

**SUBJECT:** Approval of Amendment to Rule 6A-1.09430, Statewide, Standardized Alternate Assessment Program Requirements

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**PROPOSED BOARD ACTION**

Amend the current rule to establish standards for each achievement level for use in reporting student proficiency levels for the Florida Standards Alternate Assessment (FSAA)—Performance Task Civics and U.S. History End-of-Course (EOC) assessments and for the FSAA—Datafolio English Language Arts (ELA), Mathematics, Science, and Social Studies assessments.

**AUTHORITY FOR STATE BOARD ACTION**

Section 1008.22(3), Florida Statutes

**EXECUTIVE SUMMARY**

Section 1008.22, Florida Statutes, requires that the State Board of Education (SBE) specify, by rule, the achievement levels for each statewide, standardized assessment, including the statewide, standardized alternate assessment. The baseline test administration of the FSAA—Performance Task Social Studies assessments and all FSAA—Datafolio assessments occurred during the 2016–2017 school year. The achievement level standards must, therefore, now be established for the FSAA—Performance Task Civics and U.S. History EOC assessments and the FSAA—Datafolio assessments for grades 3–10 ELA; grades 3–8 Mathematics; grades 5 and 8 Science; and the Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOC assessments. This amendment incorporates into rule achievement level standards that are needed to report a student’s achievement of the Florida Standards Access Points.

In addition, Section 1008.22(3)(e)1., F.S., requires that the SBE designate passing scores, by rule, for each statewide, standardized assessment; the passing score has been the minimum score in Achievement Level 3 for all statewide assessments with established achievement levels since the requirement was first implemented in rule in 2013.

The Department convened statewide committees and used established standard-setting processes to recommend achievement levels for each FSAA grade-level/subject test. The standard-setting process began with two committees of educators, one committee for FSAA—Performance Task Social Studies assessments and one for FSAA—Datafolio assessments. Each committee was composed of educators, including special education and content area specialists, most of whom were nominated by the alternate assessment coordinator for his or her school district. The committees met July 11–12, 2017, and proposed new achievement level standards based on their review of the assessments, informed by their experience with Florida’s educational standards and teaching Florida’s students with disabilities. The committees recommended separate standards by which to define achievement levels for the FSAA—Performance Task Social Studies assessments and the FSAA—Datafolio assessments. Each committee member made independent recommendations after extensive analysis, discussion with their colleagues, and a review of the simulated impact of these standards. Committee members evaluated how students’ scores should correspond to each achievement level to recommend achievement standards

for the FSAA—Performance Task Social Studies assessments and the FSAA—Datafolio ELA, Mathematics, Science, and Social Studies assessments.

The Commissioner reviewed both panels' recommendations, as well as public input received during and since the rule development workshop held on October 26, 2017. Public feedback is also solicited via an online form posted on the Department of Education's website. The achievement level standards proposed reflect the Commissioner's final recommendations based on the input from the educator panel and the public.

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**Supporting Documentation Included:** Proposed Rule 6A-1.09430, F.A.C.; Commissioner's Achievement Level Standards Recommendations; Educator Panel participation list; FSAA Implementation Timeline; and rule workshop PowerPoint presentation (under separate cover)

**Facilitator/Presenter:** Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement

**6A-1.09430 Statewide, Standardized Alternate Assessment Program Requirements.**

(1) Definitions. For the purpose of this rule, the following definitions shall apply:

(a) “Achievement level” means the level of content mastery a student has acquired in a particular subject as measured by a statewide, standardized alternate assessment. Achievement levels for the Florida Standards Alternate Assessment (FSAA)—Performance Task range from one (1) through four (4), with level 1 being the lowest achievement level, level 4 being the highest achievement level, and level 3 indicating satisfactory performance on the assessment. Achievement levels for the FSAA—Datafolio range from one (1) to three (3), with level 1 being the lowest achievement level, and level 3 indicating satisfactory performance on the assessment.

(b) “Alternate achievement standards” means state academic content standards that are aligned to grade-level achievement standards with reduced levels of complexity, designed to provide students with a significant cognitive disability access to the general curriculum.

(c)(b) “Baseline year” means the first school year in which an assessment is administered. Achievement levels are established using the results from the baseline year.

(d)(e) “Eligible students” means students who are eligible to participate in the statewide, standardized alternate assessment based upon subsection (5) of Rule 6A-1.0943, F.A.C.

(e) “Level of Assistance” (LOA) means the assistance a teacher provides in order for a student participating in the FSAA—Datafolio to meaningfully engage in academic content.

(2) through (c) No change.

(d)(e) As appropriate, developed in consultation with teachers and other appropriate professionals and shall be approved by the Commissioner prior to being administered to students.

(3) The alternate assessment program shall include comprehensive assessments in English Language Arts (ELA), Mathematics, Science, ~~Social Studies~~, and Access end-of-course (EOC) assessments.

(a) through (d) No change.

(4) The alternative assessment program is designed for a student with a significant cognitive disability and includes the FSAA—Performance Task and the FSAA—Datafolio assessments. The decisions of whether a student is eligible to participate in the alternative assessment program and whether the student should participate in the FSAA—Performance Task or FSAA—Datafolio assessments is determined by the student’s Individual Educational Plan (IEP) team in accordance with Rule 6A-1.0943, F.A.C.

(a) The FSAA—Performance Task is designed for a student with a significant cognitive disability who can make meaningful independent choices and requires direct instruction based on access points. The FSAA—Performance Task measures a student’s academic performance based on the access points. The four (4) achievement levels are established based on scale scores.

(b) The FSAA—Datafolio is designed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and who may be working at pre-academic levels. The FSAA—Datafolio measures a student’s progress toward meeting individualized goals established for the student in two areas: level of assistance and knowledge of access points. A student receives a progress score assigned to each of the three (3) alternate achievement standards assessed in each content area. Progress scores range from zero (0) to five (5).

(5)(4) The statewide FSAA—Performance Task alternate assessment program shall be administered as follows:

(a) ~~Beginning with the 2015-2016 school year, A~~ all eligible students in grades three through ten shall take the FSAA—Performance Task alternate ELA assessment (baseline year 2015-2016).

(b) ~~Beginning with the 2015-2016 school year, A~~ all eligible students in grades three through eight shall take the FSAA—Performance Task alternate Mathematics assessment (baseline year 2015-2016).

(c) ~~Beginning with the 2015-2016 school year, A~~ all eligible students in grades five and eight shall take the FSAA—Performance Task alternate Science assessment (baseline year 2015-2016).

(d) ~~Beginning with the 2015-2016 school year, A~~ all eligible students enrolled in a high school Access Algebra 1 or equivalent course must take the FSAA—Performance Task Access alternate Algebra 1 EOC assessment (baseline year 2015-2016); all eligible students enrolled in a high school Access Biology 1 or equivalent course must take the FSAA—Performance Task Access alternate Biology 1 EOC assessment (baseline year 2015-2016); all eligible students enrolled in a high school Access Geometry or equivalent course must take the FSAA—Performance Task Access the alternate Geometry EOC assessment (baseline year 2015-2016);-

(e) ~~Beginning with the 2016-2017 school year, all~~ eligible students enrolled in a high school Access United States History or equivalent course must take the FSAA—Performance Task Access alternate United States History EOC assessment (baseline year 2016-2017);-

(f) ~~Beginning with the 2016-2017 school year, and~~ all eligible students enrolled in a middle schools Access Civics education course must take the FSAA—Performance Task Access alternate Civics EOC assessment (baseline

year 2016-2017).

(e)(g) Provisions shall be made by the Commissioner to permit the test to be administered to home school students and private school students pursuant to Sections 1002.39 and 1002.395, F.S., under conditions which preserve the security of the assessment and require the public school districts to be responsible for the test administration procedures and requirements of Rule 6A-10.042, F.A.C.

(6) The statewide FSAA—Datafolio alternate assessment program shall be administered as follows:

(a) All eligible students in grades three through ten shall take the FSAA—Datafolio ELA assessment (baseline year 2016-2017).

(b) All eligible students in grades three through eight shall take the FSAA—Datafolio Mathematics assessment (baseline year 2016-2017).

(c) All eligible students in grades five and eight shall take the FSAA—Datafolio Science assessment (baseline year 2016-2017).

(d) All eligible students enrolled in a high school Access Algebra 1 or equivalent course must take the FSAA—Datafolio Access Algebra 1 EOC assessment (baseline year 2016-2017); all eligible students enrolled in a high school Access Biology 1 or equivalent course must take the FSAA—Datafolio Access Biology 1 EOC assessment (baseline year 2016-2017); all eligible students enrolled in a high school Access Geometry or equivalent course must take the FSAA—Datafolio Access Geometry EOC assessment (baseline year 2016-2017); all eligible students enrolled in a high school Access United States History or equivalent course must take the FSAA—Datafolio Access United States History EOC assessment (baseline year 2016-2017); and all eligible students enrolled in a middle school Access Civics education course must take the FSAA—Datafolio Access Civics EOC assessment (baseline year 2016-2017).

(e) Provisions shall be made by the Commissioner to permit the test to be administered to home school students and private school students pursuant to Sections 1002.39 and 1002.395, F.S., under conditions which preserve the security of the assessment and require the public school districts to be responsible for the test administration procedures and requirements of Rule 6A-10.042, F.A.C.

(7)(f) Examinee scores on statewide alternate ELA, Mathematics, Science, and EOC assessments shall be reported by the use of achievement levels determined by the baseline year assessment administered according to the schedule established in subsections (4) and (5) of this rule.

(a) The achievement levels for the statewide FSAA—Performance Task ~~alternate~~ assessments are as shown in the following tables:

Statewide FSAA—Performance Task ~~alternate~~ ELA assessment standards (540 to 660) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4
3	540-582	583-598	599-617	618-660
4	540-581	582-596	597-617	618-660
5	540-582	583-598	599-617	618-660
6	540-582	583-598	599-617	618-660
7	540-582	583-598	599-617	618-660
8	540-581	582-597	598-613	614-660
9	540-581	582-597	598-619	620-660
10	540-583	584-597	598-616	617-660

Statewide FSAA—Performance Task ~~alternate~~ Mathematics assessment standards (540 to 660) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4
3	540-585	586-599	600-616	617-660
4	540-586	587-598	599-617	618-660
5	540-585	586-599	600-616	617-660
6	540-585	586-599	600-616	617-660
7	540-586	587-599	600-616	617-660
8	540-585	586-597	598-614	615-660

Statewide FSAA—Performance Task ~~alternate~~ Science assessment standards (540 to 660) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4
5	540-579	580-598	599-615	616-660
8	540-579	580-599	600-618	619-660

~~(b) The achievement levels for the statewide alternate EOC assessments are as shown in the following tables:~~

Statewide FSAA—Performance Task Access ~~alternate~~ Algebra 1 EOC assessment standards (725 to 875) for each achievement level:

Level 1	Level 2	Level 3	Level 4
725-773	774-796	797-822	823-875

Statewide FSAA—Performance Task Access ~~alternate~~ Biology 1 EOC assessment standards (725 to 875) for each achievement level:

Level 1	Level 2	Level 3	Level 4
725-772	773-794	795-822	823-875

Statewide FSAA—Performance Task Access ~~alternate~~ Geometry EOC assessment standards (725 to 875) for each achievement level:

Level 1	Level 2	Level 3	Level 4
725-776	777-798	799-826	827-875

Statewide FSAA—Performance Task Access Civics EOC assessment standards (725 to 875) for each achievement level:

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<u>725-772</u>	<u>773-795</u>	<u>796-817</u>	<u>818-875</u>

Statewide FSAA—Performance Task United States History EOC assessment standards (725 to 875) for each achievement level:

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<u>725-777</u>	<u>778-791</u>	<u>792-817</u>	<u>818-875</u>

(b) The achievement levels for the statewide FSAA—Datafolio assessments are as shown below:

Statewide FSAA—Datafolio assessment standards for ELA; Mathematics; Science; and Access Civics, Access Algebra 1, Access Geometry, Access Biology 1, and Access United States History EOC assessments for each achievement level: Level 1: The progress scores for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard. Level 2: The progress scores for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard. Level 3: The progress scores for each of the three (3) standards in the content area include a 3 or higher in at least two (2) standards.

~~(8)(7)~~ The assessments shall be administered according to a schedule approved by the Commissioner.

*Rulemaking Authority 1001.02, 1008.22, 1008.25 FS. Law Implemented 1001.02, 1001.11, 1008.22, 1008.25 FS.*

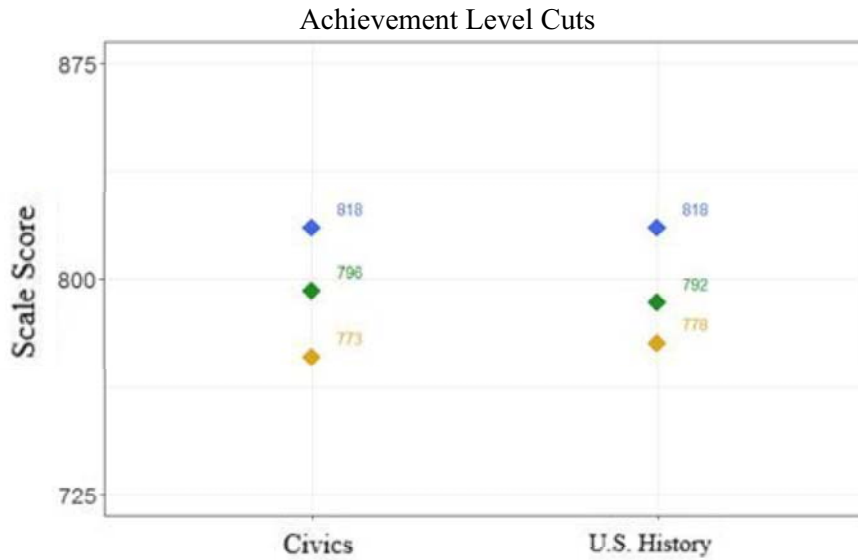
*History—New 5-3-10, Amended 6-20-17.*





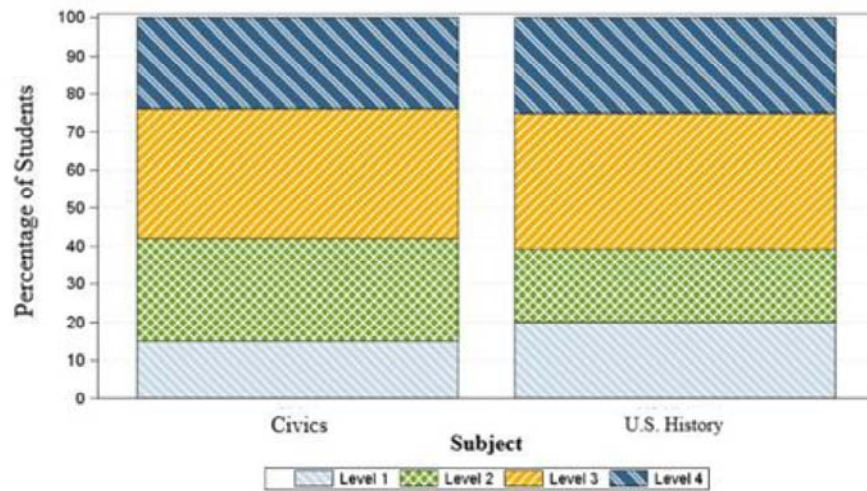
### Commissioner’s Achievement Level Standards Recommendations

#### FSAA—Performance Task Social Studies



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Percentage of Students at or Above Each Achievement Level



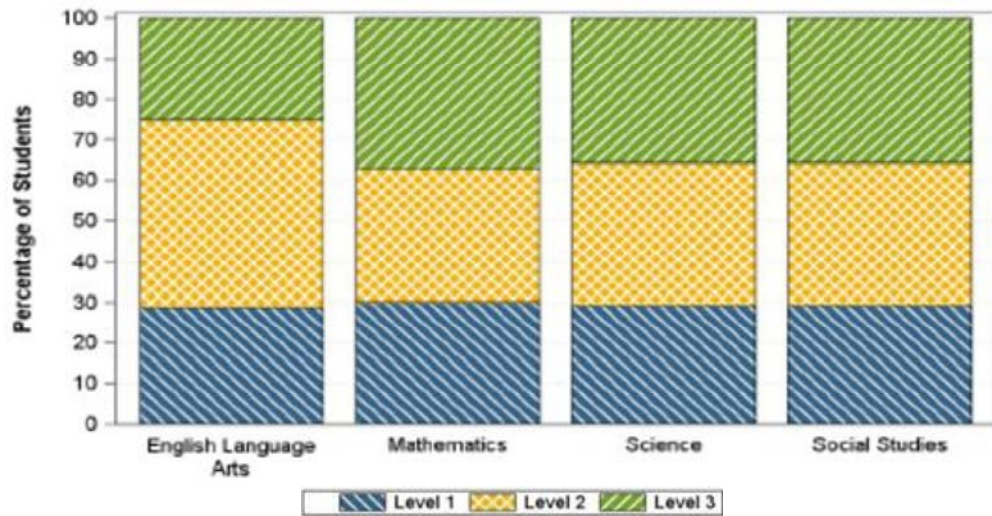
Achievement Level	Percent	
	Civics	U.S. History
Level 4	24%	25%
Level 3	34%	36%
Level 2	27%	19%
Level 1	15%	20%

FSAA—Datafolio English Language Arts (ELA), Mathematics, Science, and Social Studies Assessments

Achievement Level Standards

<b>Level 3</b>	The combination of scores for each of the three standards in the content area includes a 3 or higher in at least two standards.
<b>Level 2</b>	The combination of scores for each of the three standards assessed in the content area includes at least a 2 in at least one standard.
<b>Level 1</b>	The combination of scores for each of the three standards assessed in the content area includes a 1 in at least one standard but does not include a 2 or higher on any standard.

Percentage of Students at or Above Each Achievement Level



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Achievement Level	Percent			
	ELA	Mathematics	Science	Social Studies
<b>Level 3</b>	25%	37%	36%	36%
<b>Level 2</b>	46%	33%	35%	35%
<b>Level 1</b>	29%	30%	29%	29%



FSAA Standard Setting  
July 2017 Educator Panel Participation List

First Name	Last Name	District	Current Position	Committee
<b>FSAA—Performance Task Social Studies Assessments</b>				
Leo	Booth	Flagler	General Education Teacher	Civics
Krishna	Chandra Das	Dade	General Education Teacher	
Robin	Harwell	FSDB	Educational Diagnostician	
Amy	Jacobson	Broward	General Education Teacher	
Tara	Logiudice	Collier	Special Education Teacher	
Rebecca	Marquez	Orange	Special Education Teacher	
Christopher	Salamone	Pinellas	High School ESE Instructional Specialist	
Katherine	Shattuck	Putnam	Special Education Teacher	
Jacquelyn	Stokes-Taylor	Washington	General Education Teacher	
Devin	Watson	Osceola	General Education Teacher	
Melissa	Franklin	Okaloosa	General Education Teacher	U.S. History
Laurester	Kelly	Palm Beach	Special Education Teacher	
Martha	Leslie	Washington	Special Education Teacher	
Justine	Micalizzi	FDLRS/NEFEC	Human Resources Development Specialist	
Jennifer	Middleswart	Putnam	Special Education Teacher	
Kenneth	Sparkman	Taylor	General Education Teacher	
Sally	Walden	Bay	General Education Teacher	
<b>FSAA—Datafolio Assessments</b>				
Tracy	Harris	Orange	Special Education Teacher	English Language Arts
John	Roques	Dade	Special Education Teacher	
Brittny	Sanders	Sumter	General Education Teacher	
Nancy	Sokoloff	Palm Beach	Special Education Teacher	
Kathleen	Bussendorf	Brevard	General Education Teacher	Mathematics
Catherine	Giles	Broward	Special Education Teacher	
Kenny	Hodges	Polk	Special Education Teacher	
Suzette	West	Orange	Special Education Teacher	
Michael	Rosen	Volusia	Special Education Teacher	Science
Jessica	Shafer	Monroe	Special Education Teacher	
Suzanne	Towner	Charlotte	General Education Curriculum Coordinator	
Nancy	Tucker	Lee	Special Education Teacher	
Nancy	Mcelligott	Broward	Special Education Teacher	Social Studies
Novelette	Pitt	Broward	Special Education Teacher	
Penelope	Reinman	Broward	Special Education Teacher	
Jacqueline	Wilson	Washington	General Education Teacher	



**Florida Standards  
Alternate Assessment**  
PERFORMANCE TASK



**Florida Standards  
Alternate Assessment**  
DATAFOLIO

**Implementation Timeline  
Florida Standards Alternate Assessment (FSAA)**

<b>Date(s)</b>	<b>FSAA—Performance Task</b>	<b>FSAA—Datafolio</b>
February 29– March 5, 2016	Baseline administration of FSAA—Performance Task English Language Arts (ELA), Mathematics, and Science assessments (reported number and percent correct by task level; administration used for impact data during standard setting)	
September 2016– February 2017		Baseline administration of FSAA—Datafolio ELA, Mathematics, Science, and Social Studies assessments (reported progress rubric score by standard; administration used for impact data during standard setting)
December 5–6, 2016	Content experts defined the Achievement Level Descriptions (ALDs) for all FSAA—Performance Task assessments	
February 14–17, 2017	Standard Setting meetings for FSAA—Performance Task ELA, Mathematics, and Science assessments	
April 12–13, 2017		Content experts defined the Achievement Level Descriptions (ALDs) for all FSAA—Datafolio assessments
February 27– April 28, 2017	Baseline administration for FSAA—Performance Task Social Studies assessments (reported number and percent correct by task level; administration used for impact data during standard setting)	
May 16, 2017	State Board of Education approves achievement level standards for FSAA—Performance Task ELA, Mathematics, and Science assessments	
July 11–12, 2017	Educator panels convened to review ALDs and test content and make recommendations for FSAA—Performance Task Social Studies and FSAA—Datafolio achievement level standards	
October 26, 2017	Rule Workshop held to gather public input on the Education Panels’ recommendations for FSAA—Performance Task Social Studies and FSAA—Datafolio achievement level standards (feedback form also posted to department website for public comment)	
January 17, 2017	Proposed rule amendment with the Commissioner’s recommended achievement level standards for FSAA—Performance Task Social Studies and FSAA—Datafolio achievement level standards presented to the State Board of Education	
June 2018	2017–2018 FSAA administration results reported by new achievement levels	

\*Gray rows indicate milestones related to FSAA—Performance Task assessments for which the State Board of Education has already adopted achievement level standards.