



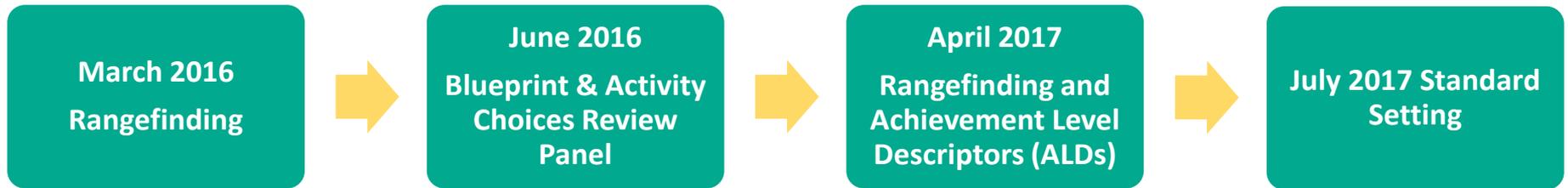
Florida Standards Alternate Assessment- Datafolio

Technical Advisory Committee



FSAA–Datafolio Milestones

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FSAA–Datafolio Program Overview

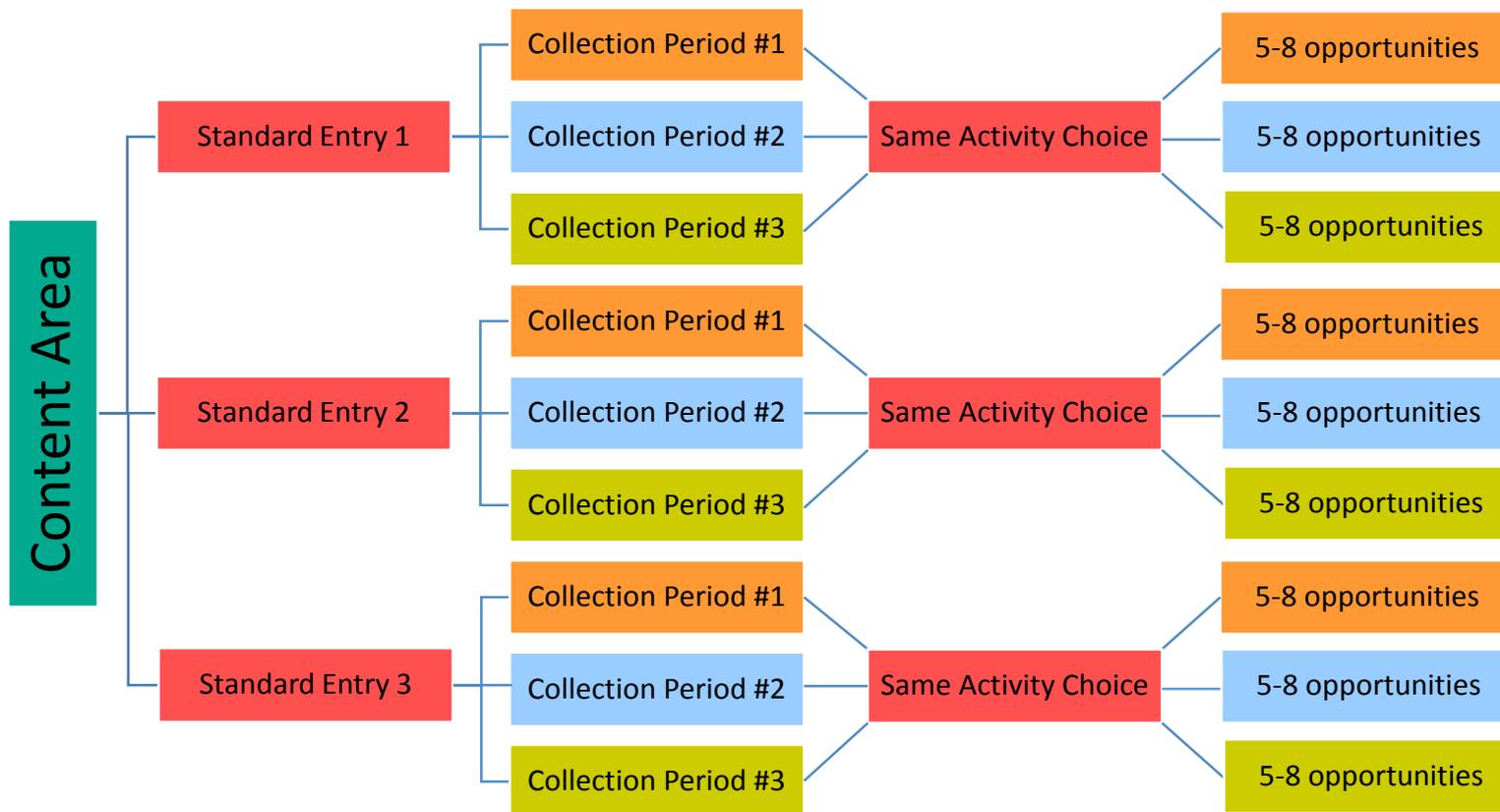
FSAA–Datafolio Overview

- Target population: the “1% of 1%”
- Students with...
 - the most significant cognitive disabilities, AND
 - little or no formal communication skills
- Students appropriate for FSAA–Datafolio may...
 - be medically complex/medically fragile
 - receive hospital/homebound services
 - require the most intensive services and supports in educational settings for academics and activities of daily living

FSAA–Datafolio Overview

- Portfolio-based assessment with online platform for uploading evidence
- Administered individually in the classroom setting as an integrated part of instruction
- Evidence collected three times per year
 - Observations, work products, or digital recordings
- Activities are aligned to standards being taught using classroom instructional materials
- Focus on increasing student independence of access to curriculum through levels of assistance

FSAA–Datafolio Content Area Overview



Blueprint & Activity Choices—Grade 3 ELA Example

Reporting Category	Domain/Strand	Genre	Cluster 1: Conventions of Standard English				
Language and Editing	Language	Literature or Informational	STANDARD CODE	<p>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize appropriate words in titles.</p> <p>2b. Use commas in addresses.</p> <p>2c. Use commas and quotation marks in dialogue.</p> <p>2d. Form and use possessives.</p> <p>2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
				ACCESS POINT CODE	<p>Access Point Standard: Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p>		
			LAFS.3.L.1.2	LAFS.3.L.1.AP.2a	Essential Understandings	Activity Choices	Examples
					<ul style="list-style-type: none"> ➤ Capitalize the first word in a sentence. ➤ Capitalize dates. ➤ Capitalize names of people. ➤ Capitalize proper nouns. 	<p>Choice 1: Capitalize the first word in a sentence.</p>	<p>1. The student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? Response: will vary</p>
			<p>Choice 2: Capitalize dates.</p>	<p>2. The student is presented with and read a sentence and three response options. Which part of the date (day of week/month/day/year), needs to be capitalized? Response: indicates month and/or day of week</p>			
				<p>Choice 3: Capitalize proper nouns.</p>	<p>3. The student is presented with and read a sentence and three response options. Which proper nouns need to be capitalized? Response: names of people, geographic names, holidays, product names</p>		



Levels of Assistance

Levels of Assistance (LOAs)

- Level of support provided by the teacher to help the student access the curriculum
- Forms a continuum from the most assistance provided by the teacher (least independence on the part of the student) to the least assistance provided by the teacher (most independence on the part of the student)
- Progression is generally sequential from one LOA to the next

Levels of Assistance (LOA) Summary

- Non-Engagement
 - student actively refuses to engage in activity
- Physical Assistance
 - hand over hand, teacher physically guides to correct response
- Gestural Assistance
 - teacher gestures to correct response, student selects answer
- Verbal Assistance
 - teacher tells student correct response, student selects answer
- Modeling Assistance
 - teacher models how to arrive at a correct response, student applies and selects answer
- Independent
 - No assistance required

Why do we use Levels of Assistance (LOA)?

- Reflect classroom practices and implementation of supports that are typically provided to the student to help him/her respond
- Demonstrate progress at a more reflective rate of increase for population
- Acknowledge the variety of teacher supports required for students to access the curriculum while providing a mechanism for demonstrating growth



FSAA–Datafolio Administration Process

The FSAA—Datafolio Process

Determine Eligibility



Determine Baseline Level of
Assistance (LOA)



Administer the Assessment



Score the Assessment

Administration Process

1. Identify that the student is appropriate for the FSAA–Datafolio assessment.
2. Identify the Activity Choices for Assessment.
3. Develop an Instructional Plan to Assess the Student.
4. Gather Collection Period #1 Evidence.
5. Establish Level of Assistance (LOA) Goals.



Administration Process (cont'd)

6. Create and Upload Electronic Files.
7. Provide Instruction, Gather and Upload Evidence during Collection Periods #2 and #3.
8. Complete and Upload the Required Forms.

