

Florida Alternate Assessment



SGIC
February 8, 2012

Who Takes the Florida Alternate Assessment?

- Students with the most significant cognitive disabilities for whom the Florida Comprehensive Assessment Test (FCAT) is not appropriate
- Decisions are made by the Individual Educational Plan (IEP) team using the Participation Checklist
- www.fldoe.org/asp/altassessment.asp



Who Takes the Florida Alternate Assessment?

- IEP Team determines that **all four statements** accurately characterize the student's current educational situation:
 - The student has a significant cognitive disability.
 - The student is unable to master grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.



Who Takes the Florida Alternate Assessment?

- The student is participating in a curriculum based on the state standards access points for all academic areas.
- The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.



What Are Students Tested On?

- Florida Alternate Assessment is based on the Next Generation Sunshine State Standards (NGSSS) Access Points.
- Access Points for Students with Significant Cognitive Disabilities reflect the key concepts of the NGSSS with reduced level of complexity.
 - Independent
 - Supported
 - Participatory



How Are Access Points Used?

- Access Points are used to drive the curriculum, instructional strategies, and assessment. The concepts and skills addressed in the access points should be the focus of what is taught to students.
- Access Points information and resources at www.floridastandards.org/homepage/index.aspx



Florida Alternate Assessment

- Includes four subjects
 - Reading (grades 3-10)
 - Math (grades 3 – 10)
 - Writing (grades 4, 8, & 10)
 - Science (grades 5, 8, & 11)

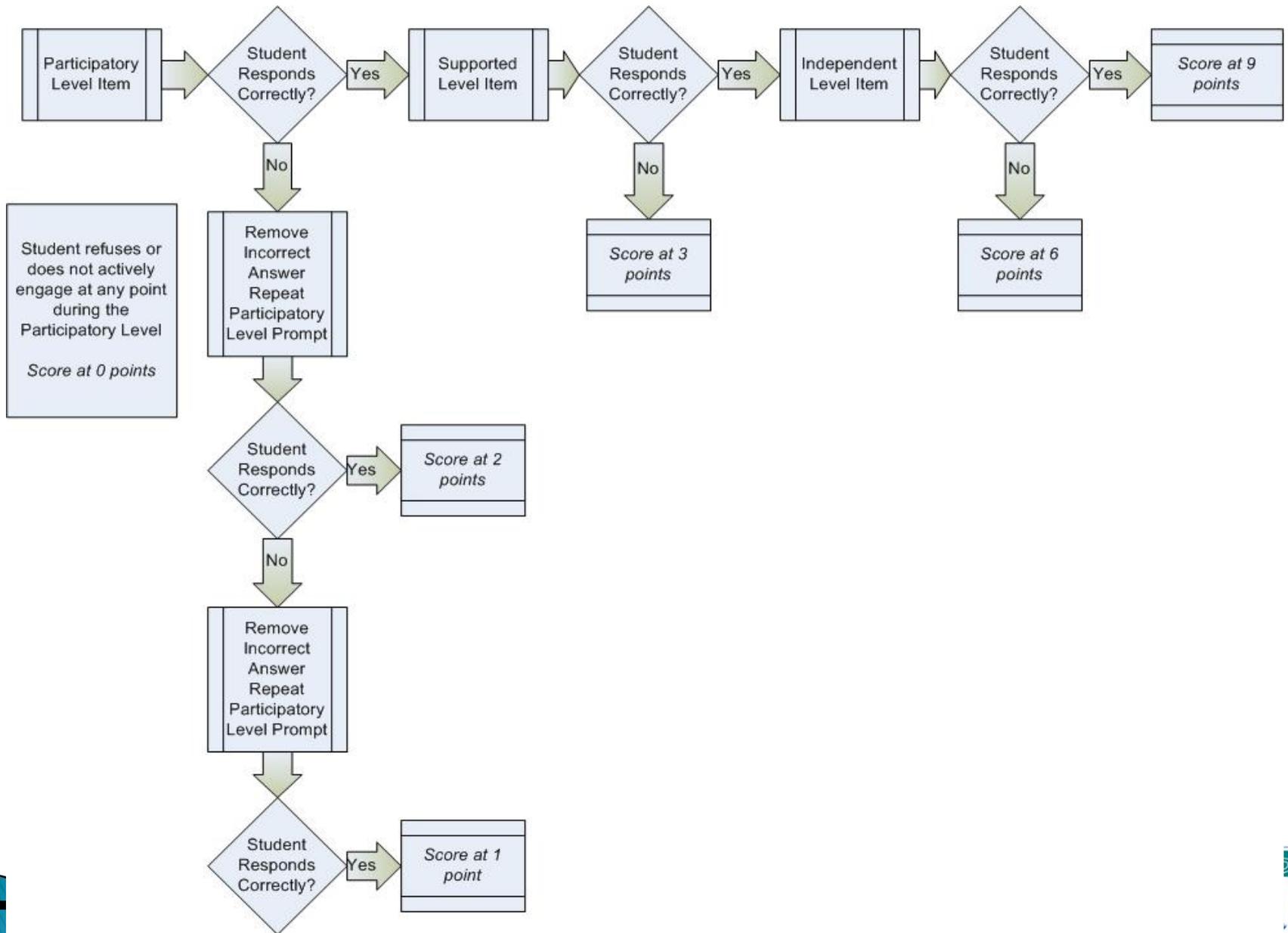


Assessment Design

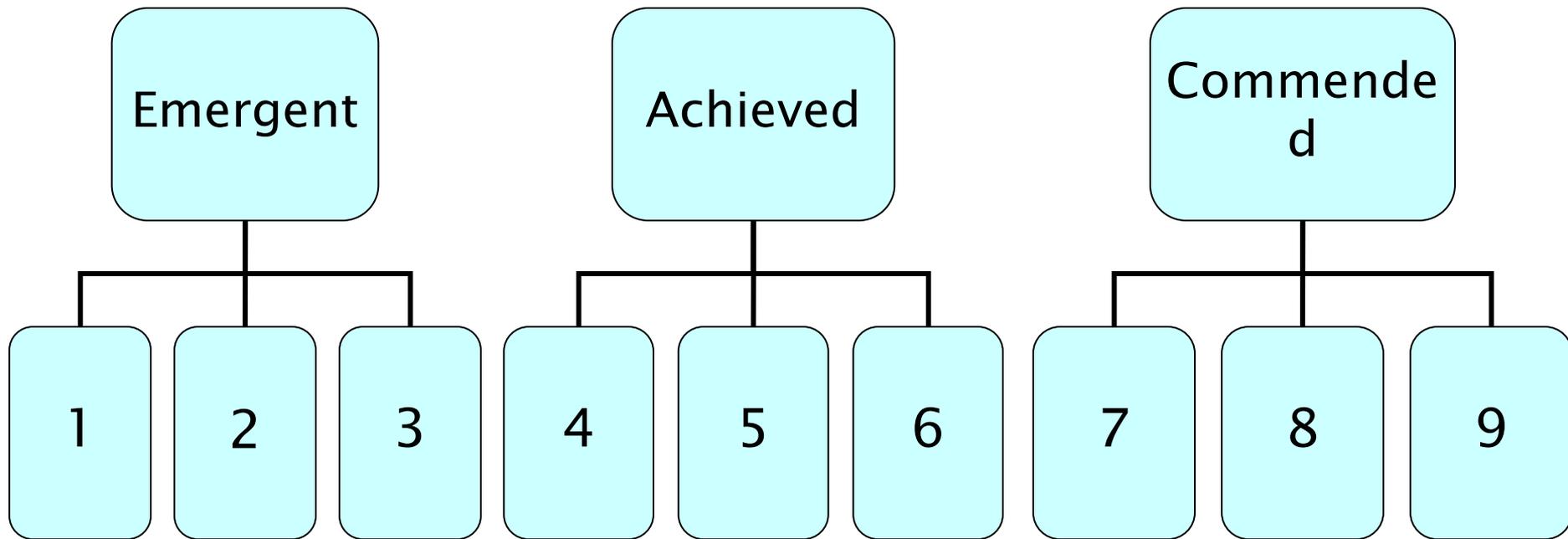
- 20 Items per subject area (4 are embedded field test items)
- Three questions within each item aligned to the 3 levels of access points and increasing in complexity
- Scaffolding provided at first level
- Item scoring: 0, 1, 2, 3, 6, 9
- Total possible raw score = 144

Assessment Design

- Individually administered by certified teacher who knows the student
- Two month window for administration
- Untimed
- Adaptations and Accommodations
 - Uncontracted braille and tactile graphics
 - Object exchange
 - Single sided response booklets for cut out
- Annual teacher training



Florida Alternate Assessment Performance Categories and Levels



Assessment Timelines

2012 Florida Alternate Assessment	
Assessment Materials in Districts	No later than January 9, 2012
Administration Window	Upon receipt of assessment materials – return of assessment materials
Return of Materials	Received by Piedra Data Services no later than March 5, 2012



Results

- »» A look at Student Performance Across the State



Overall results

- ▶ Approximately 20,000 students take the Florida Alternate Assessment each year
- ▶ Between 65% and 70% are considered proficient annually in reading and in math



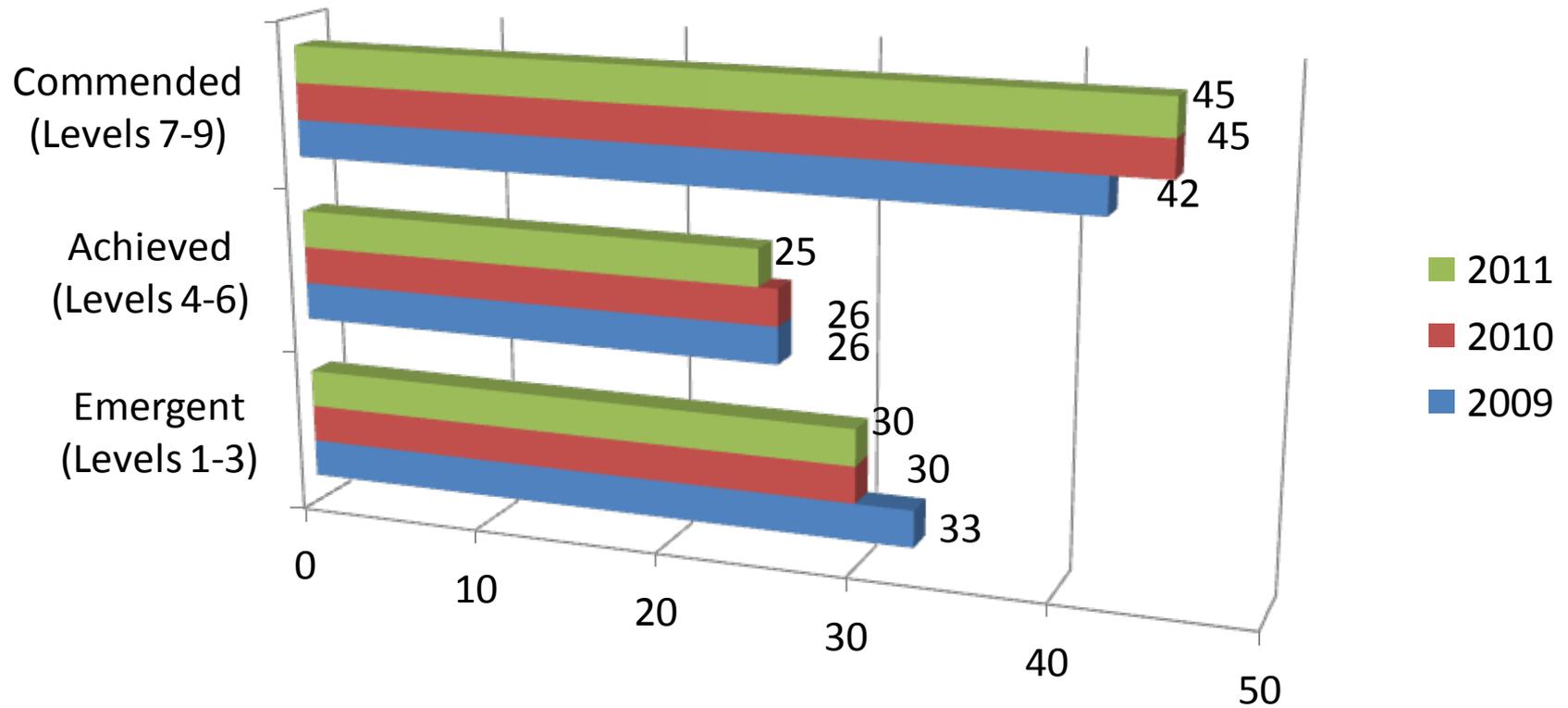
Results by Academic Area

- ▶ Reading 2011 [2010] (2009)*
 - Emergent = 30% [30%] (33%)
 - Achieved = 25% [26%] (26%)
 - Commended = 45% [45%](42%)
- ▶ Mathematics 2011 [2010] (2009)*
 - Emergent = 32% [31%] (34%)
 - Achieved = 37% [38%] (37%)
 - Commended = 29% [32%] (29%)

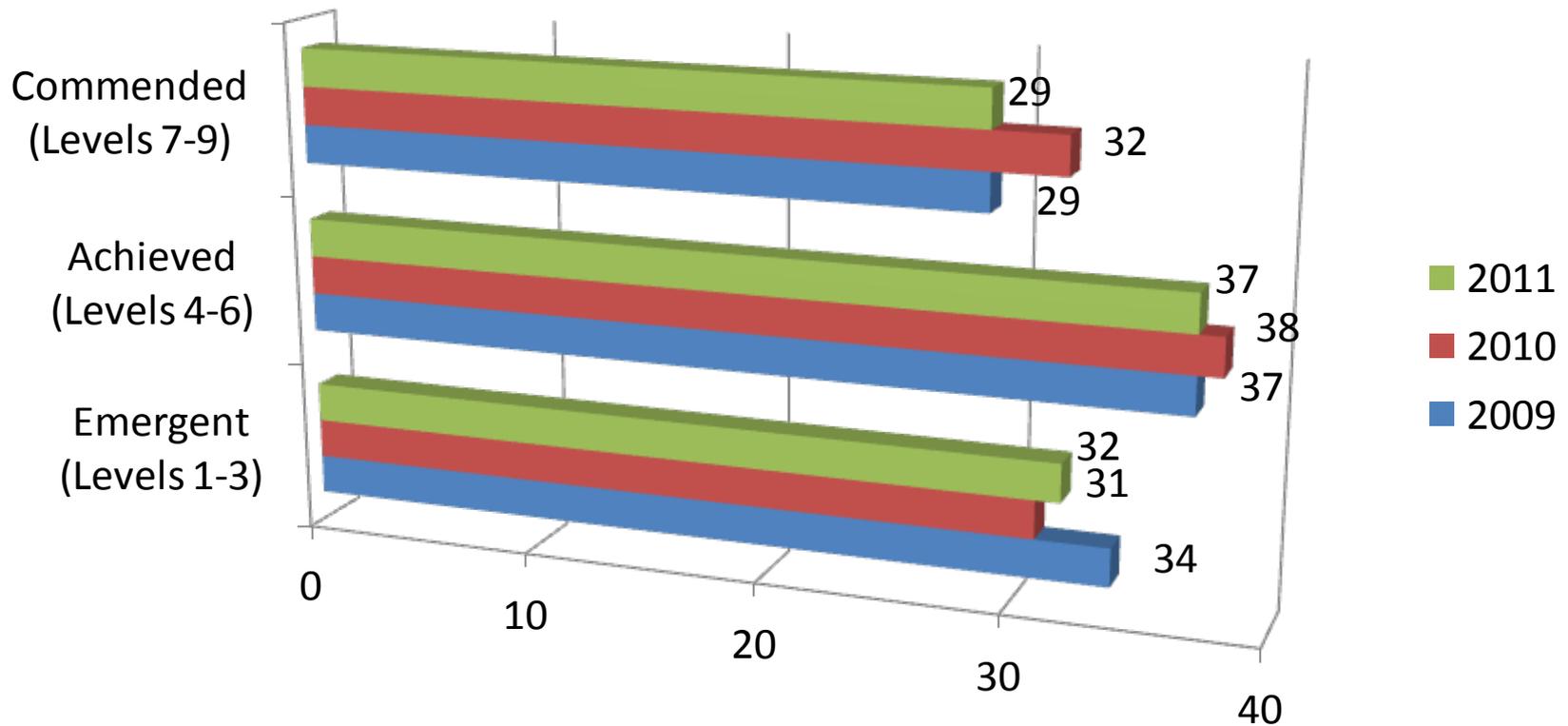
* Percentages have been rounded and therefore may not sum to exactly 100%



Reading Results



Mathematics Results



2010-11 Validity Studies



Technical Advisory Committee

- ▶ Dr. Claudia Flowers, UNCC
- ▶ Dr. Stephen Sireci, UMass at Amherst
- ▶ Dr. Charles DePascale, NCIEA



Item Characteristics Study

- ▶ Empirically test and validate increasing levels of complexity within item sets
- ▶ Fall 2010 administration of full item sets (no scaffolding) in 6 grade levels in reading and math
- ▶ Results:
 - P values ordered as expected for 209 out of 240 cases (case=one item set)
 - Analysis of variance indicated complexity factor was statistically significant

FAA Student Growth Model

- ▶ Currently growth is defined as
 - Proficient students (performance level 4 or higher) who maintain prior year proficiency level or increase level
 - Non-proficient students (performance levels 1–3) who move up a level from prior year

Proposed FAA Growth Model

- ▶ An increase in performance level or
- ▶ Sustaining a proficient performance level or
- ▶ Remaining within a non-proficient level and an increase in raw score points by more than what is expected by chance as defined by the standard error of the difference score

Application of Growth Model

Number and Percentage of Nonproficient Students Remaining within Performance Level
Increasing Raw Scores by 11 or more points
2007-08, 2008-09, and 2009-10 Florida Alternate Assessment

Year 1 to Year 2					Year 2 to Year 3				
Reading	Remained in level		Score Increase 11+ pts.		Reading	Remained in level		Score Increase 11+ pts.	
	#	% of Total	#	% of Level		#	% of Total	#	% of Level
Level 1	730	47%	91	12%	Level 1	611	44%	87	14%
Level 2	383	25%	7	2%	Level 2	400	29%	16	4%
Level 3	424	28%	35	8%	Level 3	372	27%	27	7%
Total	1537		133	9%	Total	1383		130	9%

Year 1 to Year 2					Year 2 to Year 3				
Math	Remained in level		Score Increase 11+ pts.		Math	Remained in level		Score Increase 11+ pts.	
	#	% of Total	#	% of Level		#	% of Total	#	% of Level
Level 1	720	46%	95	13%	Level 1	620	42%	79	13%
Level 2	363	23%	12	3%	Level 2	416	28%	17	4%
Level 3	478	31%	30	6%	Level 3	435	30%	16	4%
Total	1561		137	9%	Total	1471		112	8%



Thank You

Karen Denbroeder
Bureau of Exceptional Education and Student
Services

Karen.Denbroeder@fldoe.org

<http://www.fldoe.org/asp/altassessment.asp>

