

## Can my child that is instructed on Access Points participate in the general education classroom?

Yes. A student with a disability is not removed from education in a general education classroom solely because of modifications to the curriculum. These students can participate in a general education classroom with the support of an ESE teacher. In addition, a general education teacher who is dually certified in both the content area and ESE may support the student directly.

## Can instruction on Access Points impact my child's future after graduation?

Yes. Instruction on Access Points can limit your child's options in the future because the standards are at a lower complexity. This may impact graduation, getting a job, enlisting in the military and education opportunities after high school. The IEP team will need to consider all factors and make a decision that is best for each individual student.

## ADDITIONAL RESOURCES

ACCESS Project:  
<https://accesstofls.org/>

Centers for Autism & Related Disabilities (CARD):  
<https://florida-card.org/map.htm>

FAA Portal:  
<https://faa.fsassessments.org/>

Florida Diagnostic Learning and Resources System (FDLRS):  
<https://www.fdlrs.org/find-a-center>

FIN:  
<https://fin-network.org/>

Rule 6A-1.0943, Florida Administrative Code, Statewide Assessment for Students with Disabilities:  
<https://flrules.org/gateway/ruleNo.asp?id=6A-1.0943>

## CONTACT US

Florida Department of Education  
Bureau of Exceptional Education and Student Services (BEESS)

Turlington Building  
325 W Gaines Street  
Tallahassee, FL 32399

[BEESSSupport@fldoe.org](mailto:BEESSSupport@fldoe.org)

850-245-0475



**FREQUENTLY ASKED  
QUESTIONS ABOUT  
ACCESS POINTS -  
ALTERNATE ACADEMIC  
ACHIEVEMENT  
STANDARDS AND  
FLORIDA ALTERNATE  
ASSESSMENT**



## Federal Assessment Requirements

The Individuals with Disabilities Education Act requires that all students, including students with disabilities (SWDs), must take statewide assessments every year. Most SWDs take the same tests as other students, which follow general education standards. SWDs may be provided accommodations for assessments as documented on their individual educational plan (IEP). Students with the most significant cognitive disabilities may participate in an alternate assessment that is fully aligned with alternate academic achievement standards. About 1% of SWDs participate in the alternate assessment.



## How is the “most significant cognitive disability” defined in Florida?

In Florida, a “most significant cognitive disability” is described as a global cognitive impairment that impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome. Generally, this is verified by a statistically significant below average global cognitive score that is within the first percentile rank (full scale, intellectual quotient score of 67 or below) of the assessment used.

## What is the Florida Alternate Assessment (FAA)?

The FAA is an alternate assessment for students with the most significant cognitive disabilities in Florida. It is designed for students whose participation in the general statewide assessment program is not appropriate, even with all allowable accommodations. The FAA is fully aligned to Florida’s alternate academic achievement standards, known as Access Points. The FAA program includes two components: the FAA - Performance Task and FAA - Datafolio. The FAA - Performance Task is designed to assess students at three levels of complexity and results are reported through achievement levels. The FAA - Datafolio is designed to address the needs of a small population of students who typically do not have a formal mode of communication and may be working at pre-academic levels.



## What are Access Points – Alternate Academic Achievement Standards (AP-AAAS)?

Access Points - Alternate Academic Achievement Standards are developed from general education standards but are changes to what a student is expected to learn and may include adjustments to content, requirements and expected level of mastery.

## What important data should the IEP team consider?

- Multi-tiered system of supports and interventions
- Progress monitoring data
- Classwork performance
- Supplementary aids and services
- Accommodations
- Assistive technology
- All other important data

## Who decides if my child can be instructed on Access Points and take the FAA?

After determining that your child has a most significant cognitive disability, and reviewing all evidence and data, the decision must be made by the IEP team and recorded on the IEP. Written parent or guardian consent must be documented for participation in both Access Points instruction and the FAA.

## If my child took the FAA last year, can they take the Florida Assessment of Student Thinking (FAST) next year?

Yes. Every year, the IEP team determines what the most appropriate state assessment is for the student. If the IEP team decides your child should take the FAST or another statewide, general assessment, he or she will also need to be instructed in general education standards.