Florida Standards Alternate Assessment
Performance Task

Test Design, Blueprints, and Item Specifications for English Language Arts, Mathematics, and Science

2015–2016 Development

Prepared by Measured Progress for the
Florida Department of Education

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Introduction

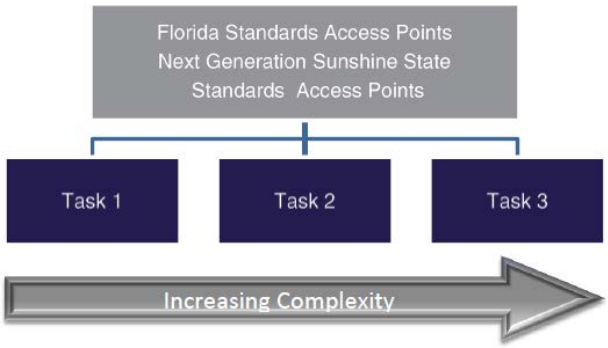
The Florida Standards Alternate Assessment (FSAA) *Item Specifications* are based upon the Florida Standards and the Florida Course Descriptions as provided in CPALMs. The *Item Specifications* are a resource that defines the content and format of the assessment.

Purpose of the Item Specifications

The *Item Specifications* define the expectations for content, standards alignment, and format of assessment items for the FSAA. The *Item Specifications* are intended for use by item writers and reviewers in the development of high-quality assessment items.

Design Overview

The Florida Standards Alternate Assessment (FSAA) is designed specifically for students with significant cognitive disabilities; the FSAA is a performance-based assessment aligned with the Florida Standards Access Points for English language arts and mathematics and the Next Generation Sunshine State Standards Access Points for science. The assessment measures student performance based on alternate achievement standards. The FSAA's design is based on the broad range of knowledge, skills, and abilities of students with significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. This design consists of item sets built with three levels of cognitive demand—a low-level task (Task 1), a medium-level task (Task 2), and a high-level task (Task 3).



This tiered progression provides students the opportunity to work to their potential and allows for a greater range of access and challenge. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the response options if the student is unable to respond accurately.

The 2016 FSAA also includes a new writing design intended to assess a student's ability to compose a product in response to text. The writing prompts, which are being field-tested in 2016, will include two levels of cognitive demand:

- The lower-level writing prompt includes a series of five selected-response questions in response to text. The series of selected-response questions will lead a student to a full writing product; for example, the student will identify the topic, opening sentence, supporting details, and a conclusion.
- The higher-level writing prompt includes an open-response format where the student is asked to respond to text utilizing his or her primary mode of communication.

Online Student Response Entry

For the 2016 FSAA, teachers will enter student responses into an online system for electronic scoring.

Teachers will also submit student writing products into the FSAA online system. Open-response writing responses will be scored by professional scorers specifically trained to use the FSAA writing rubrics.

Grades and Contents Assessed

Grade Level	ELA	Mathematics	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC
3	X	X				
4	X	X				
5	X	X	X			
6	X	X				
7	X	X				
8	X	X	X			
9	X					
10	X					
High School				X	X	X

ELA is assessed in access courses for grades 3–10 with writing being introduced in each grade with the exception of grade 3. Mathematics is assessed in access courses for grades 3–8 with access end-of-course (EOC) Algebra 1 and Geometry being assessed in high school. Science is assessed in access courses grades 5 and 8 with access EOC Biology 1 being assessed in high school.

Standards selected for the FSAA directly align to standards introduced in each corresponding grade level/content area access course.

Number of Forms

There will be four to six forms of the 2016 FSAA (see table below). The form will be clearly labeled on the cover of all test components.

Grades 3–8	A	B	C	D	E	F
Grades 9–10 ELA	A	B	C	D	E	F
End of Course: Algebra 1, Geometry, and Biology 1	A	B	C	D		

Review Procedures

Prior to being included in the Florida Standards Alternate Assessment (FSAA), all items must pass several levels of review.

Content Review

All items are reviewed during the committee review meetings; facilitators will ensure that committees focus on the main goals and objectives of each type of review. Content review, at a minimum, will focus on:

- Alignment to the item specifications
- Alignment to the standards
- Accessibility of the content, and adherence to the required complexity for the item level

Bias and Sensitivity Review

Bias and sensitivity review panels follow a training and logistics process identical to that of content review panels. Panelists on these committees review and determine if any items are likely to place a particular group of students at an advantage or disadvantage for non-educational reasons.

Passage Review

Passage review panels follow a training and logistics process identical to that of content review panels. Panelists review proposed ELA passages to ensure passages are fair, free of bias, and do not contain inflammatory issues.

2015–2016 Development

Several 15–16 development related activities occurred in the summer and fall of 2014:

1. Assessment blueprints were developed for ELA grades 3–10 and for mathematics grades 3–8 to reflect the shift to the new Florida Standards. In addition, Florida has transitioned to an end-of-course assessment model for some high school courses. Therefore, assessment blueprints were developed for high school Algebra 1, high school Geometry, and high school Biology 1.
2. Next, an alignment study was performed by Measured Progress in August 2014. This task was performed in order to determine what standards needed to be developed in order to fully align the Florida Alternate Assessment (FAA) to the new assessment blueprints for spring 2016. Content specialists identified which currently available FAA items in the item data bank were aligned to the new assessment blueprints for ELA, mathematics, and Biology 1 (grade 5/8 science were status quo). The mathematics and ELA content specialists also identified which Florida Standards Access Points (FS-AP) each item set would be aligned to moving forward.
3. Content areas with gaps in the assessment blueprints, as identified in the results of the alignment study, were targeted for 15–16 new development. Unlike prior years, development was not evenly dispersed across grades (i.e., eight item sets per content/grade) but targeted to the grades/contents with more substantial gaps. This development was divided into two rounds (see charts below).

15–16 Development by Content and Grade Level (Round 1)

ELA	
Grade	**# Item Sets**
3	10
4	6
5	9
6	8
7	9
8	5
9	8
10	9
Total:	64

Mathematics	
Grade	**# Item Sets**
3	4
4	4
5	5
6	9
7	7
8	7
Geometry	14
Algebra 1	14
Total:	64

Science	
Grade	**# Item Sets**
5	8
8	5
Biology 1	11
Total:	24

15–16 Development by Content and Grade Level (Round 2)

ELA	
Grade	**# Item Sets**
3	0
4	0
5	0
6	0
7	0
8	1
9	0
10	15
Total:	16

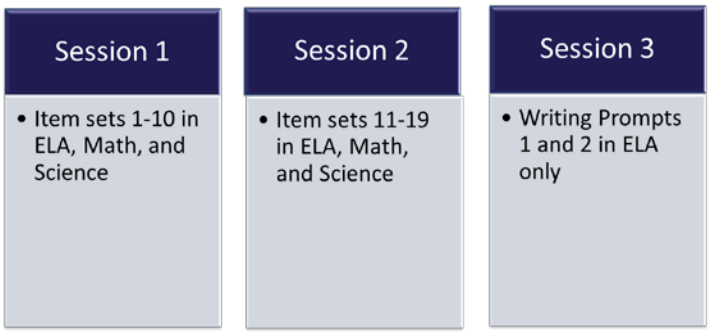
Mathematics	
Grade	**# Item Sets**
3	0
4	0
5	0
6	0
7	0
8	0
Geometry	10
Algebra 1	10
Total:	20

Science	
Grade	**# Item Sets**
5	0
8	0
Biology 1	17
Total:	17

2016 Writing Field Test		
Grade Span	**Selected Response**	**Open Response**
3/4	30	6
4/5	30	6
5/6	30	6
6/7	30	6
7/8	30	6
8/9	30	6
9/10	30	6
Total:	210	42

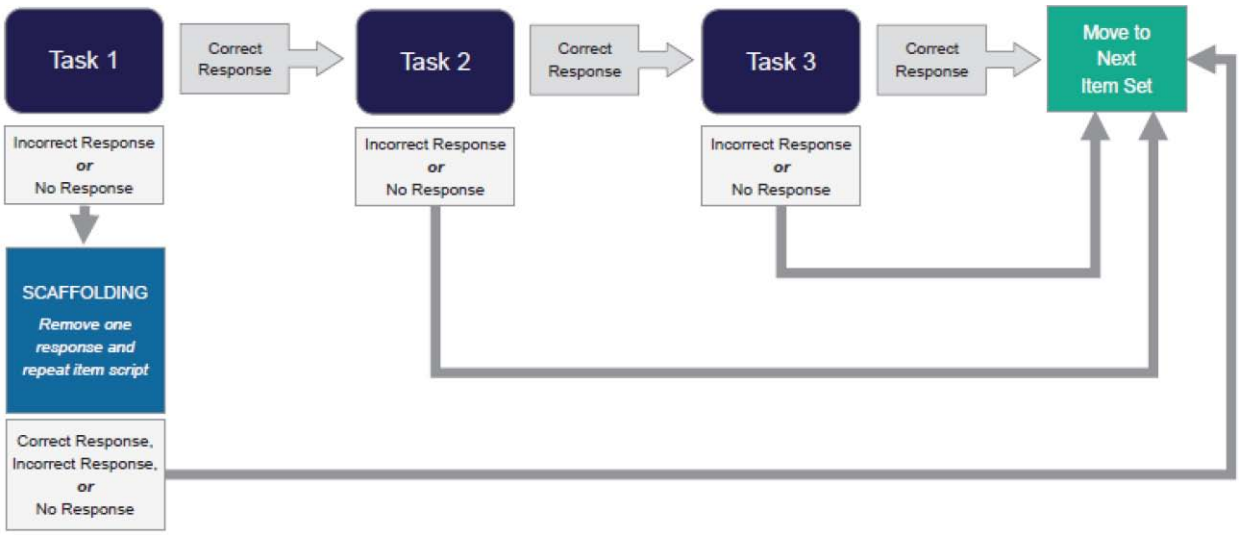
Administration

Each content area of the 2016 Florida Standards Alternate Assessment (FSAA) will be separated into three sessions. Each session will require the teacher to follow different administration procedures.



Session 1: Item Sets 1–10

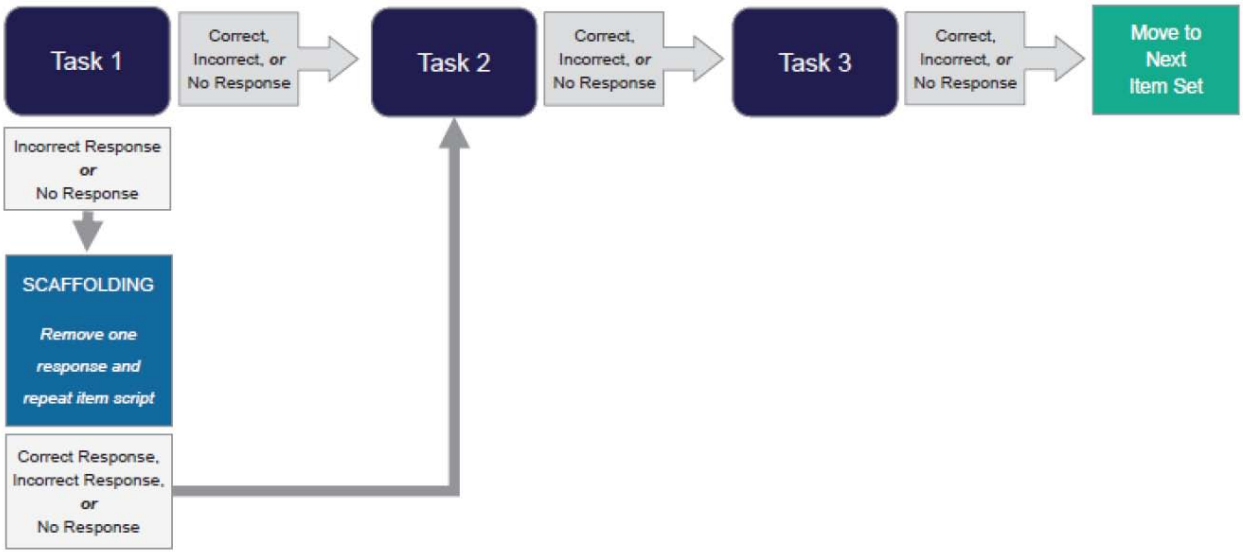
The graphic below depicts the Session 1 administration process.



Session 1 will include the first 10 item sets in ELA, mathematics, and science. These first 10 item sets will be administered in an adaptive format—the teacher will continue to administer tasks in an item set only if the student responds correctly without scaffolding. It is important to remember that each item set contains three tasks, all addressing a Florida Standards Access Point (FS-AP) at varied levels of complexity. The student enters the item set at the lowest level of complexity. As the student moves up through the tasks in an item set, the level of difficultly increases. This administration procedure is consistent with prior administration of the Florida Alternate Assessment. The student receives a final score for the item set based on the highest level at which he or she answered correctly.

Session 2: Item Sets 11–19

The graphic below depicts the Session 2 administration process.

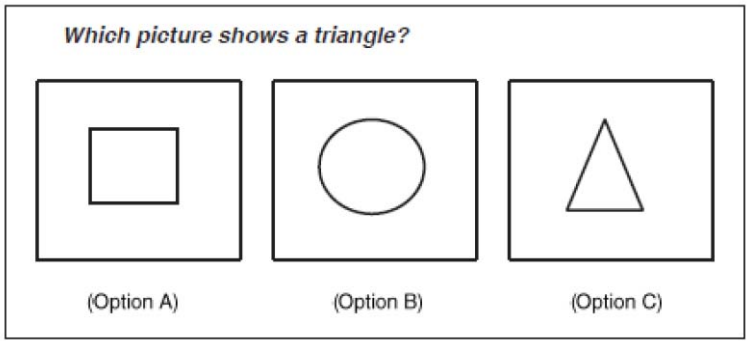


Session 2 will include item sets 11–19 in ELA, mathematics, and science. Teachers will administer these items in a non-adaptive manner—the teacher will administer all three tasks in an item set, regardless of whether the student answers each task correctly, incorrectly, or provides no response. The student receives a final score for the item set based on the highest level at which he or she answered correctly.

Sessions 1 and 2: Scaffolding Procedure

If a student is unable to complete the Task 1 question accurately, scaffolding will be administered by removing one response option.

Sample scaffolding response removal procedure:



- If the student selects option C (correct option), then move on to Task 2.
- If the student selects option A (incorrect option), then option A should be covered/removed during scaffolding.
- If the student selects option B (incorrect option), then option B should be covered/removed during scaffolding.
- If the student does not respond, then option A (first incorrect option in the Materials column) should be covered/removed during scaffolding.

Session 3: Writing Prompt 1 and 2

The graphic below depicts the Session 3 administration process.

Teachers will administer both Writing Prompt 1 and 2 to all students. Each student will be read a passage followed by five selected-response questions. The student will respond to these questions by selecting from a field of options in the Response Booklet. The second passage will be read to the student. The teacher will then administer the open-response writing prompt. The student will respond utilizing his or her primary mode of communication. Scaffolding procedures do not apply to writing questions in Session 3.

English Language Arts

Blueprint Design

The ELA design consists of five Reporting Categories from the Florida Standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Language and Editing, and Text-Based Writing. These five categories encompass reading, writing, language, and speaking and listening standards. The genre may vary between informational and literary text as specified in each grade level blueprint, Text-Based Writing being the exception, only addressing informational text. The assessment consists of a total of 16 common item sets.

All newly developed items for ELA will be field-tested and their statistics will be evaluated prior to using the items as common. Further details have yet to be determined at this time.

In developing the assessment blueprints for ELA, Measured Progress staff examined the following documents/resources:

- *Florida Standards Assessment Test Design Summary and Blueprint: English Language Arts*
- ELA access course descriptions for grades 3–10
- Florida Standards and Florida Standards Access Points

NOTE: The Florida Standards Alternate Assessment (FSAA) 15–16 ELA blueprints can be found in Appendix A.

Grades 3–8:

Key Ideas and Details

- All three standards (1.1, 1.2, and 1.3) will be assessed at each grade level. These are basic skills necessary for responding to literary text as well as informational text. The heavier emphasis on literary text in grades 3–5 is well-placed. It is important for students to be exposed and instructed on these skills as building blocks for the more complex skills at grades 6–8 of finding support in identifying a theme, identifying central ideas, stating an opinion and supporting it, and recognizing the basis for argument. The ability to distinguish between a detail and the central idea is a more difficult skill for students. Identifying the relationships between ideas in a text is also a more difficult skill for students.
- Alternating the testing of Key Ideas and Details for literary text and informational text each year in successive grade levels provides for heavier emphasis on literary text in grades 3–5 and heavier emphasis on informational text in grades 6–8. This model allows for teachers to focus on one type of text, but not ignore the other.

Craft and Structure

- Grades 3 and 4 will include decoding literary text and point of view in literary text.

- Grades 3 and 4 will include text structures in informational text where text structures are more concrete.
- Grade 5 will transition to more complex literary texts having more complex plots, multiple characters, and less familiar settings.
- Grade 8 will provide paired informational passages with concrete text and differing viewpoints.

Integration of Knowledge and Ideas

- Grades 3 and 4 will include use of illustrations, connections in text, and compare and contrast in informational text where the use of illustrations and the connections between the illustrations and the text are clearer and literal, making it easier for students to compare and contrast them.
- Grade 5 will transition from concrete to abstract thinking in literary text. This coincides with L.3.4 and L.3.5, which require abstract thinking.
- RL 3.7 and RI 3.7 in grades 6–8 are not appropriate for this population as items would require the use of hearing and/or seeing, creating access issues.

Language and Editing

- Both standards (1.1 and 1.2) can be assessed at each grade level.
- Literary and informational text will alternate for each grade, opposite to Key Ideas and Details. In order to use language correctly and to improve it by editing, students must understand what they are trying to say/or what the statement being edited is supposed to mean (i.e., reading for a different purpose).

Writing

- Writing will be in response to informational text based upon the informational emphasis in the Access Points.
- For grades 4 and 5 the response will be explanatory and in grades 6–8 the response will be argument.
- The focus will be on conveying a message and not on the writing conventions. Conventions are tested in Language and Editing.

Grades 9–10:

Key Ideas and Details

- All three standards (1.1, 1.2, and 1.3) will be assessed at each grade level.
- Alternating literary and informational text each year provides for heavier emphasis on informational text in grades 9–10.

Craft and Structure

- In grade 9 skills will be balanced using informational text in which text structures are concrete.

- Grade 10 will transition to more abstract literary text with more challenging organization and nuances in language as well as more complex literary elements.

Integration of Knowledge and Ideas

- Grades 9 and 10 are a mix of informational and literary text assessing the most concrete skills.
- RL 3.7 in grades 9–10 is not appropriate for this population as items would require the use of hearing and/or seeing, creating access issues.

Language and Editing

- Both standards (1.1 and 1.2) can be assessed at each grade level.
- Alternate using literary and informational text in each successive grade, opposite to Key Ideas and Details, in order to balance the assessment.

Writing Questions

- Writing will be in response to text. For high school the writing response will alternate between explanatory and argument. For grade 9 the response will be explanatory, and for grade 10 the response will be an argument.
- Student could be given an outline with separate phrases/clauses on a familiar debatable topic (some suitable, some not); student would fill in the outline with the phrases/clauses, showing order, acknowledgement, reasons, etc.
- The focus will be on conveying a message and not on the writing conventions. Conventions are tested in Language and Editing.

Independent Reading Items Across All Grades

- Items that require independent reading passages will be double coded to either LAFS.X.RL.4.10 (literary) or LAFS.X.RI.4.10 (informational).

Writing

All writing prompts were developed to address a grade span to accommodate a vertically scaled assessment design. Three writing standards were addressed: W.1.1, W.1.2, and W.2.4. All writing development will be field-tested in spring 2016.

Grade Span	W.1.1/W.2.4	W.1.2/W.2.4
3/4		6
4/5		6
5/6	3	3
6/7	6	
7/8	6	
8/9	3	3
9/10	3	3

Item level specifications have been written for each standard addressed at each grade span. These specifications will be utilized by test developers when writing the items and offer guidelines regarding passage word count, response options, and complexity ratings.

NOTE: A Sample Writing Item Level Specification document can be found in Appendix D.

ELA Passage Specifications

Topics

All passages are written specifically for the FSAA. They are engaging and high quality, free from bias and stereotyping, and age appropriate for the students. Passages present a variety of points of view and opinions as well as universal themes. The subject matter of the passages reflects the variety of interests of Florida's student population. Informational passages provide accurate, fact-checked information with the sources noted for the developer's use.

Students who are alternately assessed may have limited life experiences and exposure to topics; therefore, the following guidelines are recommended for passage development:

- Elementary School: classroom, school, family, and familiar activities
- Middle School: classroom, school, family, familiar activities, and community
- High School: classroom, school, family, familiar activities, community, and vocational and transitional opportunities

In addition to the guidelines listed above, science, social studies, and health curriculum topics will be used as part of the passage topic lists for all new development. This ensures students will have the greatest possible exposure to grade level cross-curricular content in a variety of educational settings.

Texts/passages may be presented in a variety of different formats and points of view based upon the requirements in the standard being assessed. Some examples are listed below:

Forms of Informational Text	Forms of Literary Text
• Subject-area text (e.g., science, history) • Magazine and newspaper articles • Diaries • Editorials • Essays (e.g., critiques, personal narratives) • 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) • Website excerpts • Social media references (e.g., blogs)	• Short stories • Excerpts from literary works • Poems • Historical fiction • Fables and folktales • Plays

Passage topics and characters are considered to ensure that each student reads some passages of interest and/or some passages with familiar knowledge. Stereotypes based on gender are avoided, as all stereotypes are.

Although the use of a selection of diverse ethnic names for the characters in the passages is encouraged, the names are simple and, preferably, of one or two syllables, and familiar to most students. Characters' names in some of the passages reflect the diverse populations of Florida, e.g., Haitian-Creoles, Hispanics, or other ethnic groups. Simplicity and familiarity are important so that students taking the test are not distracted by details unrelated to the standard being assessed. Names used in the previous assessment are best avoided in the current test form.

Passage Presentation

Passages are read aloud to the student unless the item also tests fluency, in which case the items are double coded: fluency and comprehension. Passages are written so that the first one or two sentences, the first paragraph, or the first stanza of a poem can stand on its own. Task 1 items are developed from the beginning sentences of a passage. Students should be able to answer a Task 1 question directly from the information included in the beginning of a passage. Unless specifically required by the Access Point, no inference is required of the student in order to respond correctly at the Task 1 level.

Passage Graphics

Graphics, for both passages and item response options, provide access for students so that they can show what they know and are able to do. Graphics are black and white line drawings with grayscale only used when necessary to define the graphic areas more clearly for students. Each passage includes 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. Each passage graphic includes a caption describing the passage graphic in detail. These captions are read only to students with visual impairments. Neither the graphic nor the caption keys any part of the item.

The standards may call for specific text features that are not illustrations as described above. In these cases, an additional graphic (e.g., tables, charts, etc.) will also accompany the passage.

Word Count and Readability

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% 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 the FSAA, the range is 50–75 for grade 3. The chart below shows the range of the number of words per grade level. Some items may require the student to compare or contrast elements from two different passages. For "paired passage" items, each individual passage will follow the grade level specifications. For example, at grade 5 two passages may be provided, each between 100 and 150 words in length. However, efforts will be made to keep the word length of paired passages as short as possible while still maintaining the integrity of the passage set.

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	200–250
10	200–250

Passage readabilities vary by grade level. The readability for each grade level test does not exceed three 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 grade 6 through high school, the readabilities are determined by using Powers Scale.

No readability formula is perfect; readabilities may become somewhat skewed for those passages at grades 3–6 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. Efforts will be made to develop passages that are the appropriate length and readability, while containing enough vocabulary and content to allow the assessment of reading skills. For these reasons, the Passage Bias and Review Committee is relied on heavily 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 Grade Level
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

Mathematics

Blueprint Design

The mathematics design is based upon the Florida Standards and consists of a total of 16 common item sets. Grades 3–5 address the five Reporting Categories introduced in elementary mathematics; grades 6–8 address the six Reporting Categories introduced in middle school mathematics; and Algebra 1 and Geometry address three Reporting Categories each, respective to the high school content introduced in each course.

All newly developed items for mathematics will be field-tested and their statistics will be evaluated prior to using the items as common. Further details have yet to be determined at this time.

Measured Progress was asked to develop new assessment blueprints for mathematics grades 3–8 in order to fully align the Florida Standards Alternate Assessment (FSAA) to the Florida Standards Access Points (FS-AP) for spring 2016. In addition, Florida requested that blueprints be developed to assess high school Algebra 1 and Geometry.

NOTE: The FSAA 15–16 mathematics assessment blueprints can be found in Appendix B.

In developing the assessment blueprints for mathematics, Measured Progress staff examined the following documents/resources:

- *Florida Standards Assessment Test Design Summary and Blueprint: Mathematics*
- Mathematics access course descriptions for grades 3–8
- Geometry and Algebra access course descriptions
- Florida Standards and Florida Standards Access Points

Grades 3–5 Reporting Categories:

- Operations and Algebraic Thinking
- Numbers in Base Ten
- Numbers and Operations Fractions
- Measurement and Data
- Geometry

Grades 6–8 Reporting Categories:

- Ratio and Proportional Relationships
- Functions
- Expressions and Equations
- Geometry
- Statistics and Probability
- The Number System

Algebra 1 Reporting Categories:

- Statistics and the Number System
- Algebra and Modeling
- Functions and Modeling

NOTE: Most standards on the Algebra 1 blueprint overlap between Access Algebra 1A, Access Algebra 1B, and Access Liberal Arts Mathematics.

Geometry Reporting Categories:

- Congruence, Similarity, Right Triangles, and Trigonometry
- Circles, Geometric Measurement, and Geometric Properties with Equations
- Modeling with Geometry

NOTE: Most standards on the Geometry blueprint overlap between Access Geometry, Access Informal Geometry, and Access Liberal Arts Mathematics.

Science

Blueprint Design

The science design consists of the four Bodies of Knowledge from the Next Generation Sunshine State Standards. Each of the Bodies of Knowledge assesses three to seven items. The assessment consists of a total of 16 common item sets.

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

- Alternate Assessment in Science for Students with Disabilities
- Sunshine State Standards with Access Points
- Biology end-of-course assessment blueprint

NOTE: The Florida Standards Alternate Assessment (FSAA) 15–16 science assessment blueprints can be found in Appendix C.

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 this criterion, 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 Task 1 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.

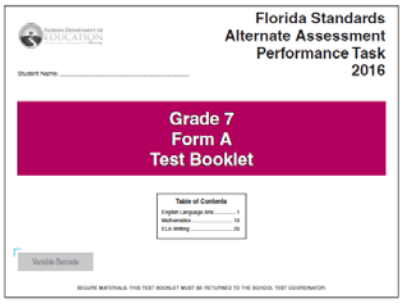
Grade 8

- 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 has more emphasis than Earth and Space Science and Life Science; therefore, the recommendation is 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.

High School Biology 1

- Two Big Ideas are addressed in the Biology end-of-course exam: Life Science and Nature of Science.
- Life Science is heavily emphasized in this assessment. In keeping with the general education end-of-course exam, the Life Science standards are broken down into separate Reporting Categories:
    - Molecular and Cellular Biology – seven standards are addressed for a total of five items.
    - Classification, Heredity, and Evolution – four standards are addressed for a total of four items.
    - Organisms, Populations, and Ecosystems – six standards are addressed for a total of six items.
- Nature of Science is addressed with one standard (N.1.1) for one item. The topic or scenario of this item will rotate through the three Reporting Categories each development cycle.

Florida Standards Alternate Assessment (FSAA) Components



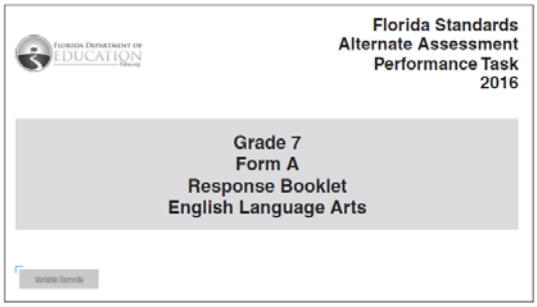
Test Booklet

The Test Booklet was designed with the test administrators in mind, understanding that teachers need to easily refer to the Test Booklets during administration.

The first page of each content area in the Test Booklet includes a list of the standards that are being assessed and a list of any teacher-gathered materials that will be needed for administration. In addition, sessions are separated by pages that outline administration procedures within each content area.

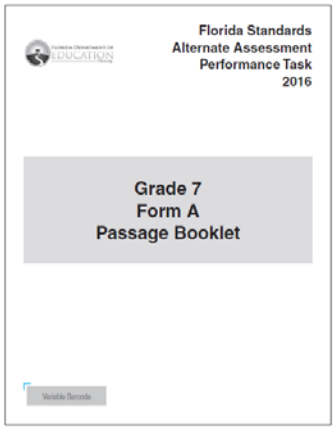
The pages that follow in the Test Booklet contain the assessment items for each content area. Each item set includes the following information:

- The Access Point that the item set is targeting
- The materials that are needed for the task
- The directions for setting up the task and the script for what the teacher should say to the student
- The response options and the correct response



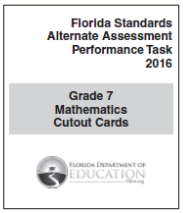
Response Booklet

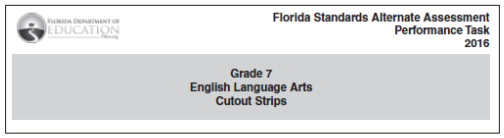
Response Booklets are provided for English language arts, mathematics, and science and contain stimuli and response options. Response Booklets are legal size (8.5" x 14") paper with spiral binding at the top. If there is a stimulus associated with an item, it will appear on the upper facing page of the booklet. Response options always appear on the lower facing page of the booklet. Response options for each task are positioned on the page either horizontally or vertically.



Passage Booklet

All passages are included in a Passage Booklet for English language arts, including items used to assess writing in response to text. A passage graphic appears on the left page of the open booklet and its related passage appears on the right page. There is one graphic for each passage with the exception of some paired passages. Passages are read aloud to the student by the teacher unless the directions require the student to independently read. Students may be asked to read anywhere from one sentence to multiple paragraphs, depending on the grade level and level of complexity of the task.





Cards Packets and/or Strips Packets

Most stimulus and response materials for English language arts, mathematics, and science are included in the Response Booklet; however, a minimal number of tasks have cutout cards and/or strips. Cutouts may be needed for items that require the student to manipulate the response options by sorting, matching, or sequencing.

Item Table: Task Components

Item 2

Florida Standards Access Point: Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Task 1

Materials	Teacher Script	Student Response
Response Booklet: page 21 Stimulus picture card: 3 erasers Picture cards: (quarters) (rulers) (books)	***Here is a picture of three erasers.*** ***Here are three groups of objects.*** ***Which group has a different number of objects than the number of erasers?***	○ **A: quarters** ○ B: rulers ○ C: books ○ D: No Response **Scaffolded Response** ***(when applicable)*** ○ **A: quarters** ○ B: rulers ○ C: books ○ D: No Response

Task 2

Materials	Teacher Script	Student Response
Response Booklet: page 23 Stimulus picture card: package of 2 paintbrushes Number cards: 2 10 50	***Here is a package of two paintbrushes.*** ***Ms. Tandy bought five of these packages.*** ***Here are three numbers.*** Read the number cards to the student. ***How many paintbrushes did Ms. Tandy buy in all?***	○ A: 2 ○ **B: 10** ○ C: 50 ○ D: No Response

Task 3

Materials	Teacher Script	Student Response
Response Booklet: page 25 Stimulus picture card: 3 jars of paint Number cards: 3 15 20	***Here is a picture of three jars of paint.*** ***Ms. Tandy has twenty students in her class. She puts the students into groups of four. She gives each group three jars of paint.*** ***Here are three numbers.*** Read the number cards to the student. ***How many jars of paint does Ms. Tandy need for her class?***	○ A: 3 ○ **B: 15** ○ C: 20 ○ D: No Response

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 the materials the administrator may need to gather from the classroom are identified. Stimulus and response options will be identified for administrators in order to facilitate administration and standardize labeling of graphics for students with VI. 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 without keying the answer.

The *Teacher Script* column consists of a clear set of directions for setting up the item and a script for what the test administrator should ask the student.

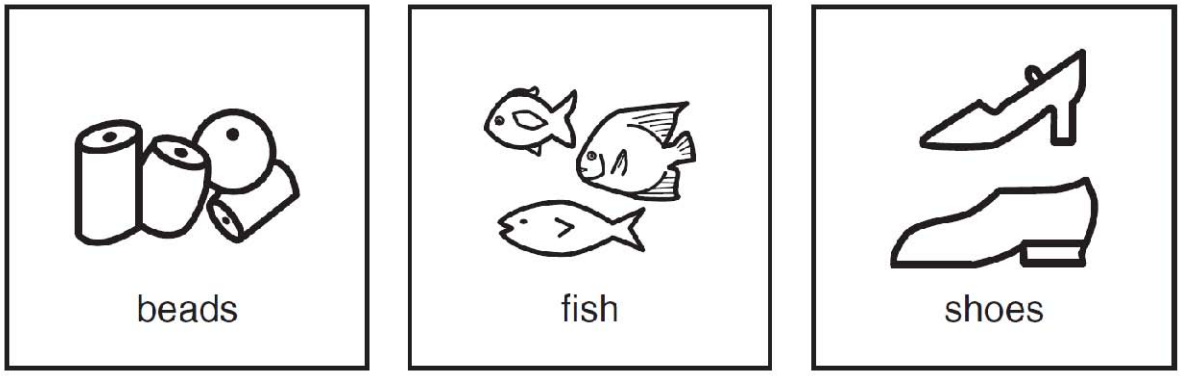
The *Student Response* column indicates the response options, the correct response, and allows a location for the teacher to record the student's response.

Item Writing Guidelines

Universal Design

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, an element of universal design has been incorporated 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. Typically, three options are presented to students when multiple response options are required (see example below).



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.

[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.

Item-writing guidelines followed by developers:

- Items are aligned to the particular standard and appropriate level of difficulty.
- Items and tasks are clear, concise, and easy to read.
- Multiple-choice items will have one and only one answer.
- Unintentional clues to the correct answer are avoided.
- Most items will be positively worded.
- Response options will have similar length.
- All response options will be similar in grammatical structure and form.

Elements of universal design are considered during development to ensure equal access to items for all students. Flexible administration modes are available for students who may benefit from accommodated versions of the Florida Standards Alternate Assessment (FSAA). These accommodated versions include:

- Braille/tactile Response Booklets and Passage Booklets (contracted and uncontracted)
- Tactile Response Booklets for non-Braille readers
- One-sided Response Booklets for students who may benefit from the response options being cut out

Complexity Rubrics

Complexity rubrics have been developed to ensure increasing complexity within an item from the Task 1 level to the Task 2 level and from the Task 2 level to the Task 3 level. All items should be developed using the Depth of Knowledge (DOK) document, found in Appendix E, and the Presentation Rubric found in Appendix E. 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 attached DOK and Presentation Rubric have been revised to include examples more reflective of the newly adopted Florida Standards Access Points (FS-AP). The revised versions will be applied to newly developed items in the spring 2016 assessment. Common items developed in prior years of the assessment are not necessarily assigned or developed from the current DOKs or Presentation Rubric.

Items are not written to DOK level 1. Likewise, no items are written to the DOK level 6 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.

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., Task 3 should assess the same concept and/or

skill as the task for the Task 1 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.

Response Options

Task 1 Level: 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. The unrelated distractors will be a mix of items where the incorrect responses are not at all related (cat, pencil, cup—cat being the correct response) and incorrect responses that are within the same larger category (cat, dog, horse—cat being correct). On some occasions, the Access Point may require qualitative identification or comparison of stimulus components (more/less, identify data point on graph, etc.). If this is the case, two response options *may* relate to the stimulus at the Task 1 level.

Task 2 Level: 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.

Task 3 Level: 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.

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

Teachers may substitute graphics with real objects for those students who may benefit from concrete objects or manipulatives. For this reason, response items should be composed of familiar, appropriately-sized objects that are easily accessible in the classroom whenever

possible. For example, objects like erasers, markers, and pencils will be used instead of cars, dogs, and houses.

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, such as 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 the student to identify all the shapes that are squares).

In reading, response options do not have to match the passage exactly. At the Task 1 and Task 2 levels, item responses may come directly from the passage, but at the Task 3 level, they should not come directly from the passage in order to ensure increased complexity.

At all Access Point levels of complexity (Task 1, Task 2, and Task 3), 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.

Graphics

Graphics will focus on the essence of the idea and leave out extraneous information. Graphics should be provided at all levels of complexity 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. If at all possible, items should be written that can be depicted with a picture.

Illustrations are to be as clean, and clear as possible. As long as the drawing can be easily identifiable then extra detail can be eliminated. The style needed for FLA ALT is very similar to pictures in coloring books.

- Do not leave white fill between lines that are under 1/16"–1/8".
- Omit unnecessary elements and embellishment.
- Use a strong contrast of black and white.
- Select a less complex object to draw. Example: For a “flower” draw a tulip instead of a geranium.

Any options that “stick-out" in an item set that a student may find attractive or distracting need to be avoided Often, the solution is to have all three options similar, or have each option different..

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. 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 for grades 3–5, a mix of PCS (especially at the Task 1 level) and line art for grades 6–8, and only line art for high school.

- 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 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 (e.g., 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 3–5, it may be appropriate for graphics to be somewhat cartoon-like or similar to PCS (e.g., 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 the 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.

Item Text and 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, the Review Committee of Practitioners will be relied on 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 3–5 and at the Task 1 level in all grades, with more accurate content terminology usage in grade 6 through high school. For example, in grades 3–5 the question may be "What is the story mostly about?" and in grade 6 through high school 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.

Stimulus cards may be specifically identified in the Teacher Script 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.

Alternative text will be written to describe all text features such as tables, charts, or diagrams. This text is read aloud to all students. This text will be embedded in the teacher script. A secondary layer of alternative text is written to describe pictures/graphics to students with visual impairments. This text will be enclosed on parenthesis in the Materials column.

Teacher-Gathered Materials

All students will have calculators, number lines, and counting blocks available to them for all mathematics 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 Response column 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, however mathematics items can refer to shapes that can be readily be provided in a tactile format.

Mathematics

Mathematics items will 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.

If response options include numbers, the numbers will be presented in ascending or descending order.

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.

Appendix A

2015–2016 Florida Standards Alternate Assessment
English Language Arts Blueprints

Grade 3 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Literary	3	3.RL.1.1	2
			3.RL.1.2	1
			3.RL.1.3	
Craft and Structure	Literary	2 or 3	3.RL.2.4	2
			3.RF.3.3	1
			3.RF.4.4	
			3.RL.2.6	
	Informational	2 or 3	3.L.2.3.a	
			3.L.3.4	1
			3.L.3.5	1
			3.RI.2.5	1
Integration of Knowledge and Ideas	Literary	2 or 3	3.SL.1.2	1
			3.SL.1.3	1
	Informational	2 or 3	3.RI.3.7	1
			3.RI.3.8	1
			3.RI.3.9	
Language and Editing	Informational	3	3.L.1.1	2
			3.L.1.2	1

Grade 4 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Informational	3	4.RI.1.1	2
			4.RI.1.2	
			4.RI.1.3	1
Craft and Structure	Literary	2 or 3	4.RL.2.4	
			4.RF.3.3	1
			4.RF.4.4	1
			4.RL.2.6	1
	Informational	2 or 3	4.L.3.4	
			4.L.3.5	1
			4.RI.2.5	1
Integration of Knowledge and Ideas	Literary	2 or 3	4.RL.3.7	1
			4.SL.1.2	1
	Informational	2 or 3	4.RI.3.7	1
			4.RI.3.8	1
			4.RI.3.9	1
Language and Editing	Literary	3	4.L.1.1	1
			4.L.1.2	2

Grade 5 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Literary	3	5.RL.1.1	1
			5.RL.1.2	1
			5.RL.1.3	1
Craft and Structure	Literary	2 or 3	5.L.3.4	1
			5.L.3.5	2
			5.RL.2.5	
	Informational	2 or 3	5.RI.2.4	1
			5.RF.3.3	1
			5.RF.4.4	
			5.RI.2.6	1
Integration of Knowledge and Ideas	Literary	2 or 3	5.RL.3.7	1
			5.RL.3.9	1
	Informational	2 or 3	5.SL.1.2	1
			5.SL.1.3	1
Language and Editing	Informational	3	5.L.1.1	2
			5.L.1.2	1

Grade 6 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Informational	3	6.RI.1.1	2
			6.RI.1.2	1
			6.RI.1.3	
Craft and Structure	Literary	2 or 3	6.RL.2.4	1
			6.L.3.4	2
			6.L.3.5	
	Informational	2 or 3	6.RI.2.5	1
			6.RI.2.6	2
Integration of Knowledge and Ideas	Literary	2 or 3	6.RL.3.9	2
	Informational	2 or 3	6.SL.1.2	1
			6.SL.1.3	1
Language and Editing	Literary	3	6.L.1.1	2
			6.L.1.2	1

Grade 7 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Literary	3	7.RL.1.1	2
			7.RL.1.2	
			7.RL.1.3	1
Craft and Structure	Literary	2 or 3	7.RL.2.5	1
			7.RL.2.6	1
	Informational	2 or 3	7.RI.2.4	1
			7.L.3.4	2
			7.L.3.5	
Integration of Knowledge and Ideas	Literary	2 or 3	7.SL.1.2	2
	Informational	2 or 3	7.RI.3.8	2
			7.RI.3.9	1
Language and Editing	Informational	3	7.L.1.1	2
			7.L.1.2	1

Grade 8 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Informational	3	8.RI.1.1	1
			8.RI.1.2	2
			8.RI.1.3	
Craft and Structure	Literary	2 or 3	8.RL.2.4	1
			8.L.3.4	1
			8.L.3.5	1
	Informational	2 or 3	8.RI.2.5	1
			8.RI.2.6	2
Integration of Knowledge and Ideas	Literary	2 or 3	8.SL.1.2	2
	Informational	2 or 3	8.RI.3.8	1
			8.RI.3.9	1
Language and Editing	Literary	3	8.L.1.1	1
			8.L.1.2	2

Grade 9 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Informational	2 or 3	910.RI.1.1	2
			910.RI.1.2	1
			910.RI.1.3	
Craft and Structure	Informational	3 or 4	910.RI.2.4	1
			910.L.3.4	1
			910.RI.2.5	1
			910.RI.2.6	1
Integration of Knowledge and Ideas	Literary	2 or 3	910.SL.1.2	2
	Informational	2 or 3	910.RI.3.7	1
			910.SL.1.2	
			910.RI.3.8	2
Language and Editing	Literary	3 or 4	910.L.1.1	2
			910.L.1.2	2

Grade 10 ELA

Reporting Category	Genre	Number of Items on 15–16 BP	Standard	Spring 2016
Key Ideas and Details	Literary	2 or 3	910.RL.1.1	1
			910.RL.1.2	2
			910.RL.1.3	
Craft and Structure	Literary	3 or 4	910.RL.2.4	2
			910.L.3.4	1
			910.L.3.5	1
			910.RL.2.5	
Integration of Knowledge and Ideas	Literary	2 or 3	910.SL.1.2	2
	Informational	2 or 3	910.RI.3.7	1
			910.SL.1.3	1
			910.RI.3.8	1
Language and Editing	Informational	3 or 4	910.L.1.1	2
			910.L.1.2	2

Appendix B

2015–2016 Florida Standards Alternate Assessment
Mathematics Blueprints

Grade 3 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Operations, Algebraic Thinking, and Numbers in Base Ten	7	3.OA.1.1	2
		3.OA.2.5	
		3.OA.2.6	
		3.OA.4.8	2
		3.NBT.1.1	2
		3.NBT.1.3	1
Numbers and Operations – Fractions	3	3.NF.1.1	2
		3.NF.1.3	1
Measurement, Data, and Geometry	6	3.MD.1.1	1
		3.MD.2.3	1
		3.MD.2.4	1
		3.MD.3.6	2
		3.MD.4.8	
		3.G.1.1	1

Grade 4 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Operations and Algebraic Thinking	3	4.OA.1.1	1
		4.OA.2.4	1
		4.OA.3.5	1
Numbers and Operations in Base Ten	3	4.NBT.1.2	1
		4.NBT.1.3	1
		4.NBT.2.5	1
Numbers and Operations – Fractions	4	4.NF.1.1	2
		4.NF.1.2	1
		4.NF.2.3	1
		4.NF.3.7	
Measurement, Data, and Geometry	6	4.MD.1.3	2
		4.MD.2.4	1
		4.G.1.2	2
		4.G.1.3	1

Grade 5 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Operations, Algebraic Thinking, and Fractions	6	5.OA.1.2	1
		5.OA.2.3	1
		5.NF.1.2	2
		5.NF.2.5	2
		5.NF.2.6	
Numbers and Operations in Base Ten	5	5.NBT.1.3	2
		5.NBT.1.4	1
		5.NBT.2.6	1
		5.NBT.2.7	1
Measurement, Data, and Geometry	5	5.MD.1.1	1
		5.MD.2.2	1
		5.MD.3.3	1
		5.MD.3.4	
		5.G.1.1	1
		5.G.2.4	1

Grade 6 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Ratio and Proportional Relationships	2 or 3	6.RP.1.1	1
		6.RP.1.3	2
Expressions and Equations	5	6.EE.1.1	1
		6.EE.1.4	2
		6.EE.2.5	1
		6.EE.3.9	1
Geometry	2 or 3	6.G.1.1	1
		6.G.1.4	1
Statistics and Probability	3	6.SP.1.2	2
		6.SP.2.4	1
The Number System	3	6.NS.2.4	
		6.NS.3.6	2
		6.NS.3.8	1

Grade 7 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Ratio and Proportional Relationships	4	7.RP.1.1	1
		7.RP.1.2	1
		7.RP.1.3	2
Expressions and Equations	3	7.EE.2.3	2
		7.EE.2.4	1
Geometry	4	7.G.1.1	1
		7.G.2.4	
		7.G.2.5	
		7.G.2.6	3
Statistics and Probability	2 or 3	7.SP.2.3	1
		7.SP.3.5	
		7.SP.3.8	1
The Number System	2 or 3	7.NS.1.1	
		7.NS.1.2	2
		7.NS.1.3	1

Grade 8 Mathematics

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Expressions and Equations	5	8.EE.1.2	1
		8.EE.1.3	1
		8.EE.2.5	2
		8.EE.3.8	1
Functions	4	8.F.1.1	2
		8.F.1.3	2
Geometry	4	8.G.1.1	1
		8.G.1.4	2
		8.G.3.9	1
Statistics & Probability and Number System	3	8.SP.1.4	1
		8.NS.1.1	1
		8.NS.1.2	1

High School Algebra 1

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Statistics and The Number System	3	912.S-ID.1.2	2
		912.S-ID.3.9	1
Algebra and Modeling	7	912.A-CED.1.1	2
		912.A-CED.1.2	3
		912.A-CED.1.3	2
Functions and Modeling	6	912.F-IF.2.4	2
		912.F-IF.2.5	2
		912.F-IF.2.6	2

High School Geometry

Reporting Category	Number of Items on 15–16 BP	Standard	Spring 2016
Congruence, Similarity, Right Triangles, and Trigonometry	7	912.G-CO.1.1	2
		912.G-CO.1.3	1
		912.G-CO.1.4	1
		912.G-SRT.1.2	1
		912.G-SRT.1.3	1
		912.G-SRT.2.5	1
Circles, Geometric Measurement, and Geometric Properties with Equations	6	912.G-C.1.1	1
		912.G-GMD.1.3	2
		912.G-GMD.2.4	2
		912.G-GPE.2.7	1
Modeling with Geometry	3	912.G-MG.1.1	1
		912.G-MG.1.2	1
		912.G-MG.1.3	1

Appendix C

2015–2016 Florida Standards Alternate Assessment
Science Blueprints

Grade 5 Science

Body of Knowledge	Number of Items on 15–16 BP	Big Idea	Spring 2016
Nature of Science	3	Big Idea 1: The Practice of Science	2
		Big Idea 2: The Characteristics of Scientific Knowledge	1
		Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models	
		Big Idea 4: Science and Society	
Earth and Space Science	4	Big Idea 5: Earth in Space and Time	
		Big Idea 6: Earth Structure	
		Big Idea 7: Earth Systems and Patterns	4
Physical Science	5	Big Idea 8: Properties of Matter	
		Big Idea 9: Changes in Matter	
		Big Idea 10: Forms of Energy	3
		Big Idea 11: Energy Transfer and Transformations	1
		Big Idea 12: Motion of Objects	
		Big Idea 13: Forces and Changes in Motion	1
Life Science	4	Big Idea 14: Organization and Development of Living Organisms	3
		Big Idea 15: Diversity and Evolution of Living Organisms	
		Big Idea 16: Heredity and Reproduction	
		Big Idea 17: Interdependence	1
		Big Idea 18: Matter and Energy Transformations	

Grade 8 Science

Body of Knowledge	Number of Items on 15–16 BP	Big Idea	Spring 2016
Nature of Science	3	Big Idea 1: The Practice of Science	1
		Big Idea 2: The Characteristics of Scientific Knowledge	
		Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models	
		Big Idea 4: Science and Society	2
Earth and Space Science	3	Big Idea 5: Earth in Space and Time	3
		Big Idea 6: Earth Structure	
		Big Idea 7: Earth Systems and Patterns	
Physical Science	7	Big Idea 8: Properties of Matter	5
		Big Idea 9: Changes in Matter	2
		Big Idea 10: Forms of Energy	
		Big Idea 11: Energy Transfer and Transformations	
		Big Idea 12: Motion of Objects	
		Big Idea 13: Forces and Changes in Motion	
Life Science	3	Big Idea 14: Organization and Development of Living Organisms	
		Big Idea 15: Diversity and Evolution of Living Organisms	
		Big Idea 16: Heredity and Reproduction	
		Big Idea 17: Interdependence	
		Big Idea 18: Matter and Energy Transformations	3

High School Biology 1

Reporting Category	Number of Items on 15–16 BP	Standards	Spring 2016
Molecular and Cellular Biology	5	SC.912.L.14.1	
		SC.912.L.14.3	1
		SC.912.L.16.3	
		SC.912.L.18.1	1
		SC.912.L.18.12	1
		SC.912.L.18.9	1
		SC.912.L.16.17	1
Classification, Heredity, and Evolution	4	SC.912.L.15.1	1
		SC.912.L.15.13	1
		SC.912.L.15.6	1
		SC.912.L.16.1	1
Organisms, Populations, and Ecosystems	6	SC.912.L.14.7	2
		SC.912.L.16.10	1
		SC.912.L.16.13	1
		SC.912.L.17.5	1
		SC.912.L.17.9	
		SC.912.L.17.20	1
Nature of Science	1	SC.912.N.1.1*	1

*SC.912.N.1.1: topic/scenario of the N.1.1 item will rotate through all three Reporting Categories.

Appendix D

2015–2016 Sample Writing Item Level Specifications

FAA Writing: Item Specifications

Grades 5/6: W.1.2 and W.2.4

Passage specs	**Informational (informative/explanatory):** Items will be in response to topic presented in passage. Passage will range from 100-150 words each.					
Item	**1 SR**	**2 SR**	**3 and 4 SR**		**5 SR**	**6 OR**
Access Points ***Item writers will use this chart to determine which skills to target for each question. Items written to address the EU level for each Access Point.***	LAFS.5.W.1.AP.2a Write an introduction that includes context/background information, establishes a central idea or focus about a topic.	LAFS.5.W.1.AP.2b Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect. LAFS.5.W.1.AP.2c Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	LAFS.5.W.1.AP.2d Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic. or LAFS.5.W.1.AP.2e Use transitional words, phrases and clauses that connect ideas and create cohesion within writing. or LAFS.4.W.1.AP.2f Use precise language and domain-specific vocabulary to inform about or explain the topic.		LAFS.5.W.1.AP.1g Provide a concluding statement or section to summarize the information presented.	LAFS.5.W.2.AP.4a Given a specific purpose, produce a permanent product (e.g., identifies text appropriate to the purpose, identify descriptive sentences, and identify a concluding statement). Student will write a response using his/her primary form of communication to include: – title – introduction – details supporting topic – conclusion Graphic organizer will be provided
Passage	Read first 2-3 sentences	Read full paragraph	Read full passage			Read full passage
DOK	2	2/3	3		3	5
Item Type	Selected Response	Selected Response	Selected Response	Selected Response	Selected Response	Open Response
Distractor Rule	both unrelated	both unrelated	one related to topic/passage one unrelated	one related to topic/passage one unrelated	one related to topic/passage one unrelated	n/a

Appendix E

Complexity Rubrics

All items should be assigned a Depth of Knowledge level based on the information presented in the table below. Content clarification examples are not exhaustive and general performance verbs are not the defining criteria for Depth of Knowledge classification.

1	Attention	
General Performance Verbs: 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.	Examples: Look at me. Listen while I read this story.

2	Rote Knowledge, Memorize& Recall	
General Performance Verbs: 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.	
	English Language Arts	
	• 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).	Examples: Show me/tell me… …which can you drink from? (book, cup, pen) …what do you read? (book, desk, stapler) …which pair of words rhyme?
	Mathematics	
	• 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. • Matches values/numbers on a number line. • Recognize expressions with decimal points, exponents, etc.	Examples: Show me/tell me… …which shape is round? (circle, square, triangle) …the height of this cylinder. … which number Point R is on the number line? … another expression with a decimal point/ an exponent (given an example).
	Science	
	• Identifies object from picture or manipulative choices. • Identifies common object when function is described. • Recalls function of basic body parts.	Examples: Show me/tell me… …what kind of weather is wet? …what object gives light? …what body part can taste food?

<table>
<tr><th>3</th><th colspan="2">Use of Knowledge and Information</th></tr>
<tr><td rowspan="5">General Performance Verbs:
perform
tell
demonstrate
follow
count
locate
name
read
describe
define
spell</td><td colspan="2">• 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.</td></tr>
<tr><td colspan="2"><u>English Language Arts</u></td></tr>
<tr><td>• 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 the correct spelling of grade appropriate words presented in sentence.
• Identifies prefixes/suffixes in words.
• Identifies incorrectly used common punctuation.
• Identifies basic punctuation including periods, commas, and question marks.</td><td>Examples: 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?
…which word uses the pre-fix…..
…which group of words has a comma?
…which word describes sound?
…which piece of evidence supports this clam?</td></tr>
<tr><td colspan="2"><u>Mathematics</u></td></tr>
<tr><td>• Tells time on analog clock.
• Identifies number sentence/equation that reflects number relationships (no comp.).
• Tells measurement with ruler placed on 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).
• Matches congruent shapes.
• Identifies information from a graph.
• Matches number to picture model.
• Identifies similar shapes when picture cues are rotated, reflected, or translated.
• Uses place value to round to any place.
• Locates positive and negative numbers on a number line.
• Identifies the y-intercept of a line.</td><td>Examples: Show me/tell me…
… which number sentence can be used to find the circumference of this circle (given dimensions and formula).
…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?
…which picture is a model of two cubed?
… which number line shows the point negative four?
… which point is the y -intercept of this line.</td></tr>
<tr><td colspan="2"><u>Science</u></td></tr>
<tr><td></td><td>• Identifies additional attribute from common experience/knowledge (e.g., weather, animals).</td><td>Examples: 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?</td></tr>
</table>

4	Comprehension	
General Performance Verbs: explain conclude group categorize restate review translate describe 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: • 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 usage of punctuation.	Examples: Show me/tell me… …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) …which sentence shows commas used correctly? …which sentence provides the best conclusion by stating why the claim is significant?
	Mathematics	
	• Computes math operations with equation, formula, or organizer given. (Requires computation and not one to one counting.) • Identifies objects, letters, or objects with line symmetry. • Computes area, perimeter, and volume when dimensions are labeled. • Identifies patterns with more than two repetitions. • Groups objects into three or more groups. • Uses information from a graph to make a comparison or claim, or to answer a question. • 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. • Simplifies expressions that include exponents. • Identifies the slope and y-intercept from graphs. • Plots or recognizes ordered pairs on a graph. • Recognizes similar figures (given information or example of similarity).	Examples: 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 of a 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) …which sentence is true according to Mr. Goff's bar graph? …which histogram correctly shows the data in the data table? … what two squared times two cubed equals?

	Science	
	• Identifies components of a scientific process. • Draws conclusions based on provided information. • Generalizes body part functions/processes across species by making inferences.	Examples: 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**	
General Performance Verbs: organize collect apply construct use develop generate interact with text implement compare contrast	• 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. • Compares events in two passages. • Generates response. • Implements a plan.	Examples: Show me/tell me… …how the poem and the story are the same. …how the structure of both passages is the same. …how to revise this sentence using fewer words. (no response options)
	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. • Solves real-world problems involving units of measurement. • Selects appropriate graphical representations of real-world events.	Examples: Show me/tell me… …what is the perimeter 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? Mr. Patel gives each person one cup of soup. 1 gallon = 8 pints 1 pint = 2 cups … how many cups Mr. Patel needs to serve two gallons of soup? …which graph shows a rate of four miles per hour?
	Science	
	• Explains cause and effect relationships. • Orders three or more components of a scientific process. • Describes processes of production or reproduction by ordering sentences.	Examples: 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	
General Performance Verbs: pattern analyze 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 the assessment unless open response items that require investigation using two or more texts are assessed.	Examples: …tell me another possible ending to the story (no options provided). …what kind of science experiment can you do to find out how many hours of sun a seed needs to sprout?

Special Considerations

- Generally, items are <u>not written</u> to DOK level of 1. Likewise, no items are written to the DOK 6 level because of the investigative nature of this level.

- 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 the labeling of the graphics in the Materials column must be detailed enough to give a clear description of the graphic.

- To accommodate the Braille version of the assessment, items that name the answer must be presented as manipulatives and not read. Word/picture cards being read **must not** name the answer.

- Picture cues are to be provided 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.

- For Deaf and Hard of Hearing students, 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.

Presentation Rubric

	1	2	3	4
Volume of Information	**No Scenario Presented:** – 1 simple sentence stating stimulus, "Here is a …." (when applicable) – Little to no additional info or instruction beyond standard item template language – Minimal response options (no complete sentences or equations) – No passage. *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: simple sentence or short paragraph – 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 or more 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) or paired passage *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 – Examples include units of measure, fractions, conversion formulas, place value, data tables, graphs, pictographs, decimals, equation	**Familiar & Unfamiliar Vocabulary Presented:** – Mix of everyday words and unfamiliar words presented in item – Basic content words used – Examples include positive/negative, proportional relationship, fraction bar, hundredths, perimeter, volume, distance, y-intercept, slope, congruent, variable	**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) story, sentence, add, square, claim, hundreds place, whole, half, force, heat, light, electricity, gravity	→ **Complex Content Word** (less familiar and more abstract) simile, hyperbole, isosceles triangle, carbon cycle, atom	
Context	**Familiar Context & Immediate Setting** (home and school) class, schedule, media center, lunch, recess, counting objects, kitchen, weather, basic body parts, gravity on everyday objects →	**Familiar Context & Extended Setting** (community) town library/museum, grocery store, volunteering, FL related animals/facts, algebraic terms/expressions →	**Unfamiliar Context & Extended Setting** (global community) animals/facts beyond FL (US/other countries), life cycle, respiratory system, environmental/global issues, internal functions of organs →	**Unfamiliar & Abstract Context** (require student to apply knowledge) inflation, 2D/3D conversion, object translation, personification, carbon cycle, genes, gravity on objects in space