Florida Standards Alternate Assessment

DATAFOLIO

Technical Report
2016–2017

Prepared by Measured Progress for the
Florida Department of Education

measured progress®

100 EDUCATION WAY, DOVER, NH 03820 (800) 431-8901
WWW.MEASUREDPROGRESS.ORG

TABLE OF CONTENTS

SECTION I OVERVIEW AND BACKGROUND

CHAPTER 1 OVERVIEW OF THE FLORIDA STANDARDS ALTERNATE ASSESSMENT-DATAFOLIO

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and have access to the general curriculum. The Every Student Succeeds Act (ESSA) signed by President Obama on December 10, 2015, requires that students with disabilities be assessed annually using the statewide assessment system and that alternate assessments be aligned with challenging state academic standards. To provide an option for the participation of all students in the state's accountability system, including those for whom participation in the general statewide assessments is not appropriate, even with accommodations, Florida developed the Florida Standards Alternate Assessment (FSAA) program. The FSAA program includes two components, the FSAA-Performance Task (FSAA-PT), which was operationally implemented in spring 2016, and the FSAA-Datafolio, which was operationally implemented in spring 2017. The FSAA-PT and FSAA-Datafolio form a continuum of assessment to meet the needs of Florida's students with the most significant cognitive disabilities. Students participate in alternate assessment either through the FSAA-PT or through the FSAA-Datafolio. The majority of students will be assessed through the FSAA-PT as it is the most appropriate assessment of their knowledge, skills, and abilities (KSAs). There are also a small number of students with the greatest significant cognitive disabilities, who typically do not have a formal mode of communication and who are working at pre-academic levels, that will be assessed through the FSAA-Datafolio as it is the most appropriate assessment of their KSAs. These two components of assessment make up the FSAA program.

The FSAA program is fully aligned to Florida alternate achievement standards, otherwise known as Access Points. Access Points reflect the key concepts of the Florida Standards and the Next Generation Sunshine State Standards (NGSSS) at reduced levels of complexity. They ensure access to the essence or core intent of the standards that apply to all students in the same grade.

Determining the appropriate curriculum and, subsequently, how a student will participate in the statewide assessment system, is an individualized education plan (IEP) team decision. Concluding that the student needs to receive instruction based on alternate achievement standards via access courses and, therefore, be assessed with the FSAA requires signed permission from the parent or guardian. If the IEP team determines that the student will be assessed using the FSAA, the team will also need to decide

whether the student should participate in the FSAA-PT or the FSAA-Datafolio. The two assessments are outlined below.

1. FSAA-Performance Task

The FSAA-PT is a performance-based assessment aligned to the Florida Standards Access Points (FS-AP) for English language arts (ELA) and mathematics, and the Next Generation Sunshine State Standards Access Points (NGSSS-AP) for science and social studies. The assessment measures student performance based on alternate achievement standards. The FSAA-PT's design is based on the broad range of KSAs 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 of three discrete tasks. Each task represents a varying level of cognitive demand, with Task 1 representing the least complex task and Task 3 representing the most complex task. This graduated progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge.

2. FSAA-Datafolio

The FSAA-Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FSAA-Datafolio shows student progress on a continuum of access toward academic content rather than mastery of academic content. The goal is for students to work on the prerequisite academic skills needed to prepare them to take the Performance Task assessment as appropriate. During the FSAA-Datafolio administration, teachers use Activity Choices based on predetermined standards to develop typical classroom activities/tasks that are aligned to Essential Understandings (EUs) and Access Points. Teachers collect student work products or other performance evidence across three collection periods throughout the school year. Student evidence from all three collection periods is submitted by the teacher via an electronic system and independently scored to determine the student's progress toward content access within each content area assessed. Student progress is shown through reduced Levels of Assistance and increased accuracy.

1.1 HISTORY

History of Alternate Assessment in Florida

Florida's focus on educational accountability began in 1991 with its school improvement and accountability legislation. The purpose of this legislation was to ensure higher levels of achievement for all students and more accountability for schools. In 1996, the State Board of Education adopted the Sunshine State Standards, and the Florida Comprehensive Assessment Test (FCAT) was authorized by the legislature. During this same time period, efforts were made to build capacity within school districts to develop and implement local alternate assessment tools for students for whom the FCAT was not

appropriate. In 1999, the legislature passed the A+ Plan for Education, which increased standards and accountability for students, schools, and educators. The assessment system included reading and mathematics in grades 3 through 10; writing in grades 4, 8, and 10; and science in grades 5, 8, and 11. The development of a school grading system was implemented in 1999 and a system for calculating individual academic growth over the course of a year commenced in 2000. In 2002, the Florida Alternate Assessment Report (FAAR) was developed to provide information on the progress of students with disabilities using the Sunshine State Standards for Special Diploma academic standards. Teachers used the FAAR as a reporting mechanism that reflected student progress on the standards based on locally determined assessments. The FAAR was intended to function as a uniform tool for reporting the outcomes of assessment data for students in grades 3 through 11.

In 2005, Florida began the process of revising the Sunshine State Standards. As part of this revision, Access Points for students with significant cognitive disabilities were developed. These Access Points represented the core intent of the standards with reduced levels of complexity. The work of developing Access Points for the expansion of the Sunshine State Standards was funded by the State of Florida (FLDOE Bureau of Exceptional Education and Student Services) and organized by staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Education Consortium, and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. The Access Points writing groups comprised parents/guardians, teachers, and university personnel with special education and content expertise. In conjunction with this activity, in 2007 Florida began to design and develop a statewide alternate assessment based on alternate achievement standards. The objective was to replace the FAAR system of local assessments and state reporting aligned to previous standards with a new statewide assessment aligned to the newly adopted Access Points. An Advisory Committee, representing the perspectives of teachers, parents/guardians, and administrators, provided input during the development of the assessment. A performance-based assessment was then developed: the Florida Alternate Assessment (FAA). Following a field test in 2007, the FAA was administered operationally to Florida's students from 2008 to 2015.

New educational standards for ELA and mathematics, the Florida Standards, were adopted by Florida in spring 2014. FS-AP were then developed to target the content of the Florida Standards at a less complex level for students with significant cognitive disabilities. New blueprints were developed, end-of-course and social studies assessments were added, administration practices were refined, and teachers were tasked with submitting student responses through an online assessment platform. The assessment was rebranded as the Florida Standards Alternate Assessment Performance Task starting in 2016.

FSAA-Datafolio Development Overview

The FSAA-Datafolio originated as a result of persistent and ongoing feedback from parents, teachers, and other stakeholders concerned that the FAA was not the appropriate assessment instrument for a very small subset of students with the most significant cognitive disabilities, referred to

metaphorically as the "1% of the 1%." The students within this very limited population exhibited no formal mode of communication (functioning at the pre-symbolic level). As a result of the students' limited communication skills, this population required maximum assistance to participate in the FAA, and tended to show limited growth within Level 1 on the assessment. Stakeholders strongly insisted that the design of the FAA was not sensitive enough to satisfactorily measure the growth that this very small population of students could demonstrate within an academic year through an item-based assessment. As a result of this vocal and consistent advocacy by stakeholders, the Florida Department of Education (FLDOE) sought guidance and expertise from stakeholders on how best to address this need which, ultimately, resulted in the development of a second alternate assessment tailored to the specific needs of this special subset of students. The FSAA-Datafolio is intended to be a part of the FSAA program while allowing students within this subset the ability to demonstrate what they know and can do. The following FSAA-Datafolio Development Table provides a brief overview of the development of the FSAA–Datafolio. This development is presented in greater detail in the sections following the table.

FSAA-Datafolio Development Table

Assessment Year	*Event*
2013–2014	Technical Advisory Committee (TAC) Meetings • Concerns regarding the appropriateness of the alternate assessment for a subset of students with the most significant cognitive disabilities were raised. • Measured Progress proposed and conducted research on existing data to identify the characteristics and number of expected students who would benefit from a datafolio assessment.
2014–2015	Access Points Advisory Committee on Instruction and Alternate Assessment Meeting • The initial FSAA-Datafolio design was presented. • A letter was presented by Committee members recommending the FSAA-Datafolio be implemented as a trial administration. • The FLDOE approved the recommendation of a trial administration.
2015–2016	• The FSAA-Datafolio trial administration was conducted. • Stakeholder feedback was gathered to inform 2016–2017 design changes.
2016–2017	• The first operational FSAA-Datafolio was administered.

FSAA-Datafolio Origination, 2013–14

In early 2013, the Bureau of Exceptional Education and Student Services (BEESS) at the FLDOE shared with the Technical Advisory Committee (TAC) concerns regarding the appropriateness of the alternate assessment with respect to a subset of the students with the most significant cognitive disabilities who are eligible to take the alternate assessment. These concerns had been voiced for some time by

educators in the field, including districts and schools, and centered around the ability to measure mastery of the standards for students whose communication methods were unknown or at the presymbolic level.

The TAC, in consultation with FLDOE staff and the alternate assessment contractor, outlined a process to conduct research for a component of the alternate assessment that would be sensitive enough to measure student mastery of the standards that aligned with the instructional practices most appropriate for this subset of students. The research plan involved the Innovation Lab at Measured Progress. The study proposed to the TAC and FLDOE consisted of two parts. The first part focused on identifying and quantifying the appropriate students for whom the new component would be developed. The second part of the study involved a literature review and interviewing and observing teachers of the most significantly cognitively disabled. This second part of the study would help Measured Progress and the FLDOE gain a better understanding of instructional practices utilized in Florida and defined by research for this subset of students. The outcome of this research would provide the FLDOE with information about the instructional practices most used for this subset of students and would aid in developing an assessment that would gather the most meaningful data for these students with the most significant cognitive disabilities.

Measured Progress completed the first part of the study by taking three years of FAA data and identifying students with three consecutive years of assessment scores that were in the lowest achievement level. Once this subset of students was identified, the Learner Characteristic Inventory data for each of these students were looked at. This information provided an overall set of characteristics and number of expected students for the identified population. The overall characteristics identified for the majority of this subset of students were as follows:

- Students communicate through cries and facial expressions.
- Students show either no response to sensory input or an alert to sensory input.
- Students respond to human inputs, but do not initiate.
- Students show no observable awareness of print or numbers.

Based on the findings of this initial research, it was expected that about 850 students exhibit the characteristics expected of the subset of students within the alternate assessment.

The second part of the study was not completed because the FLDOE was due to release an Invitation to Negotiate (ITN) for the alternate assessment program. The information garnered from the first part of the study was used to inform the ITN that was released in 2014, which contained the development of a datafolio component as a part of the alternate assessment program.

FSAA-Datafolio Development, 2014–15

In the 2014–15 academic year, Measured Progress, in cooperation with Florida educators and the FLDOE, designed the datafolio component, subsequently named the FSAA-Datafolio. The design of the FSAA-Datafolio included a series of decisions from the standards to be assessed and the level at which they would be assessed, to the frequency and types of evidence to be collected.

An Access Points Advisory Committee on Instruction and Alternate Assessment was held June 8–9, 2015, in Tallahassee. At this meeting Measured Progress and the FLDOE presented the initial design considerations and decisions for feedback. Advisory members unanimously embraced the concept of the FSAA-Datafolio assessment for the 1% of the 1% population of students in Florida with significant cognitive disabilities, agreeing that a datafolio-based assessment would be a more sensitive tool to measure more discrete levels of student growth over a school year. However, committee members submitted a letter to the FLDOE requesting that the FSAA-Datafolio be implemented as a pilot program during the 2015–16 academic year. This would allow for a more thorough opportunity for feedback and refinement prior to the FSAA-Datafolio being operational.

Concerns expressed in the committee letter included the short time line between the meeting and the planned assessment dates, and concerns over identifying students and determining eligibility for FSAA-Datafolio assessment participation through IEP meetings. Additional considerations of implementing a pilot administration included potential benefits such as having additional time to provide communication to the field regarding the nature of the FSAA-Datafolio and the targeted population, thus increasing the likelihood of greater buy-in from stakeholders including parents/guardians, teachers, school administrators, and alternate assessment coordinators.

As a result of this letter and the concerns expressed, the decision was made by the FLDOE that the FSAA-Datafolio would initially be implemented as a pilot program and that the 2015–16 administration would proceed as a trial. The decision was also made that students who participated in the trial administration would not be required to participate in the FSAA-PT during the 2015–16 academic year.

FSAA-Datafolio Trial Administration in 2015–16

The trial administration of the FSAA-Datafolio was implemented during the 2015–16 academic year. A series of one-day trainings was provided in Tallahassee on September 28, 2015; in Orlando on September 30, 2015; and in Miami on October 2, 2015. A total of 133 individuals were provided training in administration procedures as well as use of the Assessment View System (AVS), an electronic submission and repository for uploading student evidence. Additionally, a series of video training modules were produced to provide support and training for the field, including six modules for teachers and three modules for alternate assessment coordinators (AACs) on how to use the AVS, and three

modules for teachers and AACs covering administration procedures. Additional support was available to the field for both procedural and content questions by contacting the FSAA Service Center by phone or by e-mail.

During the trial administration, participants were presented with four opportunities to provide feedback to Measured Progress and the FLDOE through two feedback surveys and two feedback webinars. Feedback Survey #1 was conducted in late November through early December 2015 covering the topics of the appropriateness of the FSAA-Datafolio, the accuracy of the participation guidelines, and how reflective the FSAA-Datafolio was of daily instructional practices. Results are summarized in Table 1-1 below.

Table 1-1. 2016–17 FSAA-Datafolio: Feedback Survey Results from 2015-16

Topic	*% Favorable*	*% Neutral*	*% Unfavorable*
Appropriateness	59	5	36
Accuracy of Participation Guidelines	69	13	18
Reflectiveness of Daily Instruction	62	5	33

Participants also had the opportunity to provide comments related to each topic. Most participants felt the FSAA-Datafolio was appropriate for their students as it was tailored to students' many needs. Those who rated the appropriateness topic as unfavorable commented that the EUs were still too high for their students, making them inappropriate or inaccessible, or that due to physical limitations of their students, the EUs were not accessible. Most participants felt the participation guidelines were accurate for identifying students who were eligible to take the FSAA-Datafolio. Those who rated the participation guidelines as unfavorable indicated that addressing standards for the assessment as opposed to life skills was not appropriate. Most participants felt the FSAA-Datafolio was reflective of their daily instruction. Those who indicated the FSAA-Datafolio was not reflective of their daily instruction felt that the standards and/or Activity Choices were too complex or were not part of daily instruction due to physical limitations of students. As part of developing administration guidelines and training materials for the 2016–17 FSAA-Datafolio, these comments were used to identify areas where more training and information were needed.

Feedback Webinar #1 was conducted on December 3, 2015. Participants were given the opportunity to provide feedback on the ease of use of the AVS, any challenges experienced, and any recommendations for consideration by Measured Progress and the FLDOE. Participants indicated that the AVS was fairly easy to use, that it became easier to use with practice, and that the FSAA Service Center

was helpful. The challenges experienced by participants included a need for more examples of student evidence at differing levels, the high number of standards (five) per content area/course, and the duration of the collection period windows. Recommendations included broadening the examples in the Activity Choices, reducing the number of standards, and increasing the collection period window length. As part of revisions to the test design, test blueprints, and Activity Choice documentation, these comments were considered and incorporated into the 2016–17 FSAA-Datafolio.

Feedback Survey #2 was conducted in February 2016. Participants were given the opportunity to submit open-response questions related to the following topics: participation guidelines, Activity Choices, Levels of Assistance, Goal Setting, and using the AVS. These questions were compiled and used to generate the agenda for Feedback Webinar #2. Questions related to participation guidelines included what types of support documentation would be provided to IEP teams and when (if the participation guidelines from the 2015–16 trial administration were going to change for the 2016–17 administration), and what should teachers be doing if students are visually impaired, hearing impaired, and significantly cognitively delayed. Questions related to Activity Choices included what to do if the Activity Choices were too high in complexity for their students, uniqueness of materials, assessment questions or opportunities used in the second collection period as compared to the first collection period, and any development of worksheets or passage banks. Questions related to Levels of Assistance and Goal Setting included what to do if a student is always at the physical Level of Assistance and what to do if there is no growth from one collection period to the next. Questions related to the use of the AVS included how to upload evidence in a clear and efficient manner and where certain information needed to be documented in the AVS for a student.

Feedback Webinar #2 occurred on March 9, 2016. The purpose of the webinar was to provide information to participants based on Feedback Survey #2 questions, as well as have participants share strategies that they implemented with their peers. Participants were provided with information regarding changes to the FSAA–Datafolio design for the 2016–17 academic year. The open-response questions generated during Feedback Survey #2 were answered. In an effort to encourage collaboration among the participating teachers, participants were also encouraged to share strategies or thoughts with their peers regarding many of the questions posed. Participants also had the opportunity to ask additional questions and to provide feedback to Measured Progress and the FLDOE. Overall, participants' questions were answered, and some participants shared strategies with peers. Participants were encouraged to reach out to the Service Center with any student-specific questions throughout the collection periods. Recommendations from participants included their needs related to training and consideration about what to do when students frequently refused physical prompting. As part of the FSAA-Datafolio teacher training provided for the 2016–17 administration, a segment was specifically added to address content training and instructional practices for the EUs and Activity Choices, in addition to the administration and

AVS training segments. Also, information specific to nonengagement was incorporated into the 2016–17 FSAA-Datafolio administration guidelines and training materials.

Rangefinding was held in Dover, New Hampshire, on March 22–23, 2016, using highly experienced Measured Progress scoring staff and the program management team. The purpose of rangefinding was to test the draft scoring procedures and rubrics on actual student evidence and to find exemplar student work to use in the development of scoring practice and qualification sets for scoring training. The rangefinding materials and draft scoring procedures and rubrics were reviewed, edited, and approved by the FLDOE. During the rangefinding process, the scoring staff reviewed actual 2015–16 student evidence within the AVS and identified potential exemplars. The feedback generated by participants was used to improve and clarify the scoring procedures and rubrics to finalize them for scoring. Exemplars were found and scoring practice and qualification sets were developed. The updated scoring procedures and rubrics, and the practice and qualification sets were reviewed, edited, and approved by the FLDOE prior to the start of scoring.

Scoring occurred in Dover, New Hampshire, in May 2016. A total of 16 scorers and four table leaders were trained and qualified for scoring. A total of 88 student FSAA-Datafolios were scored. Feedback was collected from scorers and table leaders regarding the scoring procedures and rubrics, as well as feedback about the student evidence. Following the scoring, updates were made to the scoring procedures to streamline and reduce redundancy. The scoring rubric was also updated for clarity. Lastly, feedback about student evidence was incorporated into the 2016–17 administration training materials to help clarify and provide more information to teachers about the FSAA-Datafolio (e.g., use only one Level of Assistance, double-check signatures and data collected for completeness, make sure opportunities can be replicated). As 2015–16 was a trial administration, student reports were not provided to participants. A letter thanking students for participating in the trial administration was provided to teachers and parents/guardians in July 2016.

FSAA-Datafolio Developments in 2016–17

Based on feedback from teachers who participated in the 2015–16 trial administration, changes were implemented for the operational FSAA–Datafolio. The number of standards required to be assessed per grade and content area was reduced, the length of the collection period windows was increased, Access Civics and Access U.S. History End-of-Course (EOC) exams were added as new content areas, a new level of user (School Level Coordinator) was added as part of the AVS as well as streamlining data entry requirements within the AVS, the Level of Assistance goal-setting and implementations procedures were updated, and more clarity was provided in the administration materials and administration trainings. The most significant change was the decrease in the number of required standards per grade-level content area/course from the initial design of five standards down to three standards. This decision was centered on extensive feedback from the field regarding the amount of time and effort required to collect and

upload the evidence during each collection period. Measured Progress provided the FLDOE with initial recommendations for the three priority standards based on content coverage across the reporting categories for each grade and balancing standards assessed across the grade spans to ensure that priority standards broadly covered the breadth of the content standards across the span of a student's school career. The FLDOE conducted an internal review using its content specialists and provided feedback and edits to the original recommendations. The key question the FLDOE sought to answer was, "If you can only pick three standards to access per grade, what are the most important standards academically and instructionally speaking that should be addressed in the assessment?" Measured Progress worked with the FLDOE to finalize the three selected standards for each grade. Additionally, two EOC exams, Access Civics and Access U.S. History, were added to the *2016–17 Blueprint & Activity Choices Manual* in order to remain parallel with the addition of these EOC exams in the FSAA-PT. The three standards for each content area blueprint and associated Activity Choices were reviewed by panelists during a review meeting conducted in June 2016. The Activity Choices were then updated based on panelist feedback and approved by the FLDOE to be incorporated into the *2016–17 FSAA-Datafolio Teacher Resource Guide*.

The FSAA-Datafolio Participation Checklist was finalized based on stakeholder (Access Points Advisory Committee on Instruction and Alternate Assessment, TAC, and participants in the trial administration) feedback. The *Assessment Planning Resource Guide for IEP Teams* was developed to help IEP teams determine the appropriate alternate assessment to select for students with significant cognitive disabilities. This resource contained the newly developed FSAA-Datafolio Participation Checklist, guiding questions for IEP teams, and a decision tree. Additionally, the document contained a description of both the FSAA-PT and the FSAA-Datafolio, as well as samples of each assessment for reference by IEP teams. The *Assessment Planning Resource Guide for IEP Teams* was released in March 2016 on the FSAA Portal website.

The *Activity Choice Differentiation Guide* was created in response to feedback from the field requesting more examples of how to use the Activity Choices with students with varying levels of need. Sample student profiles across multiple grade levels were created to represent students who use eye gaze to communicate, students with dual sensory impairment (DSI), students with limited mobility, students with visual impairments (VI), and students who are deaf/hard of hearing (DHH). Examples of how Activity Choices could be implemented with these sample students were provided. Additionally, one Activity Choice in mathematics and one Activity Choice in ELA were adapted for each of the sample student categories to further demonstrate the adaptability of the Activity Choices. The *Activity Choice Differentiation Guide* was included as an appendix to the *2016–17 FSAA-Datafolio Teacher Resource Guide*.

Training for the 2016–17 academic year administration of the FSAA-Datafolio was provided to 380 individuals from July 25–29, 2016, in Tampa. Training consisted of eight groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project

ACCESS (a discretionary funded project of the FLDOE); and Session 3: Using the AVS. Additional online asynchronous video training was provided via administration training modules, three AVS training modules for AACs, and seven AVS training modules for teachers. The FSAA Service Center was also available to provide process and content support by phone and e-mail.

1.2 CORE BELIEFS

The mission of the FLDOE is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employment settings, and to contribute to society. The core beliefs of the FLDOE are as follows:

- All students can learn.
- All students should have access to the general curriculum.
- All students should be challenged.
- All students should have opportunities to demonstrate what they know and can do.

1.3 STAKEHOLDERS

Many stakeholders were involved in the development of the FSAA program. The TAC met to provide guidance to the FLDOE on the technical characteristics of the alternate assessment. During the December 2013 TAC meeting, initial plans for the development of the FSAA-Datafolio were developed. The TAC provided feedback on the proposed research on the expected number of students who would be eligible to participate in the FSAA-Datafolio.

The Access Points Advisory Committee on Instruction and Alternate Assessment, comprised teachers, parents/guardians, and administrators, convened in the spring and fall to provide recommendations for changes to the FSAA. Responses from this committee included advocacy for the creation of the FSAA-Datafolio, the recommendation that the assessment be initially conducted as a trial administration, and suggestions on the redesign of the FSAA-Datafolio based on information provided from the field during the 2015–16 trial administration.

Participants in the 2015–16 trial administration who provided feedback via the four surveys and webinars were valued stakeholders in the development of the operational FSAA-Datafolio. Feedback provided by the participants included perceived challenges of administration, recommendations for teacher training and support, and recommendations on changes to the AVS and the administration procedures.

A subcommittee consisting of members of the Access Points Advisory Committee and teachers who had administered the FSAA-Datafolio was formed in late fall 2016 and met initially on December 9, 2016, in Tallahassee to provide input and feedback specifically related to the FSAA-Datafolio. Feedback provided by this subcommittee included recommendations related to teacher training, the participation

guidelines, and enhancements to the AVS. The Datafolio Subcommittee also participated in rangefinding activities and reviewed the proposed Achievement Level Descriptors (ALDs) for the FSAA-Datafolio prior to standard setting.

Additionally, content specialists and Exceptional Student Education (ESE) teachers were invited to participate in Datafolio Blueprint & Activity Choices review meetings from June 14–15, 2016, in Orlando. Committees reviewed the Activity Choices in each of the content areas and grade levels for accessibility, content fidelity, and bias and sensitivity concerns. Stakeholder lists can be found in Appendix A.

1.4 PURPOSES

The primary purposes of the FSAA-Datafolio are the same as those for the Performance Task and are as follows: (1) to assess the annual learning gains of each student toward achieving state standards appropriate for the student's grade level; (2) to provide data for making decisions regarding school accountability and recognition; (3) to assess how well educational goals and curricular standards are met at the school, district, and state levels; (4) to provide information to aid in the evaluation and development of educational programs and policies; and (5) to provide information about the performance of Florida students compared with that of other students across the United States.

The FSAA-Datafolio is a part of the overall FSAA program. The intent of the FSAA-Datafolio is to provide students who are eligible to take the alternate assessment with a way to participate in the alternate assessment that results in meaningful data. Students identified for the FSAA-Datafolio who have historically participated in the FSAA-PT assessment have scored in the lowest category with no movement from year to year. These students are working on pre-academic access skills and are typically working with little to no observable communication skills or are at a pre-symbolic communication level. The FSAA-Datafolio provides a vehicle for assessment that takes these characteristics into consideration, allowing teachers to work with each student at their appropriate level, with the ultimate goal of moving the student along the continuum of access toward academic skills and assessment through the FSAA-PT. The purpose of the FSAA-Datafolio is to allow this small subset of students with the most significant cognitive disabilities a way to demonstrate their growth through the use of an assessment designed specifically to meet their unique needs.

1.5 FSAA-DATAFOLIO RESULT USES

FSAA-Datafolio results from the 2016–17 administration were provided at the student, school, district, and state levels. An interpretative guide related to student and school reports, *Understanding the Florida Standards Alternate Assessment Reports*, was available on the FSAA Portal and on the FLDOE's

website for parents/guardians, teachers, and administrators. Educators, parents/guardians, and students were encouraged to use the reported scores to inform instruction.

Results of the FSAA-Datafolio showed educators how students with significant cognitive disabilities were progressing along the continuum of Levels of Assistance toward accessing the knowledge and skills contained in the Access Points. The results could be used to assist IEP teams in developing annual goals and objectives. The IEP team was encouraged to examine the results in conjunction with other information—such as progress reports, report cards, and parent/guardian and teacher observations—to see what additional instruction, supports, and aids were needed and in what areas.

The results could also be used to improve instructional planning. For example, a student whose performance suggested he or she was exceeding his or her Level of Assistance goal might be ready for a Level of Assistance that is less intrusive and more independent, and instructional planning would likely focus on moving the student along the continuum of access. Students' scores may have also indicated a need for adjustments to the curriculum or for the provision of additional student supports and learning opportunities.

1.6 FSAA-DATAFOLIO PARTICIPATION

The IDEA requires that students with disabilities be included in each state's system of accountability and have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

IEP teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). The IEP team should consider the student's present level of educational performance in reference to the NGSSS and Florida Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the questions referenced in Figure 1-1 when determining the appropriate assessment.

Figure 1-1. 2016–17 FSAA-Datafolio: Student Participation Questions

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Participate in the Statewide Assessment Program	*YES*	*NO*
1. Does the student have a significant cognitive disability?	_____	_____
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?	_____	_____
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on access points in order to acquire, generalize, and transfer skills across settings?	_____	_____

If the IEP team determines that a "yes" response to all three of the questions accurately characterizes a student's current educational situation, then the FSAA should be used to provide meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all three areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

Once the IEP team determines that a student will be instructed in Access Points and will therefore participate in the FSAA, the next step is to determine the method in which the student will be assessed—via the FSAA-PT or FSAA-Datafolio. Figure 1-2 shows the additional questions that need to be answered in determining whether the FSAA-Datafolio is the appropriate assessment for a student.

Figure 1-2. 2016–17 FSAA-Datafolio: Student Assessment Questions

Questions to Guide the Decision-Making Process to Determine How the Student Will Participate in the FSAA	*YES*	*NO*
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone (require interpretation by listeners/observers)?	_____	_____
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?	_____	_____
3. Does the student exhibit reactions primarily to stimuli (i.e., student only communicates that he or she is hungry, tired, uncomfortable, sleepy, etc.)?	_____	_____
Previous FAA Performance (if Applicable)		
1. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflect limited growth within Level 1?	_____	_____
2. Has the student historically received a score of 20 or less on the FAA?	_____	_____

For the student to meet participation guidelines, the IEP team must select "yes" in any one of the first three questions. For a student in grade 3 or 4, or a student who does not have previous FAA scores,

the IEP team may determine that the FSAA-Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement. If the IEP team does not select "yes" in one or more areas, then the IEP team must consider whether the FSAA-PT is a more appropriate statewide assessment for the student. Furthermore, if the decision of the IEP team is to assess the student through the FSAA (whether Performance Task or Datafolio), the parents/guardians of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment. A technical assistance paper and assessment participation checklist providing guidance regarding the recent revision of Rule 6A-1.0943(4), Florida Administrative Code, effective December 23, 2014, can be accessed online (**https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf**). Participation rates for the 2016–17 administration of the FSAA-Datafolio are located in Appendix B.

SECTION II TEST DEVELOPMENT, ADMINISTRATION, SCORING, AND REPORTING

CHAPTER 2 TEST CONTENT

2.1 HISTORY OF ALTERNATE ACHIEVEMENT STANDARDS AND ACCESS POINTS

Designed specifically for students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels, the FSAA-Datafolio is an electronic portfolio-based assessment that is aligned with the Florida Standards in English language arts (ELA) and mathematics, and the Next Generation Sunshine State Standards (NGSSS) in science and social studies. The Access Points developed to the Florida Standards and NGSSS include content that has been prioritized and aligned with the academic grade-level content standards for the Florida Standards Assessment. The Access Points include curriculum content that students with significant cognitive disabilities are expected to access and learn during the course of their instructional programs.

In 2005, the development of Sunshine State Standards Access Points in reading and language arts and mathematics was funded by the Bureau of Exceptional Education and Student Services and organized by staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Education Consortium, and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. To begin this process, school districts were invited to nominate participants from across the state—including exceptional student education teachers, general education teachers, teachers of English language learners (ELLs), and parents/guardians—to write draft Access Points for three levels of complexity: Participatory, Supported, and Independent. The draft Access Points were aligned to the benchmarks for the 1996 Sunshine State Standards. In December 2005, the Access Points for reading and language arts and mathematics were posted for public review in an online survey. A total of 164 people responded to the reading and language arts survey and 42 people responded to the mathematics survey.

Beginning in January 2006, staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Educational Consortium, and the Accommodations and Modifications for Students with Disabilities Project at Florida State University, worked together to align the draft Access Points for reading and language arts to the revised benchmarks of the Sunshine State Standards. Throughout the process, teachers and university personnel with expertise in reading and language arts and those with expertise in curriculum for students with disabilities were consulted, although no formal writing team was established. In April 2006, the Access Points were included in an

online survey with the revisions to the reading and language arts Sunshine State Standards and were aligned with further revisions to the general education standards. The final draft of the reading and language arts Access Points was adopted by the State Board of Education on January 25, 2007.

In May 2007, the Office of Mathematics and Science convened a committee of framers to consider the framework for the revision of the Sunshine State Standards for science content. From June 2007 to October 2007, the writers' committee met to write the new standards according to the structure set by the framers. From October 2007 to January 2008, the drafts of the standards were provided to the public via online sources and through public forums in various locations around the state. Online reviewers were able to rate the standards and provide comment. By February 2008, the State Board approved NGSSS in reading and language arts, mathematics, and science.

In 2009 and 2010, Florida educators, content experts, and reviewers took on a leadership role in the development of mathematics and ELA Common Core K–12 State Standards. Throughout this time, FLDOE personnel met face-to-face with both teams of writers prior to the first draft of the K–12 standards. Preliminary and final drafts of the standards were reviewed by staff and key stakeholders across the state.

In August 2013, Governor Rick Scott convened a summit attended by Florida's top education leaders and bipartisan stakeholders to discuss the sustainability and transparency of the state's accountability system. Using input from the summit, Governor Scott signed the Florida Plan for Education Accountability (Executive Order 13-276) in September 2013. At this time, Governor Scott opened three channels for the public to communicate input about Common Core State Standards (CCSS) to policy makers. First, three public meetings were held throughout the state at which attendees had the opportunity to communicate support for the standards as well as concerns about the standards. Second, a website was created that presented information about the new standards, links to the proposed standards, transcripts of the public meetings, and other resources. A form was provided on the website for public input. Third, a dedicated e-mail address was created for individuals to send their comments directly to the FLDOE.

Based on the results of the public comment, in January 2014, the FLDOE recommended that changes be made to the standards adopted in July 2010 and the CCSS were renamed Florida Standards. On February 18, 2014, the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) were approved by the Florida State Board of Education. The approved Florida Standards for mathematics and ELA reflected stakeholder input and stressed a broader approach to student learning, including an increased emphasis on analytical thinking.

When the State Board of Education adopted the new Florida Standards in February 2014, it became necessary to develop new Access Points that would be appropriate for Florida's students for mathematics and ELA. As was the case with the NGSSS, these new Access Points for students with significant cognitive disabilities fully aligned with the Florida Standards. Moving forward, access courses

for students with significant cognitive disabilities were revised to contain these new Access Points. The new Access Points comprised the most salient grade-level, core academic content for students with significant cognitive disabilities. It is important to note that the Access Points were not "extensions" of the standards but rather they illustrated the necessary core content, knowledge, and skills students with significant cognitive disabilities needed at each grade to promote success in the next grade. The majority of adopted Access Points for mathematics and ELA also included a series of Essential Understandings (EUs). These EUs were supports that "unpacked" the Access Points to assist in the teaching and learning of the standards. The EUs were intended to be fluid and supplemented as the new standards evolved instructionally.

2.1.1 Overall Blueprint & Activity Choice Development

The initial design of the FSAA-Datafolio for the 2015–16 trial administration consisted of five standards to be assessed in each grade-level content area and end-of-course (EOC). The standards to be assessed were chosen by the FLDOE in collaboration with Measured Progress content specialists. Measured Progress's special education and content specialists reviewed the Performance Task blueprints for each of the grades and content areas. Based on these blueprints and the decision that five standards would provide appropriate coverage of the standards across the years, the blueprints were drafted. Measured Progress's intent was to make sure that, throughout a student's school career, the student would be assessed on the major themes/domains in each content area, and that the chosen standards would be the most concrete and seen as building blocks/prerequisites to the Performance Task.

Once the blueprint standards and Access Points were agreed upon, Activity Choices were developed for each of the standards in each content area. Measured Progress special education and content specialists reviewed each Access Point and recommended a specific EU for ELA and mathematics, and a Participatory Level Access Point for science, to target for Activity Choice development. The focus was on selecting the most concrete EUs or Participatory Access Points. Activity Choices were developed as a means of providing teachers with more specific activity-type information that would be aligned to an EU or Access Point so teachers could focus on determining the opportunities that would be presented to a student. In some cases, when the EUs or Access Points were concrete and concise, the Activity Choice was the same wording as the EU or Access Point. In others, where the EUs or Access Points could be broken down further, the specialists did break them down (or apart) into Activity Choices. Each standard identified had two or three Activity Choices and an associated example. Measured Progress collaborated with the FLDOE on the development of the Activity Choices for each content area. The FLDOE reviewed, edited, and approved the Activity Choices. As a means of gathering feedback on the Activity Choices, educators who participated in the 2015–16 trial administration were asked to review and provide feedback on any Activity Choices that they perceived to be unclear.

Based on feedback from the trial administration (the field felt that five standards per content area were too much for this population of students), and with guidance from the TAC, the decision was made to reduce the number of assessed standards in each content area and EOC from five standards to three standards for the 2016–17 administration. Special education and content specialists from the FLDOE and Measured Progress collaborated to determine which three standards would be assessed in the *2016–17 Blueprint & Activity Choices Manual* for ELA, mathematics, and science. In addition, feedback on specific Activity Choices was considered for ELA, mathematics, and science by Measured Progress. The special education specialist and content specialists provided updated ELA, mathematics, and science Activity Choices to FLDOE specialists to review and edit. Revisions to the Activity Choices in ELA, mathematics, and science included updating the use of "and" to "and/or" when possible, changing the use of "i.e.," to "e.g.," and removing "()" when possible so as not to indicate a requirement of the Activity Choice. In addition, in ELA any reference to text needing to be one to two grade levels below current grade level was removed from the Activity Choices as this was not a requirement of the test design, and teachers could use whatever text materials were most appropriate for the student. Revisions to the ELA, mathematics, and science Activity Choices were made in preparation for the Blueprint & Activity Choice review meeting.

Additionally, social studies was added as an assessed content area for the 2016–17 administration of both the FSAA-PT and the FSAA-Datafolio. Special education and content specialists from the FLDOE and Measured Progress collaborated on which standards would be assessed for the new EOC exams in Access Civics and Access U.S. History. Similar to the other content areas, the focus was on selecting the most concrete Participatory Access Points. Activity Choices were developed for the selected Access Civics and Access U.S. History standards. In cases when the Access Points were concrete and concise, the Activity Choice used the same wording as the Access Point. In others, where the Access Points could be broken down further, the specialists did break them down (or apart) into Activity Choices. Each standard being assessed was provided two or three Activity Choices and associated example responses. Measured Progress collaborated with the FLDOE on the development of the Activity Choices for each content area. The FLDOE reviewed, edited, and approved the draft Access Civics and Access U.S. History Activity Choices in preparation for the Blueprint & Activity Choices review meeting.

The Blueprint & Activity Choices review meeting was convened on June 14–15, 2016, in Orlando to receive stakeholder feedback on the selected standards and the Activity Choices. The review committees consisted of both content specialists and Exceptional Student Education (ESE) teachers. Panelists reviewed each Activity Choice for its alignment to the corresponding EU, alignment of the Activity Choice to the Access Point, clarity and consistency of language, alignment of the example to the Activity Choice, and classroom feasibility for the target population. Additionally, the Activity Choices were reviewed for any potential administration, bias, and sensitivity issues. In general, the stakeholders agreed with the Activity Choices as written. Minor edits were requested to some of the Activity Choices

to clarify requirements or to remove unnecessary language. Edits requested were mostly within the examples for the Activity Choices to make them as clear as possible for a teacher. Stakeholder feedback was incorporated in the final *2016–17 Blueprint & Activity Choices Manual*, which was located following Appendix A in the *2016–17 FSAA-Datafolio Teacher Resource Guide*. The guide was available on the FSAA Portal.

2.2 ALIGNMENT AND LINKAGES

The FLDOE contracted with the Human Resources Research Organization (HumRRO) to conduct a third-party alignment study of the FSAA-PT and the Access Points for all content areas in 2016 and 2017. HumRRO used the Links for Academic Learning (LAL) alignment method developed by the National Alternate Assessment Center as the basis to conduct the content alignment reviews and analyze the results (Flowers, Wakeman, Browder, & Karvonen, 2007). HumRRO adapted this method to best fit the FLDOE's data analysis needs.

The study provided information related to the alignment of the Access Points to the corresponding LAFS, MAFS, and NGSSS. *The Florida Standards Alternate Assessment-Performance Task Alignment Report* is available through the FLDOE.

In January 2018, the FLDOE contracted with EdCount for a third-party alignment study of the FSAA-Datafolio component. The study focus questions and alignment study design were vetted through the FLDOE's Technical Advisory Committee (TAC) to ensure the study was tailored to the design of the FSAA-Datafolio. EdCount used the LAL alignment method as the basis to conduct the content alignment reviews and analyze the results (Flowers, Wakeman, Browder, & Karvonen, 2007). EdCount adapted this method to best fit the FLDOE's data analysis needs. The evaluation of alignment and validity quality within the FSAA-Datafolio involved the collection and evaluation of evidence relating to eight evaluation questions. The criteria from the LAL alignment method were embedded within the study focus questions. The study questions are listed below:

1. To what degree are the appropriate students participating in the FSAA-Datafolio?
2. To what degree are the rationale for and the intent of the assessment clear, defined, and purposeful for the development and implementation of the FSAA-Datafolio?
3. To what degree is a rationale provided for the selection of the Access Points (reduction in scope and depth)?
4. To what degree are the EUs or Participatory Access Points aligned to the Access Points that are required for students with significant cognitive disabilities?
5. To what degree are the Activity Choices linked to the EUs or Participatory Access Points?
6. To what degree does the choice of EUs or Participatory Access Points show room for progression and differentiation across the years?

7. To what degree are the assessment and selected Essential Understandings or Participatory Access Points providing the highest challenge for this population of students and providing prerequisites that will lead them to the next level of the content (e.g., participation in the FSAA-Performance Task)?
8. To what degree does the assessment evidence (student work) gathered across the collection periods allow for a clear demonstration of a student's progress toward the content standards?

The *Florida Standards Alternate Assessment Datafolio Alignment Report* is available through the FLDOE.

2.3 ASSESSMENT DESIGN

The FLDOE determined that there was a need to develop an assessment that was responsive and meaningful for a subset of students who are eligible to take the alternate assessment. The FSAA-Datafolio is designed for students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels, and is intended to utilize already existing instructional practices and activities that are individualized by the teacher for a student. It is viewed as an extension of these instructional activities in order to gather assessment evidence for a student. The FSAA-Datafolio has very specific administration guidelines that are followed by a teacher to gather student evidence. The FSAA-Datafolio and the FSAA-PT are considered a continuum of assessment, and therefore assess the same grades and content areas and is based on the same content standards. Tables 2-1 and 3-1 display the grade levels, content areas, and courses assessed on the 2016–17 FSAA-Datafolio.

Table 2-1. 2016–17 FSAA-Datafolio: Grade Levels and Content Areas Assessed

Grade Level	*ELA*	*Mathematics*	*Science*	*Access Civics*	*Access U.S.History*	*Access Algebra 1*	*Access Geometry*	*Access Biology 1*
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X		X				
8	X	X	X					
9	X							
10	X							
End-of-Course					X	X	X	X

For the operational assessment, each content area and course assessment comprises three predetermined standard Access Points. Using the *2016–17 Blueprint & Activity Choices Manual*, teachers build the assessment by selecting one activity choice from a list of two or three options per standard being assessed. During the three collection periods, teachers assess students on each of the three standard Activity Choices by providing between five and eight opportunities for the student to perform the activity. The submission of all student evidence gathered during the three collection periods makes up each standard entry. The results of each of the three collection period standard entries are then combined to determine a total content score that reflects the student's progress over time. See Chapter 3 for detailed information about the FSAA-Datafolio assessment design.

2.4 OPERATIONAL BLUEPRINTS

For the FSAA-Datafolio trial administration, the blueprints for each grade included five standards to be assessed generally spanning three to five reporting categories. The selected standards for each content area were based on those assessed on the FSAA-PT blueprints. Priority was given to ensuring a broad range of coverage of the reporting categories throughout a student's school career, as well as to those standards that were most concrete and considered to be most accessible for this student population. As previously described, based on feedback from the trial process, the blueprints for each grade and content area were reduced to the three most relevant and important standards within each content area; therefore, only three reporting categories are assessed at each content area and grade level. The FLDOE determined that special emphasis should be paid to the three standards determined for the FSAA-Datafolio as these are considered the core standards for instruction and assessment for this population of students.

English Language Arts

Measured Progress collaborated with special education and content specialists at the FLDOE to develop the assessment blueprints for ELA grades 3–10. The FSAA-Datafolio assessment blueprint is fully aligned to the Florida Standards Access Points (FS-AP) through the EUs. In developing the assessment blueprint for ELA, Measured Progress staff examined the following documents/resources:

- *Florida Standards Alternate Assessment-Performance Task, Test Design and Blueprint Specifications, English Language Arts blueprint*
- ELA Access Course descriptions for grades 3–10
- Florida Standards
- Florida Standards: ELA Access Points with Essential Understandings

The content assessed in the FSAA-Datafolio reflects the same areas assessed by the FSAA-PT as they are considered a continuum of assessment. The ELA blueprint design consists of three reporting categories from the Florida Standards at each grade level; however, each of the five reporting categories from the Florida Standards is assessed across the grades of a student's school career. The five reporting categories from the Florida Standards are 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, with text-based writing being the exception, only addressing informational text in grades 4–10. Teachers use the Activity Choice and EU information for each of the required three standards per grade level to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard. See Appendix C for test blueprints for all content areas.

Mathematics

Measured Progress also collaborated with special education and content specialists at the FLDOE to develop the assessment blueprints for mathematics grades 3–8, and high school Algebra 1 and Geometry. The FSAA-Datafolio assessment blueprint is fully aligned to the FS-AP through the EUs. In developing the assessment blueprints for mathematics, Measured Progress staff examined the following documents/resources:

- *Florida Standards Alternate Assessment-Performance Task, Test Design and Blueprint Specifications, Mathematics blueprint*
- Mathematics access course descriptions for grades 3–8, Geometry, and Algebra
- Florida Standards
- Florida Standards: Mathematics Access Points with Essential Understandings

The content assessed in the FSAA-Datafolio reflects the same areas assessed by the FSAA-PT as they are considered a continuum of assessment. Grades 3–5 address three of the five reporting categories at each grade with priority reporting categories of Operations, Algebraic Thinking, and Numbers in Base Ten (grade 3); Operations and Algebraic Thinking (grade 4); Operations, Algebraic Thinking, and Fractions (grade 5); Numbers and Operations-Fractions (grades 3–4); and Measurement, Data, and Geometry (grades 3–5) being covered in elementary mathematics. Grades 6–8 address three of the six reporting categories at each grade with priority reporting categories of Expressions and Equations (grades 6–7), Functions (grade 8), Geometry (grades 6–8), and Statistics and Probability (grades 6–8) being covered in middle school mathematics. Algebra 1 and Geometry address three reporting categories each, respective to the high school content introduced in each course. Teachers use the Activity Choice and EU information for each of the required three standards per grade level to develop activities that include five

to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard. See Appendix C for all of the test blueprints.

Science

Measured Progress also collaborated with special education and content specialists at the FLDOE to develop the assessment blueprints for science grades 5 and 8, and Biology 1 EOC. The FSAA-Datafolio assessment blueprint is fully aligned to the NGSSS through the Participatory (least complex) Level Access Points. In developing the assessment blueprints for science, Measured Progress staff examined the following documents/resources:

- *Florida Standards Alternate Assessment-Performance Task, Test Design and Blueprint Specifications, Science blueprint*
- Science access course descriptions for grades 5 and 8, and Biology 1
- Next Generation Sunshine State Standards
- Next Generation Sunshine State Standards with Access Points

The content assessed in the FSAA-Datafolio reflects the same areas assessed by the FSAA-PT as they are considered a continuum of assessment. An emphasis was placed on three of the four reporting categories for grades 5 and 8 that mirror the same Big Ideas that are assessed on the FSAA-PT. The priority reporting categories for grades 5 and 8 are Nature of Science, Physical Science, and Life Science. Biology 1 EOC assesses three reporting categories based on the Life Sciences standards covering Molecular and Cellular Biology; Classification, Heredity, and Evolution; and Organisms, Populations, and Ecosystems. Teachers use the Activity Choice and Access Point information for each of the required three standards per grade level or course to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard. See Appendix C for all of the test blueprints.

Social Studies

Measured Progress also collaborated with special education and content specialists at the FLDOE to develop the assessment blueprints for the social studies Civics and U.S. History EOCs. The FSAA-Datafolio assessment blueprint is fully aligned to the NGSSS through the lowest level Access Points. In developing the assessment blueprints for social studies, Measured Progress staff examined the following documents/resources:

- *Florida Standards Alternate Assessment-Performance Task, Test Design and Blueprint Specifications, Social Studies blueprint*

- Civics and U.S. History EOC Access Course descriptions
- Next Generation Sunshine State Standards
- Next Generation Sunshine State Standards with Access Points

The content assessed in the FSAA-Datafolio reflects the same areas assessed by the FSAA-PT as they are considered a continuum of assessment. The FSAA-Datafolio addresses three of the four Civics reporting categories introduced in the grade 7 course with the priority reporting categories determined as Origin and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; and Organization and Function of Government. The FSAA-Datafolio addresses the three U.S. History reporting categories introduced in the high school course. These are Late Nineteenth and Early Twentieth Century, 1860–1910; Global Military, Political, and Economic Challenges, 1890–1940; and The United States and the Defense of the International Peace, 1940–present. Teachers use the Activity Choice and Access Point information for the required three standards per course to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard. See Appendix C for all of the test blueprints.

CHAPTER 3 ASSESSMENT DESIGN

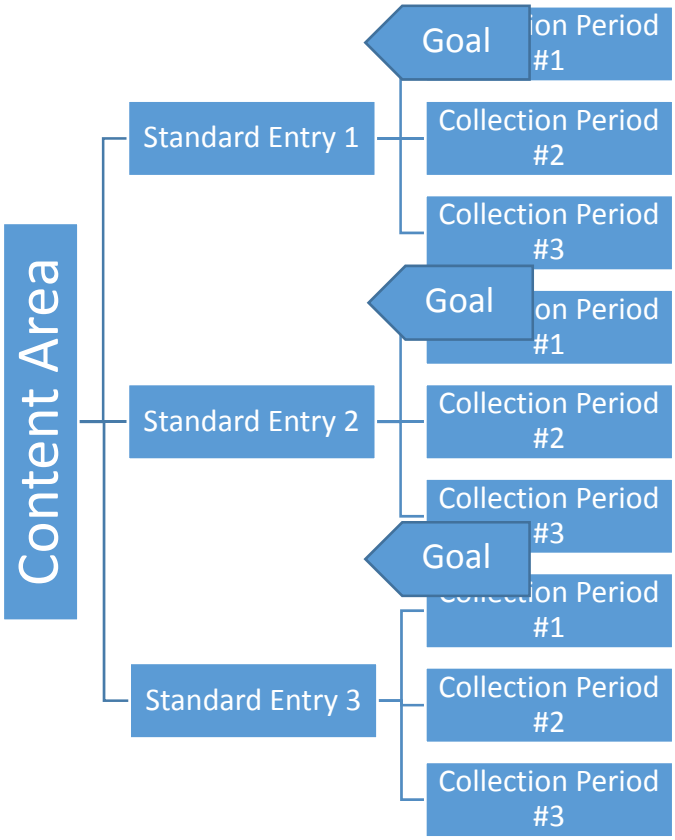
3.1 OVERVIEW

The FSAA-Datafolio was developed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The assessment is designed to show student progress on a continuum of access toward academic content. Student progress is shown through reduced Levels of Assistance required to engage in the academic content and/or increased Level of Accuracy. The FSAA-Datafolio is a submission of student work products or other performance evidence from three established collection periods throughout the school year. The samples are developed from classroom activities/tasks that address selected skills. The student evidence is submitted by the teacher using the Assessment View System (AVS), an electronic submission and repository system that results in an electronic datafolio.

Each content area or course assessment comprises three predetermined standards/Access Points per content area. Using the *2016–17 Blueprint & Activity Choices Manual*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. During the three collection periods, teachers assess students on each of the selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. After the first collection period, which is the baseline, the teacher sets a Level of Assistance goal for each Activity Choice for the student. The teacher then works with the student during instruction to achieve this goal and collects evidence during collection periods two and three to document the student's progress toward these goals (see Figure 3-1).

All student evidence gathered during the three collection periods makes up each standard entry. The resulting scores on the three standard entries are then combined to determine a total score for knowledge, skills, and progress over time for a specific content area or course.

Figure 3-1. 2016–17 FSAA-Datafolio: Content Area Test Design



As seen in Table 3-1, the *2016–17 FSAA-Datafolio* assesses the following grade levels, content areas, and courses:

Table 3-1. 2016–17 FSAA-Datafolio: Grade Levels and Content Areas Assessed

Grade Level	*ELA*	*Mathematics*	*Science*	*Access Civics*	*Access U.S.History*	*Access Algebra 1*	*Access Geometry*	*Access Biology 1*
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X		X				
8	X	X	X					
9	X							
10	X							
End-of-Course					X	X	X	X

3.1.1 FSAA-Datafolio Test Administration Process (Steps 1 through 3)

The steps for constructing the FSAA-Datafolio are outlined in the *2016–17 FSAA-Datafolio Teacher Resource Guide*. This document was written to assist teachers in the planning, instruction, and assessment of students taking the FSAA-Datafolio. There are eight major steps in the process of the FSAA-Datafolio assessment. Steps 1 through 3 consist of planning and preparation steps, and steps 4 through 8 are specific to assessment administration.

Step 1: Identify that the student is appropriate for the FSAA-Datafolio assessment.

The teacher meets with the individualized education plan (IEP) team to determine the appropriate avenue of participation in the state assessment designated for the student's grade level, using the participation guidelines. The team verifies that the student is eligible for the alternate assessment and meets the criteria for a significant cognitive disability.

Students may be assessed with the FSAA-PT or FSAA-Datafolio if they meet the eligibility criteria for a significant cognitive disability. Once this has been determined, the IEP team further reviews the student's present levels of performance and communication mode to determine if the student should take the FSAA-PT or is eligible for the FSAA-Datafolio. The student's IEP team makes this decision. Documentation of the decision regarding how the student will be assessed is required on the IEP. See Chapter 1 for more detailed information on Florida's participation criteria.

Step 2: Identify the Activity Choices for assessment.

At the beginning of the school year, the teacher identifies which Activity Choices the student will be assessed on. For each content area being assessed at a grade level, three standards have been identified for assessment on the FSAA-Datafolio. Each of the three content area standards has two or three Activity Choices tied to that standard. A single Activity Choice per standard must be selected. The standards and Activity Choices can be found in the *2016–17 FSAA-Datafolio Blueprint & Activity Choices Manual*. This document provides the reporting category, domain or strand, the general education standard and code, the Access Point and code, the Essential Understandings related to the Access Point, and the two or three Activity Choices. See the example in Figure 3-2 on the following page.

Figure 3-2. 2016–17 FSAA-Datafolio: Grade 3 ELA Example

<table>
<tr><th>Reporting Category</th><th>Domain/ Strand</th><th>Genre</th><th colspan="4">Cluster 1: Conventions of Standard English</th></tr>
<tr><td rowspan="3">Language and Editing</td><td rowspan="3">Language</td><td rowspan="3">Literature or Informational</td><td>STANDARD CODE</td><td colspan="4">Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2a. Capitalize appropriate words in titles.
2b. Use commas in addresses.
2c. Use commas and quotation marks in dialogue.
2d. Form and use possessives.
2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td></tr>
<tr><td rowspan="2">LAFS.3.L.1.2</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: (CCC): Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</td></tr>
<tr><td>LAFS.3.L.1.AP.2a</td><td>Essential Understandings
➢ Capitalize the first word in a sentence.
➢ Capitalize dates.
➢ Capitalize names of people.
➢ Capitalize proper nouns.</td><td>Activity Choices
Choice 1: Capitalize the first word in a sentence.
Choice 2: Capitalize dates.
Choice 3: Capitalize proper nouns.</td><td>Examples
1. Student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? Response: will vary
2. Student is presented with and read a sentence and three response options. Which parts of the date tuesday, may 5, 2015, need to be capitalized? Response: T in “tuesday” and M in “may”
3. Student is presented with and read a sentence and three response options. Which words (proper nouns) need to be capitalized? Response: names of people, geographic names, holidays, product names</td></tr>
</table>

Once the selections are made, the teacher must identify the targeted skill(s) within each Activity Choice to determine what is required for assessment. Next, the teacher determines the most appropriate way to present those skills to the student while maintaining alignment with the requirements of the targeted skills.

Step 3: Develop an instructional plan to assess the student.

After selecting the most appropriate Activity Choices to include in the assessment, the teacher should identify the intended outcome of instruction. Grade-appropriate activities that could include individual, small-group, or large-group activities typically available to students in the general education classroom are then planned.

3.1.2 Develop a Data Collection Plan for Instruction and Assessment

Teachers must choose an assessment strategy that is compatible with the selected instructional activity and the student’s mode of communication. A good way to document whether the student has demonstrated learning of the content standard is to use data from instruction and student work samples produced during the activity. Work samples may be teacher observations, digital recordings, or work products of the student performing an activity or task.

The collection of evidence of student learning should be an ongoing process. Learning should occur throughout the instructional year and should represent the skills the student is working on related to a standards-based curriculum.

Systematically monitoring progress and adjusting instruction throughout the year represents best practice. This process increases the likelihood of progress and higher achievement on targeted skills.

3.1.3 Collection Periods One, Two, and Three Data Collection Process (Steps 4 through 8)

During collection period one, the teacher collects baseline evidence to identify the student's performance level *prior* to instruction. The evidence collected during this first collection period is used to determine a baseline of the student's Level of Assistance (LOA) for each Activity Choice (see Figure 3-3). It is recommended that collection period one assessments be completed with the LOA required by the student to engage in the activity in order to demonstrate a baseline level. From this baseline evidence, the teacher identifies both the LOA required to engage the student in the content for assessment as well as the Level of Accuracy the student achieved in the activity to determine the student's performance level.

Figure 3-3. 2016–17 FSAA-Datafolio: Levels of Assistance (LOA)

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the correct answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the specific answer to a question or item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/ opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform the same or similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

As outlined in section 3.1.1, teachers begin the process by following the planning and preparation steps described in steps 1 through 3. Once they have completed these steps, they can move into the actual administration: gathering evidence for collection period one, determining the LOA goal, uploading evidence, and then continuing to gather and upload evidence for collection periods two and three. The process that teachers are directed to follow is outlined in steps 4 through 8.

Step 4: Gather collection period one evidence.

Once the instructional plan is in place, the first collection period evidence is collected. This evidence is collected before instruction occurs to provide a baseline for determining student progress.

The following are types of allowable FSAA-Datafolio evidence:

1. **Observation Evidence:** an anecdotal observation of the student working on the Activity Choice
2. **Digital Recording Evidence:** a digital recording of the student working on the Activity Choice
3. **Work Product Evidence:** a permanent work product such as an original work sample or teacher-constructed activity that results in a tangible product

Teachers must use the same collection evidence type within a single Activity Choice submission. However, teachers may use different evidence types between collection period submissions. For example, teachers may choose to use

- observation evidence for collection period one,
- work product evidence for collection period two, and
- digital recording evidence for collection period three.

Teachers can also choose to use the same type of evidence for all three collection periods. Teachers should choose the evidence type that best suits the student and the skills being assessed.

Step 5: Establish LOA goals.

LOA goals are determined by the teacher after completing the first collection period assessments for each Activity Choice. During this process, the teacher identifies the targeted LOA the student will be able to achieve when performing the specified skill by the end of the third collection period.

It is possible and appropriate to have a student utilizing Physical Assistance (P) for one Activity Choice and Gestural Assistance (G) on another Activity Choice within or across content areas, courses, and grades. The goal is to determine progress across performance. It is important to remember that the FSAA-Datafolio is a compilation of student evidence and is intended to produce a snapshot in time of the

progress the student has or has not made in relation to the Activity Choices and LOA goals selected for assessment.

The following is the best practice process for setting the LOA goals:

- Administer the baseline assessment for the Activity Choice using the LOA most commonly used with the student during similar activities during classroom instruction.
- Calculate the Accuracy score and consider the results.

If the student achieved an Accuracy score of 50% or higher, it would be appropriate to set the LOA goal to reflect a decreased LOA from the baseline (e.g., if the baseline was administered with Gestural Assistance, set the LOA goal to utilizing Verbal Assistance).

If the student achieved a score of less than 50%, and if, in a teacher's professional opinion, the student is likely to require the time between collection periods one and three to achieve an Accuracy score of 50% or higher at the LOA provided during collection period one, the LOA goal may be set to improving Accuracy within that LOA.

Step 6: Create and upload electronic files.

The AVS is an electronic upload submission and repository system for the FSAA-Datafolio. Teachers are provided access to the system for the upload of student evidence collected for the FSAA-Datafolio. Teachers are provided with the instruction, resources, and supports needed to successfully use the system for the submission of student FSAA-Datafolios in an electronic format.

Step 7: Provide instruction, and gather and upload evidence during collection periods two and three.

After the completion of all collection period one activities, the teacher incorporates explicit instructional opportunities that target the identified goals in preparation for collection period two. The teacher instructs the student on the Activity Choices that were selected within the context of the classroom curriculum, providing opportunities for learning and acquisition of the skills and concepts contained within each Activity Choice. In addition to instructing on the content of the Activity Choices, the teacher instructs in the LOA skills to help the student progress toward the LOA goals that were set at the end of the first collection period.

Collection periods two and three assess the same Activity Choice skills and concepts as previously selected and assessed during collection period one. The evidence is collected and documented following the same procedures as previously outlined.

- This evidence assesses the same Activity Choice as in the first collection period evidence using a different instructional activity.
- The Level of Complexity of the evidence is comparable across all collection periods.

- Collected evidence provides at least five and no more than eight opportunities that align to the selected Activity Choice. These opportunities are provided at the LOA goal that was set after the first collection period.
- Evidence collection occurs within the dates specified for each collection period.

Once teachers have collected the evidence for each collection period and have created electronic files, they upload the evidence files to the AVS and enter the data collection requirements.

Step 8: Complete and upload the required forms.

The following forms are required for each student FSAA-Datafolio submission and are uploaded to the AVS.

- **Ethics in Data Collection and Submission Form:** This form is required for all students with a FSAA-Datafolio for submission. The form identifies that the Datafolio evidence is appropriate for the student and was generated in the appropriate manner. The form is signed by both the teacher and the school administrator.
- **Digital Recording Consent Form:** This form must be included for any digital recording that includes the student being assessed, as well as any other identifiable student within the media submitted. If an Activity Choice entry includes a digital recording, the signed consent form must be included in order for the evidence to be viewed for scoring purposes.

3.2 Assessment Dimensions

Each content standard entry is scored for progress. This is defined as the student either moving along the continuum of LOA or by an increase in accuracy within a LOA in relation to the goal set by the teacher after the collection of baseline evidence. Each set of standard entry evidence is reviewed to determine whether the evidence shows that the student made progress in relation to the goal set for that standard. Figure 3-4 shows the rubric used to determine the student's progress score for each entry.

Figure 3-4. 2016–17 FSAA-Datafolio: Progress Rubric

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal and there was no progress from CP #1 to CP #3. -OR- The LOA Goal is the same as the baseline and there is no progress from CP #1 to CP #3.	The student did not meet the LOA Goal with Accuracy; however, demonstrated some progress from CP #1 to CP #3. -OR- The baseline is greater than 50% accuracy at the LOA goal level and there is progress from CP #1 to CP #3.	The student met the LOA Goal *with* Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 and maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -OR- The student met the LOA Goal at CP #2 with Accuracy and exceeded the LOA Goal with Accuracy by CP #3.

3.3 Accommodations

The FSAA-Datafolio is designed to allow maximum access to students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-

academic levels. Some students may require adjustments and/or modified materials to access the assessment and demonstrate their knowledge (including the use of assistive technology devices). Adjustments are available to all students on alternate assessment who have been found eligible to receive exceptional student education services.

To individualize the activities for a student, the teacher is encouraged to identify the current supports and adaptations the student uses daily in the classroom and integrate them as needed into the learning activities for that student. If additional or new supports are needed to teach the skill or concept, it may first be necessary to teach the student how to use the new supports. Teachers are also encouraged to choose instructional activities and materials appropriate to the age and grade of the student or those that are age neutral.

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are allowed when assessing students on the FSAA-Datafolio. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for students with visual impairments, students with hearing impairments, and English language learners (specific accommodations). These additional accommodations are outlined in the *2016–17 FSAA-Datafolio Teacher Resource Guide*. All accommodations used during the administration of the assessment should be designated in the student's IEP and align with what the student uses on a daily basis during classroom instruction.

CHAPTER 4 ALIGNMENT

4.1 PROMOTING ALIGNMENT THROUGH ACHIEVEMENT LEVEL POLICY DEFINITIONS AND ACHIEVEMENT LEVEL DESCRIPTIONS

For the FSAA-Datafolio, the FLDOE developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, grade and content-specific Achievement Level Descriptions (ALDs) were developed. The descriptions provide more granular information about student performance relative to the content area and grade level. The definitions and the descriptions were intended to guide (1) participants during the standard setting process for the FSAA-Datafolio in July 2017, (2) score interpretation on student reports, and (3) teacher understanding of expectations for the progression of student performance at each achievement level.

Achievement Level Policy Definitions

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the FLDOE for each achievement level. These definitions are consistent across the grades; however, there is an increasing progression of expectations across the three achievement levels. The definitions developed by the FLDOE provide a policy-based claim, which clearly explicates the FLDOE's intended take-away message regarding a student's achievement within each performance level.

Achievement Level Descriptions, Grade Content as Modifier Specific

For each achievement level on an assessment, ALDs should illustrate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and progress of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA-Datafolio ALDs provide performance expectations through demonstration of progress shown toward the Level of Assistance (LOA) goal that is expected in a particular achievement level. The LOA goal is set individually for each student for each standard assessed and represents an increase in student independence toward accessing each standard. Based on an individual student's need, the teacher may set the LOA goal at one of the following levels: Physical Assistance, Gestural Assistance, Verbal Assistance, Model Assistance, or Independent. The activities developed by the teacher are within the context of the content assessed. For each activity, the teacher documents the assistance provided and the student's accuracy.

The information in the content-specific descriptions is tailored to include the Florida Standards Access Points for English language arts (ELA) and mathematics, Next Generation Sunshine State Standards Participatory Level Access Points for science and social studies, and progresses-specific detail

within each achievement level. Because the FSAA-Datafolio is based on student progress toward a LOA goal, the content-specific information in each achievement level is consistent.

The development of definitions and descriptions occurred in winter through spring of 2017. Measured Progress developed the draft definitions and descriptions. Then they were reviewed and edited by the FLDOE, followed by a review by five members of the FSAA Datafolio Advisory Subcommittee. In general, the feedback was positive about the information within the definitions and descriptions, and only minor updates were requested. The draft definitions and descriptions were updated by Measured Progress and were reviewed and approved by the FLDOE in preparation for standard setting. During the standard setting in July 2017, the definitions and descriptions for each grade and content area were provided to panelists and served as the official description of the knowledge, skills, and abilities (KSAs) that students are expected to display for each achievement level. The information used within the ALDs provided some parameters and flexibility to allow for a basic picture of student performance without being overly prescriptive. The standard setting panelists were able to come to a consensus with a generalized understanding of the information described in the ALDs due to their extensive knowledge of the FSAA-Datafolio student population combined with understandings of the Access Points.

4.2 Promoting Alignment Through Standard Setting (Report the Cut Scores)

Standard setting was conducted in July 2017 to establish cut scores for each achievement level in ELA, mathematics, science, and social studies. To ensure continuity of score reporting across years, the cuts that were established at the standard-setting meeting will continue to be used in future years, until it is necessary to reset standards. For further information about standard setting, see Chapter 8.

CHAPTER 5 TRAINING AND ADMINISTRATION

5.1 ADMINISTRATOR TRAINING

Trial Professional Development

The trial administration of the FSAA-Datafolio was implemented during the 2015–16 academic year. A series of one-day trainings were provided in Tallahassee on September 28, 2015; in Orlando on September 30, 2015; and in Miami on October 2, 2015. A total of 133 individuals were provided training in administration procedures as well as use of the Assessment View System (AVS), the online system for uploading student evidence. Additionally, a series of video training modules were produced to provide support and training for the field, including six modules for teachers and three modules for alternate assessment coordinators (AACs) on how to use the AVS, and three modules for teachers and/or AACs covering administration procedures. Additional support was available to the field by contacting the FSAA Service Center by phone or by e-mail.

Operational Professional Development

Training for the 2016–17 academic year administration of the FSAA-Datafolio was provided to 380 individuals (teachers, AACs, and other school-related personnel) from July 25–29, 2016, in Tampa. Training consisted of eight groups of participants in three half-day sessions. All participants received the *2016–17 FSAA-Datafolio Teacher Resource Guide* and *2016–17 Blueprint & Activity Choices Manual*, as well as PowerPoint handouts of important slides and information on how to merge PDF files. Topics for Session 1: Administration included an overview of the Florida Standards Alternate Assessment program, characteristics of students to whom the FSAA-Datafolio was designed to be administered, administration procedures and important dates, Levels of Assistance (LOA) and Goal Setting, and how to incorporate classroom materials and activities with the Blueprint & Activity Choices. During this session, participants had the opportunity to ask questions and receive feedback, and to discuss specific student scenarios and policy questions. Participants were also advised how to obtain additional information or assistance by contacting the FSAA Service Center. Topics for Session 2: Content Differentiation with Project ACCESS (a discretionary funded project of the FLDOE) included how to differentiate content for students participating in the FSAA-Datafolio. During this session, participants received training on how to modify and adapt activities to multiple levels of functioning and across a variety of communication modalities. Topics for Session 3: Using the AVS included accessing the AVS, navigating the AVS, creating evidence upload files, uploading evidence files, using the assessment module, and uploading required forms. During this session, participants had the opportunity to log in to the AVS on rented laptops and practice a variety of skills using training accounts. Additionally, participants were able to ask questions and receive assistance on any areas of concern.

In each training session, participants were given the opportunity to provide anonymous written feedback in survey format. The feedback was consistently positive. Participants appreciated the three-session format and found them to be complementary. Additionally, the hands-on experience with the AVS during Session 3 was very helpful. Participant feedback also included suggestions on how to improve the FSAA-Datafolio administration experience, including training. These recommendations included developing checklists for teachers and AACs with the required actions and associated dates, more examples of how LOAs are administered, and sample evidence. Checklists for teachers and AACs were provided to the field based on these recommendations in August 2016, and have been included in subsequent *FSAA-Datafolio Teacher Resource Guides*. The training materials for the 2017–18 FSAA-Datafolio were also updated to incorporate feedback, including the development of more examples of how LOAs are applied and student work samples.

Measured Progress produced a series of online asynchronous video training based on Sessions 1 and 3 to further support the field during administration. These modules were based on the live, in-state trainings conducted in July 2016. Once the videos were recorded, Measured Progress enriched them by using advanced editing and enhancement features, including callouts, graphics, and zoom and pan features. These training videos were posted online, and links to the modules were distributed to the field in an e-mail blast and posted on the FSAA Portal website.

A total of three administration training modules and three tutorials were produced. Module 1 provided an overview of the *2016–17 FSAA-Datafolio,* the *2016–17 FSAA-Datafolio Teacher Resource Guide,* and the *2016–17 Blueprint & Activity Choices Manual*. Module 2 provided information on response accommodations and Levels of Assistance. Module 3 provided information on administration procedures and forms. Tutorial 1 summarized changes made to the administration policies and procedures after the 2015–16 trial administration. Tutorial 2 provided a definition of terms used in the FSAA-Datafolio. Tutorial 3 reviewed how to complete the forms associated with the FSAA-Datafolio.

Three AVS training modules for AACs were also produced. Module 1 instructed AACs how to access the AVS. Module 2 reviewed the AVS landing page and system administration features within the AVS. Module 3 provided information on how to upload evidence to the AVS. Seven AVS training modules for teachers were also produced. Module 1 instructed teachers how to access the AVS. Module 2 reviewed how to navigate within the AVS. Module 3 provided information on how to upload to the AVS. Module 4 provided an overview of the assessment module. Module 5 instructed how to add evidence files to the assessment module. Module 6 provided information on how to enter data requirements into the AVS. Module 7 provided information on required forms and completion status indicators. Measured Progress received positive feedback from the field on the training modules and tutorials, with viewers reporting that they were helpful and informative.

The FSAA Service Center was also available to provide support by phone and e-mail. Calls to the FSAA Service Center centered around support for uploading evidence to the AVS, connecting teacher and

student accounts, and technical support for merging PDFs into evidence files. A special education specialist was also available to provide additional support to the field for content- and instruction-related questions. The special education specialist answered questions related to how to implement LOAs with students of varying abilities and with a variety of communication modalities, and how to appropriately set goals for students participating in the FSAA-Datafolio. Additionally, the special education specialist provided support on how to implement Activity Choices for students using classroom materials and/or creating and adapting materials. The special education specialist provided support to individual teachers, as well as small groups of teachers from a school.

5.1.1 Teacher Resource Guide

Trial Teacher Resource Guide

The *2015–16 FSAA-Datafolio Teacher Resource Guide* was provided to teachers who attended the face-to-face trainings in fall 2015. This document was also available in PDF format within the AVS and on the FSAA Portal. This manual contained information on administration policies and procedures, use of the AVS (separated into sections for teachers and AACs), checklists and forms, and the Blueprint & Activity Choices.

Operational Teacher Resource Guide

The *2016–17 FSAA-Datafolio Teacher Resource Guide* and separate *2016–17 Blueprint & Activity Choices Manual* were provided to teachers who attended the face-to-face trainings in July 2016. These documents were also available in PDF format within the AVS and on the FSAA Portal. The *2016–17 FSAA-Datafolio Teacher Resource Guide* contained information on administration policies and procedures and the use of the AVS (separated into sections for teachers and AACs). Based on feedback from the field, the *2016–17 FSAA-Datafolio Teacher Resource Guide* underwent revisions in content and structure. The *2016–17 FSAA-Datafolio Teacher Resource Guide* streamlined the steps of administration, and separated the information AACs required regarding the AVS from the information teachers required.

Based on feedback from the field, a variety of resources were also enhanced or created to improve the administration process. The Running Record template form was modified for ease of completion and made available as a separate Word document for teachers to directly type into and upload. An additional form, the Late Enrollment Form, was created to provide a mechanism for capturing LOA goal setting for students entering the FSAA-Datafolio after the conclusion of collection period one. These forms, in addition to the Evidence Collection Form, Ethics in Data Collection and Submission Form, Digital Recording Consent Form, and AVS Correction Form, were included in Appendix A of the *2016–17 FSAA-Datafolio Teacher Resource Guide*.

The *2016–17 FSAA-Datafolio Teacher Resource Guide* also included the FSAA-Datafolio Participation Checklist, which was finalized based on stakeholder (Access Points Advisory Committee on Instruction and Alternate Assessment, Technical Advisory Committee, and participants in the Trial

Administration) feedback and posted online in the *Assessment Planning Resource Guide for IEP Teams* in March 2016. This checklist was developed to help individualized education program (IEP) teams determine the appropriate alternate assessment to select for students with significant cognitive disabilities.

An *Activity Choice Differentiation Guide* was developed in response to requests from the field for more examples of how to use the Activity Choices with students with varying levels of need. Sample student profiles across multiple grade levels were created to represent students who use eye gaze to communicate, students with dual sensory impairment (DSI), students with limited mobility, students with visual impairments (VI), and students who are deaf/hard of hearing (DHH). Examples of how Activity Choices could be implemented with these sample students were provided. Additionally, one Activity Choice in mathematics and one Activity Choice in English language arts (ELA) were adapted for each of the sample student categories to further demonstrate the adaptability of the Activity Choices. The *Activity Choice Differentiation Guide* was included as an appendix to the *2016–17 FSAA-Datafolio Teacher Resource Guide.*

The *2016–17 Blueprint & Activity Choices Manual* was provided under separate cover, and contained the Blueprints & Activity Choices for all content areas and grade levels, including Access U.S. History and Access Civics (content areas new for 2016–17).

5.2 Operational Test Administration

The 2016–17 FSAA-Datafolio was administered during the following dates:

- Collection Period #1: September 19–October 21, 2016
- AVS Goal Setting: October 24–November 4, 2016
- Collection Period #2: November 14–December 16, 2016
- Collection Period #3: February 1–March 3, 2017
- AVS Closes: March 10, 2017

5.2.1 Operational Test Survey Results

Two online administration surveys were conducted from April 20 through May 5, 2017. One survey targeted teachers who administered the FSAA-Datafolio; one survey targeted system administrators (i.e., AACs or School Level Coordinators). The survey asked educators to provide demographic information such as school district, number of years teaching, and number of years teaching students with significant cognitive disabilities. Teachers were also asked to provide information on the training they had attended and whether they would like any additional information on FSAA-Datafolio topics. Feedback on the administration process, including the number of students administered, the amount of time required to administer a content area, and the ease of the administration process, was also collected. Lastly, teachers were given an opportunity to provide feedback on any other considerations in

an open-response format. System administrators were asked to provide information on the use of the AVS, including recommendations for training improvements and overall ease of use of the AVS. Some teachers provided positive feedback regarding how accessible and appropriate the FSAA-Datafolio was. Those who participated in the trial administration found the updates made for the 2016–17 administration very helpful. Respondents were trained either through the face-to-face trainings or by using the recorded modules. Most indicated they felt prepared to administer the FSAA-Datafolio. The challenges expressed pertained to needing more information about the Activity Choices and how to incorporate them into instruction, and the amount of time it took to create worksheets and/or opportunities to assess the student against. System administrators provided positive feedback regarding the AVS training modules and felt that they had the information they needed. The areas that they found challenging and would have liked more information about related to editing or adding a teacher user, exporting reports, and monitoring whether teachers had uploaded evidence. Survey results can be found in Appendix D.

CHAPTER 6 RANGEFINDING AND SCORING

6.1 RANGEFINDING

A rangefinding meeting took place on April 12 and 13, 2017, in Dover, New Hampshire. Measured Progress staff in collaboration with the FLDOE staff facilitated the meeting and rangefinding process. Five individuals from the FSAA Advisory, Datafolio subcommittee participated in the process. The purpose of the rangefinding process was to "test drive" the scoring procedures and identify exemplars.

In preparation for rangefinding, the scoring procedures were updated by Measured Progress and reviewed by the FLDOE. The updates were made in an effort to further streamline the scoring procedures based on the 2015–16 trial administration scoring. In addition, rangefinding materials were prepared, such as an agenda; nondisclosure, reimbursement, and meeting feedback forms; training presentation; and rangefinding worksheet.

Participants were trained in the FSAA-Datafolio scoring procedures and then asked to score a random sampling of FSAA-Datafolios. In addition to scoring the FSAA-Datafolios, participants were asked to identify exemplars that would be appropriate for scoring practice and qualification during the scorer training process. They were asked to look for things that might be common errors such as missing collection periods, lack of appropriate detail within the evidence, and missing information in the evidence.

A variety of content and grade-level FSAA-Datafolio evidence entries were reviewed across all grades and content areas. Entries were reviewed by one to two participants and a rangefinding worksheet was completed. The rangefinding worksheet gathered specific score information for an entry, as well as any comments about applicability of the entry as a practice or qualifier sample.

At the end of rangefinding, two final activities were conducted. First, an open forum was provided for participants to provide feedback that could be incorporated into the scoring procedures and scoring training materials, as well as general feedback that could be incorporated into the *2017–18 FSAA-Datafolio Teacher Resource Guide* and administration training. Participant feedback included minor updates recommended to the scoring procedures and general trends seen in the samples such as not testing students on the Level of Assistance goal set, mixing the selection of Activity Choices for a particular standard across the collection periods, and providing opportunities that did not align to the Activity Choice.

6.2 SCORING

The 2016–17 FSAA Datafolio scoring session was held in Dover, New Hampshire. Twenty-four professionally trained scorers and seven table leaders participated in the scoring sessions from May 10–23, 2017. Measured Progress screened, hired, and trained the scorers for FSAA-Datafolio scoring. The 31 participants scored a total of 602 FSAA-Datafolios.

6.3 TABLE LEADER AND SCORER RECRUITMENT AND QUALIFICATIONS

Table leaders were handpicked by Measured Progress staff from a pool of experienced scorers and table leaders. The qualifications of the table leaders and scorers were as follows:

- 33% of the scorers and table leaders had prior teaching experience.
- 100% of the table leaders and scorers had previous scoring experience.
- 100% of the participants had scoring experience in alternate assessments.
- 36% of those on the project had scored the FSAA during the pilot in 2015–16.

Table leaders and scorers were required to pass a qualifying set with at least 80% accuracy once they had been through the training process. Scorers and table leaders were required to sign nondisclosure agreements to maintain the security of FSAA-Datafolio materials at all times.

6.4 TABLE LEADER AND SCORER TRAINING

Measured Progress table leaders attended an all-day training session in Dover, New Hampshire, at Measured Progress on May 10, 2017. During the session, materials were distributed and thoroughly reviewed, sample FSAA-Datafolio entries were provided, and table leaders were required to take and pass the scoring qualifiers. The initial qualifier set consisted of three standards from three different students. If an individual was not able to pass the initial qualifier set, up to three individual standard entries were available. All table leaders passed the scoring qualifiers. Table leaders participated in a second day of training on May 11, 2017, with scorers. Table leader guidelines were again reviewed on the first day of scoring. A table leader check-in occurred each scoring day.

Content and scoring training for scorers occurred on the first day of the scoring session: May 11, 2017. Scorers were provided an overview of the FSAA-Datafolio specific to the administration requirement and were then guided through each step in the scoring process via a PowerPoint presentation and the 2016–17 scoring procedures. Scorers were led through three sample entries that had been prepared ahead of time to help them with the process and to identify potential scoring issues.

Personnel from Measured Progress were available to answer questions that arose during both the training and actual scoring sessions. After training, all scorers were required to take and pass the scoring qualifiers. Scorers were given an initial qualifier set. If he or she did not qualify, the individual was

retrained and up to three additional opportunities were provided to pass the qualifiers; those who did not pass after additional training and qualifiers were let go from the scoring project. All of the 24 scorers passed on the first set or on the first or second additional qualifier. No scorer needed the third additional qualifier.

Scorers and table leaders were provided with the 2016–17 Scoring Procedures, which included the scoring rubric, the *2016–17 Blueprint & Activity Choices Manual*, and the Scoring Worksheet. In addition, table leaders were provided with table leader–specific forms. These included the Read-Behind Tracking Sheet, the Standard Entry Skip Approval Form, and the Scorer Evaluation Form. Each of these forms and their purpose were reviewed with the scorers.

6.5 Scoring Process

The scoring process was explained in detail to the scorers throughout the trainings and during any retraining as needed. Each standard entry was scored at least twice in a double-blind fashion. Any discrepant dimension(s) within the standard entry was then scored a third time (see Chapter 9 for interrater consistency). Standard entries were scored a third time if scorers 1 and 2 did not have exact agreement for form documentation (i.e., Ethics in Data Collection and Submission Form, Digital Recording Consent Form), individual collection period alignment, Progress Score, or the comment code on any standard entry. The third scorer determined the final score of record for each dimension that was discrepant. The third scores were completed primarily by table leaders and occasionally by Measured Progress staff members, as needed.

The first step in the scoring process was to log in to the Assessment View System (AVS) and select the standard entry to be scored. The AVS assigned the entries by grade for each student to each scorer as scorer 1 or scorer 2 and, when needed, to table leaders as scorer 3. Once scorers selected the standard entry in their queue to score, they used the Scoring Procedures to walk them through the scoring process.

The next step in the procedures required scorers to check for evidence files uploaded for the collection periods, required forms, and Level of Assistance (LOA) goal indicated for a standard entry. Evidence files needed to be submitted for at least two of the collection periods for the standard entry to be scorable. For each form, the scorer marked "yes" or "no" in the AVS accordingly. The scorer marked "yes" when the form was present or "no" when it was not present or not signed. For the LOA goal, scorers needed to see it indicated in the AVS for a standard entry, explicitly indicated on the collection period one evidence, or documented on a Late Enrollment Form in the collection period two evidence. If the LOA goal was indicated, the scorer continued scoring the standard entry. If the LOA goal was not documented, the standard entry was unscorable. Scorers then reviewed the evidence for each individual collection period for any issues that might make the collection period entry unscorable, such as evidence having not been submitted, evidence not aligning to the Activity Choice, evidence containing fewer than five

opportunities, accuracy or LOA documentation not being verifiable, or evidence falling outside of the acceptable date ranges for the collection period. These issues resulted in an unscorable collection period entry and were therefore disregarded. These issues resulted in lower scores for a standard entry due to a collection period entry being disregarded; if these issues occurred in more than one collection period entry, then the standard entry was unscorable.

Evidence that met the requirements of a collection period entry was found to be scorable and was then assigned a progress score for the standard entry. The LOA and Accuracy information for each collection period was compared against the Progress Rubric to determine a progress score. The rubric score ranged from 0 to 5, with 0 meaning the evidence was unscorable. The Scoring Procedures, including the Progress Rubric, can be found in Appendix E.

The first scorer entered his or her scores in the AVS for the standard entry. Lastly, the scorers provided two comment codes to provide feedback at the standard entry level to the teacher who submitted the FSAA-Datafolio. There were a total of 11 possible comments, with comments 10 and 20 indicating that the standard entry was scorable and that no issues were found.

Once the standard entries were completely scored by scorer 1, they were automatically reassigned within the AVS to a second scorer. The second scorer followed the same scoring process. Scorers were unable to see any previously assigned scores or comment codes, ensuring 100% double-blind scoring. Standard entries that had scores from scorer 1 and scorer 2 that were not in agreement were routed to a table leader for a third score on those dimensions that did not meet the scoring rules.

In addition to performing third reads, the table leader's role was to perform a read-behind observation of each scorer on a daily basis to evaluate whether each scorer understood the scoring process and rules. The table leader would scan the scores to ensure all appropriate sections were filled in and that the entry was scored completely prior to a scorer completing and submitting his or her scores into the AVS.

If the table leader did not agree with a score, he or she would discuss it with the scorer prior to the score being submitted into the AVS. In addition, based on questions from scorers, table leaders assessed if any scorers appeared to be having problems with the scoring process or rules. If problems persisted, the table leader notified personnel from Measured Progress.

6.6 SECURITY

Every scorer logged in to the AVS using his or her own secure and unique username and default password. After 10 minutes of inactivity in the AVS, the system logged the scorer out, requiring the scorer to log back in using his or her secure username and default password. Scorers were not able to access other programs or the Internet from the computers on the scoring floor. Electronic devices including cell phones, tablets, and cameras were strictly prohibited in the scoring building.

6.7 SCORING QUALITY CONTROL

Scorers were monitored for continued accuracy and consistency throughout the scoring process, using the following methods and tools (which are defined in this section):

- Read-Behind Procedures
- Double-Blind Scoring
- Interrater Reliability Scoring Reports

Read-Behind Procedures

To maintain the integrity of scoring across scoring sites, table leaders were required to observe a minimum of two standard entry scoring processes a day per scorer at random for read-behind. This was done once in the morning and once in the afternoon for each scorer. The table leader used the Read-Behind Tracking Form to document the scorer, date of the read-behind, whether it was a morning or an afternoon read-behind, and some basic student demographic information. The form also had an area for capturing notes for each read-behind. This monitoring system enabled the table leaders to evaluate whether each scorer understood the scoring procedures. More details of the process can be found in Section 6.8.

Double-Blind Scoring

Each standard entry was electronically routed in a random fashion to a first scorer and then to a second scorer once the first score was complete, thus permitting two independent scores to be assigned. Scorer 2 did not see any of the first scorer's scores, nor did scorer 1 see any of the second scorer's scores. If the progress score, comment codes, or forms and alignment "yes" or "no" indication for a standard entry were not exact, the discrepancy was automatically detected electronically. Then the standard entry was routed to a table leader queue and rescored by a table leader on just the discrepant area(s). The final scores assigned to a FSAA-Datafolio were those provided by two trained scorers, and a table leader if necessary.

Interrater Reliability Scoring Reports

To determine scorer reliability, Interrater Reliability (IRR) data were used. The AVS had an automatic means of generating the IRR data. The electronic program identified scoring differences between scorer 1 and scorer 2 based on the outcome of scorer 3 (score of record), which provided scorer accuracy rates based on the scoring elements of progress score and collection period alignment. The progress score was based on the scoring rubric, which had values from 0 to 5, and the collection period alignment was a "yes" or "no" response for each of the three collection periods. The progress score values and the collection period values were used to generate the IRR data for each scorer. The following formula was used to generate IRR on exact agreement between a scorer and a table leader:

100 * (total_agreed /(4 * total_scored))

Total agreed = exact agreement on progress score assigned and collection period one, two, and three "yes/no"
4 = number of elements that are part of the total agreed components
Total scored = the total number of entries scored

For any scorer who received less than 80% accuracy overall in the IRR, Measured Progress staff consulted with the scorer's table leader and retraining was provided. In addition, increased monitoring was completed by the table leader (i.e., additional read-behind was conducted). More details of the IRR data process can be found in Section 6.8.

Table leaders primarily scored all third reads, with Measured Progress staff assisting with the overflow. The score resulting from the third read became the score of record. The AVS randomly assigned all first, second, and third reads. Occasionally, as needed, Measured Progress program management would reassign objectives to scorer and table leader queues.

In addition, Measured Progress program management ensured quality in the scoring process by working very closely with the scorers, the table leaders, the FLDOE, and Behavior Imaging Solutions (BIS) to act as the contact for any technical issues. Given the complexity of the FSAA-Datafolio and the manner in which it was scored, there were different ways to check the quality of the online scoring process. Below is a summarized account of the process that took place upon finding technical issues during scoring.

When a scorer identified a possible technical issue with a standard entry, the AVS functionality allowed the entry to be skipped. This made it possible for the scorer to continue scoring other standard entries while the technical issue could be resolved. Once resolved, the standard entry was removed from the skipped queue and scoring was completed. This supported efforts to complete scoring on time because the technical issues did not slow the speed of scoring.

Throughout the entire scoring process, Measured Progress was in constant contact with BIS, whether via phone, e-mail, or instant messaging. Whenever a technical issue was identified, program management contacted the BIS project manager and BIS Technical Support immediately to inform them of the problem. The BIS project manager and Technical Support would then research the issue and develop a solution. The BIS project manager would then contact Measured Progress with regular updates regarding how long it would take to fix the problem and when a resolution could be expected. In most cases, the technical issues were fixed within 24 to 48 hours.

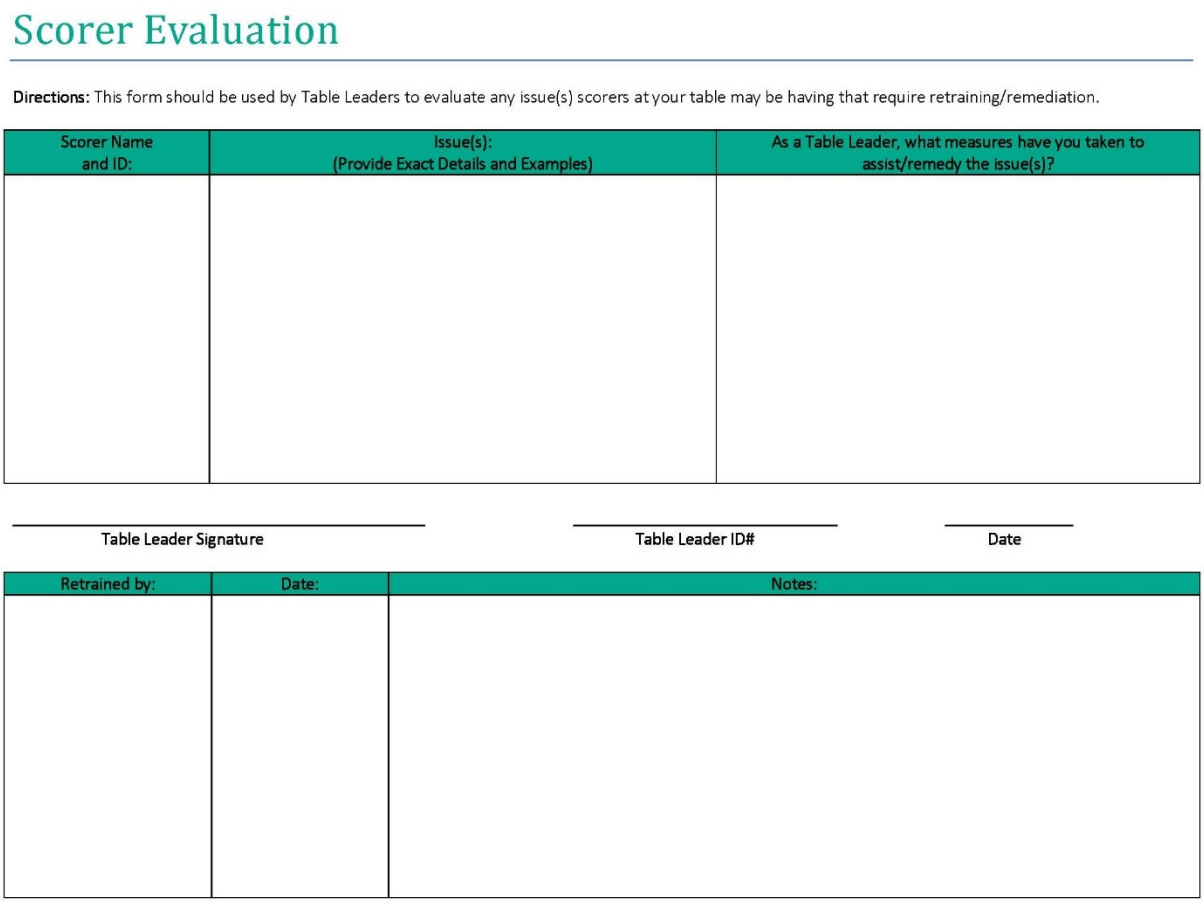
6.8 Scorer Reliability

Several steps were followed throughout the scoring process to ensure scorer reliability. First, all table leaders completed standard entry read-behind observations for every scorer at every grade level. These read-behind observations ensured that scorers were accurately scoring the standard entries as if the

more senior scorers—the table leaders—had scored them. When the table leader's read-behind scores disagreed with the scorer's scores, the table leader discussed with the scorer how the table leader arrived at the different scores. The table leader went over the discrepancies with the scorer prior to the scores being submitted into the AVS, allowing the scorer to correct his or her selection and score appropriately. This process allowed for the table leader to also provide some retraining of the scoring process steps as needed. Table leaders increased the number of read-behind observations for any scorer that he or she felt may have been struggling (e.g., repeated asking of basic process questions, slow performance, or exceptionally fast performance) to ensure each standard entry was reliably scored. Table leaders were provided with an observation form to use during the scoring process, which enabled them to be organized and to notate any overall trends that they found with a scorer. This information was then used when working individually with the scorer.

Table leaders also participated in daily debriefs with Measured Progress staff, and a representative from the FLDOE when present. During the daily debrief, table leaders were asked to identify any issues that scorers were having in understanding the scoring procedures, Activity Choices, or scoring clarifications that were posted daily. They were further asked to identify any particular scorers who appeared to be struggling, documenting the issues in detail on the Scorer Evaluation Form (see Figure 6-1) and submitting it to Measured Progress staff for follow-up, retraining, and additional read-behinds. Once a table leader submitted a Scorer Evaluation Form to Measured Progress staff, the program management team asked clarifying questions of the table leader about the written documentation to make sure the table leader's perspective was accurately captured and reflective of what was occurring with that particular scorer. Measured Progress staff would pull that scorer aside individually at the beginning of the next shift and review the identified issues. It is important to note that Scorer Evaluation Forms could also be submitted at times during a shift, and those identified scorers would be retrained within the hour of the submission of the form from a table leader. Each scorer who was retrained, upon resuming scoring portfolios, would be read behind by the table leader for his or her next standard entry. Table leaders would inform Measured Progress staff if there was no improvement in the individual's scoring. During the 2016–17 scoring, there were no scorers that needed this level of retraining.

Figure 6-1. 2016–17 FSAA-Datafolio: Scorer Evaluation Form



Scorer Evaluation

Directions: This form should be used by Table Leaders to evaluate any issue(s) scorers at your table may be having that require retraining/remediation.

Scorer Name and ID:	Issue(s): (Provide Exact Details and Examples)	As a Table Leader, what measures have you taken to assist/remedy the issue(s)?

Table Leader Signature _____ Table Leader ID# _____ Date _____

Retrained by:	Date:	Notes:

A third step for determining scorer reliability was through the use of IRR data. This electronic program identified scoring discrepancies between scorer 1 and 2 and then, based on the outcome of scorer 3 (score of record), it provided scorer accuracy rates based on the scoring elements of progress score and collection period alignment. For any scorer who received less than 80% accuracy overall in the IRR, Measured Progress staff would consult with the scorer's table leader. Based on the IRR and table leader feedback, Measured Progress would first instruct the table leader to address specific issues with the scorer. Upon resuming scoring, the scorer would have a read-behind completed for the next standard entry. Table leaders would be instructed to inform Measured Progress if there was no improvement. The IRR reports for any identified scorers would be monitored for an increase in their interrater percentage. Follow-up check-ins with the table leaders and scorers would be completed to ensure improvement of the previously problematic areas. If the IRR did not improve, Measured Progress staff would then pull the scorer individually and provide retraining. After retraining occurred, if the scorer's overall performance did not improve in the areas where retraining occurred or the scorer did not raise his or her accuracy rate to 80% for IRRs, the scorer would be in jeopardy of being terminated from the project. All scorers were able to maintain at least the minimum requirement of 80% accuracy for the 2016–17 scoring session.

In addition to the presence of Measured Progress program management staff for the entire scoring session, the FLDOE was on-site for the start of the scoring session and was also available via phone and e-mail for the remainder of the scoring session. This partnership proved essential, enabling clarifications to be made to any aspect of the scoring process. Any clarifications were documented on chart paper displayed prominently on the scoring floor and were relayed to the table leaders and scorers. Some of the clarifications that were provided to table leaders and scorers throughout the scoring process included scoring rules, such as how to treat entries with multiple LOAs listed, specific ELA text genre criteria, and the proper order to enter comment codes into the AVS.

CHAPTER 7 REPORTING

7.1 REPORT SHELLS

Reports were provided for the FSAA-Datafolio assessment for the first time during the 2016–17 academic year. Two standard reporting products were provided to schools and parents/guardians: an individual student score report and a school roster report. Each reporting product was provided in digital file format, for secure online access by participating districts, as well as print format, for distribution at the district and school levels, and for student/parent/guardian home use. Each reporting product is described in detail as follows.

The individual student score report was created as a full-color, 8.5" x 11" portrait-oriented report, and contained a front page and a back page. The report's front page contained the assessment name and student demographic information, including the student's name, SID, grade, as well as the administration date, district name, and school name. The front page also contained descriptive information about the assessment and additional references and resources to assist teachers and parents/guardians in preparing their student for the next grade and/or course.

The report's back page contained the student's results for each test. Students in grades 3–8 who tested in English language arts (ELA), mathematics, or science received a single score report that included results for all tested content areas. Students who participated in any EOC assessments received one score report per tested content area. In 2016–17, progress scores were reported for each reporting category, based on the approved scoring rubric. The bottom of the results page contained a legend that illustrated the possible progress score ranges (0–5), as well as definitions for each progress score, to assist parents/guardians and teachers in interpreting what each score value represented. In addition to providing progress scores, each reporting category's Access Point and Activity Choices were presented for additional context, specific to each test and grade.

The school roster report was created as a full-color, 8.5" x 11" landscape-oriented, multipage report. This report was created at the school level and contained results for all tested students in a school organized by content area, then by grade, and then by student last name. The report header contained information about the assessment, such as the assessment name, the report name, the administration date, and the district and school names. Limited student demographic information was displayed for each student, including the student's name, SID, and grade. The roster report summarized progress scores and comment codes for each reporting category; additionally, a participation status was provided for each student. A legend was provided at the bottom of the report that defined each comment code and participation status. Examples of these reports are located in Appendix F.

For additional information regarding each report, please refer to the *Understanding the Florida Standards Alternate Assessments Reports* document located at **https://fsaatraining.onlinehelp.measuredprogress.org/wpcontent/uploads/sites/8/2017/10/FSAA_InterpGuide_2017_WEB_9-26.pdf.**

7.2 Decision Rules for Reporting

To ensure that reported results for the FSAA-Datafolio tests were accurate relative to collected data and other pertinent information, a document delineating decision rules was prepared. The decision rules were observed in the analyses of Florida Alternate Assessment test data and in reporting content area results. These rules also guided data analysts in identifying students to be excluded from school-, district-, and state-level summary computations. Copies of the decision rules are included in Appendix G.

SECTION III TECHNICAL CHARACTERISTICS OF THE FLORIDA ALTERNATE ASSESSMENT

CHAPTER 8 ACHIEVEMENT STANDARDS

8.1 OVERVIEW OF THE STANDARD SETTING PROCEDURE

The FSAA-Datafolio was fully implemented for the first time in 2016–17 following a successful trial administration in the previous school year. The standard setting meeting to set the achievement level standards was held July 11–12, 2017, for grades 3–10 English language arts (ELA), grades 3–8 mathematics, grades 5 and 8 science, and end-of-course (EOC) assessments in Algebra 1, Geometry, Biology, and U.S. History for high school and in Civics for grade 7. The standard setting panel included 16 panelists: four for each of the content areas in ELA, mathematics, science, and social studies.

The FSAA-Datafolio assesses the educational progress of students through a collection of student work samples for each of three content area standards across three specific collection periods throughout the year. The same skills selected for collection period one are assessed through aligned activities during collection period two and collection period three. Student evidence from all three collection periods is submitted in the student's online datafolio. Each of the three content area standards is then scored to determine the student's performance.

The standard setting consisted of the modification of the standard Body of Work (BoW) method for use in phases. The BoW standard setting method was developed by Measured Progress. The BoW method belongs to the holistic family of standard setting methods in which the panelist rating task consists of assigning each set of examinee work into one of the achievement categories (Hambleton & Pitoniak, 2006). This method was developed specifically for use with assessments that are designed to allow for a range of student responses, such as portfolios and achievement-based assessments. Also, this standard setting focused on categorizing each individual score combination according to the Achievement Level Descriptions (ALDs) in a pattern-based scoring approach. As such, traditional raw or theta cut scores were not produced.

The standard setting process included three phases. In Phase A, the panelists were provided with all possible score combinations for the four content area standards. They then categorized the score combinations in relation to the ALDs using reasoned judgment. This phase was conducted as a large content-neutral group and did not use actual student work. Phase B was a content-based standards validation. In this phase, panelists were separated into content-specific groups and presented with actual student work. Panelists then reassessed the reasoned judgments from Phase A in a content-specific context

and were able to make modifications to the score combination ratings for their content area. In Phase C, panelists reconvened as a large group to discuss the content area modifications and overall trends.

This chapter presents a summary of the FSAA-Datafolio standard setting process and the categorization of score combinations into achievement levels based on the ALDs. For detailed information on the standard setting, please refer to the *FSAA-Datafolio Standard Setting Report* (Measured Progress, 2017).

8.2 Achievement Level Descriptions for FSAA-Datafolio

The FLDOE developed a set of Achievement Level Policy Definitions for the FSAA-Datafolio that served as the defining descriptions for each achievement level. In collaboration with Measured Progress, staff at the FLDOE drafted grade- and content-specific ALDs. The ALDs described the knowledge, skills, and abilities (KSAs) that students must demonstrate to be classified into an achievement level for each grade and content area. The Datafolio subcommittee made up of Alternate Assessment Advisory members and special educators reviewed and provided input on the draft descriptions prior to the standard setting meeting, where they were presented to the panelists. The ALDs defined three achievement levels (Level 1, Level 2, and Level 3) for the FSAA-Datafolio.

8.3 Score Combinations

Each of the FSAA-Datafolios assessed three standards, and student submissions on each standard entry were scored on a rubric of 0–5. There were, therefore, six possible score points: 0, 1, 2, 3, 4, or 5 on each submission. Achievement-level classifications were intended for score combinations, not scores. With three entries and each entry scored on a 0–5 rubric, mathematically, this would result in a total of 216 permutations. However, from a content perspective, the order of obtaining a particular score on any of the three standards did not matter as there was not a link or progression associated with the three assessed standards. For example, the three standards for Grade 3 ELA—Key Ideas and Details, Integration of Knowledge and Ideas, and Language and Editing—assessed different content domains. No order of importance was attached to any of the three standards or to the scores associated with them. The scores on the three entries were combined such that orders of scores did not matter. Consequently, score combinations of 123, 132, 213, 231, 312, and 321 were considered as one unique combination. This resulted in a total of 56 possible unique score combinations. Score combinations used in the standard setting are presented in Table 8-1. Score combination distributions for the FSAA-Datafolio 2016–17 administration are included in Appendix H by content area.

8.4 ACHIEVEMENT-LEVEL CATEGORIZATION OF SCORE COMBINATIONS

The standard setting was designed for the panelists to provide recommendations for the assignment of each score combination to an achievement level that best matched the progress demonstrated by that particular score combination in relation to the ALDs. Based on the panel's recommendation for the classification of the 56 unique score combinations, the FLDOE made policy adjustments and presented them to the public for a 90-day review. Table 8-1 presents the policy adjustment results of score combination classifications that apply to all grade-level content areas.

Table 8-1. 2016–17 FSAA–Datafolio Standard Setting: Policy Adjustment Results

Score Combination	*Entry 1*	*Entry 2*	*Entry 3*	*Achievement Level*
1	0	0	0	0
2	1	0	0	1
3	2	0	0	2
4	1	1	0	1
5	3	0	0	2
6	2	1	0	2
7	1	1	1	1
8	4	0	0	2
9	3	1	0	2
10	2	2	0	2
11	2	1	1	2
12	5	0	0	2
13	4	1	0	2
14	3	2	0	2
15	3	1	1	2
16	2	2	1	2
17	5	1	0	2
18	4	2	0	2
19	4	1	1	2
20	3	3	0	3
21	3	2	1	2
22	2	2	2	2
23	5	2	0	2
23	5	1	1	2
25	4	3	0	3
26	4	2	1	2
27	3	3	1	3
28	3	2	2	2
29	5	3	0	3
30	5	2	1	2
31	4	4	0	3

continued

Score Combination	*Entry 1*	*Entry 2*	*Entry 3*	*Achievement Level*
32	4	3	1	3
33	4	2	2	2
34	3	3	2	3
35	5	4	0	3
36	5	3	1	3
37	5	2	2	2
38	4	4	1	3
39	4	3	2	3
40	3	3	3	3
41	5	5	0	3
42	5	4	1	3
43	5	3	2	3
44	4	4	2	3
45	4	3	3	3
46	5	5	1	3
47	5	4	2	3
48	5	3	3	3
49	4	4	3	3
50	5	5	2	3
51	5	4	3	3
52	4	4	4	3
53	5	5	3	3
54	5	4	4	3
55	5	5	4	3
56	5	5	5	3

There are two things to note about the score combination classifications. First, Table 8-1 includes an achievement level of 0 (Level 0). Not defined in the ALDs, Level 0 was added as an outcome of the standard setting. In Phase A of the standard setting meeting, the panelists centered a discussion on scores of 0. Panelists noted that many of the instances that resulted in a score of 0 were due to teacher error. They discussed this at length and were not comfortable with the idea of this impacting student performance results. Panelists requested the ability to place the score combinations into Levels 0, 1, 2, and 3. This adjustment was made during the meeting after the Phase A activities and prior to the Phase B activities. Related results in this technical report are presented in two ways: one with Level 0 included and one with Level 0 excluded. Second, these achievement-level categorizations underwent the 90-day public review as required by the Florida legislature. They were finalized on February 20, 2018.

8.5 ACHIEVEMENT-LEVEL DISTRIBUTION

Applying the score combination categorizations from policy adjustments to all content areas, the percentages of students by achievement level are presented in Table 8-2 by content area. The total N counts as well as the counts at achievement levels are also included. Note Table 8-2 presents the achievement-level distributions with Level 0 included.

Table 8-2. 2016–17 FSAA-Datafolio: Achievement-Level Distributions with Level 0

Content Area	*Total N*	*Achievement Level*	*Count*	*Percent*
ELA	458	0	123	26.86
		1	96	20.96
		2	155	33.84
		3	84	18.34
Mathematics	363	0	91	25.07
		1	82	22.59
		2	116	31.96
		3	74	20.39
Science	122	0	32	26.23
		1	25	20.49
		2	36	29.51
		3	29	23.77
Algebra 1	36	0	7	19.44
		1	10	27.78
		2	11	30.56
		3	8	22.22
Biology	46	0	8	17.39
		1	11	23.91
		2	14	30.43
		3	13	28.26
Geometry	15	0	7	46.67
		1	1	6.67
		2	5	33.33
		3	2	13.33
Civics	47	0	12	25.53
		1	7	14.89
		2	16	34.04
		3	12	25.53
U.S. History	57	0	17	29.82
		1	16	28.07
		2	14	24.56
		3	10	17.54

Table 8-3 includes achievement-level distributions with Level 0 excluded. With the exclusion of Level 0, the total N counts are reduced. Because of three achievement levels instead of four, the percentages in Table 8-3 increase when compared to those in Table 8-2.

Table 8-3. 2016–17 FSAA-Datafolio: Achievement-Level Distributions without Level 0

Content Area	*Total N*	*Achievement Level*	*Count*	*Percent*
ELA	335	1	96	28.66
		2	155	46.27
		3	84	25.07
Mathematics	272	1	82	30.15
		2	116	42.65
		3	74	27.21
Science	90	1	25	27.78
		2	36	40.00
		3	29	32.22
Algebra 1	29	1	10	34.48
		2	11	37.93
		3	8	27.59
Biology	38	1	11	28.95
		2	14	36.84
		3	13	34.21
Geometry	8	1	1	12.50
		2	5	62.50
		3	2	25.00
Civics	35	1	7	20.00
		2	16	45.71
		3	12	34.29
U.S. History	40	1	16	40.00
		2	14	35.00
		3	10	25.00

8.6 COMPARABILITY OF ACHIEVEMENT ACROSS YEARS

Comparability of achievement across years will be maintained through the use of a rubric-based scoring process and application of the achievement-level assignments of score combinations. To ensure continuity of achievement across years, the achievement-level categorizations to be approved by the Florida State Board of Education will be used to report test results in future years.

CHAPTER 9 INTERRATER CONSISTENCY

Chapter 6 of this report describes the processes that were implemented during scoring to monitor the quality of the hand-scoring of student responses for the three entries. One of these processes was double-blind scoring. While 20% of student responses receiving double-blind scoring is typical for an assessment program, 100% was done for the FSAA-Datafolio. Results of the double-blind scoring, used during the scoring process to identify scorers who required retraining or other intervention, are presented here as evidence of the reliability of the FSAA-Datafolio by content area. The interrater consistency results are summarized in Table 9-1 (with students receiving Level 0 included) and Table 9-2 (with students receiving Level 0 excluded). These tables are based on the final interrater data after the completion of scoring. Results in the tables are collapsed across the three entries by content area. The tables show the number of score categories, number of included scores, percent exact agreement, percent adjacent agreement, correlation between the first two sets of scores, and percentage of responses that required a third score. Agreement or discrepancy is calculated for the following dimensions: Ethics in Data Collection and Submission Form submitted, Digital Recording Consent Form submitted, Collection Period #1 alignment, Collection Period #2 alignment, Collection Period #3 alignment, Progress Score, Comment Code 1, and Comment Code 2. The agreement rates, percentages of the third score, and correlations represent the averages of the three entries.

Table 9-1. 2016–17 FSAA-Datafolio: Summary Interrater Consistency Statistics—Overall with Level 0 Included

Content Area	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	3	6	1,345	62.60	18.74	58.29	0.63
Mathematics	3	6	1,055	65.40	16.02	54.03	0.64
Science	3	6	354	68.64	17.23	57.34	0.76
Algebra 1	3	6	110	58.18	19.09	53.64	0.46
Biology	3	6	143	67.83	20.28	50.35	0.81
Geometry	3	6	43	65.12	18.60	62.79	0.46
Civics	3	6	143	61.54	18.88	51.75	0.65
U.S. History	3	6	175	64.57	14.86	62.86	0.62

The interrater consistency results in Table 9-1 include students scoring 0 on all three entries. These are the students who were assigned to Level 0. As noted earlier, scores of 0 were in most cases due to teacher errors. The interrater consistency results excluding students classified into Level 0 are presented in Table 9-2.

It can be seen that the exact agreements range between 58% and 69% for Table 9-1 and between 40% and 61% for Table 9-2. Published criteria for evaluating interrater consistency for datafolio assessments are not available. Measured Progress has extensive experience and expertise in datafolio development, administration, and scoring. Interrater reliability statistics found for the FSAA-Datafolio are consistent with other similar assessments. The percent of scores that received the third reading exceeded 50% for both tables. This may seem high. Keep in mind that double-blind scoring was performed on 100% of student responses, not 20% typically seen for other assessments. Also note that the correlations between the first and second scores in Table 9-1 are higher than those in Table 9-2. This is because scores with Level 0 were included in the former, thereby increasing score variability and, therefore, the correlation coefficient.

Table 9-2. 2016–17 FSAA-Datafolio: Summary Interrater Consistency Statistics—Overall with Level 0 Excluded

Content Area	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	3	6	1,015	55.47	22.27	61.87	0.57
Mathematics	3	6	830	60.12	18.31	55.54	0.59
Science	3	6	267	61.05	21.35	61.05	0.69
Algebra 1	3	6	89	51.69	20.22	58.43	0.36
Biology	3	6	116	61.21	25.00	50.00	0.76
Geometry	3	6	25	40.00	32.00	68.00	0.13
Civics	3	6	107	53.27	23.36	57.01	0.58
U.S. History	3	6	121	55.37	19.01	66.94	0.55

Interrater consistency statistics at the item level with and without Level 0 are included in Appendix I by content area.

CHAPTER 10 ITEM-LEVEL STATISTICS

10.1 ENTRY PROGRESS STATISTICS

This section presents statistics of the scores on the three entries. Descriptive statistics of the entry progress scores are presented in Table 10-1 by content area. The table also includes total N counts and correlations of entry scores with the total scores as well as percentages of students across all score points. Correlations with the total were adjusted correlations in that the entry score under consideration was removed from the total score. Percent of Students for N refers to percent of students for whom standard entry was not submitted. Cases with 0s on all three entries were removed from these analyses.

Table 10-1. 2016–17 FSAA-Datafolio: Entry Progress Statistics

Content Area	*Entry*	*Max*	*Total N*	*Mean*	*SD*	*Correlation with Total*	*Percent of Students at Each Score Point*						
							N	*0*	*1*	*2*	*3*	*4*	*5*
ELA	1	5	350	1.55	1.59	0.43	1.96	34.45	22.41	14.29	15.13	3.08	8.68
	2	5	336	1.58	1.56	0.39	5.88	32.21	19.61	16.53	14.85	3.08	7.84
	3	5	335	1.72	1.58	0.42	6.16	25.77	23.81	17.37	14.01	3.36	9.52
Mathematics	1	5	282	1.69	1.59	0.53	4.08	26.53	27.55	14.97	13.27	3.40	10.20
	2	5	274	1.77	1.62	0.45	6.80	24.83	24.83	14.97	14.63	3.06	10.88
	3	5	280	1.73	1.65	0.50	4.76	27.21	26.53	13.61	12.59	3.74	11.56
Science	1	5	87	1.53	1.45	0.21	6.45	31.18	20.43	15.05	19.35	3.23	4.30
	2	5	89	2.04	1.68	0.53	4.30	19.35	25.81	16.13	13.98	6.45	13.98
	3	5	91	1.92	1.69	0.46	2.15	21.51	30.11	13.98	13.98	3.23	15.05
Algebra 1	1	5	31	1.48	1.77	0.41		41.94	22.58	9.68	9.68	3.23	12.90
	2	5	29	2.07	1.77	-0.02*	6.45	12.90	38.71	12.90	6.45	3.23	19.35
	3	5	29	1.59	1.18	0.11	6.45	16.13	32.26	25.81	16.13		3.23
Biology	1	5	39	2.41	1.76	0.56	2.50	12.50	27.50	12.50	20.00	2.50	22.50
	2	5	39	1.59	1.48	0.31	2.50	20.00	42.50	15.00	5.00	7.50	7.50
	3	5	38	2.13	1.91	0.49	5.00	20.00	32.50	7.50	5.00	10.00	20.00
Geometry	1	5	9	2.00	1.66	0.33		22.22	22.22	11.11	33.33		11.11
	2	5	8	1.25	1.04	0.33	11.11	22.22	33.33	22.22	11.11		
	3	5	8	1.63	1.06	0.69	11.11	11.11	33.33	22.22	22.22		

continued

Content Area	Entry	Max	Total N	Mean	SD	Correlation with Total	Percent of Students at Each Score Point						
							N	0	1	2	3	4	5
Civics	1	5	36	2.00	1.76	0.59		25.00	25.00	11.11	16.67	8.33	13.89
	2	5	35	2.46	1.54	0.30	2.78		41.67	11.11	19.44	8.33	16.67
	3	5	36	1.53	1.48	0.48		30.56	25.00	22.22	13.89		8.33
U.S. History	1	5	40	1.95	1.58	0.52	2.44	14.63	34.15	19.51	14.63		14.63
	2	5	41	1.51	1.49	0.40		24.39	39.02	19.51	4.88	2.44	9.76
	3	5	40	1.43	1.60	0.35	2.44	36.59	26.83	9.76	14.63		9.76

Statistics on the entry progress scores are intended to help with the understanding of student performance on the FSAA-Datafolio and possibly shed light on instructional or program assistance, since 2016–17 was the first operational administration. There are several things to note in understanding and interpreting the statistics in Table 10-1. First, the N counts are low, particularly for the end-of-course (EOC) tests. Therefore, the correlations based on the low counts should be interpreted with caution. Second, there are considerable percentages of students scoring 0 on the entries, ranging between 11% and 42% across all content areas. This contributes to the low averages of entry scores. In the case of Algebra 1, the correlation between Entry 2 and the adjusted total score is -.02. This essentially means that student performance on Entry 2 is not related to the performance on the other two entries combined. The low sample size (n = 29) and restriction of range (0–5 for Entry 2 and 0–10 for the total) contribute to the obtained low correlation and make it unreliable. The statistics should be interpreted with caution. In terms of the assessed content, difficulty levels of the three entries are not intended to be equivalent. There is variability in the Essential Understanding (EU) that students are assessed against. In addition, the FSAA-Datafolio assessment was piloted in a small number of schools in 2015-16. The 2016-17 administration was in fact the first statewide administration. Some assessed standards may be new to the students and students may not perform well. In future administrations, the same standards with the same activity choices as in 2016-17 will be assessed. It is expected that accumulated data and trend data will facilitate the interpretation of student performance and the relationships among the entry scores.

10.2 CORRELATIONS OF ENTRY PROGRESS SCORES

To understand the relationship of entry scores, correlations are computed and presented in Table 10-2 by content area. The total N counts are also included at the entry level.

Table 10-2. 2016–17 FSAA-Datafolio: Correlations among Entry Scores

Content Area	*Entry*	*N*	*Entry 1*	*Entry 2*	*Entry 3*
ELA	1	350	1.00		
	2	336	0.31	1.00	
	3	335	0.35	0.32	1.00
Mathematics	1	282	1.00		
	2	274	0.38	1.00	
	3	280	0.45	0.37	1.00
Science	1	87	1.00		
	2	89	0.19	1.00	
	3	91	0.18	0.57	1.00
Algebra 1	1	31	1.00		
	2	29	0.12	1.00	
	3	29	0.39	-0.22	1.00
Biology	1	39	1.00		
	2	39	0.27	1.00	
	3	38	0.54	0.22	1.00
Geometry	1	9	1.00		
	2	8	-0.04	1.00	
	3	8	0.32	0.75	1.00
Civics	1	36	1.00		
	2	35	0.34	1.00	
	3	36	0.56	0.18	1.00
U.S. History	1	40	1.00		
	2	41	0.43	1.00	
	3	40	0.38	0.20	1.00

Table 10-2 shows that, in general, entry scores of the FSAA-Datafolio assessments are in a weak positive or moderate positive correlation, which indicates that students' performance on one entry is less likely to be associated with their performance on another entry. Again, the correlations for the EOC assessments should be interpreted with caution due to low N counts. There are two observations worth noting. The correlation between Entry 2 and Entry 3 scores for Algebra 1 is found to be -0.22, indicating a weak negative correlation. The correlation between Entry 2 and Entry 3 for Geometry is 0.75, the highest of all correlations. In both cases, though, the sample sizes are very low: n = 29 for Algebra and n = 8 for Geometry. Correlations with these low counts should be interpreted with caution. Since 2016-17 was the first operational administration and sample sizes are quite small for the EOC assessments, it is prudent to discern any pattern of data and its interpretation until sufficient data is collected.

CHAPTER 11 VALIDITY

11.1 VALIDITY

One purpose of this report is to describe the technical aspects of the FSAA-Datafolio to support valid score interpretations. It presents documentation to substantiate intended interpretations of test scores (AERA, APA, & NCME, 2014). Each of the chapters in this report contributes important information to the validity argument from one or more of the following perspectives: test development, test administration, scoring, comparability, and score reporting.

As part of the Florida State Alternate Assessment system, the FSAA-Datafolio is designed to provide meaningful information about students with the greatest significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. It is based on, and aligned to, Essential Understandings (EUs) and the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in reading, mathematics, writing, science, and social studies. The FSAA-Datafolio measures progress on a continuum of access toward academic content and skills that will prepare students to move to the Performance Task assessment as appropriate. The results are intended to enable inferences about student readiness for Performance Task assessments aligned to NGSSS-AP, and these achievement inferences are meant to be useful for program and instructional improvement and as a component of school accountability.

Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014) provides a framework for describing sources of evidence that should be considered when constructing a validity argument. These sources include evidence based on the following five general areas: test content, response processes, internal structure, relationship to other variables, and consequences of testing. Although each of these sources may speak to a different aspect of validity, the sources are not distinct types of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

A measure of evidence on test content validity is meant to determine how well the assessment tasks represent the curriculum and standards for each content area and grade level. This is informed by the Activity Choice development process, including how the Activity Choices align to the curriculum and standards. Viewed through the lens provided by the content standards, evidence based on test content was extensively described in Chapters 2, 3, and 4. Activity Choice alignment with EU and NGSSS, content appropriateness review processes, and adherence to the test blueprint are all components of validity evidence based on test content. As discussed earlier, all FSAA-Datafolio Activity Choices, on which the assessments are based, are aligned to specific EU and NGSSS and undergo several rounds of review for content fidelity and appropriateness.

Evidence based on internal structure is supported by the training and administration information, and scoring processes provided in Chapters 5 and 6 and by interrater consistency results and item-level statistics presented in Chapters 9 and 10. Chapters 5 and 6 describe the steps taken to train the teachers/test administrators on administration and scoring procedures. Tests are administered according to state-mandated standardized procedures, as described in the administration manual. These efforts to provide thorough training opportunities and materials help maximize consistency of administration and scoring across teachers, which enhances the quality of test scores and, in turn, contributes to validity. The employed scoring process that includes rangefinding, scorer training, and scoring quality control is also designed to minimize construct-irrelevant factors that may pose threat to validity. Technical characteristics of the internal structure of the assessments are presented in terms of interrater consistency statistics and item statistics (entry score distributions, item-test correlation). Interrater consistency results are consistent with those for similar types of portfolio/datafolio-based alternate assessments and contribute to validity evidence. Weak to moderate correlations between entries for ELA, mathematics, and science that have larger sample sizes support the inclusion of multiple entries in the assessments. Since this was the first operational administration, collection and study of future data will facilitate trend identification to understand the progress of this student population.

Evidence based on the consequences of testing is addressed in the achievement levels that provide users with reference points for progress at each content area. This is a simple and useful way to understand the results of the assessments. Several different standard reports are provided to stakeholders. Additional evidence of the consequences of testing could be supplemented with broader investigation of the effect of testing on student learning.

To further support the validation of the assessment program, additional studies might be considered to provide evidence regarding the relationship of the FSAA-Datafolio results to other variables, including the performance of students on the FSAA-PT assessments that they are eligible to take. Relationships between the two components of the alternate assessment system can sharpen the meaning of scores or achievement and appropriate interpretations.

REFERENCES

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Flowers, C., Wakeman, S., Browder, D., & Karvonen, M. (2007). *Links for academic learning: An alignment protocol for alternate assessments based on alternate achievement standards.* Charlotte, NC: University of North Carolina at Charlotte. Retrieved from: http://www.naacpartners.org/LAL/documents/NAAC_AlignmentManualVer8_3.pdf.

Hambleton, R. K. & Pitoniak, M. J. (2006). Setting performance standards. In R. Brennan (Ed.), *Educational Measurement,* 4th ed. (pp.433–470). Washington, DC: American Council on Education and Westport, CT: Praeger Publishers.

Measured Progress (2017). *Florida Standards Alternate Assessment (FSAA) Datafolio Standard Setting Report*.

APPENDICES

APPENDIX A—FLORIDA STAKEHOLDER LISTS

Table A-1. 2016–17 FSAA-Datafolio: Technical Advisory Committee

Name	*Position*	*Function*
Dr. Claudia Flowers	Professor, Department of Educational Administration, Research, and Technology, the University of North Carolina at Charlotte	Member
Dr. Marianne Perie	Co-director, Center for Educational Testing and Evaluation, the University of Kansas at Lawrence	Member
Dr. Stephen Sireci	Professor of Education and Co-Chairperson of the Research and Evaluation Methods Program and Director of the Center for Educational Assessment in the School of Education, the University of Massachusetts at Amherst	Member

Table A-2. 2016–17 FSAA-Datafolio: June 2015 Advisory Committee

Name	*Position*	*Function*
Dr. Carol Allman	Consultant	Member
Jill Brookner	Alternate Assessment Coordinator	Member
Dr. Drew Andrews	Alternate Assessment Coordinator	Member
Anne Chartrand	Facilitator	Member
Susan Clark	Mathematics Specialist for the Deaf and Hard of Hearing; Florida School for the Deaf and Blind (FSDB)	Member
Sue Davis-Killian	Parent	Member
Dr. Rosalind Hall	Director of Exceptional Student Education (ESE) and Student Services	Member
Dr. Katie Hawley	ESE Teacher	Member
Michelle Metheny	ESE Teacher	Member
Robin Meyers	Principal	Member
Lindee Morgan		Member
Rebecca Nance	ESE Teacher	Member
Sandra Olivia	ESE Teacher	Member
Teresa Pinder	ESE Teacher	Member
Betsy Pittinger	ESE Teacher	Member
Sheryl Sandvoss	Florida State University	Member
June Sellers	Alternate Assessment Coordinator	Member
Dr. Stacie Whinnery	Professor; School of Education; University of West Florida	Member
Sandra White	ESE Teacher	Member

Table A-3. 2016–17 FSAA-Datafolio—Datafolio Subcommittee

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Teresa Pinder	Levy	All Grades	ESE Teacher	Female	White, non-Hispanic
Betsy Pittinger	Leon	Middle & High	ESE Teacher	Female	
Dr. Stacie Whinnery			Professor; School of Education; University of West Florida	Female	White, non-Hispanic
David Hass	Lake	All Grades	ESE Curriculum Coordinator	Male	White, non-Hispanic
Bruce McVae	Citrus	Elementary & High	ESE Teacher	Male	White, non-Hispanic
Dr. Marie Judith Pierre-Okerson	Dade	Elementary	ESE Teacher	Female	Black, non-Hispanic

Table A-4. 2016–17 FSAA-Datafolio—Datafolio Rangefinding

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Teresa Pinder	Levy	All Grades	ESE Teacher	Female	White, non-Hispanic
Betsy Pittinger	Leon	Middle & High	ESE Teacher	Female	
David Hass	Lake	All Grades	ESE Curriculum Coordinator	Male	White, non-Hispanic
Bruce McVae	Citrus	Elementary & High	ESE Teacher	Male	White, non-Hispanic
Dr. Marie Judith Pierre-Okerson	Dade	Elementary	ESE Teacher	Female	Black, non-Hispanic

Table A-5. 2016–17 FSAA-Datafolio—Datafolio Blueprint & Activity Choice Review – June 2016 – English Language Arts

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Cindy Berry	Santa Rosa	Elementary	Exceptional Student Education Teacher	Female	White, non-Hispanic
Gina Kimball	Bay	Middle & High	Exceptional Student Education Teacher	Female	White, non-Hispanic
Laura Olds	Pasco	Elementary	General Education Teacher	Female	White, non-Hispanic
Jennifer Pyott	Sarasota	Middle	General Education Teacher	Female	White, non-Hispanic
Frank Santa Maria	Charlotte	Middle	General Education Teacher	Male	White, non-Hispanic
Tabetha Harrison	Citrus	Elementary	General Education Teacher	Female	White, non-Hispanic

Table A-6. 2016–17 FSAA-Datafolio—Datafolio Blueprint & Activity Choice Review – June 2016 – Mathematics

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Cheryl Bishop	Lake	All Grades	Alternate Assessment Coordinator	Female	White, non-Hispanic
Helen Christian	Sumter	Elementary	General Education Curriculum Coordinator	Female	Black, non-Hispanic
Abbey Cooke	Flagler	Elementary & Middle	General Education Teacher	Female	White, non-Hispanic
Bruce McVae	Citrus	Elementary & High	Exceptional Student Education Teacher	Male	White, non-Hispanic
Amy Summers	Charlotte	High	General Education Teacher	Female	White, non-Hispanic
Kristina Williams	Volusia	Elementary	Exceptional Student Education Teacher	Female	White, non-Hispanic

Table A-7. 2016–17 FSAA-Datafolio—Datafolio Blueprint & Activity Choice Review – June 2016 – Science

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Brittany Aponte	Broward	Elementary	General Education Teacher	Female	Hispanic
Cheryl Bishop	Lake	All Grades	Alternate Assessment Coordinator	Female	White, non-Hispanic
Tabetha Harrison	Citrus	Elementary	General Education Teacher	Female	White, non-Hispanic
Bruce McVae	Citrus	Elementary & High	Exceptional Student Education Teacher	Male	White, non-Hispanic
Kristina Williams	Volusia	Elementary	Exceptional Student Education Teacher	Female	White, non-Hispanic

Table A-8. 2016–17 FSAA-Datafolio—Datafolio Blueprint & Activity Choice Review – June 2016 – Social Studies

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
Cindy Berry	Santa Rosa	Elementary	Exceptional Student Education Teacher	Female	White, non-Hispanic
Greg Cress	Polk	High	General Education Teacher	Male	White, non-Hispanic
Samelia Davis	Polk	High	School Based Instructional Coach/District Level Curriculum Planner	Female	Black, non-Hispanic
Gina Kimball	Bay	Middle & High	Exceptional Student Education Teacher	Female	White, non-Hispanic
Jimmy Mincy	Taylor	Middle	General Education Teacher	Male	White, non-Hispanic
Pamela Johnson	Sumter	Middle & High	General Education Teacher	Female	Black, non-Hispanic

APPENDIX B—STUDENT PARTICIPATION RATES

Table B-1. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—ELA*

Description	*Number Enrolled*	*Percent Tested*
All Students	458	98.49
Female	199	98.51
Male	259	98.48
American Indian or Alaskan Native	1	100.00
Asian	12	100.00
Black Non-Hispanic	103	99.04
Hispanic	119	96.75
Multiracial	15	100.00
White Non-Hispanic	208	99.05

* Data source: Florida Department of Education

Table B-2. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Mathematics*

Description	*Number Enrolled*	*Percent Tested*
All Students	363	99.18
Female	157	99.37
Male	206	99.04
Asian	7	100.00
Black Non-Hispanic	85	100.00
Hispanic	99	98.02
Multiracial	11	100.00
White Non-Hispanic	161	99.38

* Data source: Florida Department of Education

Table B-3. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Science*

Description	*Number Enrolled*	*Percent Tested*
All Students	122	98.39
Female	56	98.25
Male	66	98.51
Asian	3	100.00
Black Non-Hispanic	24	100.00
Hispanic	38	97.44
Multiracial	3	100.00
White Non-Hispanic	54	98.18

* Data source: Florida Department of Education

Table B-4. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Algebra 1*

Description	*Number Enrolled*	*Percent Tested*
All Students	36	94.74
Female	20	95.24
Male	16	94.12
Asian	1	100.00
Black Non-Hispanic	8	100.00
Hispanic	10	83.33
Multiracial	1	100.00
White Non-Hispanic	16	100.00

* Data source: Florida Department of Education

Table B-5. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Biology*

Description	*Number Enrolled*	*Percent Tested*
All Students	46	93.88
Female	23	95.83
Male	23	92.00
Asian	2	100.00
Black Non-Hispanic	10	100.00
Hispanic	12	85.71
Multiracial	2	100.00
White Non-Hispanic	20	95.24

* Data source: Florida Department of Education

Table B-6. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Geometry*

Description	*Number Enrolled*	*Percent Tested*
All Students	15	100.00
Female	6	100.00
Male	9	100.00
Asian	1	100.00
Black Non-Hispanic	5	100.00
Hispanic	2	100.00
Multiracial	1	100.00
White Non-Hispanic	6	100.00

* Data source: Florida Department of Education

Table B-7. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—Civics*

Description	*Number Enrolled*	*Percent Tested*
All Students	47	97.92
Female	22	95.65
Male	25	100.00
Black Non-Hispanic	14	100.00
Hispanic	9	90.00
Multiracial	2	100.00
White Non-Hispanic	22	100.00
All Students	47	97.92

* Data source: Florida Department of Education

Table B-8. 2016–17 FSAA-Datafolio: Summary of Participation by Demographic Category—U.S. History*

Description	*Number Enrolled*	*Percent Tested*
All Students	57	96.61
Female	21	95.45
Male	36	97.30
Asian	2	100.00
Black Non-Hispanic	11	100.00
Hispanic	10	83.33
Multiracial	4	100.00
White Non-Hispanic	30	100.00

* Data source: Florida Department of Education

APPENDIX C—ASSESSMENT DESIGN AND BLUEPRINT SPECIFICATIONS

Florida Standards Alternate Assessment

DATAFOLIO

Assessment Design and Blueprint Specifications for English Language Arts, Mathematics, Science, and Social Studies 2016–2017

Contents

Assessment Design

The FSAA—Datafolio has been developed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The assessment is designed to show student progress on a continuum of access toward academic content. Student progress is shown through reduced Levels of Assistance required to engage in the academic content and/or increased Level of Accuracy.

The 2016–2017 FSAA—Datafolio Blueprints & Activity Choices assess the following grade levels, content areas, and courses (Table 1-2):

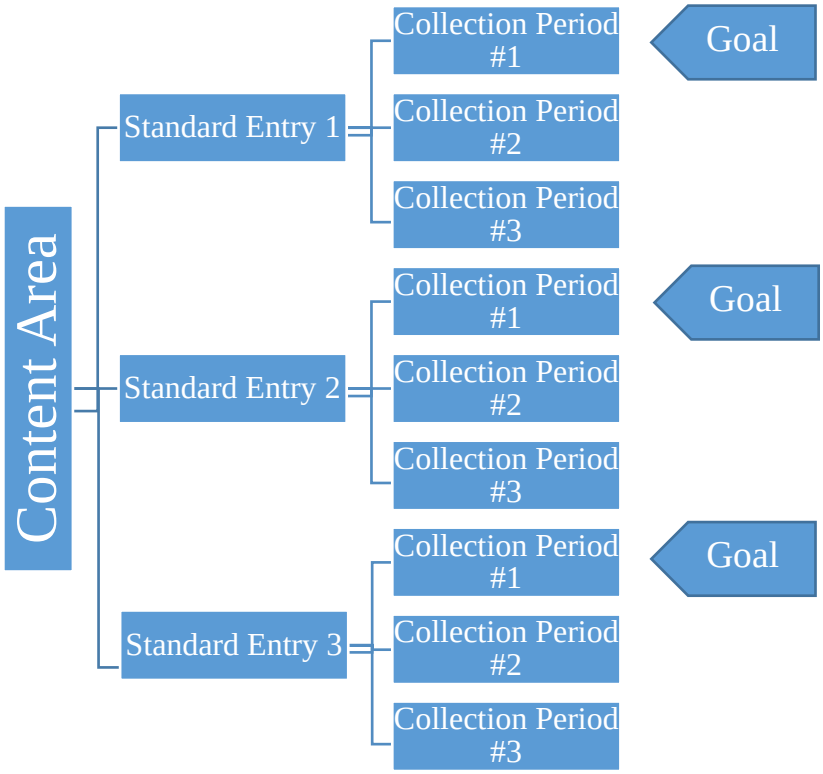
Table 1-2. 2016–17 FSAA-Datafolio: Courses Assessed by the FSAA-Datafolio

Grade Level	ELA	Mathematics	Science	Access Civics	Access U.S. History	Access Algebra 1	Access Geometry	Access Biology
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X		X				
8	X	X	X					
9	X							
10	X							
End of Course					X	X	X	X

The FSAA—Datafolio is a submission of student work samples from three collection periods throughout the school year. The samples are developed from classroom activities/tasks that address selected skills.

The same skills selected for collection period #1 (CP #1) are assessed through aligned activities during collection period #2 (CP #2) and collection period #3 (CP #3). Student evidence from all three collection periods is submitted in the student's online datafolio in the AVS. This student evidence is then scored to determine the student's performance.

Figure 1-2. 2016–17 FSAA-Datafolio: Content Area Test Design



Details regarding the administration of the FSAA-Datafolio are outlined in the *2016–17 FSAA-Datafolio Teacher Resource Guide*.

English Language Arts

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, with text-based writing being the exception, only addressing informational text.

In developing the assessment blueprint 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

Grades 3–8:

Key Ideas and Details

There is a balance of both literature and informational standards that can be assessed at grades 3–8 with alternating grade levels. In order to assess both the literature and informational standards, grades 3, 5, and 7 assess literature standards and grades 4, 6, and 8 assess informational standards. This balanced approach allows teachers to assess whether students understand the concepts of key ideas and supporting details in both fiction and nonfiction texts across the years.

Craft and Structure

In grades 3 and 4, the focus has shifted away from phonics to the understanding of textual features, as addressed in the reporting category **Integration of Knowledge and Ideas**. This shift reflects an understanding of how literacy skills are acquired in students with little to no formal language skills. In grade 5, the focus is on determining the meaning of unfamiliar words within informational texts, which is carried forward into grade 6 with a focus on determining meaning in fictional texts. This culminates in the focus in grades 7 and 8 of understanding basic figurative language (e.g., simile or alliteration) as well as how words relate to one another (e.g., through cause and effect or in categories). These standards allow the teacher to assess whether students have gained a basic understanding of how to determine meaning in

a text, whether through the use of textual features or by the use of various strategies to determine meaning of words within specific contexts.

Integration of Knowledge and Ideas

There is a balance of both literature and informational standards within this reporting category with an alternating emphasis across grades 3–6. In grades 3 and 5, the focus is on using a variety of strategies to gain meaning from informational passages. In grade 3, the focus is specifically on using visual supports within an informational text to increase comprehension. This is extended in grade 4, which focuses on using textual features (specifically, illustrations) to increase comprehension of fiction texts. In grade 5, the focus shifts to summarizing texts holistically, which is further extended in grade 6 and focuses on comparing multiple texts. These standards allow the teacher to assess how well the student can combine comprehension skills at the micro (word) and macro (whole text) levels.

Language and Editing

In this category, students may be assessed with either literature or informational passages, which is appropriate for the conventions type of standards being assessed. Specifically, grade 3 addresses capitalization conventions and grade 7 addresses spelling. Standards in this reporting category were removed from grades 4, 5, 6, and 8. The standards for grades 4 and 8 have been replaced by standards in the reporting category of **Writing**, while in grades 5 and 6 the focus shifts to decoding and comprehension, as seen by the standards selected in the reporting categories **Key Ideas and Details** and **Integration of Knowledge and Ideas**.

Writing

For grade 4, the focus is on informational texts, and for grade 8, the focus is on argumentative texts, which is appropriate for the different grade levels. The standards for grades 3 and 7 have been removed and the focus shifts to the reporting category of **Language and Editing** for written language. The standards for grades 4 and 5 have been removed as the focus shifts to decoding and comprehension, as seen by the standards selected in the reporting categories **Key Ideas and Details** and **Integration of Knowledge and Ideas.**

In Tables C-1 through C-6, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-1. 2016–17 FSAA-Datafolio: Grade 3 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Literature	**LAFS.3.RL.1.1** LAFS.3.RL.1.2 LAFS.3.RL.1.3	3
	Informational		
Craft and Structure	Literature	LAFS.3.RL.2.4 Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4 LAFS.3.RL.2.6	
	Informational	LAFS.3.L.2.3.a LAFS.3.L.3.4 LAFS.3.L.3.5 LAFS.3.RI.2.5	
Integration of Knowledge and Ideas	Literature	LAFS.3.SL.1.2 LAFS.3.SL.1.3	
	Informational	**LAFS.3.RI.3.7** LAFS.3.RI.3.8 LAFS.3.RI.3.9	3
Language and Editing	Literature or Informational	 LAFS.3.L1.1 **LAFS.3.L.1.2**	3

Table B-2. FSAA-Datafolio 2016–17 Grade 4 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Literature		
	Informational	LAFS.4.RI.1.1 LAFS.4.RI.1.2 **LAFS.4.RI.1.3**	3
Craft and Structure	Literature	LAFS.4.RL.2.4 Also assesses LAFS.4.RF.3.3 LAFS.4.RF.4.4 LAFS.4.RL.2.6	
	Informational	LAFS.4.L.3.4 LAFS.4.L.3.5 LAFS.4.RI.2.5	
Integration of Knowledge and Ideas	Literature	**LAFS.4.RL.3.7** Also assesses LAFS.4.SL.1.2	3
	Informational	LAFS.4.RI.3.7 LAFS.4.RI.3.8 LAFS.4.RI.3.9	
Language and Editing	Literature or Informational	LAFS.4.L.1.1 LAFS.4.L.1.2	
Text-based Writing	Informational	**LAFS.4.W.1.2** LAFS.4.W.2.4	3

Table B-3. FSAA-Datafolio 2016–7 Grade 5 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Literary	LAFS.5.RL.1.1 **LAFS.5.RL.1.2** LAFS.5.RL.1.3	3
Craft and Structure	Literary	LAFS.5.L.3.4 LAFS.5.L.3.5 LAFS.5.RL.2.5	
	Informational	**LAFS.5.RI.2.4** Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4 LAFS.5.RI.2.6	2
Integration of Knowledge and Ideas	Literary	LAFS.5.RL.3.7	
		LAFS.5.RL.3.9	
	Informational	**LAFS.5.SL.1.2** LAFS.5.SL.1.3	3
Language and Editing	Informational	LAFS.5.L.1.1 LAFS.5.L.1.2	
Text-Based Writing	Informational	LAFS.5.W.1.2 LAFS.5.W.2.4 LAFS.5.W.1.1	

Table B-4. FSAA-Datafolio 2016–17 Grade 6 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Informational	LAFS.6.RI.1.1 LAFS.6.RI.1.2 **LAFS.6.RI.1.3**	2
Craft and Structure	Literary	LAFS.6.RL.2.4 **LAFS.6.L.3.4** LAFS.6.L.3.5	3
Craft and Structure	Informational	LAFS.6.RI.2.5 LAFS.6.RI.2.6	
Integration of Knowledge and Ideas	Literary	**LAFS.6.RL.3.9**	2
	Informational	LAFS.6.SL.1.2 LAFS.6.SL.1.3	
Language and Editing	Literary	LAFS.6.L.1.1 LAFS.6.L.1.2	
Text-Based Writing	Informational	LAFS.6.W.1.1 LAFS.6.W.2.4 LAFS.6.W.1.2	

Table B-5. FSAA-Datafolio 2016–17 Grade 7 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Literary	**LAFS.7.RL.1.1** LAFS.7.RL.1.2 LAFS.7.RL.1.3	3
Craft and Structure	Literary	LAFS.7.RL.2.5 LAFS.7.RL.2.6	
	Informational	LAFS.7.RI.2.4 **LAFS.7.L.3.4** LAFS.7.L.3.5	3
Integration of Knowledge and Ideas	Literary	LAFS.7.SL.1.2	
	Informational	LAFS.7.RI.3.8 LAFS.7.RI.3.9	
Language and Editing	Informational	LAFS.7.L.1.1 **LAFS.7.L.1.2**	3
Text-Based Writing	Informational	LAFS.7.W.1.1 LAFS.7.W.2.4	

Table B-6. FSAA-Datafolio 2016–17 Grade 8 ELA Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Informational	LAFS.8.RI.1.1 **LAFS.8.RI.1.2** LAFS.8.RI.1.3	3
Craft and Structure	Literary	LAFS.8.RL.2.4 LAFS.8.L.3.4 **LAFS.8.L.3.5**	3
Craft and Structure	Informational	LAFS.8.RI.2.5 LAFS.8.RI.2.6	
Integration of Knowledge and Ideas	Literary	LAFS.8.SL.1.2	
	Informational	LAFS.8.RI.3.8 LAFS.8.RI.3.9	
Language and Editing	Literary	LAFS.8.L.1.1 LAFS.8.L.1.2	
Text-Based Writing	Informational	**LAFS.8.W.1.1** LAFS.8.W.2.4 LAFS.8.W.1.2	3

Grades 9–10

Key Ideas and Details

For grade 9, there is a focus on citing evidence in informational texts, which is an essential skill at this grade level. For grade 10, there is a focus on analyzing characters and sequencing in literature texts, which is a more advanced and complex skill appropriate for this grade level.

Craft and Structure

For grade 9, there is a focus on the vocabulary standard in informational text, and in grade 10, the focus is on literature text, again offering a balance across both grade levels.

Integration of Knowledge and Ideas

For grades 9 and 10, both standards focus on informational texts. Grade 9 focuses on identifying the author's arguments, and grade 10 focuses on comparing and contrasting two accounts, which is appropriate for the higher grade level.

Language and Editing

In both grades 9 and 10, the standards in this reporting category have been removed, reflecting the priority given to comprehension skills at the higher grade levels.

Writing

In both grades 9 and 10, the standards in this reporting category have been removed, reflecting the priority given to comprehension skills at the higher grade levels.

In Tables C-7 and C-8 that follow the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-7. FSAA-Datafolio 2016–17 Grade 9 Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Informational	**LAFS.910.RI.1.1** LAFS.910.RI.1.2 LAFS.910.RI.1.3	3
Craft and Structure	Informational	LAFS.910.RI.2.4 **LAFS910.L.3.4** LAFS.910.RI.2.5 LAFS.910.RI.2.6	3
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.2 **LAFS.910.RI.3.8**	3
Language and Editing	Literary	LAFS.910.L.1.1 LAFS.910.L.1.2	
Text-Based Writing	Informational	LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.1.1	

Table B-8. FSAA-Datafolio 2016–17 Grade 10 Assessment

Reporting Category	Genre	Standard	Number of Choices
Key Ideas and Details	Literary	LAFS.910.RL.1.1 LAFS.910.RL.1.2 LAFS.910.RL.1.3	2
Craft and Structure	Literary	LAFS.910.RL.2.4 LAFS910.L.3.4 LAFS.910.L.3.5 LAFS.910.RL.2.5	3
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.3 LAFS.910.RI.3.8	3
Language and Editing	Informational	LAFS.910.L.1.1 LAFS.910.L.1.2	
Text-Based Writing	Informational	LAFS.910.W.1.1 LAFS.910.W.2.4	

Mathematics

The mathematics design is based on the Florida Standards. 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.

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

Florida Standards Assessment Test Design Summary and Blueprint

Mathematics Access Course descriptions for grades 3–8; Access EOCs Algebra 1 and Geometry

Florida Standards and Florida Standards Access Points

Grades 3–5 Reporting Categories:

Operations and Algebraic Thinking

- This is a logical progression from grade 3 to grade 5. In grade 3 the student is interpreting products, which leads to solving two-step word problems. In grades 4 and 5, the student is analyzing patterns, which sets the stage for work that will be done with ratio and proportional reasoning in grades 6 and 7, and linear functions in grade 8.

Numbers in Base Ten

- Again, this is a logical progression in grades 4 and 5. Rounding to any place in grade 4 sets the stage for comparing decimals in grade 5, and aids in the understanding of working with mixed numbers in 05.NF.2.6.

Numbers and Operations Fractions

- As stated in Numbers and Operations in Base Ten, working with mixed numbers at grade 5 ties in well with the grades 4 and 5 NBT standards.

Measurement and Data

- In grade 3 picture and bar graphs are analyzed. This is a concept that is used widely in consumer representation. In grade 4 area and perimeter of rectangles are the focus; this is a building block for concepts that are assessed in grade 6. In grade 5, the conversion of time and use of schedules are the focus, which are very beneficial as life skills.

Geometry

- There is a logical progression from grades 3 to 5. With grade 3, matching and sorting basic shapes such as triangles and squares lead to identifying parallel and perpendicular lines in grade 4, and distinguishing properties of figures in grade 5.

Grades 6–8 Reporting Categories:

Ratio and Proportional Relationships

- This reporting category is only in grades 6 and 7, but leads to equations and functions in grade 8. The premise begins with simple ratio reasoning in grade 6 and moves to identifying proportional relationship in a graph in grade 7.

Functions

- In grades 6 and 7 ratios and proportional relationships/graphs are explored. This leads to linear functions in grade 8. With the knowledge gained in grade 6 and grade 7, students are asked to understand linear and nonlinear functions displayed in a graph.

Expressions and Equations

- In grade 6 the concept explored here is very basic: identifying a valid equation; in grade 7 the concept moves forward to demonstrating an operation that validates an equation. And, in grade 8 the focus is a more complex equation of understanding the representation of a perfect square.

Geometry

- In grade 6 the student revisits the grade 4 concepts of area and perimeter and is asked to find area using models. In grade 7 the concept is taken a step further, asking the student to make distinctions between scaled figures/drawings. In grade 8 the student explores the differences in area/volume of similar figures.

Statistics and Probability

- This is a new reporting category at grade 6. However, by this time students have worked with bar graphs, line plots, and data. At grade 6 data distribution is more closely examined. At grade 7 the student is asked to perform a probability simulation. And at grade 8 the student is asked to display data from a simulation.

The Number System

- In grade 6 the students are working with positive and negative numbers on a coordinate plane; in grade 7 this is streamlined to a number line. In grade 8 the student is asked to identify rational numbers on a number line.

In Tables C-9 to C-14, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Grades 3–8

Table B-9. FSAA-Datafolio 2016–17 Grade 3 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Operations, Algebraic Thinking, and Numbers in Base Ten	MAFS.3.OA.1.1 MAFS.3.OA.2.5 MAFS.3.OA.2.6 **MAFS.3.OA.4.8** MAFS.3.NBT.1.1 MAFS.3.NBT.1.3	3
Numbers and Operations-Fractions	**MAFS.3.NF.1.1** MAFS.3.NF.1.3	3
Measurement, Data, and Geometry	MAFS.3.MD.1.1 MAFS.3.MD.2.3 MAFS.3.MD.2.4 MAFS.3.MD.3.6 MAFS.3.MD.4.8 **MAFS.3.G.1.1**	3

Table B-10. FSAA-Datafolio 2016–17 Grade 4 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Operations and Algebraic Thinking	MAFS.4.OA.1.1 MAFS.4.OA.2.4 **MAFS.4.OA.3.5**	3
Numbers and Operations in Base Ten	MAFS.4.NBT.1.2 MAFS.4.NBT.1.3 MAFS.4.NBT.2.5	
Numbers and Operations-Fractions	MAFS.4.NF.1.1 MAFS.4.NF.1.2 **MAFS.4.NF.2.3** MAFS.4.NF.3.7	3
Measurement, Data, and Geometry	MAFS.4.MD.1.3 MAFS.4.MD.2.4 **MAFS.4.G.1.2** MAFS.4.G.1.3	2

Table B-11. FSAA-Datafolio 2016–17 Grade 5 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Operations, Algebraic Thinking, and Fractions	**MAFS.5.OA.1.2**	2
	MAFS.5.OA.2.3	
	MAFS.5.NF.1.2	
	MAFS.5.NF.2.5	
	MAFS.5.NF.2.6	3
Numbers and Operations in Base Ten	MAFS.5.NBT.1.3	
	MAFS.5.NBT.1.4	
	MAFS.5.NBT.2.6	
	MAFS.5.NBT.2.7	
Measurement, Data, and Geometry	MAFS.5.MD.1.1	
	MAFS.5.MD.2.2	
	MAFS.5.MD.3.3	3
	MAFS.5.MD.3.4	
	MAFS.5.G.1.1	
	MAFS.5.G.2.4	

Table B-12. FSAA-Datafolio 2016–17 Grade 6 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Ratio and Proportional Relationships	MAFS.6.RP.1.1 MAFS.6.RP.1.3	
Expressions and Equations	MAFS.6.EE.1.1 **MAFS.6.EE.1.4** MAFS.6.EE.2.5 MAFS.6.EE.3.9	3
Geometry	**MAFS.6.G.1.1** MAFS.6.G.1.4	3
Statistics and Probability	**MAFS.6.SP.1.2** MAFS.6.SP.2.4	2
The Number System	MAFS.6.NS.2.4 MAFS.6.NS.3.6 MAFS.6.NS.3.8	

Table B-13. FSAA-Datafolio 2016–17 Grade 7 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Ratio and Proportional Relationships	MAFS.7.RP.1.1 MAFS.7.RP.1.2 MAFS.7.RP.1.3	
Expressions and Equations	**MAFS.7.EE.2.3** MAFS.7.EE.2.4	3
Geometry	MAFS.7.G.1.1 MAFS.7.G.2.4 MAFS.7.G.2.5 **MAFS.7.G.2.6**	3
Statistics and Probability	MAFS.7.SP.2.3 MAFS.7.SP.3.5 **MAFS.7.SP.3.8**	3
The Number System	MAFS.7.NS.1.1 MAFS.7.NS.1.2 MAFS.7.NS.1.3	

Table B-14. FSAA-Datafolio 2016–17 Grade 8 Mathematics Assessment

Reporting Category	Standards	Number of Choices
Expressions and Equations	MAFS.8.EE.1.2 MAFS.8.EE.1.3 MAFS.8.EE.2.5 MAFS.8.EE.3.8	
Functions	MAFS.8.F.1.1 **MAFS.8.F.1.3**	3
Geometry	MAFS.8.G.1.1 **MAFS.8.G.1.4** MAFS.8.G.3.9	3
Statistics and Probability and The Number System	**MAFS.8.SP.1.4** MAFS.8.NS.1.1 MAFS.8.NS.1.2	2

Access Algebra 1 End-of-Course Reporting Categories:

Statistics and the Number System

- The student builds upon the Statistics and Probability concepts explored in grades 6 through 8. In Algebra 1 the student is expected to be able to describe/identify distributions in a data set, whether displayed in a table or in a graph, and to have an understanding of the cause and effect relationship between two variables.

Algebra and Modeling

- Again this is an extension of concepts explored in grades 6 through 8. The student is expected to be able to match an equation to a graph and to identify a point of intersection between two variables in a graph.

Functions and Modeling

- The student moves from ratio and proportional relationships in grades 6 and 7 to linear functions in grade 8. Work done in grades 6–8 is preliminary to further exploration of linear functions in Algebra 1. At this level the student is expected to be able to identify and work with key features of a linear function; such as data points, slope, and *x* and/or *y* intercepts.

In Table C-15, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-15. FSAA-Datafolio 2016–17 Algebra 1 End-of-Course Assessment

Reporting Category	Standards	Number of Choices
Statistics and the Number System	**MAFS.912.S-ID.1.2** MAFS.912.S-ID.3.9	3
Algebra and Modeling	MAFS.912.A-CED.1.1 **MAFS.912.A-CED.1.2** MAFS.912.A-CED.1.3	3
Functions and Modeling	MAFS.912.F-IF.2.4 MAFS.912.F-IF.2.5 **MAFS.912.F-IF.2.6**	3

Access Geometry End-of-Course Reporting Categories:

Congruence, Similarity, Right Triangles, and Trigonometry

- Students build upon the concepts learned in grades 3 through 8. At the end of the course the student is asked to determine similarity, identify congruent angles in similar figures, and match corresponding sides and angles in similar triangles.

Circles, Geometric Measurement, and Geometric Properties with Equations

- Students are asked to take geometric concepts a step further by providing descriptive proof that all circles are similar, and identifying a side of a three-dimensional figure or a shape created by cross-section of a three-dimensional figure.

Modeling with Geometry

- In this reporting category students describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed. This builds upon concepts explored in grades 7 and 8.

In Table C-16, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-16. FSAA-Datafolio 2016–17 Geometry End-of-Course Assessment

Reporting Category	Standards	Number of Choices
Congruence, Similarity, Right Triangles, and Trigonometry	MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 **MAFS.912.G-SRT.1.2** MAFS.912.G-SRT.1.3 MAFS.912.G-SRT.2.5	3
Circles, Geometric Measurement, and Geometric Properties with Equations	MAFS.912.G-C.1.1 MAFS.912.G-GMD.1.3 **MAFS.912.G-GMD.2.4** MAFS.912.G-GPE.2.7	3
Modeling with Geometry	**MAFS.912.G-MG.1.1** MAFS.912.G-MG.1.2 MAFS.912.G-MG.1.3	2

Science

The science design consists of the four Bodies of Knowledge from the Next Generation Sunshine State Standards.

In developing the test blueprint 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

The content assessed in alternate assessment should generally reflect the same areas assessed by the FSA: 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 FSA at each grade level based on the Big Ideas that are addressed.

Therefore, the science blueprint chart involves:

Distribution of major science Bodies of Knowledge across each grade level.

Assessment of the majority of Big Ideas that are addressed at each of the grade levels.

Grade 5

- Nature of Science
    - The focus in grade 5 is the Practice of Science. Students understand the scientific process, which provides a broad foundation for further development in the upper grades.
- Earth and Space Science
    - The focus in grade 5 is understanding the patterns and systems of our planet Earth. Students explore interactions among water, air, and land and the changing conditions over time.
- Physical Science
    - In grade 5, concepts focus on the different forms of energy. This understanding builds on the idea that energy can cause changes. Students then explore how energy changes are described as forces.
- Life Science

- In grade 5, concepts focus on the human body and the importance of the organs and their functions.

In Table C-17, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-17. FSAA-Datafolio 2016–17 Grade 5 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Choices
Nature of Science	Big Idea 1: The Practice of Science	SC.5.N.1.1 **SC.5.N.1.2** SC.5.N.1.3 SC.5.N.1.4 SC.5.N.1.5 SC.5.N.1.6	2
	Big Idea 2: The Characteristics of Scientific Knowledge	SC.5.N.2.1 SC.5.N.2.2	
Earth and Space Science	Big Idea 7: Earth Systems and Patterns	SC.5.E.7.1 SC.5.E.7.2 SC.5.E.7.3 SC.5.E.7.4 SC.5.E.7.5 SC.5.E.7.6 SC.5.E.7.7	
Physical Science	Big Idea 10: Forms of Energy	SC.5.P.10.1 SC.5.P.10.2 SC.5.P.10.3 **SC.5.P.10.4**	3
	Big Idea 11: Energy Transfer and Transformations	SC.5.P.11.1 SC.5.P.11.2	
	Big Idea 13: Forces and Changes in Motion	SC.5.P.13.1 SC.5.P.13.2 SC.5.P.13.3 SC.5.P.13.4	
Life Science	Big Idea 14: Organization and Development of Living Organisms	**SC.5.L.14.1** SC.5.L.14.2	2
	Big Idea 17: Interdependence	SC.5.L.17.1	

Grade 8

Nature of Science

- Grade 8 moves to the application of Science and Society building on the concepts in grade 5 to include how understanding science can be applied to solving issues in society.

Earth and Space Science

- In grade 8, the learning progresses to explore the nature of the universe.

Physical Science

- In grade 8, students explore the concepts of matter. Students sort and compare substances by measurable physical characteristics. Building on that understanding, students explore the physical and chemical changes in matter.

Life Science

- In grade 8, the focus shifts to other living organisms to include the internal processes of plants.

In Table C-18, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-18. FSAA-Datafolio 2016–17 Grade 8 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Choices
Nature of Science	Big Idea 1: The Practice of Science	SC.8.N.1.1 SC.8.N.1.2 SC.8.N.1.3 SC.8.N.1.4 SC.8.N.1.5 SC.8.N.1.6	3
	Big Idea 4: Science and Society	SC.8.N.4.1 **SC.8.N.4.2**	
Earth and Space Science	Big Idea 5: Earth in Space and Time	SC.8.E.5.1 SC.8.E.5.7 SC.8.E.5.2 SC.8.E.5.8 SC.8.E.5.3 SC.8.E.5.9 SC.8.E.5.4 SC.8.E.5.10 SC.8.E.5.5 SC.8.E.5.11 SC.8.E.5.6 SC.8.E.5.12	

continued

Reporting Category	Standards (Big Ideas)	Course Standards		Number of Choices
Physical Science	Big Idea 8: Properties of Matter	SC.8.P.8.1 SC.8.P.8.2 SC.8.P.8.3 **SC.8.P.8.4** SC.8.P.8.5	SC.8.P.8.6 SC.8.P.8.7 SC.8.P.8.8 SC.8.P.8.9	3
	Big Idea 9: Changes in Matter	SC.8.P.9.1 SC.8.P.9.2 SC.8.P.9.3		
Life Science	Big Idea 18: Matter and Energy Transformations	**SC.8.L.18.1** SC.8.L.18.2 SC.8.L.18.3 SC.8.L.18.4		2

Access Biology 1 End-of-Course:

Life science is heavily introduced on 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
  - **Big Idea 14** builds on the foundation concepts learned in the earlier grades. Students now compare structures of different living organisms. Big Idea 16 changes the focus to include the basic understanding of the transmission of genetic information.
- Classification, Heredity, and Evolution
  - **Big Idea 15** progresses to include identifying characteristics of living organisms in the plant and animal kingdoms.
- Organisms, Populations, and Ecosystems
  - **Big Idea 14** uses the knowledge built on the structures of living organisms and students apply that knowledge to connect the structure and function to parts of plants.
  - **Big Idea 17** follows a logical progression through the grades from identifying how to learn about the natural world in grade 5 to recognizing how science can be used in a community in grade 8, and extending in high school to include the idea of interdependence. Students apply their knowledge to the understanding of how humans impact the environment.

In Table C-19, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-19. FSAA-Datafolio 2016–17 Biology 1 End-of-Course Assessment

Reporting Category	Standard	Number of Choices
Molecular and Cellular Biology	SC.912.L.14.1 **SC.912.L.14.3** SC.912.L.16.3 SC.912.L.18.1 SC.912.L.18.12 SC.912.L.18.9 SC.912.L.16.17	2
Classification, Heredity, and Evolution	SC.912.L.15.1 SC.912.L.15.13 **SC.912.L.15.6** SC.912.L.16.1	3
Organisms, Populations, and Ecosystems	SC.912.L.14.7 SC.912.L.16.10 SC.912.L.16.13 SC.912.L.17.5 SC.912.L.17.9 **SC.912.L.17.20**	3

Social Studies

Social studies courses assess the Next Generation Sunshine State Standards. Access End-of-Course Civics addresses the four Reporting Categories' content introduced in the grade 7 course. Access End-of-Course U.S. History addresses the three Reporting Categories' content introduced in the high school course.

In developing the test blueprint for social studies, several documents were examined:

Sunshine State Standards with Access Points

Civics End-of-Course Assessment Blueprint

U.S. History End-of-Course Assessment Blueprint

Access Civics End-of-Course

The four Reporting Categories for the civics end-of-course exam are as follows:

- Origin and Purposes of Law and Government
  - Recognizing that the government has three different parts is an essential component of Access Civics. It is a foundational understanding for the subject area, and is very concrete in nature.
- Roles, Rights, and Responsibilities of Citizens
  - Understanding the obligations of citizens is a key learning outcome for Access Civics. This is the most concrete of the related standards.
- Government Policies and Political Processes
  - This is not addressed in the FSAA-Datafolio as it is more abstract in nature and the content of the Access Civics FSAA-Datafolio is better addressed through other standards.
- Organization and Function of Government
  - Recognizing the three parts of the U.S. government is a foundational understanding within Access Civics. It is concrete in nature and blends well with the other selected standards to provide a basic overview of a few critical concepts in civics.

In Table C-20, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-20. FSAA-Datafolio 2016–17 Civics End-of-Course Assessment

Reporting Category	Standard	Number of Choices
Origin and Purposes of Law and Government	SS.7.C.1.2 SS.7.C.1.4 **SS.7.C.1.7** SS.7.C.1.8 SS.7.C.1.9 SS.7.C.3.10	3
Roles, Rights, and Responsibilities of Citizens	SS.7.C.2.1 **SS.7.C.2.2** SS.7.C.2.4 SS.7.C.3.7 SS.7.C.3.12	3
Government Policies and Political Processes	SS.7.C.2.8 SS.7.C.2.10 SS.7.C.2.12 SS.7.C.2.13 SS.7.C.4.1 SS.7.C.4.2	
Organization and Function of Government	SS.7.C.3.3 SS.7.C.3.4 SS.7.C.3.5 SS.7.C.3.11 SS.7.C.3.13 **SS.7.C.3.14**	2

Access U.S. History End-of-Course

The three Reporting Categories for the U.S. History End-of-Course exam are as follows:

- Late Nineteenth and Early Twentieth Century, 1860–1910
  - The Civil War is an important topic in U.S. history. Presenting the Civil War through concrete characteristics of life during this period allows the students to gain meaningful access to the standard.
- Global Military, Political, and Economic Challenges, 1890–1940
  - The theme of people in society fearing those who are different is crucial in understanding many of the events of this period of time. Presenting this concept in a concrete manner, through the concepts of sameness and difference and identifying whether feelings of positive or negative breaks the concept into

concrete, tangible pieces appropriate for the students eligible to take the FSAA-Datafolio assessment.

- The United States and the Defense of the International Peace, 1940–present
  - Understanding the societal and economic forces that steer the political climate is of central importance when considering the time period of the 1940s through the present day. These abstract ideas are brought to a more concrete level through the use of familiar concepts and vocabulary from students' daily lives applied through a sociopolitical lens by determining whether these concepts (e.g., having a job, needing a place to live) are economic or social in nature.

In Table C-21, the subset of Performance Task standards that are assessed for the FSAA-Datafolio are provided in bolded text and the number of Activity Choices available for each of the bolded standards is also provided.

Table B-21. FSAA-Datafolio 2016–17 U.S. History End-of-Course Assessment

Reporting Category	Standard	Number of Choices
Late Nineteenth and Early Twentieth Century, 1860–1910	**SS.912.A.2.1** SS.912.A.2.7 SS.912.A.3.1 SS.912.A.3.2 SS.912.A.3.13	3
Global Military, Political, and Economic Challenges, 1890–1940	SS.912.A.4.1 SS.912.A.4.5 SS.912.A.4.11 SS.912.A.5.3 SS.912.A.5.5 **SS.912.A.5.10** SS.912.A.5.11 SS.912.A.5.12	3
The United States and the Defense of the International Peace, 1940–present	SS.912.A.6.1 SS.912.A.6.10 SS.912.A.6.13 SS.912.A.6.15 SS.912.A.7.1 SS.912.A.7.4 SS.912.A.7.6 SS.912.A.7.8 SS.912.A.7.11 **SS.912.A.7.12** SS.912.A.7.17	3

APPENDIX D—SURVEYS AND RESULTS

Florida Standards Alternate Assessment

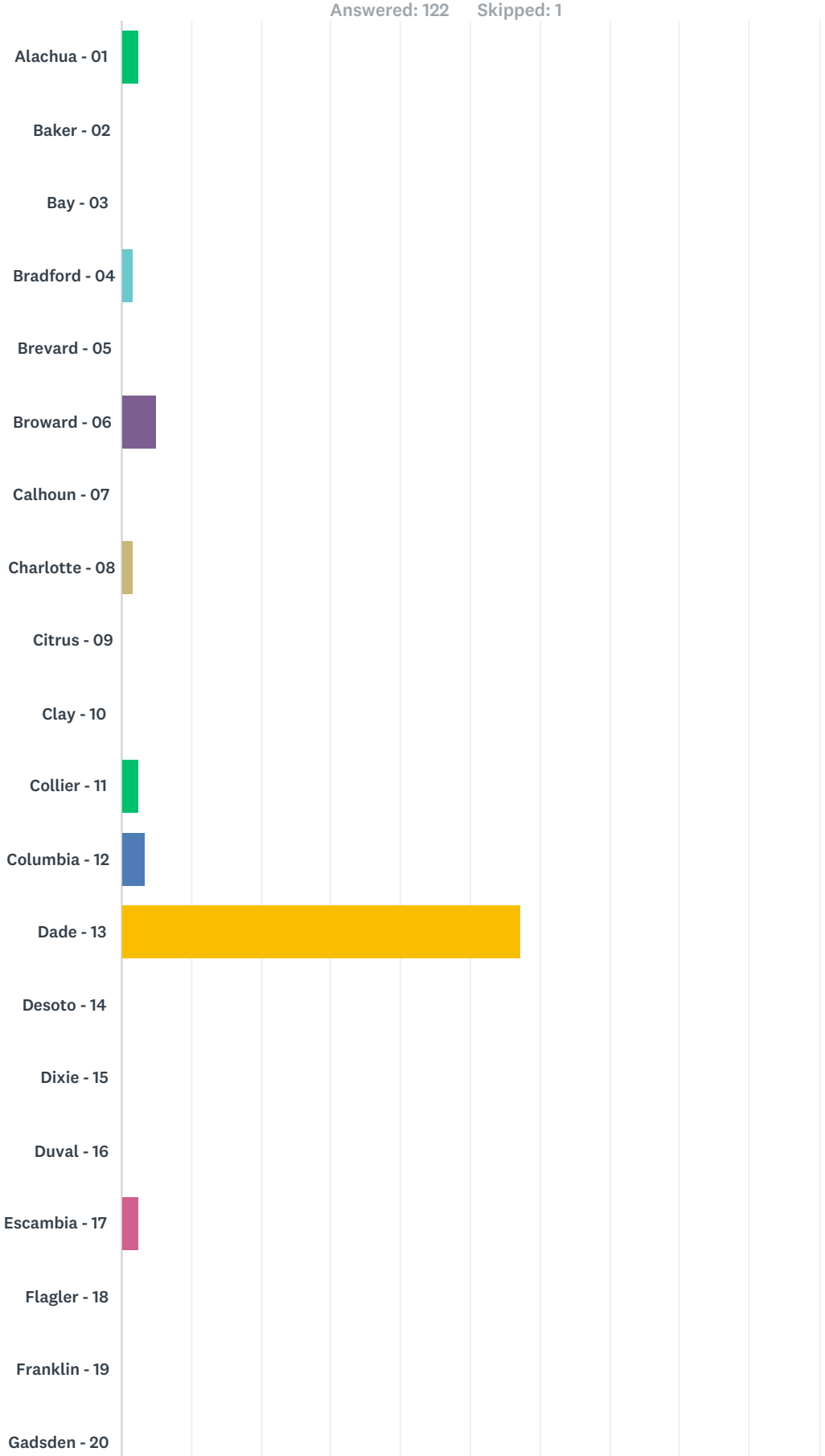
DATAFOLIO

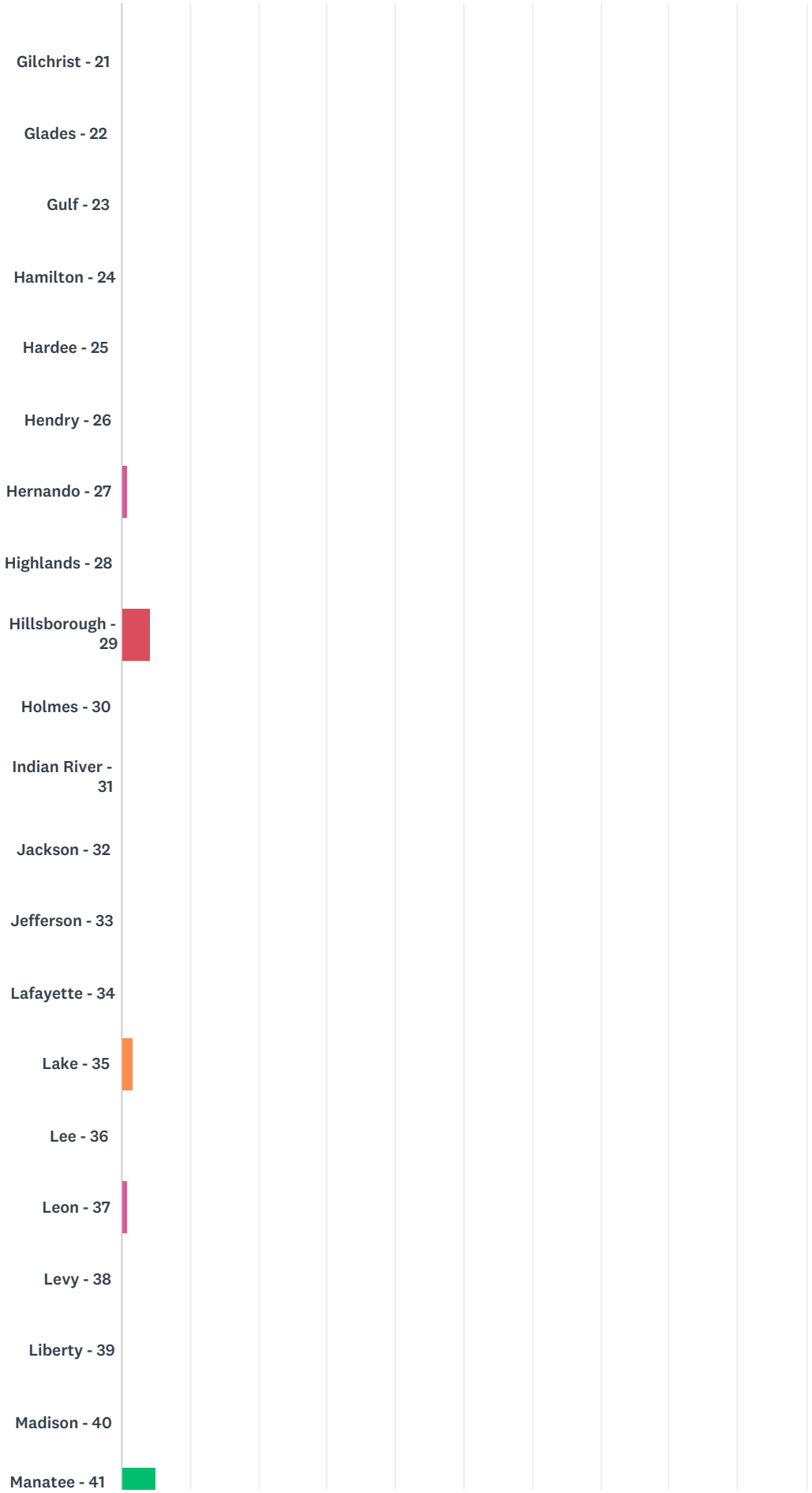
FSAA-Datafolio

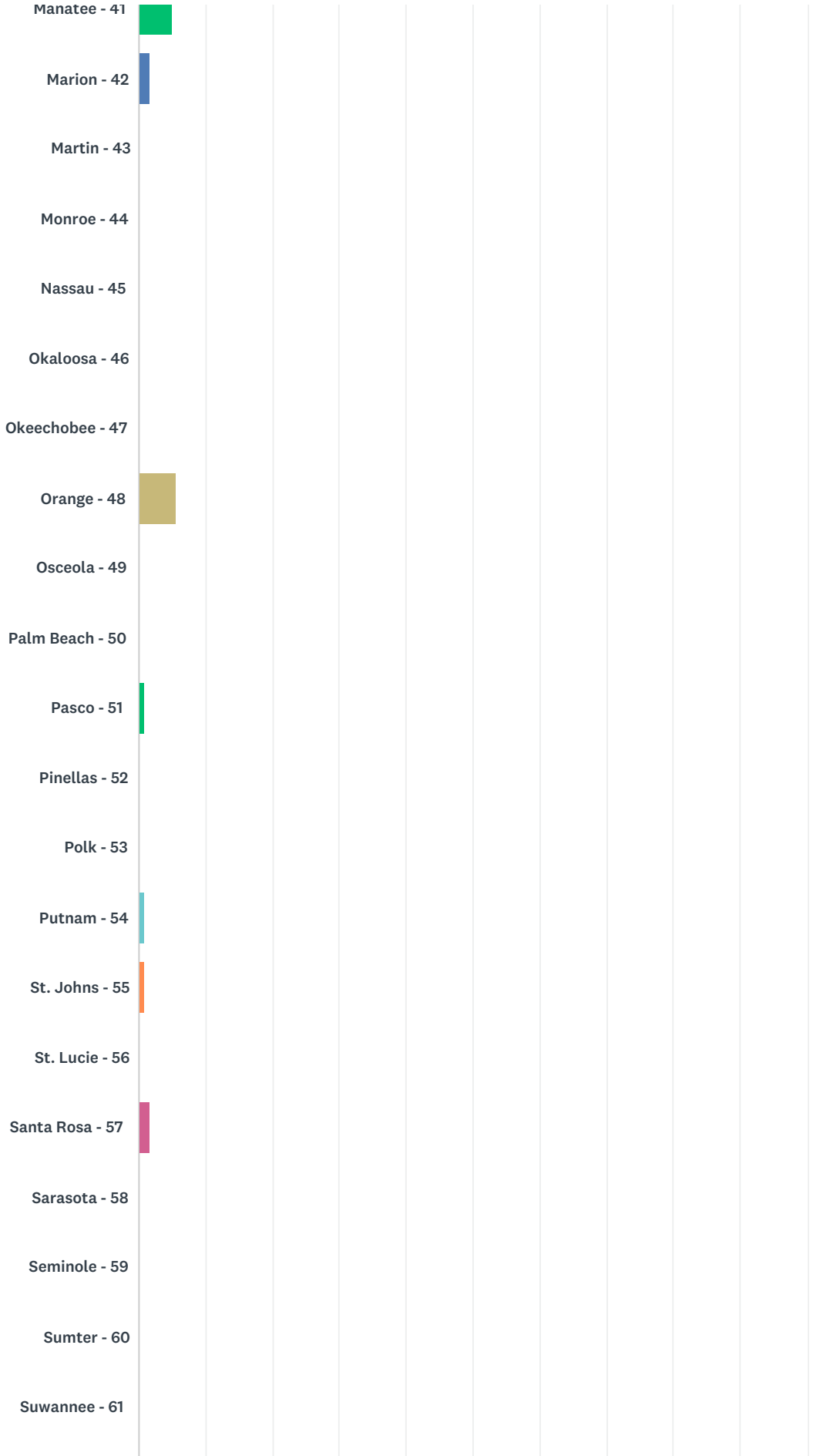
2016-17 Administration Survey Results

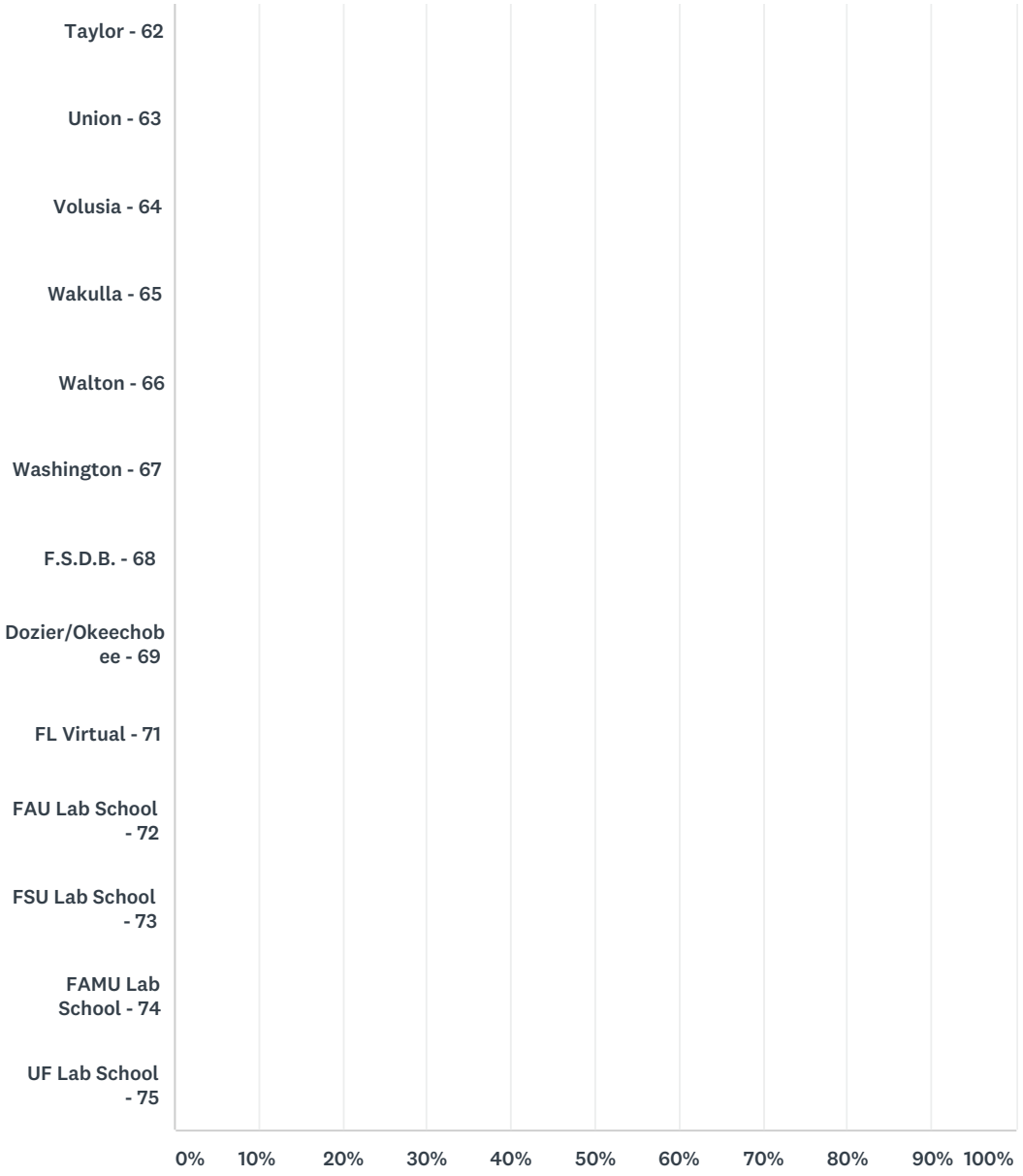
Q1 Please select your school district.

Answered: 122 Skipped: 1




Gilchrist - 21
Glades - 22
Gulf - 23
Hamilton - 24
Hardee - 25
Hendry - 26
Hernando - 27
Highlands - 28
Hillsborough - 29
Holmes - 30
Indian River - 31
Jackson - 32
Jefferson - 33
Lafayette - 34
Lake - 35
Lee - 36
Leon - 37
Levy - 38
Liberty - 39
Madison - 40
Manatee - 41


Manatee - 41
Marion - 42
Martin - 43
Monroe - 44
Nassau - 45
Okaloosa - 46
Okeechobee - 47
Orange - 48
Osceola - 49
Palm Beach - 50
Pasco - 51
Pinellas - 52
Polk - 53
Putnam - 54
St. Johns - 55
St. Lucie - 56
Santa Rosa - 57
Sarasota - 58
Seminole - 59
Sumter - 60
Suwannee - 61



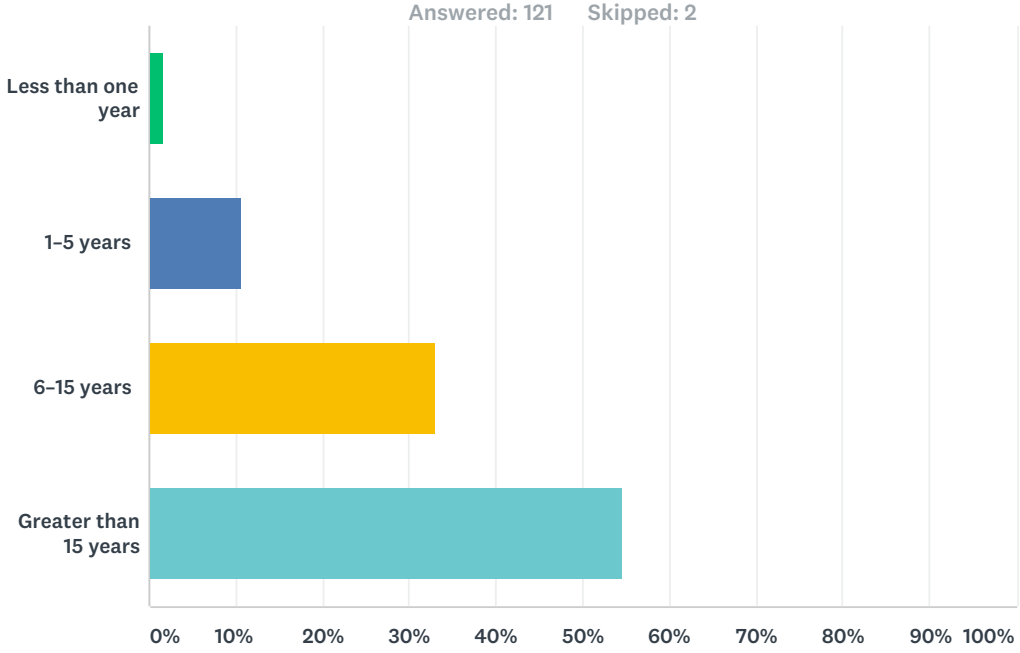
Answer Choices	Responses	
Alachua - 01	2.46%	3
Baker - 02	0.00%	0
Bay - 03	0.00%	0
Bradford - 04	1.64%	2
Brevard - 05	0.00%	0
Broward - 06	4.92%	6
Calhoun - 07	0.00%	0
Charlotte - 08	1.64%	2
Citrus - 09	0.00%	0
Clay - 10	0.00%	0

Collier - 11	2.46%	3
Columbia - 12	3.28%	4
Dade - 13	57.38%	70
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.00%	0
Escambia - 17	2.46%	3
Flagler - 18	0.00%	0
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.00%	0
Glades - 22	0.00%	0
Gulf - 23	0.00%	0
Hamilton - 24	0.00%	0
Hardee - 25	0.00%	0
Hendry - 26	0.00%	0
Hernando - 27	0.82%	1
Highlands - 28	0.00%	0
Hillsborough - 29	4.10%	5
Holmes - 30	0.00%	0
Indian River - 31	0.00%	0
Jackson - 32	0.00%	0
Jefferson - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	1.64%	2
Lee - 36	0.00%	0
Leon - 37	0.82%	1
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.00%	0
Manatee - 41	4.92%	6
Marion - 42	1.64%	2
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	0.00%	0

Okaloosa - 46	0.00%	0
Okeechobee - 47	0.00%	0
Orange - 48	5.74%	7
Osceola - 49	0.00%	0
Palm Beach - 50	0.00%	0
Pasco - 51	0.82%	1
Pinellas - 52	0.00%	0
Polk - 53	0.00%	0
Putnam - 54	0.82%	1
St. Johns - 55	0.82%	1
St. Lucie - 56	0.00%	0
Santa Rosa - 57	1.64%	2
Sarasota - 58	0.00%	0
Seminole - 59	0.00%	0
Sumter - 60	0.00%	0
Suwannee - 61	0.00%	0
Taylor - 62	0.00%	0
Union - 63	0.00%	0
Volusia - 64	0.00%	0
Wakulla - 65	0.00%	0
Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	0.00%	0
Dozier/Okeechobee - 69	0.00%	0
FL Virtual - 71	0.00%	0
FAU Lab School - 72	0.00%	0
FSU Lab School - 73	0.00%	0
FAMU Lab School - 74	0.00%	0
UF Lab School - 75	0.00%	0
Total		122

Q2 Total number of years teaching (do not include this year):

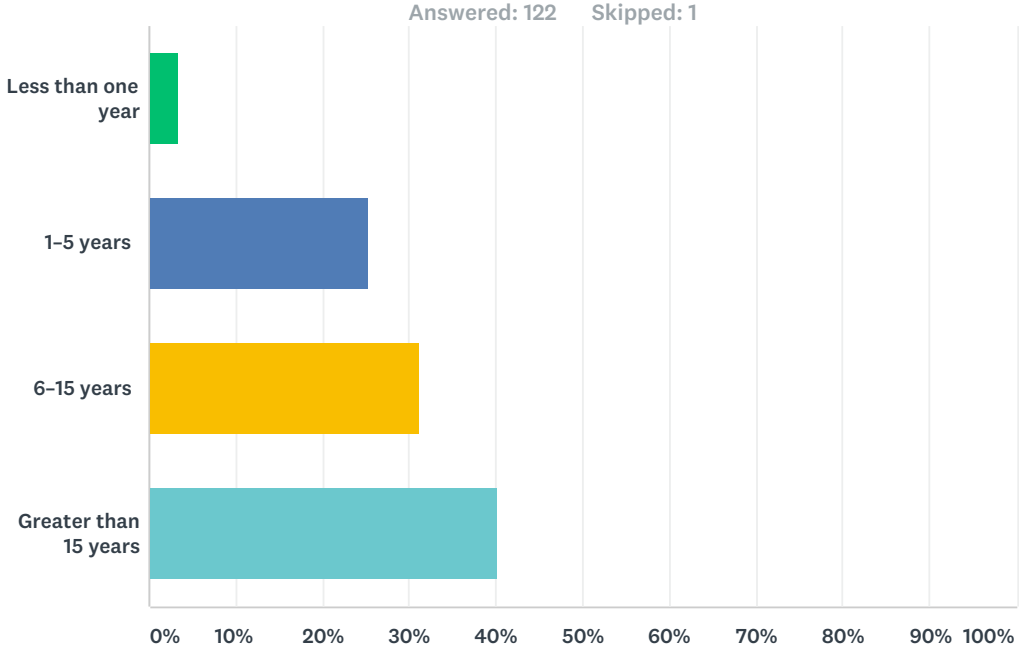
Answered: 121 Skipped: 2



Answer Choices	Responses	
Less than one year	1.65%	2
1–5 years	10.74%	13
6–15 years	33.06%	40
Greater than 15 years	54.55%	66
Total		121

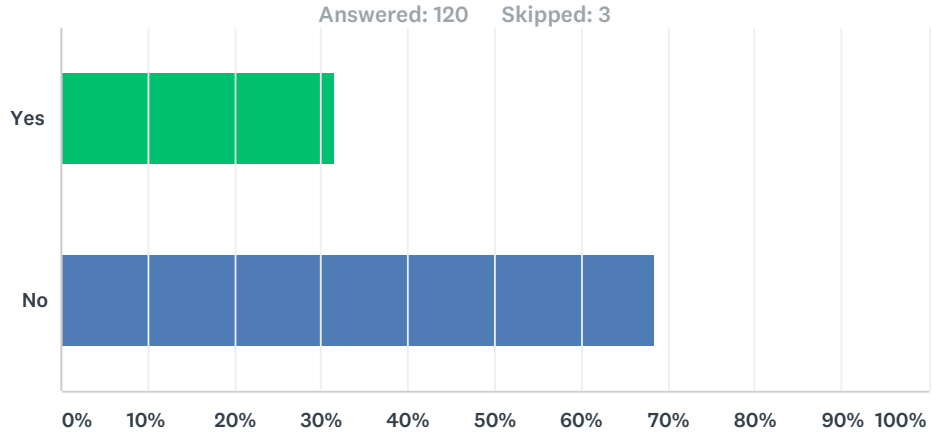
Q3 Total number of years teaching students with significant cognitive disabilities (do not include this year):

Answered: 122 Skipped: 1



Answer Choices	Responses	
Less than one year	3.28%	4
1–5 years	25.41%	31
6–15 years	31.15%	38
Greater than 15 years	40.16%	49
Total		122

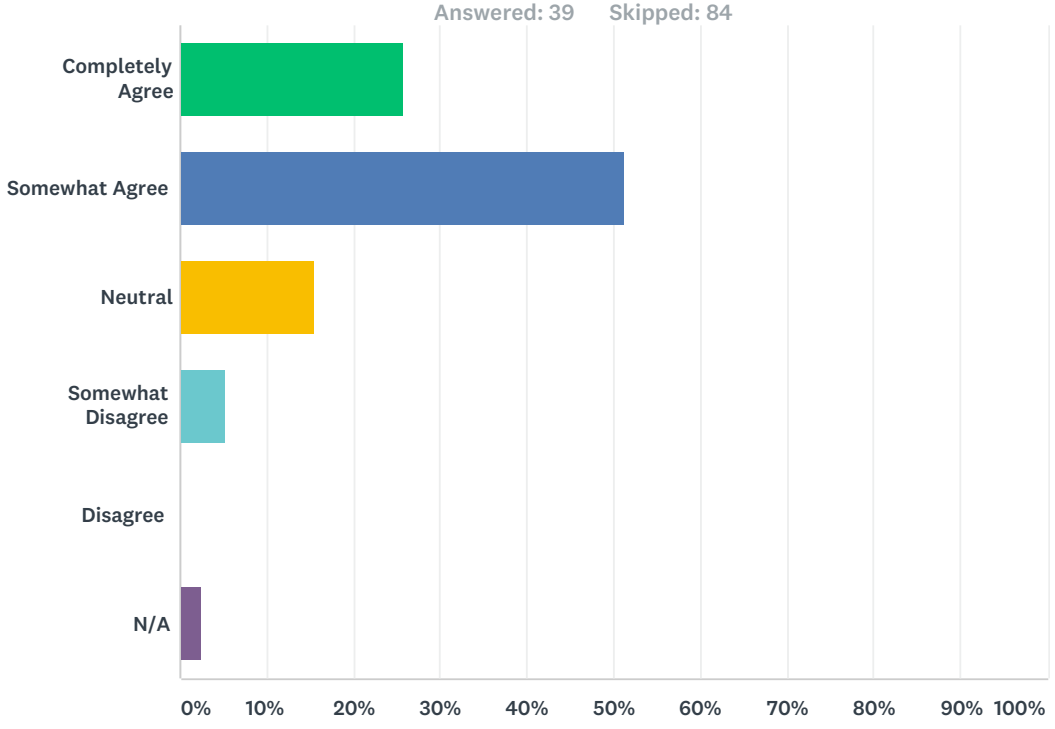
Q4 Did you participate in the Florida Standards Alternate Assessment – Datafolio face-to-face training in July 2016?



Answer Choices	Responses	
Yes	**31.67%**	38
No	**68.33%**	82
Total		**120**

Q5 Please rate the following statement. After attending face-to-face training, I felt prepared to administer the FSAA–Datafolio assessment.

Answered: 39 Skipped: 84



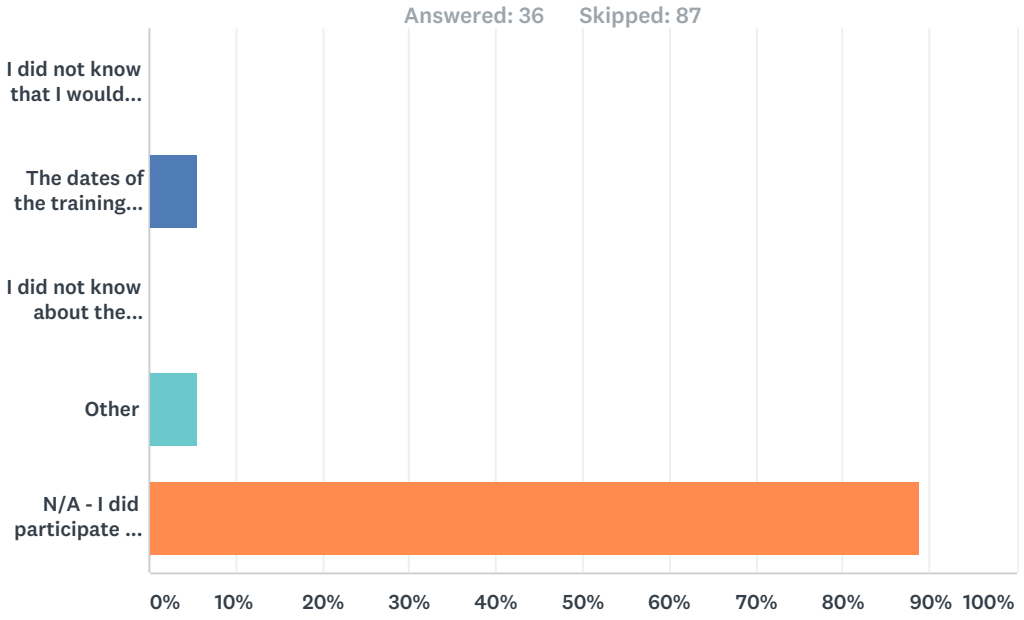
Answer Choices	Responses	
Completely Agree	25.64%	10
Somewhat Agree	51.28%	20
Neutral	15.38%	6
Somewhat Disagree	5.13%	2
Disagree	0.00%	0
N/A	2.56%	1
Total		39

Q6 What suggestions do you have for improving the face-to-face training? (Please limit your response to 100 words.)

Answered: 19 Skipped: 104

#	Responses	Date
1	The training session did not match the order of the manual - we kept skipping around - there needed to be a progressive flow. There were disagreements between the different presenters on what the levels meant and baseline data.	5/2/2017 8:06 PM
2	None	5/2/2017 7:08 AM
3	Although I felt prepared, the wording of task, session and tripped me up and became confusing and frustrating	5/1/2017 7:47 PM
4	provide more examples of activities for the access points that will be evaluated.	4/27/2017 7:12 PM
5	Use a train the trainer format. Let those with experience be trained to train others at their school. We wasted a lot of time in the "computer" session for those who did the trial.	4/27/2017 10:26 AM
6	More information on how to provide enough appropriate opportunities for visually impaired students to complete all 3 segments of datafolio. It is difficult to find 3 different ways to present the same information when the student's perception is limited.	4/25/2017 10:52 AM
7	Review student work and should we use the same work until the student has mastered it. Once the student has mastered the work do we submit new work. Can we submit observation and student work? Can you provide student work?	4/25/2017 10:26 AM
8	Provide dates by April (because many other things are scheduled by that time, including personal vacations.	4/25/2017 8:41 AM
9	More time to demonstrated how to document the datafolio. The example is great, however the form is small and difficult to complete with out other ideas on how to keep it simple.	4/25/2017 7:12 AM
10	For those attending again, they probably don't need time on the AVS. Having Project ACCESS there was incredibly useful!	4/24/2017 9:53 PM
11	Please make the training more streamlined so that the material we no exactly what to expect. Smaller group sessions would be best. If we could do a scenario activity to go from start to finish, would be great.	4/24/2017 10:59 AM
12	Not sure if possible, but using an actual student (or even a role play) to show us how to physically arrange the work area and the prompts would be beneficial. Perhaps even a video of a teacher using a datafolio approved activity would be beneficial. I found it difficult to generalize using it with my students from the training. I was constantly wondering if the activities I was using were acceptable, etc.	4/24/2017 10:37 AM
13	When we asked specific questions on how to prepare and administer the instrument the answers were very vague. I did not feel I knew what to do.	4/24/2017 8:50 AM
14	I like the face to face training but it was in July 2016 and I thought the district would follow-up with a training for the teachers. It did not happen.	4/23/2017 5:24 PM
15	I feel that the training size was inappropriate considering the number of teachers were in attendance and the amount of information that was provided. I had numerous questions, but were not able to get the answers due to the number of attendees and their questions.	4/23/2017 3:39 PM
16	More time for Q & A as well as more sessions with smaller numbers of teachers. This would have helped me feel more prepared.	4/22/2017 6:48 PM
17	I did the trial so I understood more of the process than others. I think less time on the uploading part and more on things like the activity choices/examples.	4/21/2017 3:23 PM
18	Being in a smaller group to explain the process.	4/21/2017 12:41 PM
19	more resources for producing the tests at the high school level example, Biology, US history	4/21/2017 7:16 AM

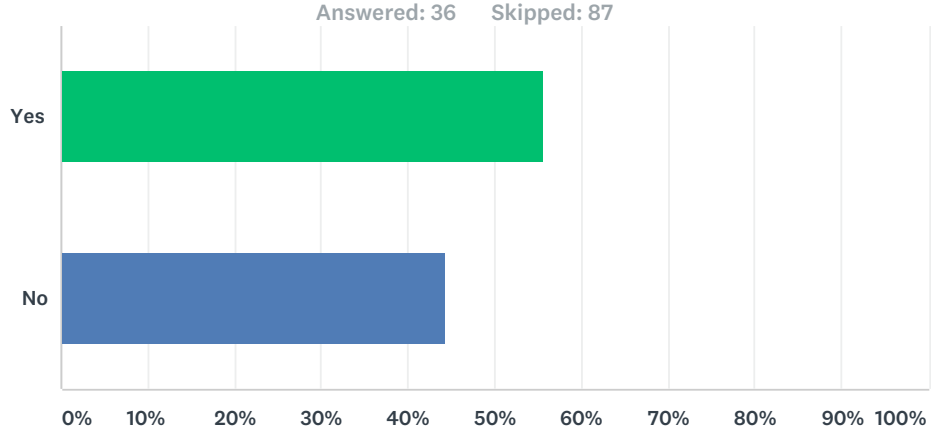
Q7 If you did not participate in the Florida Standards Alternate Assessment – Datafolio face-to-face training in July 2016, please indicate reasons why. (select all that apply)



Answer Choices	Responses	
I did not know that I would have students taking the FSAA–Datafolio.	0.00%	0
The dates of the training were not convenient for me.	5.56%	2
I did not know about the training.	0.00%	0
Other	5.56%	2
N/A - I did participate in the face-to-face training in July 2016.	88.89%	32
Total		36

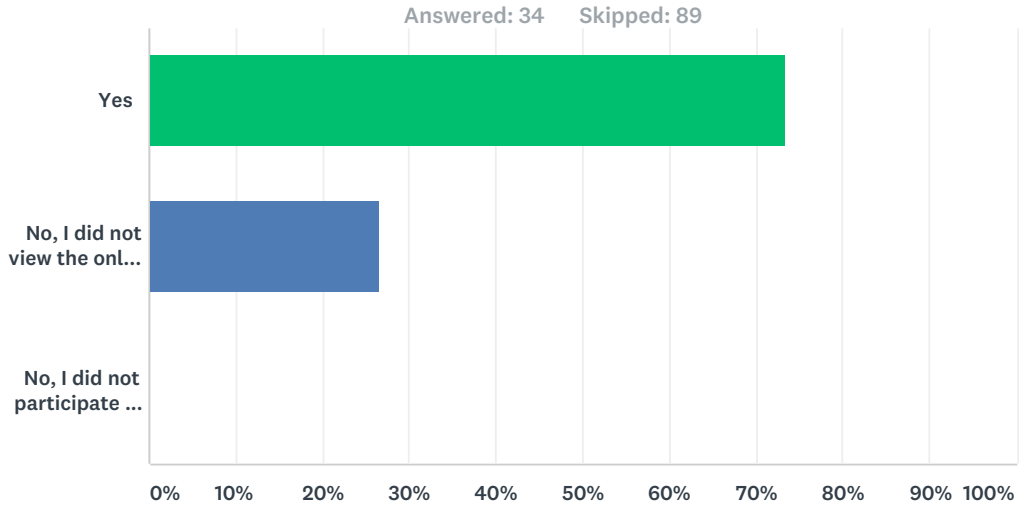
Q8 Do you plan to participate in the Florida Standards Alternate Assessment–Datafolio face-to-face training in July 2017?

Answered: 36 Skipped: 87



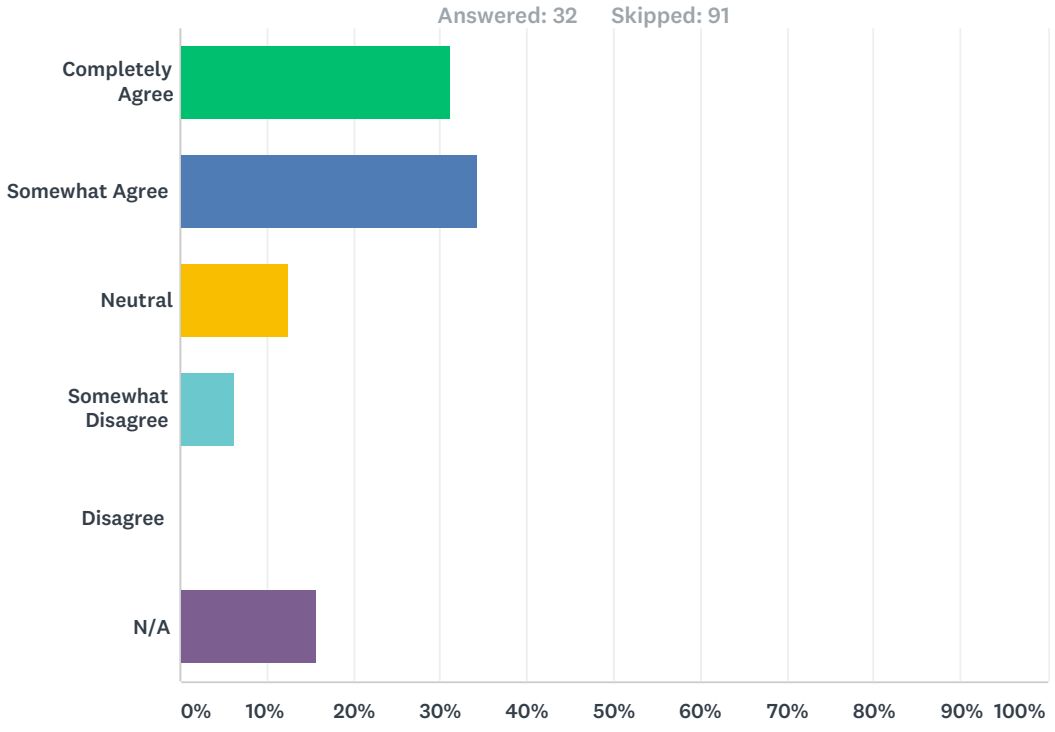
Answer Choices	Responses	
Yes	55.56%	20
No	44.44%	16
Total		36

Q9 Did you view the Administration and/or Assessment View System (AVS) Training modules and tutorials posted to the FSAA–Datafolio Portal?



Answer Choices	Responses	
Yes	73.53%	25
No, I did not view the online Administration or AVS Training modules and/or tutorials because I attended face-to-face training in July 2016.	26.47%	9
No, I did not participate in any form of Administration or AVS Training (online or face-to-face) prior to administering the FSAA–Datafolio to my student(s).	0.00%	0
Total		34

Q10 Please rate the following statement. After reviewing the AVS training modules, I felt prepared to administer the FSAA–Datafolio assessment.



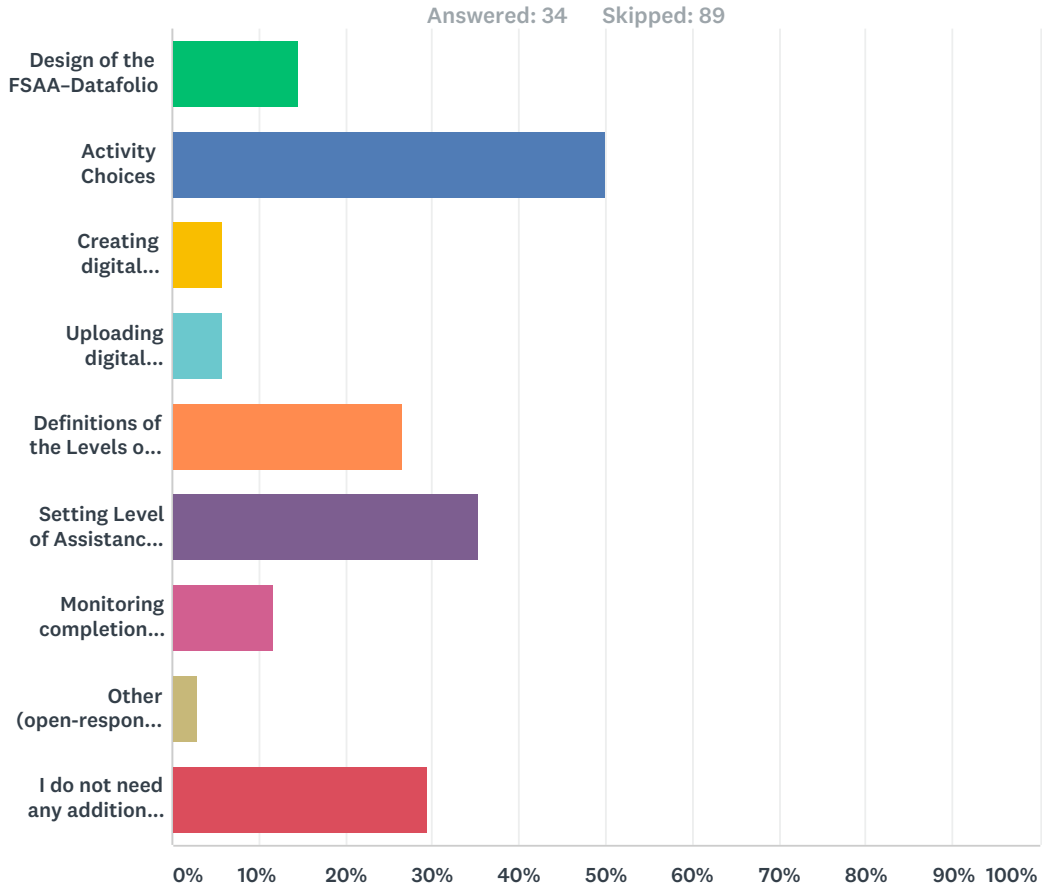
Answer Choices	Responses	
Completely Agree	31.25%	10
Somewhat Agree	34.38%	11
Neutral	12.50%	4
Somewhat Disagree	6.25%	2
Disagree	0.00%	0
N/A	15.63%	5
Total		32

Q11 What suggestions do you have for improving the AVS training modules? (Please limit your response to 100 words.)

Answered: 9 Skipped: 114

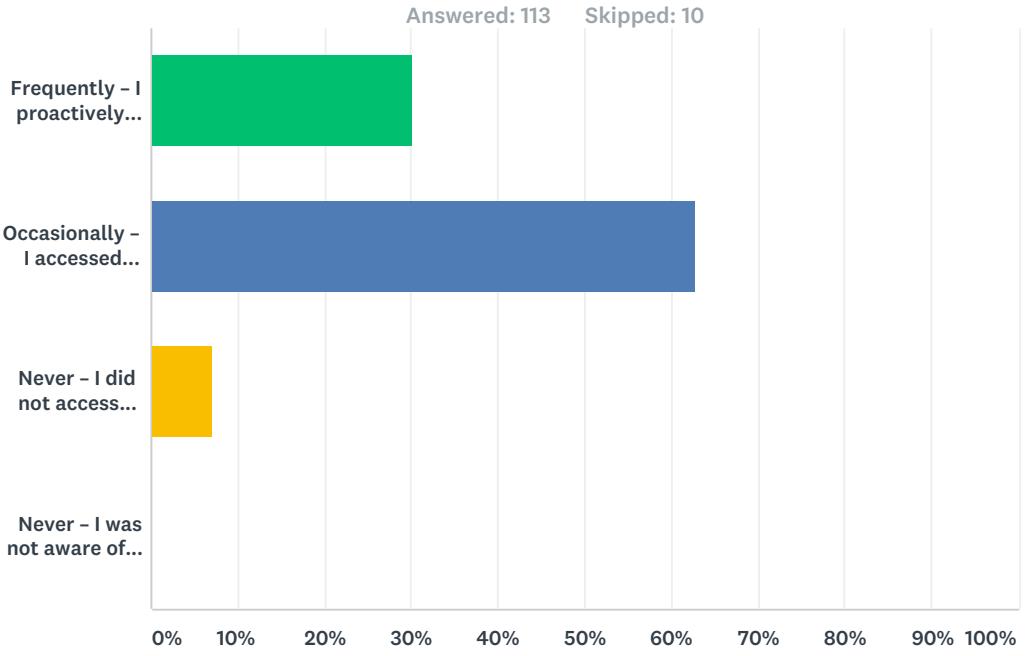
#	Responses	Date
1	None	5/2/2017 7:09 AM
2	Use different terms such as Session 1, Task 1. A., Task 1. B., Task 1. C. and so forth. This method is less confusing.	5/1/2017 7:52 PM
3	The modules were okay.	4/25/2017 10:29 AM
4	Drop down menu on forms: LOA / response	4/25/2017 7:14 AM
5	More hands on at the school would be better.	4/24/2017 11:01 AM
6	N/A It was a good refresher.	4/24/2017 10:39 AM
7	The scaffolding portion Many teachers were confused when to move on to the next page after scaffolding. It wasn't clearly stated.	4/24/2017 10:16 AM
8	Again, I was looking for specific information that wasn't covered. Some detail was covered over and over but it was not relevant.	4/24/2017 8:53 AM
9	Please combine some of the video modules.	4/23/2017 5:27 PM

Q12 Based on your experience with FSAA–Datafolio Administration and AVS Training, please indicate which of the following administration topics you would like more information/training on. (Check all that apply.)



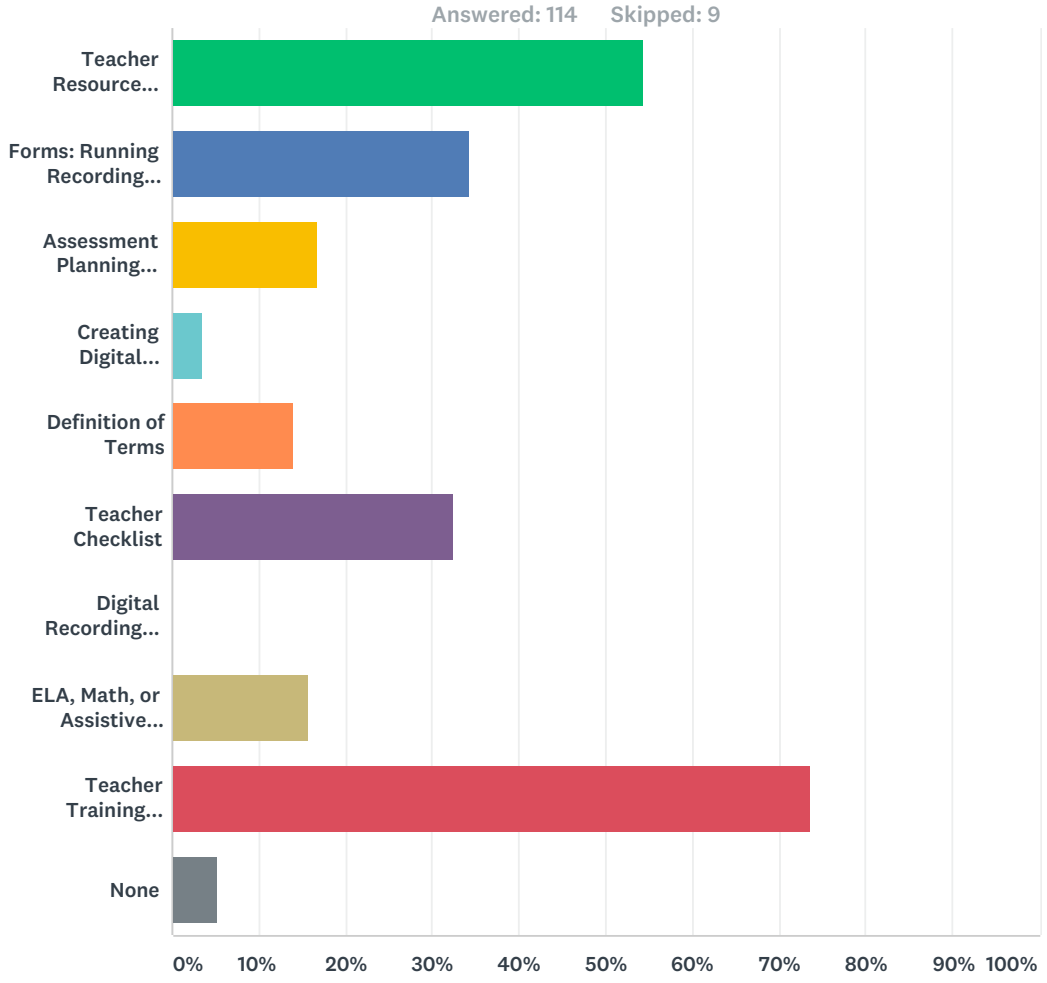
Answer Choices	Responses	
Design of the FSAA–Datafolio	14.71%	5
Activity Choices	50.00%	17
Creating digital evidence	5.88%	2
Uploading digital evidence	5.88%	2
Definitions of the Levels of Assistance (LOA)	26.47%	9
Setting Level of Assistance (LOA) goals	35.29%	12
Monitoring completion status of my students	11.76%	4
Other (open-response box; up to 50 characters)	2.94%	1
I do not need any additional information.	29.41%	10
Total Respondents: 34		

Q13 Over the course of the 2016–2017 school year, how often did you visit the FSAA Portal to access training information, announcements, and other FSAA resources?



Answer Choices	Responses
Frequently – I proactively checked the website for updates and accessed a variety of resources on a regular basis.	30.09% 34
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	62.83% 71
Never – I did not access resources on the FSAA Portal because I had the materials I needed from my Alternate Assessment Coordinator.	7.08% 8
Never – I was not aware of the FSAA Portal and/or did not know how to access the FSAA Portal.	0.00% 0
Total	113

Q14 Which of the following resources did you access on the FSAA–Datafolio Portal? (check all that apply)



Answer Choices	Responses
Teacher Resource Guide/Blueprint & Activity Choices	54.39% 62
Forms: Running Recording template, Ethics in Data Collection and Submission Form, Evidence Collection Form, AVS Correction Form, Digital Recording Consent Form (English, Spanish, and Haitian-Creole), Late Enrollment Form	34.21% 39
Assessment Planning Resource Guide for IEP Teams 2016–2017	16.67% 19
Creating Digital Evidence memo	3.51% 4
Definition of Terms	14.04% 16
Teacher Checklist	32.46% 37
Digital Recording Software flyer	0.00% 0
ELA, Math, or Assistive Technology links	15.79% 18

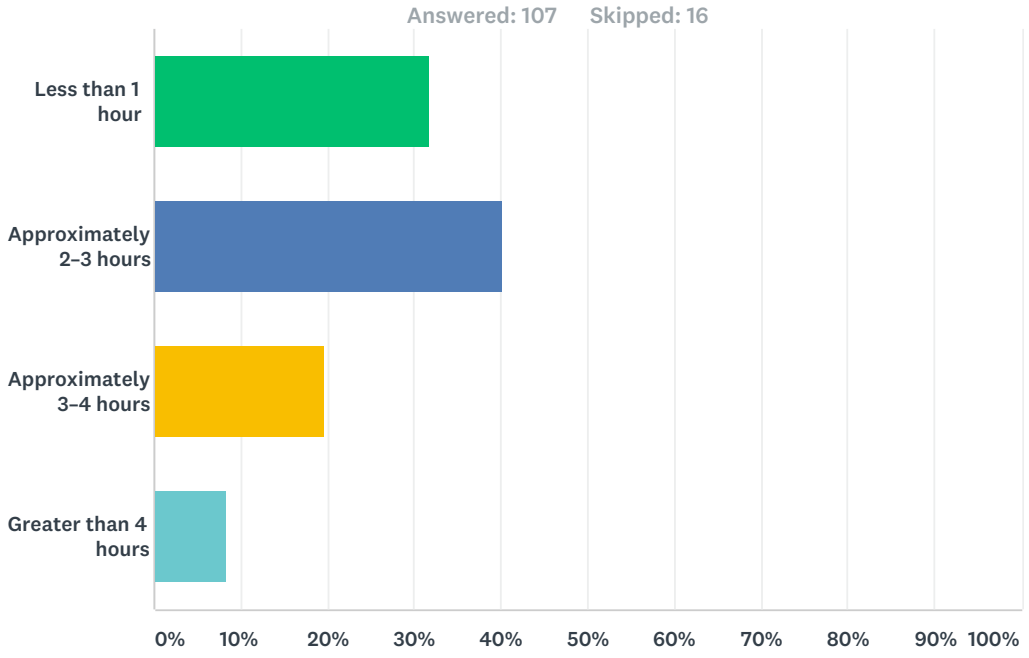
Teacher Training Modules and/or Tutorials	73.68%	84
None	5.26%	6
Total Respondents: 114		

Q15 Are there any additional resources that would enhance the effectiveness of your administration practice?

Answered: 24 Skipped: 99

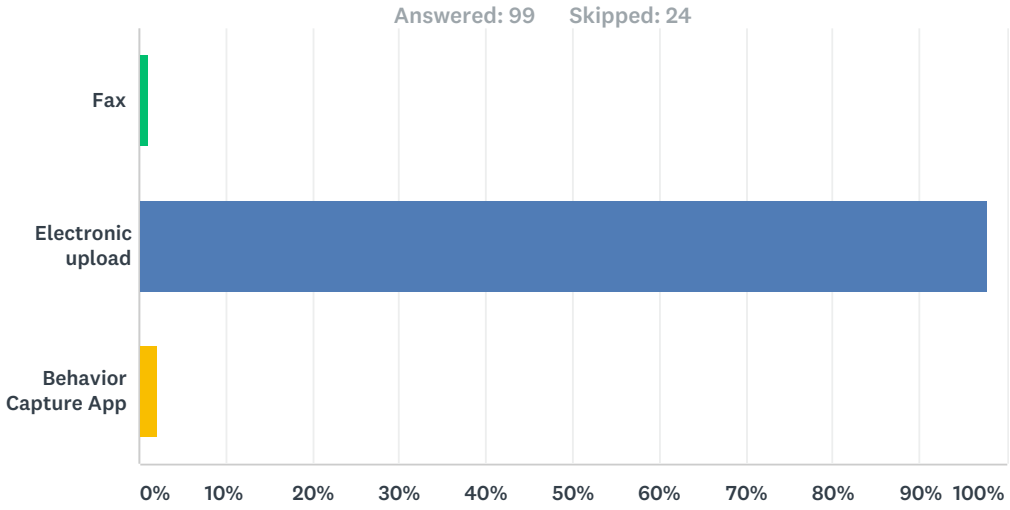
#	Responses	Date
1	none	5/3/2017 2:36 PM
2	Being made aware of the face to face training ahead of time in order to attend.	5/2/2017 12:44 PM
3	None	5/2/2017 7:11 AM
4	No	5/1/2017 7:52 PM
5	It was not easy to understand!!!	4/28/2017 4:54 PM
6	ULS	4/27/2017 9:08 AM
7	Examples of what is expected.	4/26/2017 9:14 PM
8	Ready to use materials that can be printed and used. It was extremely time consuming to make all of my own for 3 collection periods, 3 benchmarks, 5 questions for each.	4/26/2017 3:20 PM
9	It would be very helpful if they provided more practice materials for the writing portion. Or to provide a blank writing template that matches the one used for the test.	4/26/2017 3:13 PM
10	What kind of work should the teachers provide for the access points standard? Obviously the work should be from content that we cover in class. Should the work show only three pictures or a combination of different work.	4/25/2017 10:33 AM
11	No	4/24/2017 11:55 AM
12	Activities that allow for some success for our students with the most severe disabilities (or allowance for lack of progress in moving through the prompt levels.)	4/24/2017 10:41 AM
13	no	4/24/2017 7:16 AM
14	Resources were appropriate.	4/23/2017 6:00 PM
15	na	4/23/2017 5:27 PM
16	I did not use datafolio portal as it was not applicable to my 2 students requiring alternate assessment.	4/22/2017 6:52 PM
17	n/a	4/21/2017 12:44 PM
18	no.	4/21/2017 10:37 AM
19	no	4/21/2017 9:17 AM
20	A lot of what is needed is on the website.	4/21/2017 8:45 AM
21	More examples/practice material of what contents will be addressed on the test. What happened to the online practice for students, which hasn't been available since last school year.	4/21/2017 7:42 AM
22	Download the latest computer programs.	4/21/2017 7:38 AM
23	No	4/21/2017 7:34 AM
24	I felt that there were alot of resources available this year and I am becoming much more comfortable with FSAA. The only thing that I feel could be helpful is a better explanation of how much prompting/assistance is allowable for the ELA Writing portion of the test. This was not clear to me.	4/21/2017 5:50 AM

Q16 Reflecting back on your 2016-17 administration experience(s), how long did it take you to administer the 5-8 opportunities for one Activity Choice for a standard to a student? If you administered to more than one student, please indicate a general estimate or average time per student.



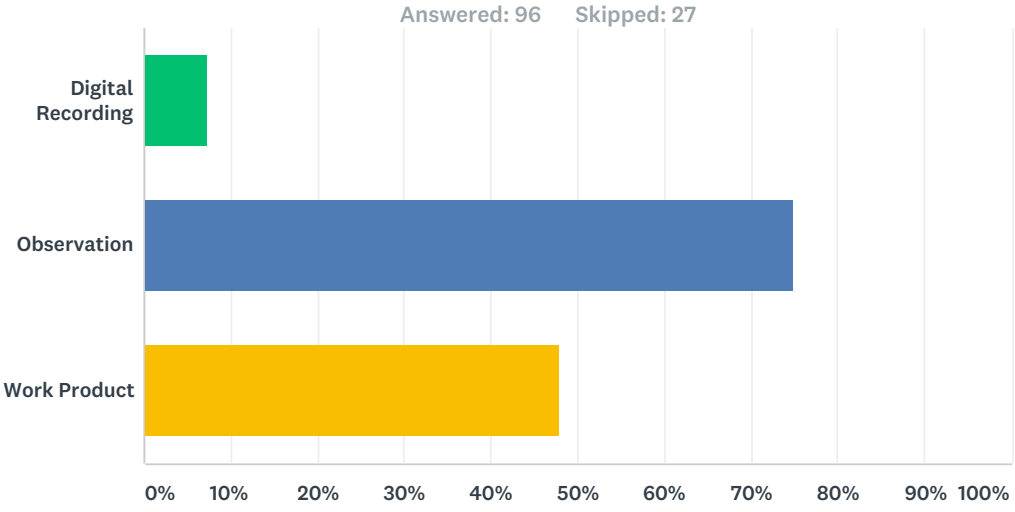
Answer Choices	Responses	
Less than 1 hour	31.78%	34
Approximately 2–3 hours	40.19%	43
Approximately 3–4 hours	19.63%	21
Greater than 4 hours	8.41%	9
Total		107

Q17 Which of the following methods did you use to upload evidence to the Assessment View System (AVS)? (Check all that apply.)



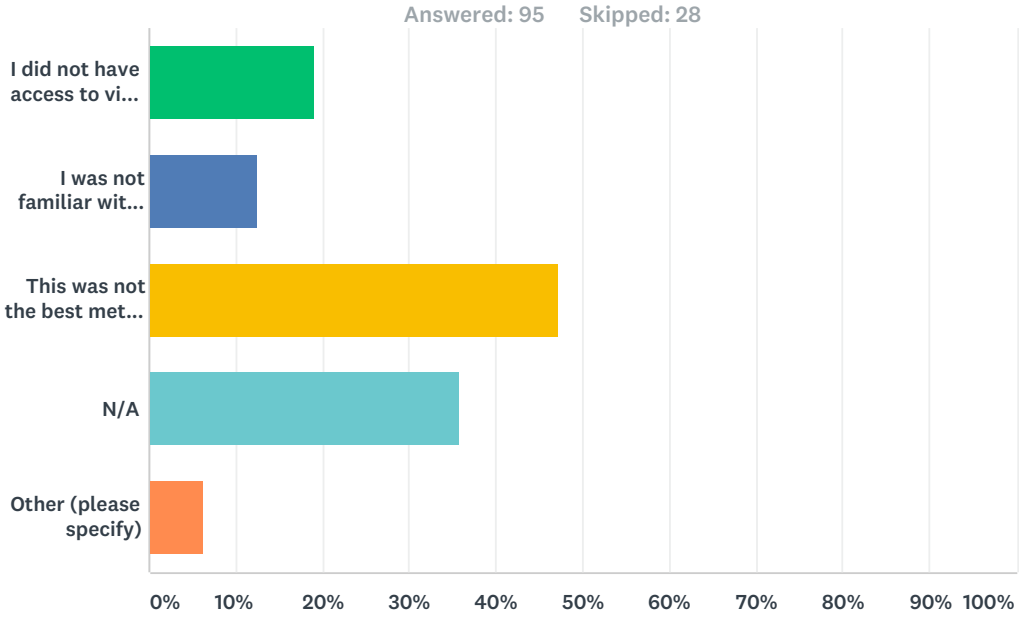
Answer Choices	Responses	
Fax	1.01%	1
Electronic upload	97.98%	97
Behavior Capture App	2.02%	2
Total Respondents: 99		

Q18 What types of evidence did you collect during the administration? (Check all that apply.)



Answer Choices	Responses	
Digital Recording	7.29%	7
Observation	75.00%	72
Work Product	47.92%	46
Total Respondents: 96		

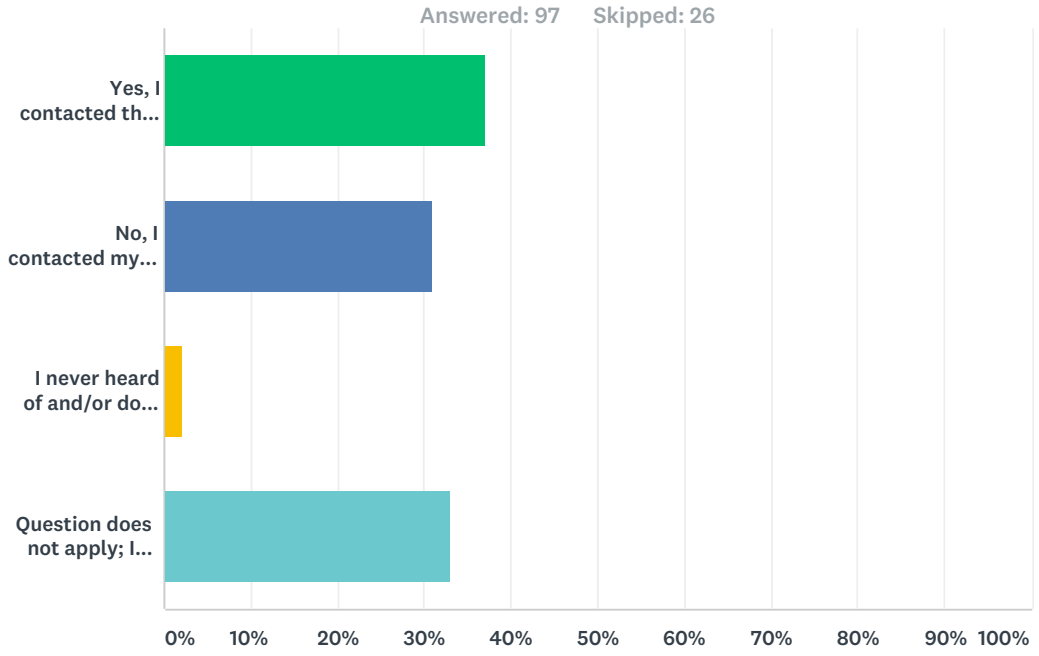
Q19 If you did not submit digital recording evidence, please provide a reason why. (Check all that apply.)



Answer Choices	Responses	
I did not have access to video equipment.	18.95%	18
I was not familiar with using digital recording.	12.63%	12
This was not the best method for administration for my student(s).	47.37%	45
N/A	35.79%	34
Other (please specify)	6.32%	6
Total Respondents: 95		

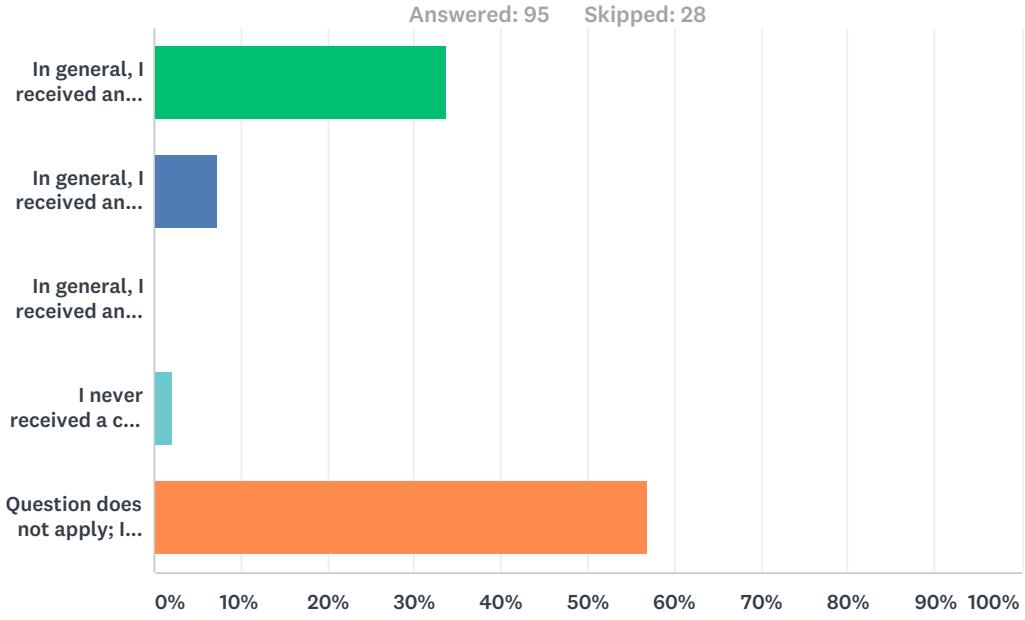
#	Other (please specify)	Date
1	The students that I used the FSAA-Datafolio are severely impaired cognitively and are unable to produce the required evidence.	5/2/2017 12:47 PM
2	I felt that the time limitation for the capture was too shaort and I was not interested in spending so much time editting the recordings when I caould do something less involved. I would do it if the parameters were changed and I could upload larger files.	4/26/2017 12:37 PM
3	Creating items and administering the Datafolio is extremely time consuming and I did not have additional time available. It can be noted that in the previous section options were less than one hour and two or more. My actual average was about 70-80 minutes, but this was not an available option.	4/25/2017 8:46 AM
4	It was the most difficult and time consuming method	4/25/2017 8:22 AM
5	It had a lot of rules and regulations. I wasn't sure if our equipment was capable of handling the task.	4/24/2017 8:57 AM
6	I personally prefer written documention even though it added more time on my end.	4/21/2017 3:30 PM

Q20 Did you contact the FSAA Service Center by phone or email with any questions related to the FSAA–Datafolio ? (Check all that apply.)



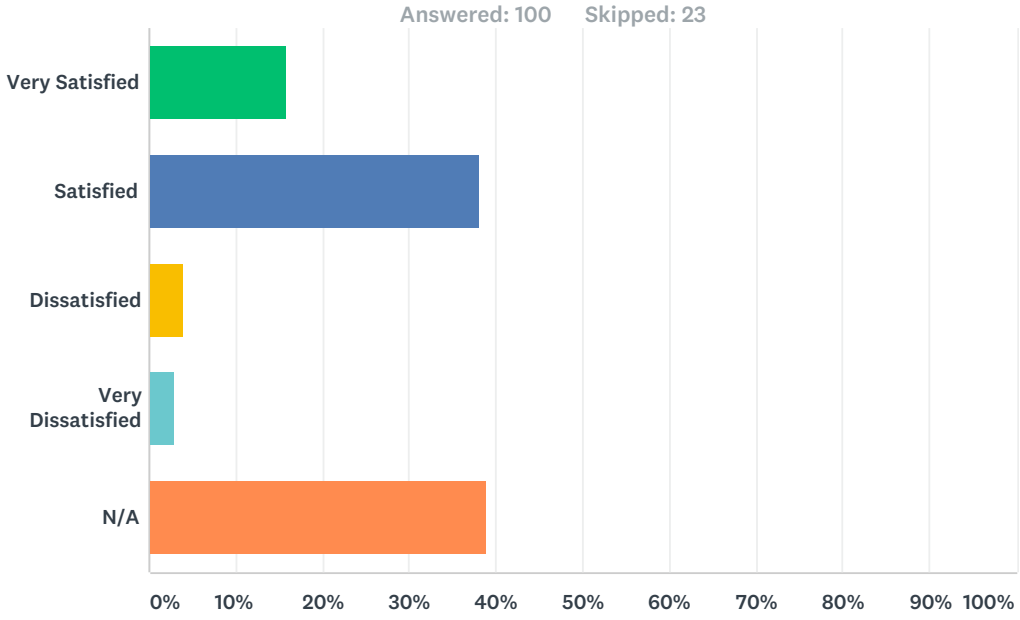
Answer Choices	Responses
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA–Datafolio.	37.11% 36
No, I contacted my Alternate Assessment Coordinator or the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA–Datafolio.	30.93% 30
I never heard of and/or do not know how to contact the FSAA Service Center.	2.06% 2
Question does not apply; I had no questions.	32.99% 32
Total Respondents: 97	

Q21 Approximately how long did it take for you to get an initial response from the FSAA Service Center?



Answer Choices	Responses	
In general, I received an initial call back or email response within one business day.	33.68%	32
In general, I received an initial call back or email response within two to three business days.	7.37%	7
In general, I received an initial call back or email response in greater than three business days.	0.00%	0
I never received a call or email response from the FSAA Service Center.	2.11%	2
Question does not apply; I did not contact the FSAA Service Center.	56.84%	54
Total		95

Q22 How satisfied were you with your experience with the FSAA Service Center?



Answer Choices	Responses	
Very Satisfied	16.00%	16
Satisfied	38.00%	38
Dissatisfied	4.00%	4
Very Dissatisfied	3.00%	3
N/A	39.00%	39
Total		100

Q23 Information collected from this survey will be used to improve administration resources, training, and other areas of the FSAA–Datafolio program. The text box below is for educators to provide feedback on any general, student-specific, or Activity Choice-specific considerations. (Please limit your response to 100 words.)

Answered: 41 Skipped: 82

#	Responses	Date
1	It takes too long to administer the test. It is double the amount of work when its a paper-based test and responses are later uploaded into the system. It would be logical to be able to administer the test directly on the computer minimizing the amount of time of testing and allowing the teachers more time to teach!	5/8/2017 9:10 AM
2	When I called the Data Folio Center I found it cumbersome to tell one person and then another what I needed help with; it was an exercise in redundancy and I found it irritating and a waste of my time.	5/4/2017 4:03 PM
3	The data folio did not allow my student to show growth. We just did the 1st collection when it was time to do the second collection. The multiple standards that had to be accessed made it difficult in that short period when I was working with a student that needed repeated opportunities to show growth. It is difficult teaching three different math concepts to a student that has a difficult time recognizing numbers and symbols . The three concepts were not related so it did not allow for teaching them simultaneously. It would have made just as much sense for me to administer the FSAA performance and it would have been less time consuming. I could see how the data folio would have worked great for one of my students who can do the work in the "moment", but when it comes time for the assessment - can not.	5/2/2017 8:26 PM
4	*When I asked specific questions about the FSAA-Datafolio program administration, I was asked if I read the manual. *The standards required to evaluate my students were unrealistic based on their cognitive ability and their Individual Education Plan goals that generate instruction. *The administration of the FSAA-Datafolio is very labor intensive and takes away from instruction. *The preparation required to administer this test is significant. It has to be done three times too! *The students who I had to administer this test to have the ability of infants.	5/2/2017 1:27 PM
5	Not much to say	5/2/2017 7:47 AM
6	Use training time for teachers to view previous examples of activities and determine if the activity was appropriate. Clarify HOW activities were evaluated.	4/30/2017 8:06 PM
7	This took so much time and data collection. It was not easy to understand. This whole process needs to be easier and quicker. I will take my students off of this next year just because of the excessive time it takes.	4/28/2017 4:57 PM
8	As an educator of students with significant cognitive disabilities for 20 years, I find it extremely counterproductive to administer the FSAA - Datafolio. If this assessment was designed to measure progress of students with the most severe disabilities, dual sensory impairments, and/or no formal means of communication, it is unreasonable to expect them to answer questions that relate to Access Points standards (i.e. "Which letter should be capitalized?") Parents of my students were dissatisfied, knowing that valuable instructional time was used for this meaningless assessment. It would be more meaningful to create an assessment for these students that measures progress toward their individualized goals. In addition, many hours of planning, training, and form completion/submission/scanning was wasted for me and my coworkers.	4/27/2017 2:07 PM
9	The baseline prompt level needs to be fixed for those who receive physical assistance. They need an opportunity to miss the question before providing assistance, otherwise, they will always get 100% accuracy, which kind of defeats the purpose.	4/27/2017 10:29 AM
10	It took many hours preparing the activities even though they were activities related to the goals on IEP.	4/27/2017 10:26 AM

11	Examples of student progression in accessing the curricula would be helpful. I also was not sure of how many test items per observation/work sample were needed.	4/26/2017 9:26 PM
12	Something different is needed for eye gaze students.	4/26/2017 3:24 PM
13	This was a totally unreasonable expectation for our kids. It took away so much instructional time with the other children. It would be better to make student portfolio for these children instead of data collection. My student hated this and started putting her head down on the table and refusing to work.	4/26/2017 3:18 PM
14	It would be beneficial to the students to have the data collection windows farther apart.	4/26/2017 2:46 PM
15	I really appreciate the opportunity to have an alternative form of the FSAA for my most significantly impaired students. I personally participated in the initial trial of data folio so this actually was my second administration of the test. I liked how it was adjusted and the number of standards reduced for this administration. It was much easier. Next year I feel will be even easier as I know now how to incorporate the assessment into my instruction and lesson planning.	4/26/2017 12:42 PM
16	It would help to have more examples of activities to make sure activities used are appropriate.	4/26/2017 12:00 PM
17	Because of the repetitive nature of the assessment it was very time consuming to find ways to incorporate the testing into my normal routine. I wanted to ensure that the students participating in datafolio had the best opportunities to show progress but I also did not want their testing to take away from the time I have to educate ALL the students. Because of the more general nature of the ELA standards it was easy to incorporated them into our normal lessons. However, covering 1 math or science standard 3 times is not normal course of study.	4/25/2017 10:58 AM
18	Activity choices-should it be different activities each time we do the observation.	4/25/2017 10:37 AM
19	I am a huge advocate of the Datafolio. Three of my five students have sensory deficits (visual and dual). None of these students are able to auditorally organize choices. Previously testing these students provided limited or invalid information. Now I do get meaningful responses.	4/25/2017 8:51 AM
20	Update the running record form with a drop down menu for expected response correct/incorrect LOA	4/25/2017 7:19 AM
21	I was very dissatisfied with the Datafolio program and it's inability to capture the performance level of my students. The criteria used to determine eligibility for the Datafolio clearly identifies these children as SEVERELY COGNITIVELY DELAYED, most of whom are functioning at an infant developmental level. Again I ask, are these standards APPROPRIATE for infants? I understand that NCLB drives much of the assessment development, but really? Also, it was EXTREMELY time consuming and involved too many steps.	4/24/2017 12:29 PM
22	Due to my student requiring pictures or objects with the use of communication devices and having a visual impairment, it would be helpful to have some examples to follow for the testing. It took a lot of time to research and find materials that worked best for her needs and have them prepared prior to testing. Some of the areas for testing were more difficult to figure out how to assess her from other areas.	4/24/2017 12:01 PM
23	N/A	4/24/2017 11:04 AM
24	In my opinion, students missing portions of their brains should not be subjected to any form or part of testing. Breathing and staying alive is a challenge for some of our medically frail students, and they should be exempt from testing. (However, I do realize that this is not up to your company to decide or help with). For my student who does not have medical issues, I felt the datafolio option was the perfect way to assess him since it allowed for some assistance when he did not answer on his own. I felt it was more meaningful to him that the FSAA has been in the past, and it could be tied in with ongoing classroom lessons and stories. The face to face training and refresher tutorials prepared me sufficiently to administer to this 1 out of my 3 students who were assigned to datafolio.	4/24/2017 10:48 AM
25	For the low cognitive students that I have, it took a considerable long time to prepare the questions for testing and a considerable long time to fill out the paperwork that was required to turn in. It took a considerable long time to scan the pages onto my computer to upload. No feedback on whether questions were written correctly---I felt that if I did it wrong, it was done wrong all three collection times. It would've been nice to see some sort of feedback after the first collection period on whether it was done correctly.	4/24/2017 10:21 AM

26	There are several areas that are confusing. Setting the goals though covered extensively did not cover my questions regarding students who may not be able to improve even though that is a goal. Also, some students lose abilities and this did not answer how that is scored and measured. Creating materials was time consuming, taking data and recording it three times in three different places took away time from teaching. Finding materials at the level of my students in the manner the test demanded took extra time and work. Again, taking time away from students. As a teacher, my students interests take precedence, with some of the severely affected students we try to maintain skills but this does not appear to be understood by the test designers. We also lose our precious students. They try their best but do not always make it to graduation. This is what teachers in this area face. The student I was working with did not live to complete the administration. Yes, we all want our students to succeed. But these students have many challenges and staying alive or maintaining some of their skills is all we can ask of them.	4/24/2017 9:07 AM
27	This system is not a benefit to these particular students. These students are unable to respond to a question or refused to give a response. It is a waste of time and resources.	4/24/2017 8:46 AM
28	When I had a question, I spoke to a peer who directed me to the phone service provided by FSAA. I was quickly given assistance and walked through the difficulty to solve my issue while on the phone. Excellent assistance.	4/21/2017 7:00 PM
29	Would like to see another level of assistance option that would be 'tactile cue', meaning that we touch/tap a student's body part to cue them to use it, but we do not physically move the body part to the answer as in hand over hand assistance. We haven't figured out a good way to get the Word running record template onto the back of the PDF evidence collection form. We have tried several different ways and nothing is real user friendly. We called someone through the service center but they were not able to give us any better suggestions either. Is there a way to make them compatible??	4/21/2017 3:50 PM
30	I understand their is a need to test our low preforming students, however, the test questions were ridiculous. Totally useless, and an insult to our students and a complete waste of my and their time. The amount of paperwork was insane...come on Tallahassee you can do better than this. Id like to complain about a lot more but I wouldn't even know where to start! The whole thing is a nightmare.	4/21/2017 3:30 PM
31	the data folio testing was very cumbersome in the amount of work it took to make it for each test. The way that we had to have all the additional pages also to upload it was too much work. I only datafolio tested one of my students, if I had to test all of them on datafolio it would have been like having another full time job.	4/21/2017 1:58 PM
32	It would be great to see that you bring some animation to the non-verbal students not to forget the one that can't read, but can "point", "show me" with the animation in the background.	4/21/2017 12:51 PM
33	I found it easy to use overall. Will there or could there be a computer based version for those student capable of handling such testing?	4/21/2017 10:56 AM
34	I felt the information that was asked in this assessment was beyond the level of most students on a modified curriculum. I felt that students with Autism were not considered in making this test considering it asked for a lot of assumptions. The questions were very repetitive which caused the test to be unnecessarily long.	4/21/2017 10:55 AM
35	All of the uploading including all the merging took a lot of extra time.	4/21/2017 9:45 AM
36	I entered all my student responses online however, 2 of my students I forgot to upload the writing samples and it took weeks for my test administrator to get the OK for me to re-do the ELA section of the test and upload the writing sample. It was a very tedious procedure waiting for a response from the district who waited for a response from the state to reset my 2 student's tests so I could complete the procedure. It felt like it took entirely too long for this to happen.	4/21/2017 9:02 AM
37	Why do we have to wait to submit the student responses after the administration.....why not just submit computer answers during the test administration....it would save a step and time administering the test.	4/21/2017 8:32 AM
38	I think that all the manipulative should be provided by the FSAA	4/21/2017 7:38 AM

39	For the running record it would be helpful and much easier to complete the form if I could have typed the information into a document . The boxes were very small for the length of questions required for English 1 and English 2, Access United States History, Algebra, Geometry and Biology. It was very difficult to write the complete question. If we could have had more than 1 example for each activity would have also been helpful.	4/21/2017 7:23 AM
40	Overall, I felt very good about the FSAA administration this year. As a visual learner myself, I do think that it would be very helpful to have an online/virtual tutorial with a visual presentation of the different parts of FSAA being administered , either using a student or"mock student". This would be a great "refresher", since the face-to-face training is only for first-time testers. This could include scaffolding, use of sentence cards/pictures, ELA Writing, etc. It would be nice to see what FSAA administration looks like, even though there will always be differences, depending on the students being assessed.	4/21/2017 6:04 AM
41	When entering student response in system it was far more user friendly this academic year.	4/20/2017 3:18 PM

Florida Standards Alternate Assessment

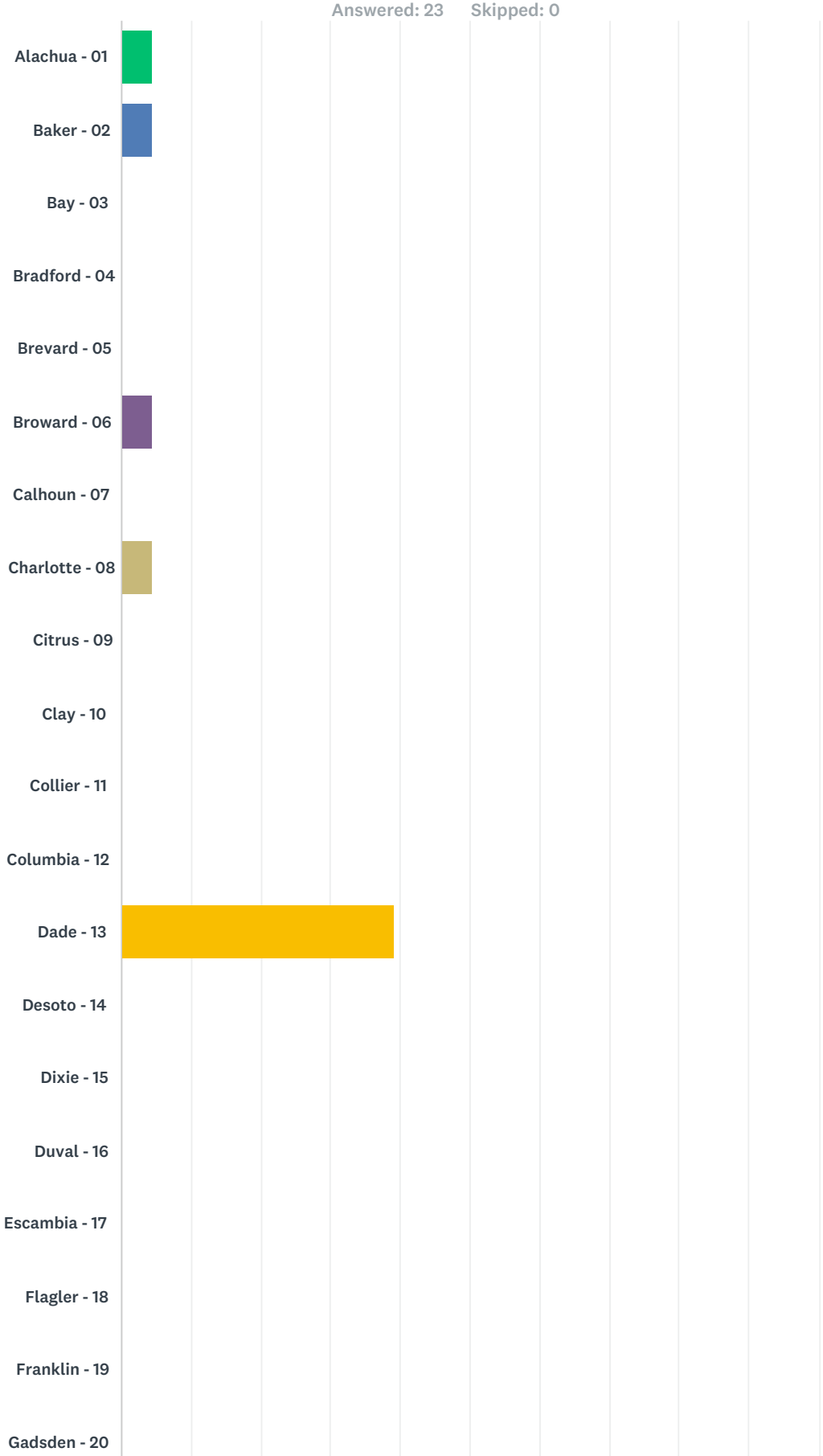
DATAFOLIO

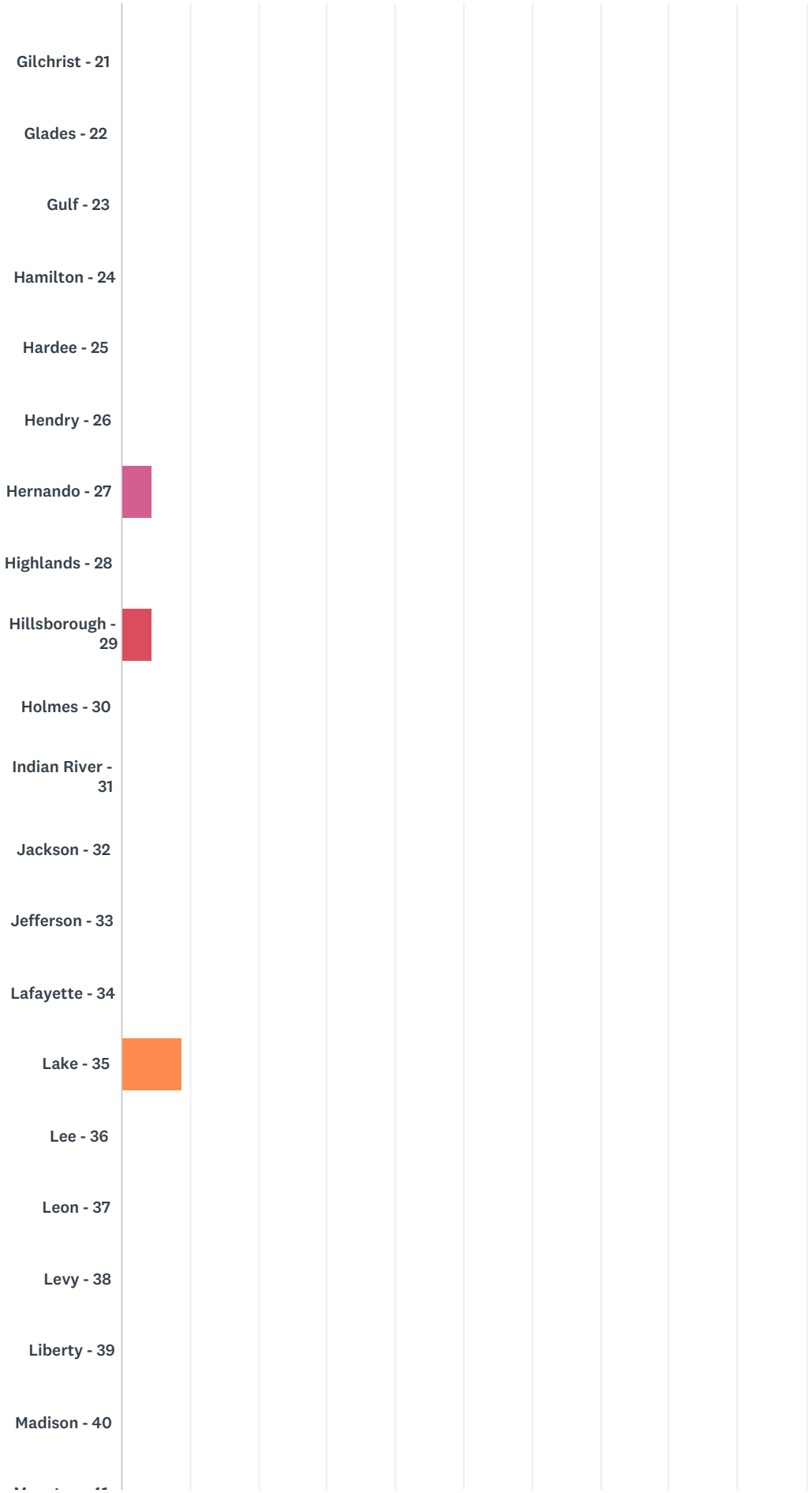
FSAA-Datafolio

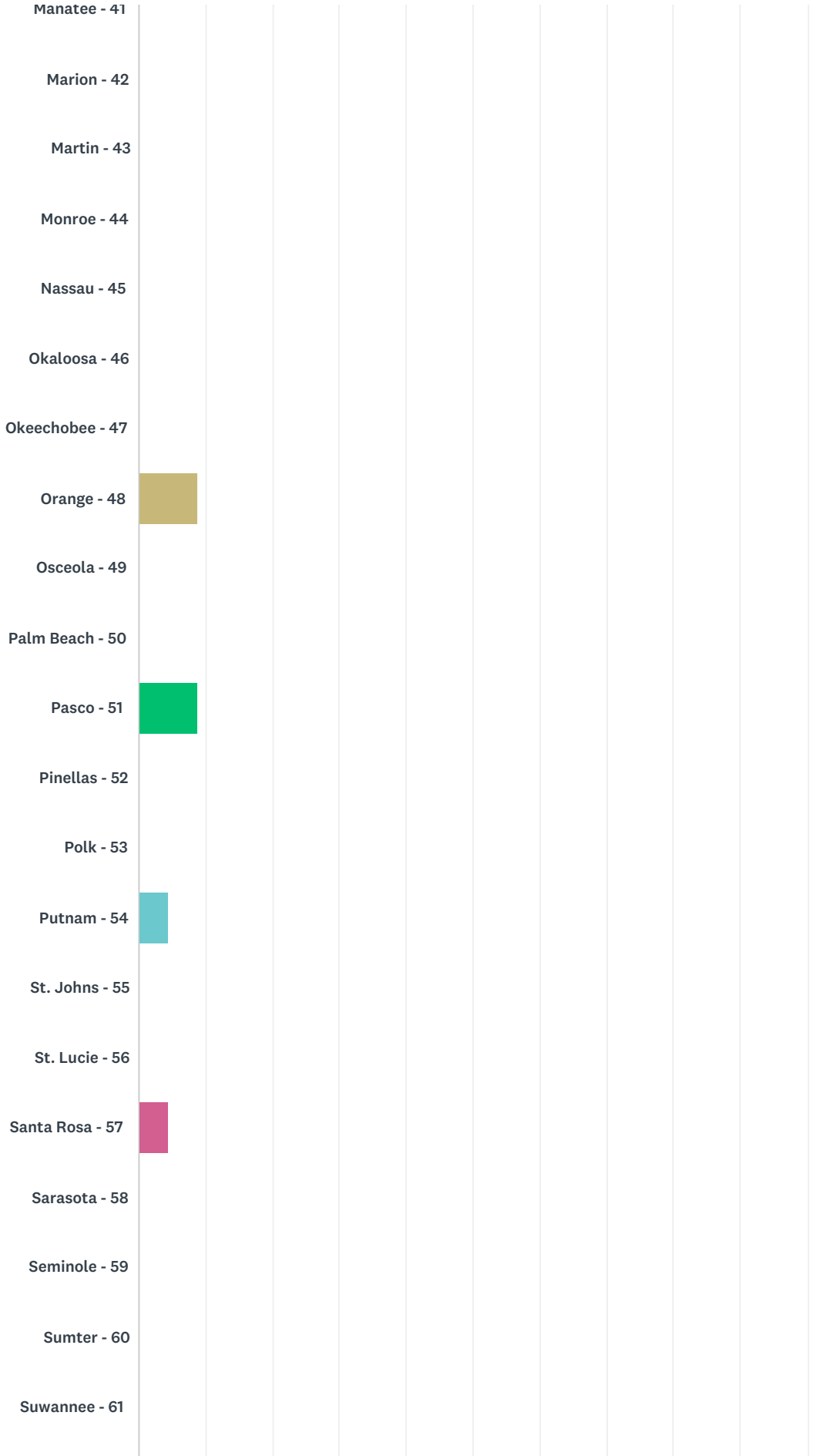
2016-17 Administrator Survey Results

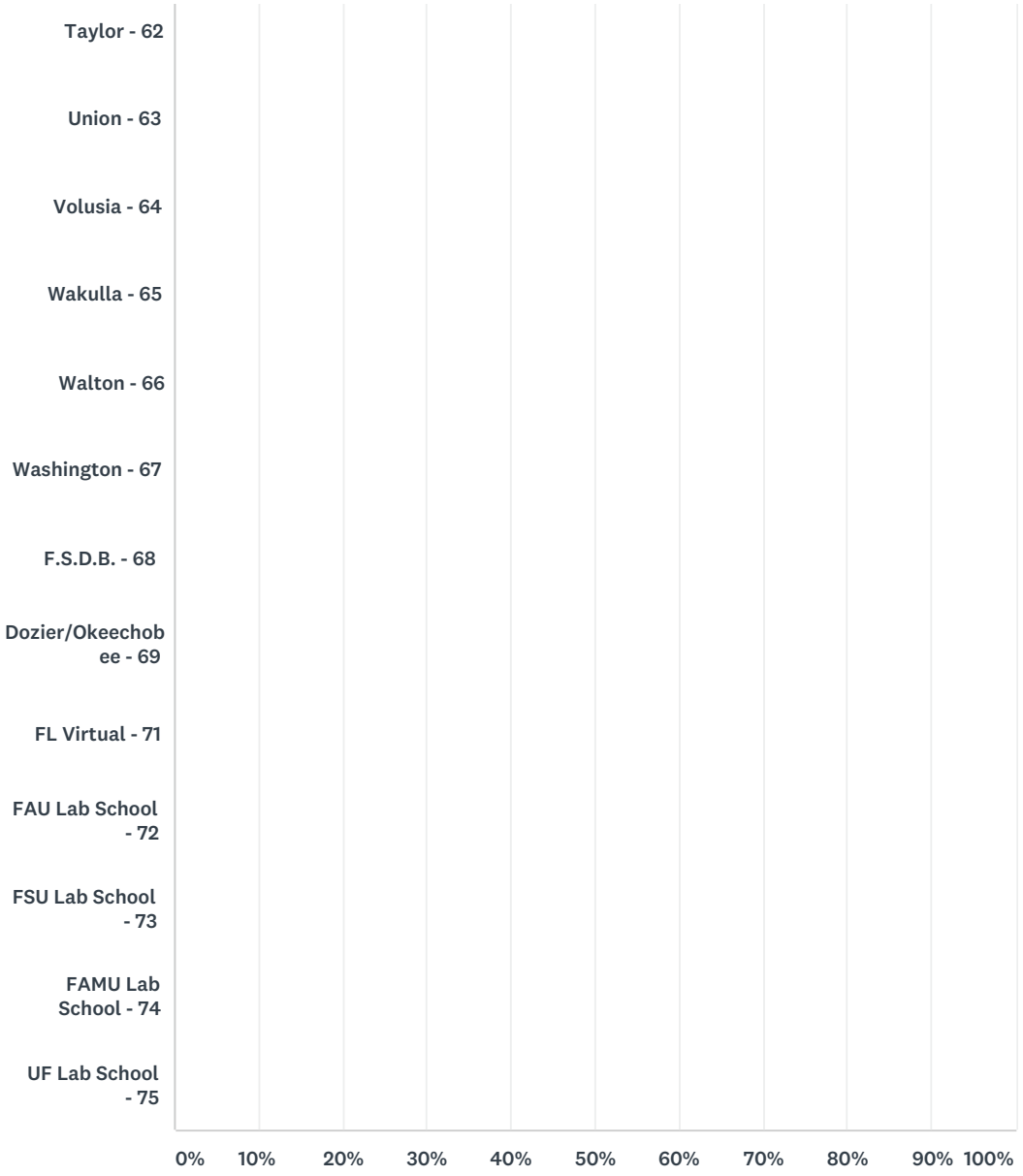
Q1 Please select your school district.

Answered: 23 Skipped: 0




Gilchrist - 21
Glades - 22
Gulf - 23
Hamilton - 24
Hardee - 25
Hendry - 26
Hernando - 27
Highlands - 28
Hillsborough - 29
Holmes - 30
Indian River - 31
Jackson - 32
Jefferson - 33
Lafayette - 34
Lake - 35
Lee - 36
Leon - 37
Levy - 38
Liberty - 39
Madison - 40


Manatee - 41
Marion - 42
Martin - 43
Monroe - 44
Nassau - 45
Okaloosa - 46
Okeechobee - 47
Orange - 48
Osceola - 49
Palm Beach - 50
Pasco - 51
Pinellas - 52
Polk - 53
Putnam - 54
St. Johns - 55
St. Lucie - 56
Santa Rosa - 57
Sarasota - 58
Seminole - 59
Sumter - 60
Suwannee - 61



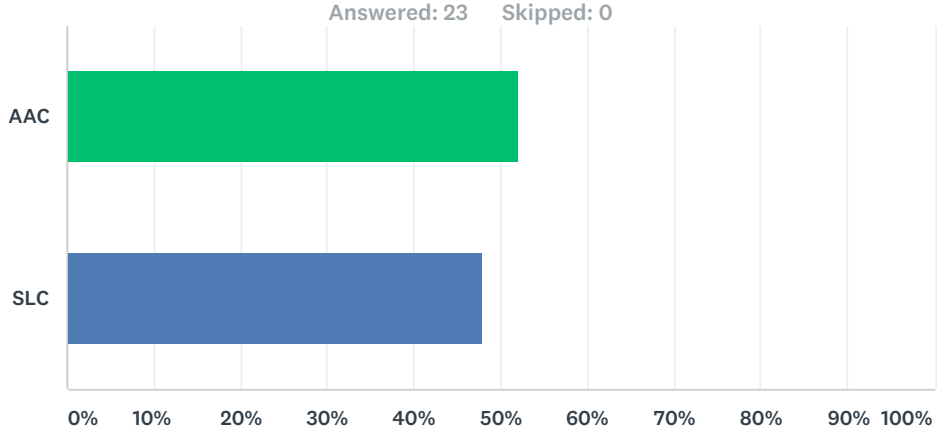
Answer Choices	Responses	
Alachua - 01	4.35%	1
Baker - 02	4.35%	1
Bay - 03	0.00%	0
Bradford - 04	0.00%	0
Brevard - 05	0.00%	0
Broward - 06	4.35%	1
Calhoun - 07	0.00%	0
Charlotte - 08	4.35%	1
Citrus - 09	0.00%	0
Clay - 10	0.00%	0

Collier - 11	0.00%	0
Columbia - 12	0.00%	0
Dade - 13	39.13%	9
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.00%	0
Escambia - 17	0.00%	0
Flagler - 18	0.00%	0
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.00%	0
Glades - 22	0.00%	0
Gulf - 23	0.00%	0
Hamilton - 24	0.00%	0
Hardee - 25	0.00%	0
Hendry - 26	0.00%	0
Hernando - 27	4.35%	1
Highlands - 28	0.00%	0
Hillsborough - 29	4.35%	1
Holmes - 30	0.00%	0
Indian River - 31	0.00%	0
Jackson - 32	0.00%	0
Jefferson - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	8.70%	2
Lee - 36	0.00%	0
Leon - 37	0.00%	0
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.00%	0
Manatee - 41	0.00%	0
Marion - 42	0.00%	0
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	0.00%	0

Okaloosa - 46	0.00%	0
Okeechobee - 47	0.00%	0
Orange - 48	8.70%	2
Osceola - 49	0.00%	0
Palm Beach - 50	0.00%	0
Pasco - 51	8.70%	2
Pinellas - 52	0.00%	0
Polk - 53	0.00%	0
Putnam - 54	4.35%	1
St. Johns - 55	0.00%	0
St. Lucie - 56	0.00%	0
Santa Rosa - 57	4.35%	1
Sarasota - 58	0.00%	0
Seminole - 59	0.00%	0
Sumter - 60	0.00%	0
Suwannee - 61	0.00%	0
Taylor - 62	0.00%	0
Union - 63	0.00%	0
Volusia - 64	0.00%	0
Wakulla - 65	0.00%	0
Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	0.00%	0
Dozier/Okeechobee - 69	0.00%	0
FL Virtual - 71	0.00%	0
FAU Lab School - 72	0.00%	0
FSU Lab School - 73	0.00%	0
FAMU Lab School - 74	0.00%	0
UF Lab School - 75	0.00%	0
Total		23

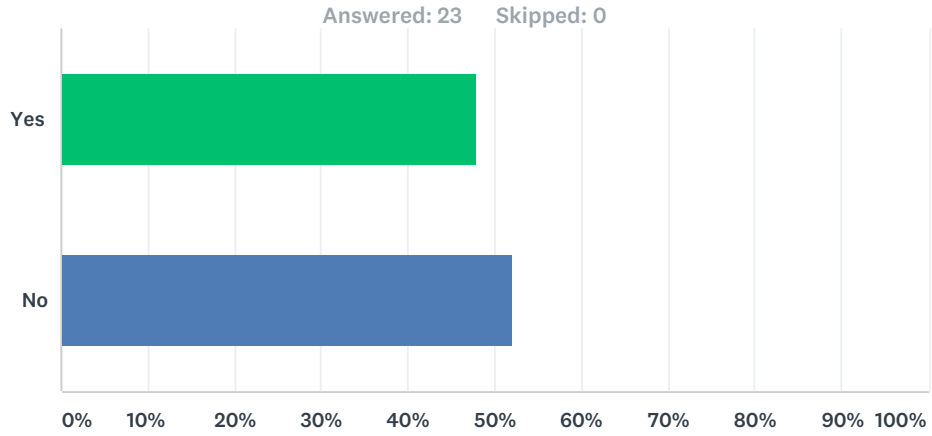
Q2 Are you an Alternate Assessment Coordinator (AAC) or a School Level Coordinator (SLC):

Answered: 23 Skipped: 0



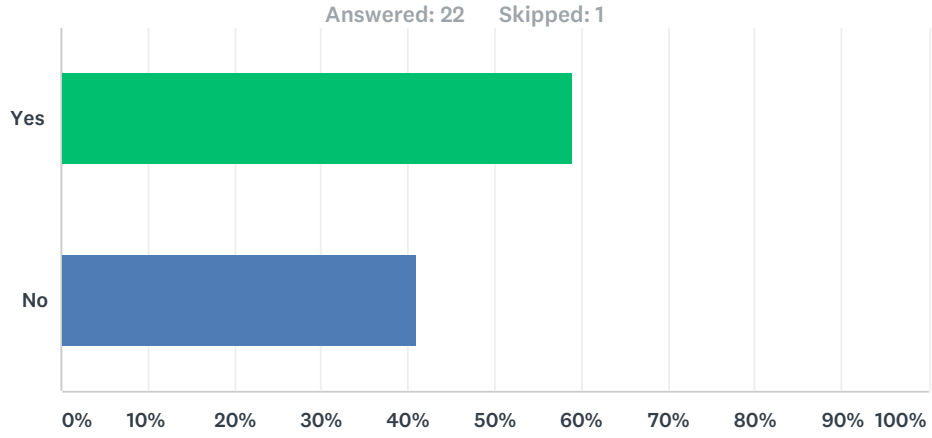
Answer Choices	Responses	
AAC	52.17%	12
SLC	47.83%	11
Total		23

Q3 Did you participate in the July 2016 face-to-face training for the 2016-17 Florida Standards Alternate Assessment–Datafolio (FSAA–Datafolio) last year?



Answer Choices	Responses	
Yes	47.83%	11
No	52.17%	12
Total		23

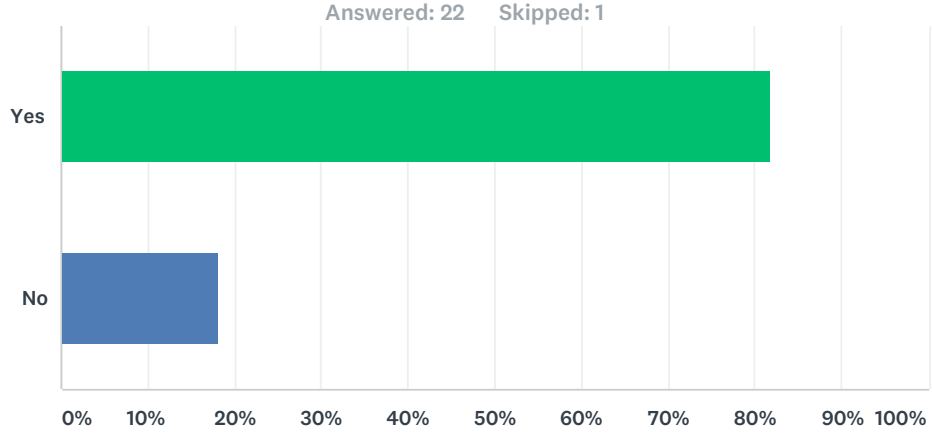
Q4 Do you plan to participate in the Florida Standards Alternate Assessment–Datafolio face-to-face training in July 2017?



Answer Choices	Responses	
Yes	59.09%	13
No	40.91%	9
Total		22

Q5 Did you view the FSAA–Datafolio Assesssment View System (AVS) training tutorials posted to the FSAA–Datafolio Portal?

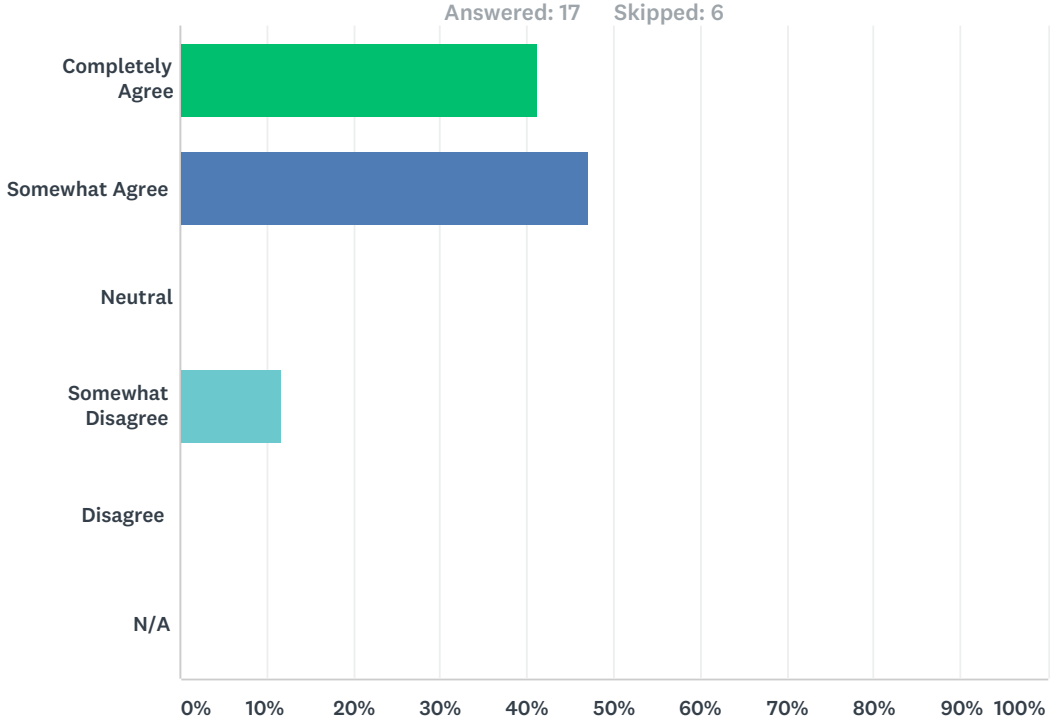
Answered: 22 Skipped: 1



Answer Choices	Responses	
Yes	81.82%	18
No	18.18%	4
Total		22

Q6 Please rate the following statement. After reviewing the AVS training modules, I felt prepared to provide administrative support to teachers and students in my district participating in the FSAA–Datafolio assessment.

Answered: 17 Skipped: 6



Answer Choices	Responses	
Completely Agree	41.18%	7
Somewhat Agree	47.06%	8
Neutral	0.00%	0
Somewhat Disagree	11.76%	2
Disagree	0.00%	0
N/A	0.00%	0
Total		17

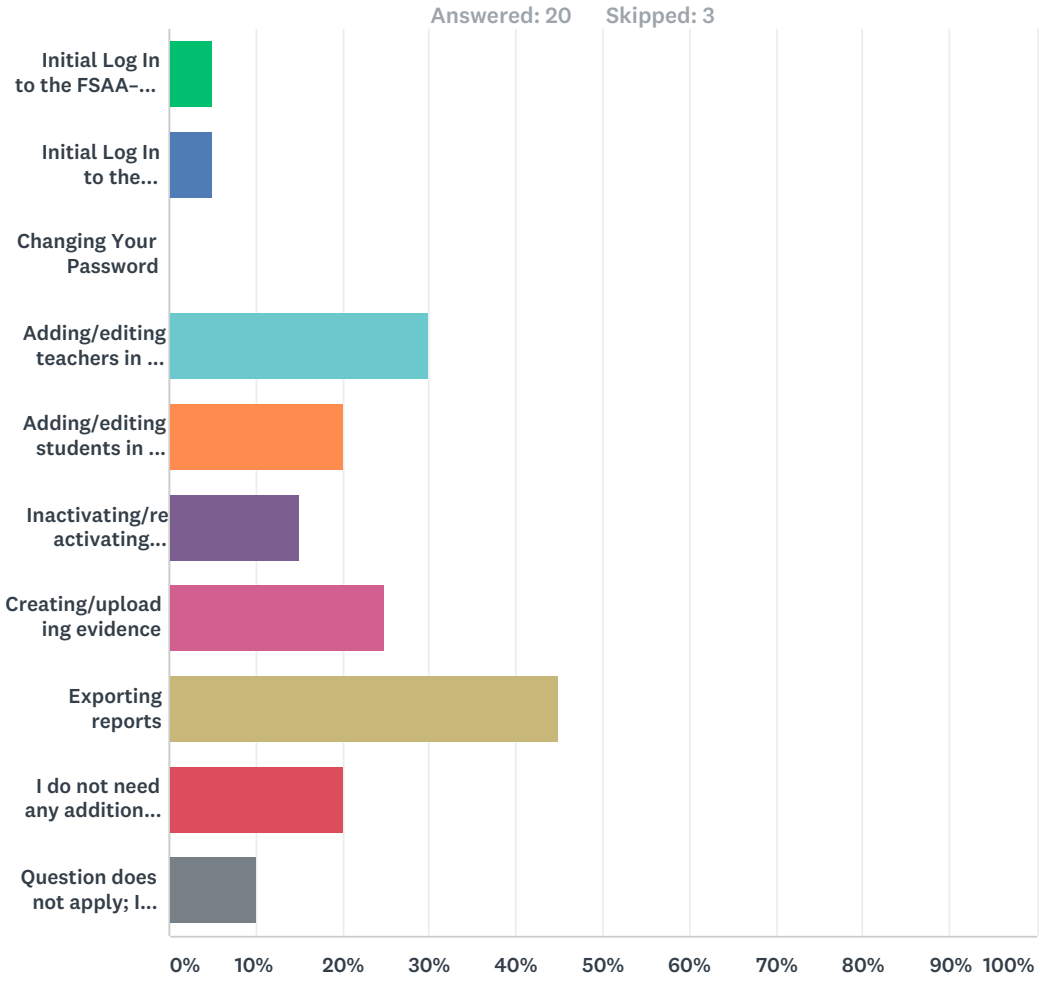
Q7 What suggestions do you have for improving the AVS training modules? (Please limit your response to 100 words.)

Answered: 4 Skipped: 19

#	Responses	Date
1	More details and clarity.	4/24/2017 11:48 AM
2	None at this time	4/24/2017 9:59 AM
3	na	4/21/2017 9:25 AM
4	They were very helpful!	4/20/2017 2:15 PM

Q8 Based on your experience using the FSAA–Datafolio Assesssment View System (AVS) training materials (training tutorials and/or Teacher Resource Guide), please indicate whether you would like more information on any of the topics listed below. (Check all that apply.)

Answered: 20 Skipped: 3



Answer Choices	Responses	
Initial Log In to the FSAA–PT Online System	5.00%	1
Initial Log In to the Assessment View System (AVS)	5.00%	1
Changing Your Password	0.00%	0
Adding/editing teachers in the Assessment View System (AVS)	30.00%	6
Adding/editing students in the Assessment View System (AVS)	20.00%	4
Inactivating/reactivating users	15.00%	3
Creating/uploading evidence	25.00%	5
Exporting reports	45.00%	9
I do not need any additional training information.	20.00%	4

Question does not apply; I did not need to work in the Assessment View System (AVS).	10.00%	2
Total Respondents: 20		

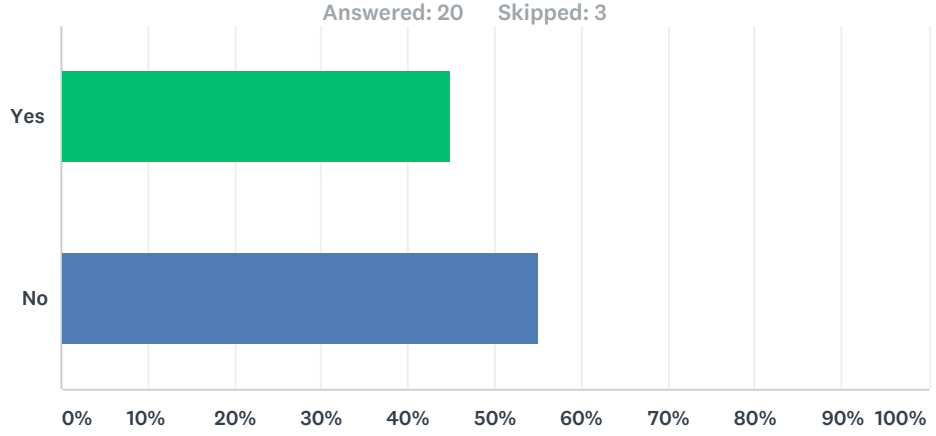
Q9 Are there any additional topics you would like covered in a future training/tutorial video?

Answered: 5 Skipped: 18

#	Responses	Date
1	no	4/26/2017 11:35 AM
2	none at this time	4/24/2017 10:00 AM
3	This year our teachers had difficulty uploading evidences and finalizing collection periods. It is difficult to trouble shoot with them because AAC's don't see the teachers view. The teachers were describing to me that it appeared that their upload had been sent but on my end it was still not showing complete for that collection period. We had students that may have incomplete collection periods because of this.	4/23/2017 11:15 PM
4	na	4/21/2017 9:26 AM
5	My teacher who completed the datafolio for two of her students did have some difficulty with uploading evidence. We eventually were able to complete the uploads, but it was not easy.	4/20/2017 2:18 PM

Q10 Did you use the the School Level Coordinator feature within the AVS?

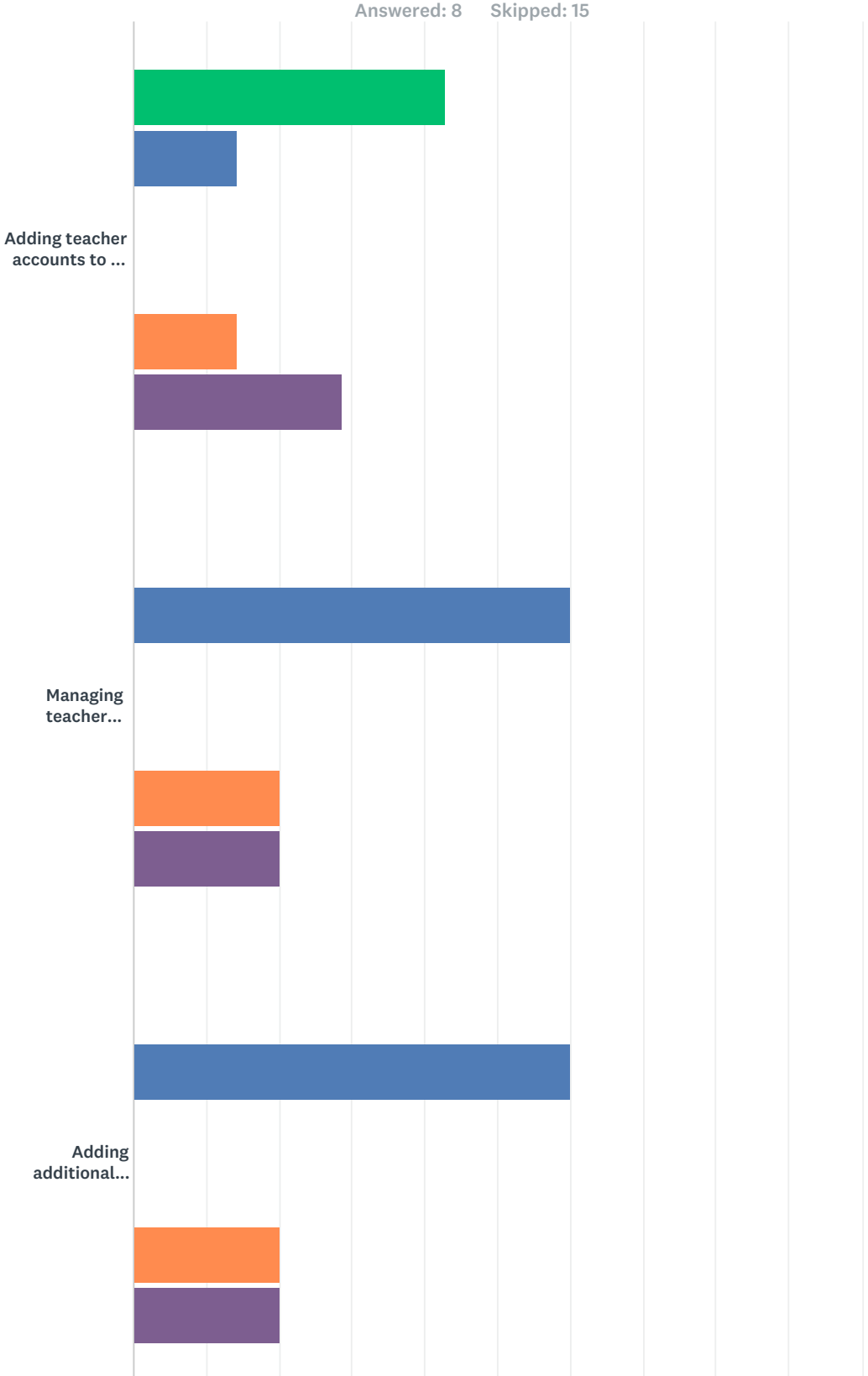
Answered: 20 Skipped: 3

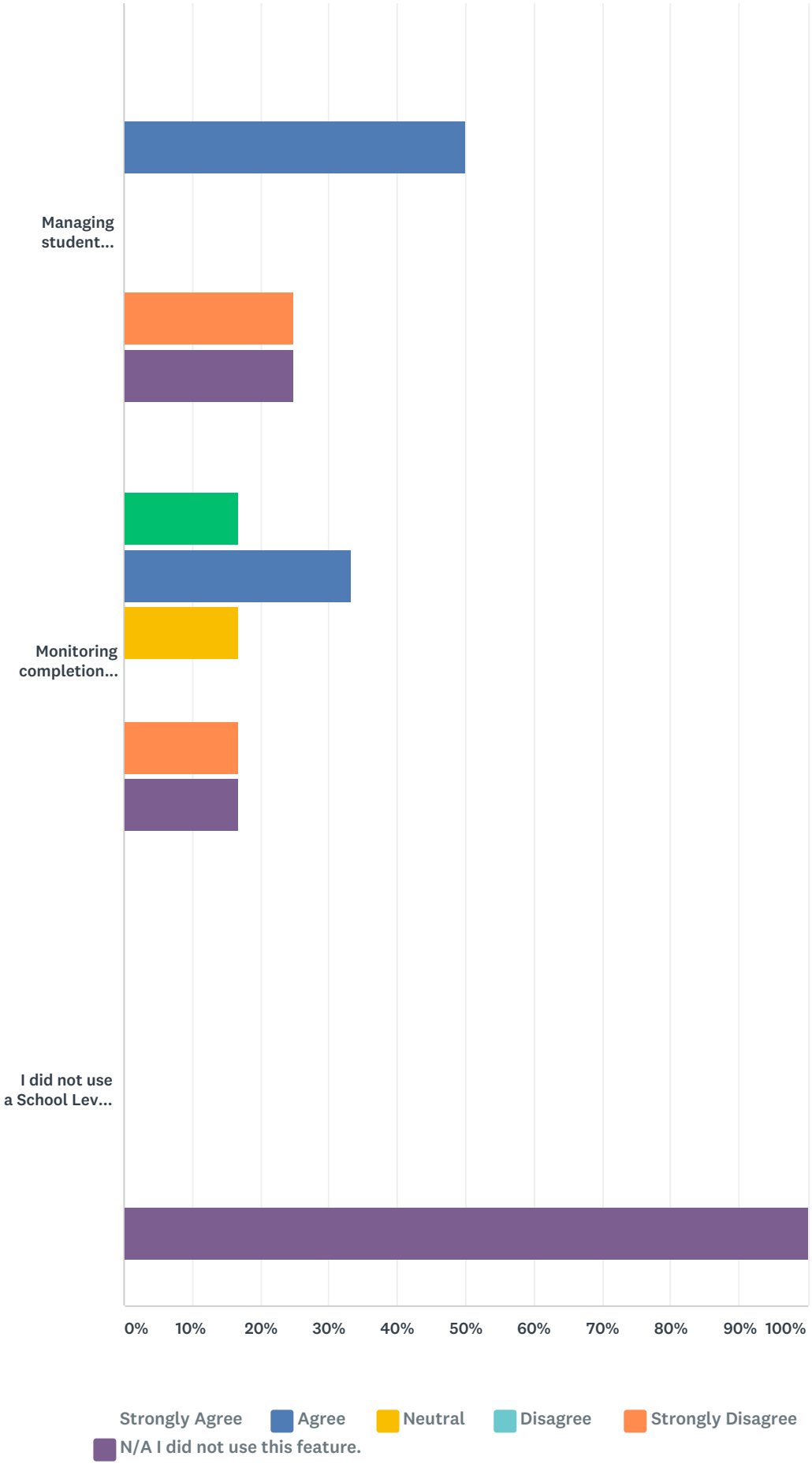


Answer Choices	Responses	
Yes	45.00%	9
No	55.00%	11
Total		20

Q11 New SLC Role: (Please rate the following functions by checking the box that most closely represents your opinion.) The addition of the School Level Coordinator user role was useful in supporting the Alternate Assessment Coordinator (AAC) with:

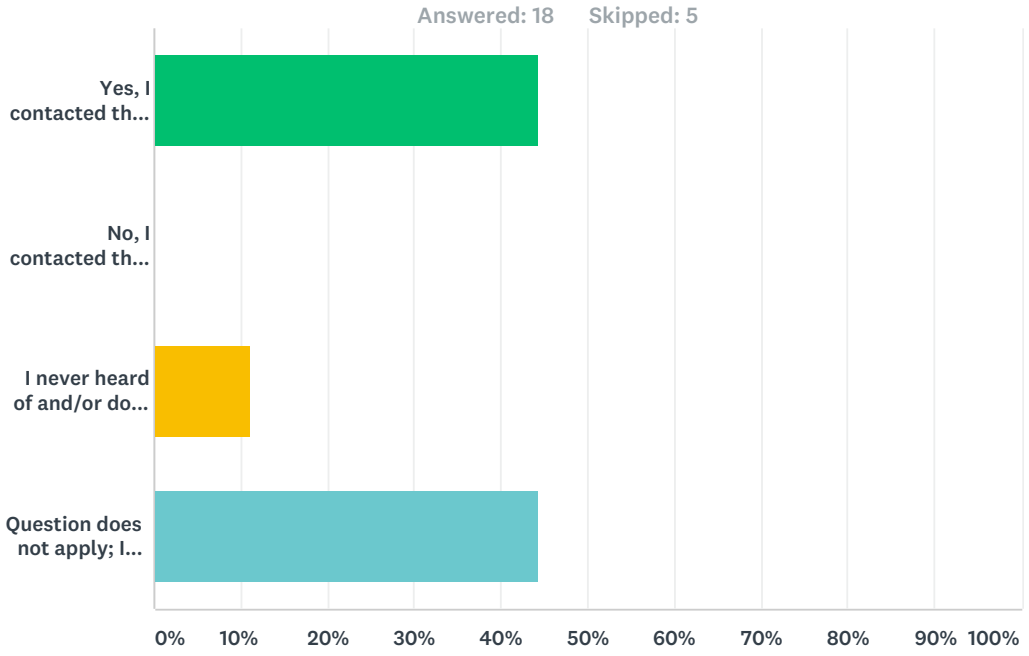
Answered: 8 Skipped: 15




Managing student...
Monitoring completion...
I did not use a School Lev...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
N/A I did not use this feature.

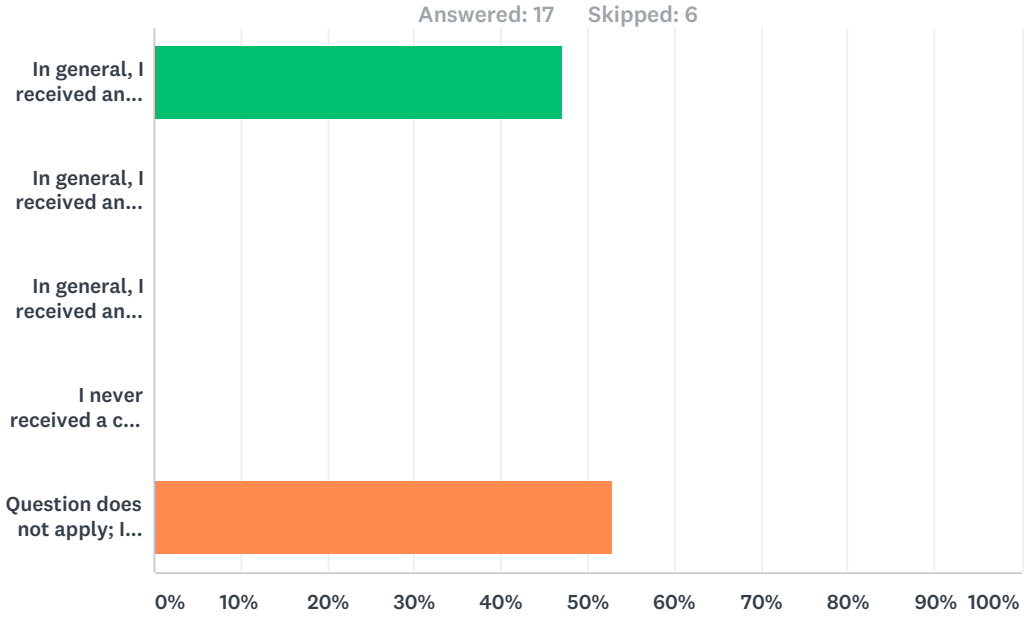
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A I did not use this feature.	Total
Adding teacher accounts to the AVS.	42.86% 3	14.29% 1	0.00% 0	0.00% 0	14.29% 1	28.57% 2	7
Managing teacher accounts	0.00% 0	60.00% 3	0.00% 0	0.00% 0	20.00% 1	20.00% 1	5
Adding additional students to the AVS.	0.00% 0	60.00% 3	0.00% 0	0.00% 0	20.00% 1	20.00% 1	5
Managing student accounts.	0.00% 0	50.00% 2	0.00% 0	0.00% 0	25.00% 1	25.00% 1	4
Monitoring completion status.	16.67% 1	33.33% 2	16.67% 1	0.00% 0	16.67% 1	16.67% 1	6
I did not use a School Level Coordinator.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 3	3

Q12 Did you contact the FSAA Service Center by phone or email with any questions related to the FSAA–Datafolio Assessment View System (AVS)? (Check all that apply.)



Answer Choices	Responses	
Yes, I contacted the FSAA Service Center when I had questions related to the AVS.	44.44%	8
No, I contacted the Florida Department of Education rather than the FSAA Service Center when I had questions related to the AVS.	0.00%	0
I never heard of and/or do not know how to contact the FSAA Service Center.	11.11%	2
Question does not apply; I had no questions.	44.44%	8
Total		18

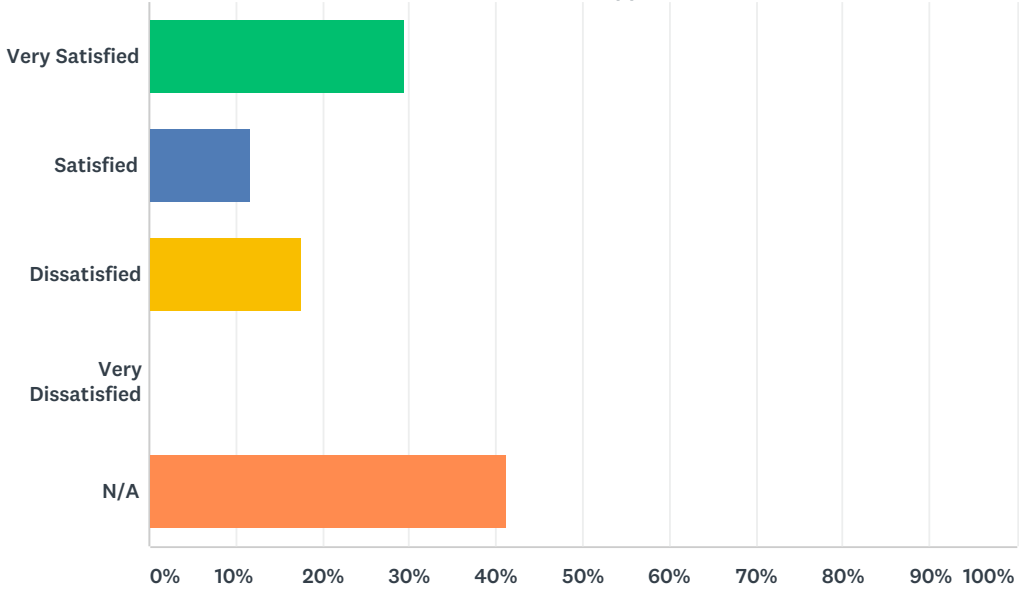
Q13 Approximately how long did it take for you to get an initial response from the FSAA Service Center?



Answer Choices	Responses	
In general, I received an initial call back or email response within one business day.	47.06%	8
In general, I received an initial call back or email response within two to three business days.	0.00%	0
In general, I received an initial call back or email response in greater than three business days.	0.00%	0
I never received a call or email response from the FSAA Service Center.	0.00%	0
Question does not apply; I did not contact the FSAA Service Center.	52.94%	9
Total		17

Q14 How satisfied were you with your experience with the FSAA Service Center?

Answered: 17 Skipped: 6



Answer Choices	Responses	
Very Satisfied	29.41%	5
Satisfied	11.76%	2
Dissatisfied	17.65%	3
Very Dissatisfied	0.00%	0
N/A	41.18%	7
Total		17

Q15 Please describe what type(s) of support you provided (if any) did you provide to your teachers administering the FSAA–Datafolio this year? (Please limit your response to 100 words.)

Answered: 11 Skipped: 12

#	Responses	Date
1	You need to have multiple people on an account to answer questions. When I would call, at times I would get my questions answered and other times they would tell me my supervisor had to be on the phone.	5/4/2017 2:10 PM
2	Lessons, how to cut down on the prep time to administer	5/2/2017 8:53 AM
3	I went to each school at the end of each Collection period and helped teachers upload data in to the AVS system.	4/27/2017 2:45 PM
4	I helped with uploading and attaching the documents in the AVS when teachers were confused.	4/26/2017 3:14 PM
5	Ensured that teachers attended the training and/or viewed the training modules. Additionally, I entered students and teachers into the system	4/24/2017 11:50 AM
6	I ensured attendance in training, answered multiple questions from a wide variety of staff members regarding student applicability to be assessed using the Datafolio Assessment, sent reminders of testing windows and data entry windows opening and closing, and assured materials were uploaded into the AVS system prior to the window for uploads closing.	4/24/2017 10:05 AM
7	*Understanding the determination questions and considering levels of support *Adding and deleting students from the system *Assisted to the best of my ability with instructions on uploading evidences *Reminders to teachers of timelines, where to find resources on measured progress site, and updates on what their status was a collection period dates became close.	4/23/2017 11:22 PM
8	I was the only teacher who administered the tests.	4/21/2017 2:13 PM
9	\The last screen that had me show "strongly agree" to about 4 or 5 items... would only let me click on onof the 5...If I could mark all of them, they would all be "strongly agree". Just an FYI.	4/21/2017 9:38 AM
10	I added the students to the teacher's page. I helped input the results. I provided the teacher with the materials needed for testing.	4/21/2017 6:57 AM
11	I was available anytime she had questions or concerns about completing the datafolio and helped her with uploading and making copies of the evidence to be uploaded, etc.	4/20/2017 2:23 PM

Q16 Information collected from this survey will be used to improve the online system training resources, system functionality, and other areas of the FSAA–Datafolio Assessment View System (AVS). The text box below is for System Administrators to provide feedback on any general, AVS-specific, or training-specific considerations. (Please limit your response to 100 words.)

Answered: 6 Skipped: 17

#	Responses	Date
1	Notification of summer training sooner, first I was made aware that there will be more training this summer.	5/2/2017 8:53 AM
2	This online platform is not nearly as user friendly as the one for the Performance Task. It was confusing at times and required more time studying the online manual.	4/24/2017 11:50 AM
3	I need a better/easier way to see that the teachers have uploaded the files necessary to be complete. The download of a spreadsheet was cumbersome and difficulty to navigate what exactly wasn't uploaded to meet the student's needs.	4/24/2017 10:05 AM
4	I believe teachers can benefit from face-to-face training and more information on prompt hierarchy. Also, an alert built in to the system to alert teachers that they are not done with a collection period even when they've uploaded a certain document. Our teachers would say they completed the upload but on my end it didn't show complete for the collection period. The datafolio was quite time consuming for a small number of students but we are hopeful that we'll get good data from the time spent.	4/23/2017 11:22 PM
5	na	4/21/2017 9:38 AM
6	I only had one teacher that participated and used the datafolio option this year, but overall it was not a bad process. She seemed pleased with the outcome, besides the little hiccups with uploading evidence.	4/20/2017 2:23 PM

APPENDIX E—SCORING PROCEDURES

Florida Standards Alternate Assessment

DATAFOLIO

2016 – 2017

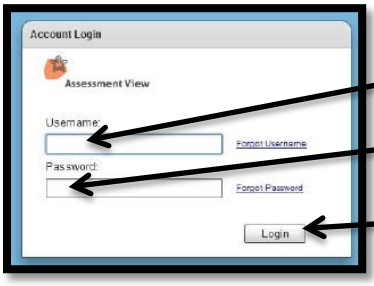
Scoring

Procedures

FSAA – Datafolio 2016-2017 Administration
Scoring Procedures

Step 1: Select the Standard Entry to be scored.

1A: Login to the AVS.

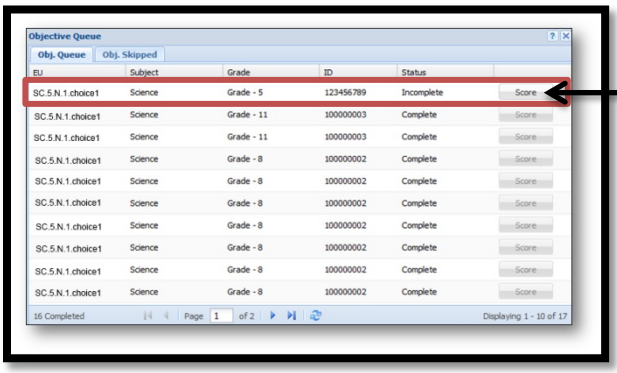


Username: Your MP ID

Password: FSAA2017

Click on the "**Login**" button and proceed to **1B**.

1B: Select a Standard Entry from the Scoring Queue.



Click on the "**Score**" button and proceed to **Step 2.**

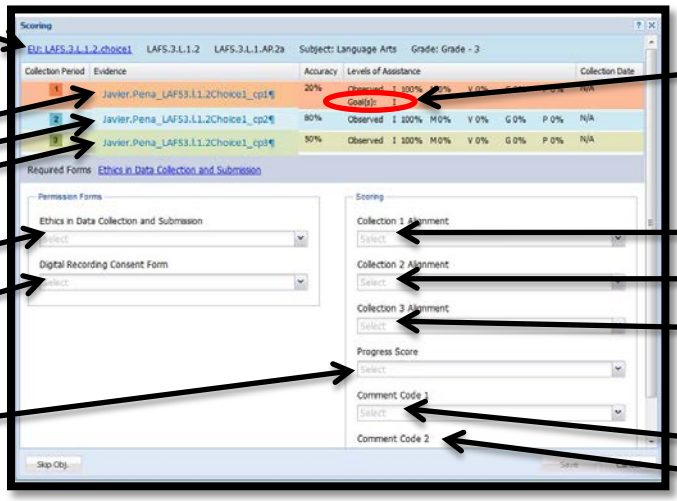
Step 2: Review the Standard Entry Scoring Window.

The Standard and Activity Choice is noted here.

Collection Period files are uploaded by teachers here.

Form submission is entered here by scorers.

Progress score is entered here by scorers.



LOA Goal is noted by teachers here.

Alignment status is entered here by scorers.

Comment Codes are entered here by scorers.

2A: Is there a file uploaded to Collection Period #1?

IF Yes →	Proceed to **2C**.	IF No →	The Standard Entry may still be scorable. Proceed to **2B**.

2B: Are there files uploaded to Collection Period #2 and Collection Period 3?

IF Yes →	Proceed to **2D**.	IF No →	*The Standard Entry is unscorable.* Proceed to Exhibit A to complete.

2C: Is there at least 1 file uploaded to either Collection Period #2 or Collection Period #3?

IF Yes →	Proceed to **2D**.	IF No →	*The Standard Entry is unscorable.* Proceed to Exhibit A to complete.

2D: Is there an uploaded *Ethics in Data Collection and Submission* form?

IF Yes →	Proceed to **2E**.	IF No →	The Standard Entry is still scorable. On the scoring worksheet, note the following: • **Ethics Form**: no • **Comment Code**: 3 Proceed to **2F**.

2E: Open the file for the *Ethics in Data Collection and Submission* form. Has it been signed?

IF Yes →	Close the file. On the scoring worksheet, note the following: • **Ethics Form**: yes Proceed to **2F**.	IF No →	The Standard Entry is still scorable. Close the file. On the scoring worksheet, note the following: • **Ethics Form**: no • **Comment Code**: 3 Proceed to **2F**.

2F: Is there an uploaded *Digital Recording Consent Form*?

IF Yes →	Proceed to **2G**.	IF No →	The Standard Entry is still scorable. On the scoring worksheet, note the following: • **Digital Form**: no Proceed to **2H**.

2G: Open the file for the *Digital Recording Consent Form*. Has it been signed?

IF Yes →	On the scoring worksheet, note the following: • **Digital Form**: yes Close the file. Proceed to **2H**.	IF No →	The Standard Entry may still be scorable. Close the file. On the scoring worksheet, note the following: • **Digital Form**: no Proceed to **2H**.

2H: Was one Level of Assistance Goal submitted during Collection Period #1?

IF Yes →	Note the LOA goal on the scoring worksheet. If the goal is P (Physical), call Specialist. Proceed to **3A**.	IF No →	The Standard Entry may still be scorable. If more than 1 LOA goal is selected, call Specialist. If no LOA goal is selected, proceed to **2I**.

2I: Open the file for Collection Period #1. Does the evidence specifically state the LOA Goal?

IF Yes →	Note the LOA goal on the scoring worksheet. If the goal is P (Physical), call Specialist. Proceed to **3A**.	IF No →	The Standard Entry may still be scorable. Close the file. Proceed to **2J**.

2J: Open the file for Collection Period #2. Does the file contain a *Late Enrollment Form*?

IF Yes →		IF No →	
	Keep the file open. Proceed to **2K**.		*The Standard Entry is unscorable.* Close the file. Complete the Standard Entry form as follows: **Ethics:** If present, select "**YES**", if not, select "**NO**" **Digital**: If present, select "**YES**", if not, select "**NO**" **Collection 1 Alignment**: No **Collection 2 Alignment:** No **Collection 3 Alignment:** No **Progress Score**: 0 **Comment Code 1**: 1 **Comment Code 2**: 4 Select "**Save**" to submit the entry and return to **1B**.

2K: On the *Late Enrollment Form*, did the teacher indicate the LOA goal for the student?

IF Yes →		IF No →	
	Close the file. Note the LOA goal on the scoring worksheet. If the goal is P (Physical), call Specialist. Proceed to **3A**.		*The Standard Entry is unscorable.* Close the file. Complete the Standard Entry form as follows: **Ethics:** If present, select "**YES**", if not, select "**NO**" **Digital**: If present, select "**YES**", if not, select "**NO**" **Collection 1 Alignment**: No **Collection 2 Alignment:** No **Collection 3 Alignment:** No **Progress Score**: 0 **Comment Code 1**: 1 **Comment Code 2**: 4 Select "**Save**" to submit the entry and return to **1B**.

Step 3: Review the Collection Period #1 (CP #1) Entry.

3A. Open the file for Collection Period #1. What type of evidence is it?

Observation Evidence	Work Product	Digital Recording	Not indicated.
Proceed to **3C**.	Proceed to **3E**.	Proceed to **3F**.	Proceed to **3B**.

3B. Consult your table leader to determine what type of evidence it is. Return to 3A.

3C. Does the file contain a completed and signed *Evidence Collection Form*?

IF Yes →		IF No →	
	Proceed to **3D**.		The Standard Entry may still be scorable. Consult Table Leader to determine if the evidence contains enough information to be scored. Proceed to **3D.**

3D. Was an evidence file uploaded for this Collection Period?

IF Yes →		IF No →	
	Proceed to **3E**.		The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 11 on the scoring worksheet. Close the file. Proceed to **4A**.

3E. Does the file contain a photograph of the assessed student and/or peers?

IF Yes →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 6 on the scoring worksheet. Close the file. Proceed to **4A**.	IF No →	Proceed to **3G**.

3F. Does the Standard Entry contain a signed *Digital Recording Consent Form* (see notes or 2F)?

IF Yes →	Proceed to **3G**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 7 on the scoring worksheet. Close the file. Proceed to **4A**.

3G. Review the evidence and/or Scoring Window. Is there a date associated with the evidence?

IF Yes →	Proceed to **3H**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4A**.

3H. Is the date associated with the evidence within the September 19 - October 28, 2016 Collection Period #1 window?

IF Yes →	Proceed to **3I**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4A**.

3I. Review the evidence. Are there at least 5 but not more than 8 opportunities at one LOA?

IF Yes →	Proceed to **3K**.	IF No →	Proceed to **3J**.

3J. Are there more than 8 opportunities at one LOA?

IF Yes →	Only the first 8 opportunities at one LOA are scorable. Note Comment Code 8 on the scoring worksheet. Proceed to **3K**.	IF No →	The Standard Entry may still be scorable. Collection Period entries with less than 5 opportunities at one LOA are disregarded. Note Comment Code 12 on the scoring worksheet. Close the file. Proceed to **4A**.

3K. Locate the Standard and Activity Choice on the Scoring Window. Does the Standard and Activity Choice indicated within the evidence match the Scoring Window notation?

IF Yes →	Proceed to **3L**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4A**.

3L. Compare the evidence against the *Blueprint & Activity Choices* document. Are at least 5 opportunities in the evidence aligned to the Activity Choice for the Standard?

IF Yes →	Note "YES" for Collection Period 1 alignment on the scoring worksheet. Only the aligned opportunities will be evaluated. Proceed to **3M**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4A**.

3M. Review the Level of Assistance documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Level of Assistance for the Collection Period on the scoring worksheet Proceed to **3N**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **4A**.

3N. Review the Accuracy score documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Accuracy Score for the aligned opportunities on the scoring worksheet. Close the file. Proceed to **4A**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #1 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **4A**.

Step 4: Review the Collection Period #2 (CP #2) Entry.

4A. Open the file for Collection Period #2. What type of evidence is it?

Observation Evidence	Work Product	Digital Recording	Not indicated.
Proceed to **4C**.	Proceed to **4F**.	Proceed to **4H**.	Proceed to **4B**.

4B. Consult your table leader to determine what type of evidence it is. Return to 4A.

4C. Does the file contain a completed and signed *Evidence Collection Form*?

IF Yes →	Proceed to **4D**.	IF No →	The Standard Entry may still be scorable. Consult Table Leader to determine if the evidence contains enough information to be scored. Proceed to **4D.**

4D. Was an evidence file uploaded for this Collection Period?

IF Yes →	Proceed to **4F**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4E**.

4E. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

4F. Does the file contain a photograph of the assessed student and/or peers?

IF Yes →	The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 6 on the scoring worksheet. Close the file. Proceed to **4G**.	IF No →	Proceed to **4J**.

4G. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

4H. Does the Standard Entry contain a signed *Digital Recording Consent Form*?

IF Yes →	Proceed to **4J**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 7 on the scoring worksheet. Close the file. Proceed to **4I**.

4I. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

4J. Review the evidence and/or Scoring Window. Is there a date associated with the evidence?

IF Yes →	Proceed to **4K**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4K**.

4K. Is the date associated with the evidence within the November 14 – December 16, 2016 Collection Period #2 window?

IF Yes →	Proceed to **4M**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4L**.

4L. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

4M. Review the evidence. Are there at least 5 but not more than 8 opportunities at one LOA?

IF Yes →	Proceed to **4P**.	IF No →	Proceed to **4N**.

4N. Are there more than 8 opportunities at one LOA?

IF Yes →	Only the first 8 opportunities at one LOA are scorable. Note Comment Code 8 on the scoring worksheet. Proceed to **4P**.	IF No →	The Standard Entry may still be scorable. Collection Period entries with less than 5 opportunities at one LOA are disregarded. Note Comment Code 12 on the scoring worksheet. Close the file. Proceed to **4O**.

4O. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.		The Standard Entry may still be scorable. Disregard the Collection Period #2 Entry. Close the file. Proceed to **5A**.

4P. Locate the Standard and Activity Choice on the Scoring Window. Does the Standard and Activity Choice indicated within the evidence match the Scoring Window notation?

IF Yes →	Proceed to **4R**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4Q**.

4Q. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry <u>may</u> still be scorable. Proceed to **5A**.

4R. Compare the evidence against the *Blueprint & Activity Choices* document. Are at least 5 opportunities in the evidence aligned to the Activity Choice for the Standard?

IF Yes →	Note "YES" for Collection Period 2 alignment on the scoring worksheet. Only the aligned opportunities will be evaluated. Proceed to **4T**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **4S**.

4S. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry <u>may</u> still be scorable. Proceed to **5A**.

4T. Review the Level of Assistance documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Level of Assistance for the Collection Period on the scoring worksheet. Proceed to **4V**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **4U**.

4U. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry <u>may</u> still be scorable. Proceed to **5A**.

4V. Review the Accuracy score documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Accuracy Score for the aligned opportunities on the scoring worksheet. Close the file. Proceed to **5A**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #2 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **4W**.

4W. Was the Collection Period #1 Entry missing or disregarded in Step 2 or Step 3?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry <u>may</u> still be scorable. Proceed to **5A**.

Step 5: Review the Collection Period #3 (CP #3) Entry.

5A. Open the file for Collection Period #3. What type of evidence is it?

Observation Evidence	Work Product	Digital Recording	Not indicated.
Proceed to **5C**.	Proceed to **5F**.	Proceed to **5H**.	Proceed to **5B**.

5B. Consult your table leader to determine what type of evidence it is. Return to 5A.

5C. Does the file contain a completed and signed *Evidence Collection Form*?

IF Yes →	Proceed to **5D**.	IF No →	The Standard Entry may still be scorable. Consult Table Leader to determine if the evidence contains enough information to be scored. Proceed to **5D.**

5D. Was an evidence file uploaded for this Collection Period?

IF Yes →	Proceed to **5F**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **5E**.

5E. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry is scorable. Close the file. Proceed to **6A**.

5F. Does the file contain a photograph of the assessed student and/or peers?

IF Yes →	The Standard Entry may still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 6 on the scoring worksheet. Close the file. Proceed to **5G**.	IF No →	Proceed to **5J**.

5G. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5H. Does the Standard Entry contain a signed *Digital Recording Consent Form* (see notes or 2F)?

IF Yes →	Proceed to **5J**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 7 on the scoring worksheet. Close the file. Proceed to **5I**.

5I. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5J. Review the evidence and/or Scoring Window. Is there a date associated with the evidence?

IF Yes →	Proceed to **5K**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **5L**.

5K. Is the date associated with the evidence within the February 1 – March 3, 2017 Collection Period #3 window?

IF Yes →	Proceed to **5M**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **5L**.

5L. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5M. Review the evidence. Are there at least 5 but not more than 8 opportunities at one LOA?

IF Yes →	Proceed to **5P**.	IF No →	Proceed to **5N**.

5N. Are there more than 8 opportunities at one LOA?

IF Yes →	Only the first 8 opportunities at one LOA are scorable. Note Comment Code 8 on the scoring worksheet. Proceed to **5P**.	IF No →	The Standard Entry <u>may</u> still be scorable. Collection Period entries with less than 5 opportunities at one LOA are disregarded. Note Comment Code 12 on the scoring worksheet. Close the file. Proceed to **5O**.

5O. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2,3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to Exhibit A to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5P. Locate the Standard and Activity Choice on the Scoring Window. Does the Standard and Activity Choice indicated within the evidence match the Scoring Window notation?

IF Yes →	Proceed to **5R**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **5Q**.

5Q. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2,3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5R. Compare the evidence against the *Blueprint & Activity Choices* document. Are at least 5 opportunities in the evidence aligned to the Activity Choice for the Standard?

IF Yes →	Note "YES" for Collection Period 3 alignment on the scoring worksheet. Only the aligned opportunities will be evaluated. Proceed to **5T**.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 5 on the scoring worksheet. Close the file. Proceed to **5S**.

5S. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5T. Review the Level of Assistance documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Level of Assistance for the Collection Period on the scoring worksheet. Proceed to **5V**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **5U**.

5U. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2,3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5V. Review the Accuracy score documentation for the aligned opportunities. Is it verifiable?

IF Yes →	Note the Accuracy Score for the aligned opportunities on the scoring worksheet. Close the file. Proceed to **6A**.	IF No →	The Standard Entry may still be scorable. Disregard the Collection Period #3 Entry. Note Comment Code 9 on the scoring worksheet. Close the file. Proceed to **5W**.

5W. Was either the Collection Period #1 or #2 Entry missing or disregarded in Steps 2, 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

Step 6: Assign a score to the Standard Entry.

6A. Refer to notes on the scoring worksheet to determine if the *Ethics in Data Collection* form is present and/or signed. Select "YES" or "NO" from the dropdown menu in the scoring window and proceed to **6B**.

6B. Refer to notes on the scoring worksheet to determine if the *Digital Recording Consent Form* is present and/or signed. Enter "YES" or "NO" from the dropdown menu in the scoring window and proceed to **6C**.

6C. Refer to notes on the scoring worksheet to determine if the Collection Period #1 Entry was aligned. As a reminder, missing or disregarded Collection Period Entries are not aligned. Enter "YES" or "NO" from the dropdown menu in the scoring window and proceed to **6D**.

6D. Refer to notes on the scoring worksheet to determine if the Collection Period #2 Entry was aligned. Enter "YES" or "NO" from the dropdown menu in the scoring window and proceed to **6E**.

6E. Refer to notes on the scoring worksheet to determine if the Collection Period #3 Entry was aligned. Enter "YES" or "NO" from the dropdown menu in the scoring window and proceed to **6F**.

6F. Compare the Level of Assistance and Accuracy information noted on the scoring worksheet during **Steps 3**, **4** and **5** against the *Progress Rubric* to determine a Progress Score. Enter the Progress Score on the scoring window and proceed to **6G**.

6G. Review the scoring worksheet. Is at least one Comment Code noted?

IF Yes →	Proceed to **6H**.	**IF No →**	Select Comment Code 10 as Comment Code 1 and Comment Code 20 as Comment Code 2 from the dropdown menus on the scoring window. Proceed to **6H**.

6H. Are two Comment Codes noted?

IF Yes →	Select the lower number Comment Code as Comment Code 1 and the higher number as Comment Code 2 from the dropdown menus on the scoring window. Proceed to **6I**.	**IF No →**	Select the noted Comment Code as Comment Code 1 and Comment Code 10 as Comment Code 2 from the dropdown menus on the scoring window. Proceed to **6I**.

6I. Verify the information selected from each dropdown menu on the scoring window. Click "Save" to submit the score for the Standard Entry.

Exhibit A: Complete an Unscorable Entry

Complete the Standard Entry form as follows:
Ethics: If present, select "**YES**", if not, select "**NO**"
Digital: If present, select "**YES**", if not, select "**NO**"
Collection 1 Alignment: No
Collection 2 Alignment: No
Collection 3 Alignment: No
Progress Score: 0
Comment Code 1: 1
Comment Code 2: 2
Select "**Save**" to submit the entry and return to **1B**.

Exhibit B: Comment Codes

Comment Code	Comment
1	The Standard Entry is unscorable.
2	The Collection Period entries for two Collection Periods are missing required elements and/or not aligned to the Standard.
3	Required forms were not uploaded and/or signed.
4	No Level of Assistance Goal was submitted for the Standard Entry.
5	Collection Period entry is missing required elements and was disregarded.
6	Collection Period entry contained a photograph of a student and/or peers and was disregarded.
7	Collection Period evidence is a Digital Recording and there is not a signed *Digital Recording Consent Form* for the Standard Entry. Collection Period entry was disregarded.
8	Collection Period entry contained more than eight opportunities. Only the first eight were considered in scoring.
9	Level of Assistance or Accuracy documentation is not verifiable. Collection Period entry was disregarded.
10	The Standard Entry is scorable.
11	No evidence was uploaded to the Standard Entry.
12	Multiple Levels of Assistance were provided to the student. There were not at least 5 opportunities at one Level of Assistance. Collection Period entry was disregarded.
20	There are no issues with the Standard Entry.

2016–17 FSAA—Datafolio Administration
PROGRESS RUBRIC

DEFINITIONS

- Student shows "Progress" when Accuracy and/or LOA increase from Collection Period (CP) #1.
- Student "Meets the Level of Assistance (LOA) Goal" when LOA Goal and accuracy is achieved on over 50% of the opportunities assessed.
- Student "Exceeds the LOA Goal" when Accuracy is achieved at 70% or higher by CP #3.

-OR-

LOA is <u>one or more</u> levels higher than the original LOA Goal with Accuracy by CP #3.

LEVELS OF ASSISTANCE (LOA)

Possible LOA with Accuracy Scores Based on Opportunities Presented				
Did <u>not</u> Meet the LOA Goal w/Accuracy	2 or under/5	3 or under/6	3 or under/7	4 or under/8
Meets the LOA Goal w/Accuracy	3/5 = 60%	4/6 = 66%	4/7 = 57%	5/8 = 63%
Exceeds the LOA Goal w/Accuracy	4/5 = 80%	5/6 = 83%	5/7 = 71%	6/8 = 75%
	5/5 = 100%	6/6 = 100%	6/7 = 86%	7/8 = 88%
			7/7 = 100%	8/8 = 100%

PROGRESS RUBRIC

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal <u>and</u> there was no progress from CP #1 to CP #3. -<u>OR</u>- The LOA Goal is the same as the baseline and there is no progress from CP#1 to CP#3.	The student did <u>not</u> meet the LOA Goal with Accuracy; <u>however</u>, demonstrated some progress from CP #1 to CP #3.	The student met the LOA Goal *<u>with</u>* Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 <u>and</u> maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -<u>OR</u>- The student met the LOA Goal at CP #2 with Accuracy <u>and</u> exceeded the LOA Goal with Accuracy by CP #3.

Florida Standards Alternate Assessment
DATAFOLIO

Guidance for Level of Assistance (LOA) Use Across a Standard Entry for Rangefinding/Scoring 2017

Level of Assistance (LOA) during Collection Period #1	Accuracy Score	LOA Goal can be:	LOA provided during Collection Period #2 can be:	LOA provided during Collection Period #3 can be:
Non-Engagement (N)	Less than 50%	Physical (P)	Physical (P)	Physical (P) or Gestural (G)
	50% or greater			
Physical (P)	Less than 50%	Physical (P)	Physical (P)	Physical (P) or Gestural (G)
		Gestural (G)	Gestural (G)	Gestural (G) or Verbal (V)
	50% or greater	Gestural (G)	Gestural (G)	Gestural (G) or Verbal (V)
Gestural (G)	Less than 50%	Gestural (G)	Gestural (G)	Gestural (G) or Verbal (V)
		Verbal (V)	Verbal (V)	Verbal (V) or Model (M)
	50% or greater	Verbal (V)	Verbal (V)	Verbal (V) or Model (M)
Verbal (V)	Less than 50%	Verbal (V)	Verbal (V)	Verbal (V) or Model (M)
		Model (M)	Model (M)	Model (M) or Independent (I)
	50% or greater	Model (M)	Model (M)	Model (M) or Independent (I)
Model (M)	Less than 50%	Model (M)	Model (M)	Model (M) or Independent (I)
		Independent (I)	Independent (I)	Independent (I)
	50% or greater	Independent (I)	Independent (I)	Independent (I)
Independent (I)	Less than 50%	Independent (I)	Independent (I)	Independent (I)
	50% or greater	Call Specialist.		

Note: Please call Specialist for any Standard Entry that does not follow these guidelines.

APPENDIX F—REPORT SHELLS

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: BLACK, LAQUETTA
SID: D000000677
Grade: 05

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Grade 5 Datafolio Assessment

ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• Identify what happens in the beginning of a story. • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	3
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text.	5
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details.	1
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	3
	Number and Operations in Base Ten	Write a simple expression for a calculation.	• Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	2
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	0
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world.	4
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	• Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	0
	Life Science	Recognize body parts related to movement and the five senses.	• Identify a body part related to movement. • Identify body parts related to the five senses.	0

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: BRAYTON, BENJAMIN
SID: D000000678
Grade: 05

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Grade 5 Datafolio Assessment

ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• Identify what happens in the beginning of a story. • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	3
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text.	5
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details.	2
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	0
	Number and Operations in Base Ten	Write a simple expression for a calculation.	• Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	5
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	4
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world.	5
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	• Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	3
	Life Science	Recognize body parts related to movement and the five senses.	• Identify a body part related to movement. • Identify body parts related to the five senses.	4

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: CARDOSO, JOAQUIM
SID: D000000679
Grade: 05

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Grade 5 Datafolio Assessment

	Reporting Category	Access Point Standard	Activity Choices	
ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• Identify what happens in the beginning of a story. • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	2
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text.	3
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details.	2
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	0
	Number and Operations in Base Ten	Write a simple expression for a calculation.	• Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	2
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	1
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world.	5
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	• Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	3
	Life Science	Recognize body parts related to movement and the five senses.	• Identify a body part related to movement. • Identify body parts related to the five senses.	1

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: FATUR, ASHLEY
SID: D000000675
Grade: 05

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Grade 5 Datafolio Assessment

	Reporting Category	Access Point Standard	Activity Choices	Progress Score
ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• Identify what happens in the beginning of a story. • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	4
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text.	1
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details.	4
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	4
	Number and Operations in Base Ten	Write a simple expression for a calculation.	• Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	0
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	0
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world.	5
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	• Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	2
	Life Science	Recognize body parts related to movement and the five senses.	• Identify a body part related to movement. • Identify body parts related to the five senses.	1

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: NGUYEN, PHUC
SID: D000000680
Grade: 05

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Grade 5 Datafolio Assessment

ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• Identify what happens in the beginning of a story. • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	1
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text.	5
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details.	3
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	0
	Number and Operations in Base Ten	Write a simple expression for a calculation.	• Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	2
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	0
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world.	0
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	• Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	2
	Life Science	Recognize body parts related to movement and the five senses.	• Identify a body part related to movement. • Identify body parts related to the five senses.	2

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: ALFONSO, MELISSA
SID: D000001345
Grade: 07

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS

Reporting Category	Access Point Standard	Activity Choices	Progress Score
Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	3
Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	3
Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	1

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: COWAN, JAMES
SID: D000001350
Grade: 07

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS

Reporting Category	Access Point Standard	Activity Choices	Progress Score
Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	1
Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	1
Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	1

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: TEELE, RICHARD
SID: D000001348
Grade: 07

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS	Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	2
	Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	4
	Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	0

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: WADE, IAN
SID: D000001354
Grade: 07

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS

Reporting Category	Access Point Standard	Activity Choices	Progress Score
Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	4
Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	5
Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	3

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: HARRINGTON, JENNA
SID: D000002021
Grade: 09

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS

Reporting Category	Access Point Standard	Activity Choices	Progress Score
Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	2
Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	4
Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	1

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: HANNAN, JAMES
SID: D000003031
Grade: 12

Spring 2017
District: DA-Demonstration District A
School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student Progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Level of Assistance	Definition
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.
Gestural Assistance	The student requires the teacher to point to the specific answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.
Model Assistance	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

For more information about the Access Points and Access Courses, visit the Curriculum Planning and Learning Management System, (CPALMS) website at http://www.cpalms.org. For additional resources, visit the Project Access website at http://accesstofls.weebly.com and the Department of Education FSAA website at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

Your Student's Performance on the Civics End of Course Datafolio Assessment

ACCESS CIVICS

Reporting Category	Access Point Standard	Activity Choices	Progress Score
Origin and Purposes of Law and Government	Recognize that the government has different parts.	• Recognize a purpose of a government based on the Constitution. • Recognize a part of the government that was established by the Constitution. • Match the function of government to a part of government.	4
Roles, Rights, and Responsibilities of Citizens	Recognize an obligation of citizens, such as obeying laws.	• Recognize an obligation of citizens. • Recognize a characteristic of good citizens. • Recognize why it is important to be a good citizen.	0
Organization and Function of Government	Recognize that local, state, and federal governments provide services.	• Recognize a level of government. • Recognize that a role of government is to provide services. • Recognize a service provided by a level of government.	0

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that Accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

APPENDIX G—DECISION RULES

Florida Standards Alternate Assessment Datafolio 16-17

This document details business requirements for FSAA Datafolio assessment reporting and data file deliverables created by Data and Reporting Services (DRS). The final student level data used for analysis and reporting is described in the "Data Processing Specifications." This document is considered a draft until the Florida Department of Education (DOE) signs off. If there are rules that need to be added or modified after said sign-off, DOE sign-off will be obtained for each such rule.

I. Data and Reporting Services Deliverables

The tables below outlines the various PDF reports and data file deliverables prepared by DRS for reporting of FSAA datafolio student results.

A. Reports

Type of Report	Number and Method (Electronic, Printed, or Both) Report is Provided		Brief Description of Contents
	Provided to State	Provided to District	
School Report	Online	Three Print Copies; Online	Roster of students in a school by assessment
Student Report	Online	One Print Color Scale Copies; Color Online	Basic student demographic information and progress scores

B. Data files

Type of Data file	Number and Method (Electronic, Printed, or Both) Data are Provided		Brief Description of Contents
	Provided to State	Provided to District	
State Student Data File	FTP	N/A	Basic student demographic information and test results
District Student Results	Online	Online	Basic student demographic information and test results
State Assessed Summary Data File	FTP	N/A	Number of Assessed and Not Assessed students

Type of Data file	Number and Method (Electronic, Printed, or Both) Data are Provided		Brief Description of Contents
District Assessed Summary Data File	Online	Online	Number of Assessed and Not Assessed students

II. Assessment Information

A. Student Assessments

The table below outlines the FSAA assessments students are eligible to participate based on enrolled grade. For grades 03-10, a student is expected to participate in all content area tests required at a student's enrolled grade. Students enrolled in grades 06-12 have the option to participate in the EOC assessment Civics. Students enrolled in High School have the option to participate in the EOC assessments Algebra I, Geometry, US History and Biology 1. Only eligible tests identified as 'Required' or 'Optional' based on a student's enrolled grade will be included in analysis and reporting.

Student Enrolled Grade	Test Grade Level	Test Content Area							
		ELA	Math	Science	Civics EOC	US History EOC	Algebra 1 EOC	Geometry EOC	Biology 1 EOC
03	03	R	R						
04	04	R	R						
05	05	R	R	R					
06	06	R	R						
07	07	R	R						
08	08	R	R	R					
09	09	R							
10	10	R							
06,07,08, 09, 10, 11, 12	07				O				
09, 10, 11, 12	High School					O	O	O	O
		R = Required O = Optional							

B. Student Test Administration

1. Each test is composed of three predetermined standards/access points per content area or course.

2. Teachers build the assessment by selecting one activity choice from a list of two or three options per standard being assessed.

3. During three collection periods, teachers assess students on each of the selected activity choices.

4. The submission of all student evidence gathered during the three collection periods makes up each standard entry.

5. The results of each of the three collection period entries are then combined to determine a standard entry progress score.

III. Student Assessment Data

A. Standard Entry Data

1. Activity Choice Essential Understanding (EU) Code

a. The EU code is the standard code concatenated with an activity choice identifier. It identifies the selected activity choice for a standard and is used to get the Reporting Category, Access Point Standard, and Activity Choice data.

b. This field will be blank if the teacher did not select an objective. Otherwise, it will be a valid EU code.

2. Collection Period 1, 2, and 3 Alignment

a. Each collection period evidence is reviewed for alignment

b. These fields will be blank if the teacher did not select an objective. Otherwise, it will be “Yes” or “No”

3. Comment Code 1 and 2

a. Each entry is required to have two valid comment codes

b. They will be blank if the teacher did not select an objective.

4. AVS Standard Entry Progress Score

a. Each standard entry is assigned a score of 0,1,2,3,4, or 5 when the teacher selected an objective

b. The standard entry progress score will be blank if the teacher did not select an objective.

c. If no evidence was submitted the standard entry comment codes are set to 01 and 11 so the standard entry in this instance will be identified as not attempted.

d. The table below details the final reported student standard entry progress score calculation based on AVS final progress score and comment codes.

STANDARD ENTRY PROGRESS SCORE ASSIGNMENT

Hierarchy	Reported Standard Entry Progress Score	Progress Score Assignment Rule (Evaluate AVS Final Progress Score and Comment Codes to calculate Reported Standard Entry Progress Score)	Student Submitted (Attempted) the Standard Entry
1	N	AVS Comment codes are 01 and 11 and AVS Final Progress Score = 0	No
2	N	If the test is required based on student's enrolled grade and AVS Final Progress Score = blank	No
3	N	The test is optional and the student submitted at least one standard entry on the test, but AVS Final Progress Score = blank for this standard entry	No
4	0	AVS Final Progress Score = 0	Yes
5	1	AVS Final Progress Score = 1	Yes
6	2	AVS Final Progress Score = 2	Yes
7	3	AVS Final Progress Score = 3	Yes
8	4	AVS Final Progress Score = 4	Yes
9	5	AVS Final Progress Score = 5	Yes

B. Student Test Participation Status

For each assessment required based on student eligibility and for each optional assessment submitted in the testing platform, a student participation status will be assigned to support analysis and reporting of student results. The participation status will be based on criteria for meeting attemptedness requirements as well as test data provided in the testing platform

1. Test Attemptedness

a. A student who has at least one progress score of 0,1,2,3,4, or 5 for a standard entry for a test is considered to "Meet Test Attemptedness" (M) (where student doesn't have comment code 1 and 11 for the standard entry)

b. A student who did not submit any standard entries is considered "Not Tested" (N)

2. The table below summarizes the participation status assignment rules.

TEST PARTICIPATION STATUS SUMMARY

Test Attemptedness Rule	Participation Status	Included in Aggregations
M	Tested	Yes
N	Not Tested Unspecified	Yes

IV. School Type

Every student is assigned a school type based on the school provided by the testing platform and school organization data provided by the DOE. The table below summarizes the school type analysis and reporting impact.

SCHOOL TYPE: ASSIGNMENT AND IMPACT

School TypeID	School SubTypeID	School Type Description	Analysis Abbreviation	Impact on Analysis and Reporting
1	1	Public	PUB	No Impact
1	11	Charter	CHA	No Impact
1	14	Vocational-Tech Program	VOC	No Impact
1	15	Special Education Program	SEP	No Impact

School TypeID	School SubTypeID	School Type Description	Analysis Abbreviation	Impact on Analysis and Reporting
1	17	Alternative Program	ALT	No Impact
1	18	Other	OTH	No Impact
1	24	Adult	ADT	No Impact
1	26	Correctional	COR	No Impact
1	27	Hospital Home bound (District Responsible)	HOM	No Impact
3	3	Private	PRI	Students identified as Tested at private schools receive a student report only. Students are excluded from all other reports and data file deliverables, except State Student Results data file deliverable. Students are excluded from all aggregations (school, district, and state level).

V. Aggregate Data Calculations (School, District, State)

A. Aggregation School: Student's District Code concatenated with School Code identifies School

B. Aggregation District: Student's District Code identifies District

C. Aggregation State: All students in the FSAA Datafolio assessment data is identified as "FL" for the State aggregations

D. Number of Students Assessed: Number of Students with a Tested participation status meeting school type inclusion rules.

E. Number of Students Not Assessed: Number of Students with a participation status of Not Tested meeting school type inclusion rules.

VI. Aggregate Data Suppression Rules

A. Do not suppress number of students assessed and number of students not assessed

VII. Report Deliverables Decision Rules

A. General Information

1. Format Data

a. Test Subject

FORMAT TEST SUBJECT

Report Subject Order	Test Subject Label	Assessment
1	ENGLISH LANGUAGE ARTS	Grades 03-10 ELA
2	MATHEMATICS	Grades 03-08 Math
3	SCIENCE	Grades 05 & 08 Science
1	ACCESS ALGEBRA 1	High School Algebra 1 EOC
1	ACCESS BIOLOGY 1	High School Biology 1 EOC
1	ACCESS GEOMETRY	High School Geometry EOC
1	ACCESS CIVICS	Grades 06-12 Civics EOC
1	ACCESS US HISTORY	High School US History EOC

b. Student Name

i Format student name so it is prints upper case
ii Print [Last name], [First Name]

c. Enrolled Grade

i Sort order: If a report PDF file contains results for more than one enrolled grade, then order the grade results as identified in the Format Grade table in this document

ii Always print enrolled grade with leading 0's when grade is less than 10

d. Enrolled District: [district code]-District Name

e. Enrolled School: [school code]-School Name

B. Student Report Specific Rules

1. Grade 03-08 ELA, Math, and Science will be included in one single page report with a cover letter on front and all three content area test results on the back page.

a. A student receives a Grade 03-08 ELA, Math, and Science report if at least one content area participation status is "Tested"

b. For tests where the participation status is not tested, print "*" for the Progress Score with the footnote "Student score not available; if you have any questions, please contact your student's teacher."

2. EOC test content areas and Grades 09 & 10 ELA will receive a single page report with a cover letter on front and course test results report on the back.

a. A student receives a student report for the assessments where participation status is "Tested".

3. Datafolio Results

a. Header

Grade	Subject	Report Page Header
03-08	ELA, Math, Science	Your Student's Performance on the Grade *X* Datafolio Assessment
09,10	ELA	Your Student's Performance on the Grade *X* English Language Arts Datafolio Assessment
09-12	Algebra 1	Your Student's Performance on the Algebra 1 End of Course Datafolio Assessment
09-12	Biology 1	Your Student's Performance on the Biology 1 End of Course Datafolio Assessment
09-12	Geometry	Your Student's Performance on the Geometry End of Course Datafolio Assessment
06-12	Civics	Your Student's Performance on the Civics End of Course Datafolio Assessment
09-12	US History	Your Student's Performance on the US History End of Course Datafolio Assessment

b. Reporting Category

i Print the text based on the text design, regardless if the student has a progress score

c. Access Point Standard

i Print the text based on the text design, regardless if the student has a progress score

d. Activity Choices

i Print the text based on the text design, regardless if the student has a progress score

e. Progress Score

i If participation status is “Not Tested” , then print “*”

ii If standard entry was submitted, then print earned progress score 0,1,2,3,4, or 5

iii If standard entry was not submitted, then print “Not Submitted”

4. Online Release

a. A PDF for each school and test grade level will be generated when there is at least one tested student enrolled in the school at that grade level

b. ELA, Math, and Science grades (03-08) will be grouped in one PDF for a school with science page (last page) will be blank for grades 3, 4, 6, and 7.

i FlAltDatafolio1617StudentSchool[grade]Admin[#]_ [discode||schcode].pdf

c. Civics (06-12) will be grouped in one PDF for a school

i FlAltDatafolio1617StudentSchoolCIVAdmin[#]_ [discode||schcode].pdf

d. High School grades (09, 10, 11, 12) will be included in one PDFs for a school

i FlAltDatafolio1617StudentSchoolHSAdmin[#]_ [discode||schcode].pdf

e. Students will be sorted in the PDF by Enrolled Grade, Last Name, First Name, Student ID

C. School Report Specific Rules: Roster of Students

1. Test results will be included for all student tests except for private school students

a. Students with a test participation status of Tested will be listed on the roster with the same scores printed on the student report

b. Students with a test participation status other than Tested will be listed on the roster with the participation status code. Student score section will be blank.

2. Online Release

a. A PDF for each school will be generated when there is at least one student enrolled in the school with a test participation status assigned

b. Student data will be listed on the roster by Test, Enrolled Grade, Last Name, First Name, Student ID. Each Test will start on its own page.

VIII. Data Deliverables Decision Rules

A. State Student Test Results

1. Layout: FLAlt1617DatafolioStudentTestResultsLayout.xls

2. File Name: FLAlt1617DatafolioStudentTestResults.csv

3. File Type: CSV

4. First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5. Students will be sorted by district code, school code, enrolled grade, tested grade, tested subject, last name, first name, student id

6. Remove commas from variable values.

7. Included Students/Tests: All student tests are included, regardless of assigned participation status or school type.

B. District Student Test Results

1. Layout: FLAlt1617DatafolioStudentTestResultsLayout.xls

2. File Name: FLAlt1617DatafolioStudentTestResults[district code].csv

3. File Type: CSV

4. First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5. Students will be sorted by school code, enrolled grade, tested grade, tested subject, last name, first name, student id

6. Remove commas from variable values.

7. Included Students/Tests: All student tests are included for students enrolled in the district, except private school students.

C. District Assessed Summary

1. Layout: FLAlt1617DatafolioAssessedSummaryLayout.xls

2. File Name: FLAlt1617DatafolioAssessedSummary[district code].csv

3. File Type: CSV

4. First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5. Remove commas from variable values.

6. Schools will be listed for an assessment if at least one student enrolled to the school is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.

7. Private school students are excluded.

8. District data will be included (only the district receiving the data file)

9. School data will be listed in Alpha order by school name, test grade, test subject

D. State Assessed Summary

1. Layout: FLAlt1617DatafolioAssessedSummaryLayout.xls

2. File Name: FLAlt1617DatafolioAssessedSummary.csv

3. File Type: CSV

4. First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5. Remove commas from variable values.

6. Districts will be listed for an assessment if at least one student enrolled to the District is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.

7. Schools will be listed for an assessment if at least one student enrolled to the school is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.

8. District data will be listed in Alpha order by District name, SchoolName, test grade, test subject

APPENDIX H—SCORE COMBINATION DISTRIBUTIONS

Table H-1. 2016–17 FSAA-Datafolio: Score Combination Distributions by Content Area

Content Area	Total N	Entry Score			Count	Percent
		1	*2*	*3*		
ELA	458	5	5	5	10	2.18
		5	5	4	1	0.22
		5	5	3	3	0.66
		5	4	3	2	0.44
		5	3	3	6	1.31
		4	3	3	3	0.66
		3	3	3	8	1.75
		5	5	2	1	0.22
		5	4	2	3	0.66
		4	4	2	1	0.22
		5	3	2	4	0.87
		4	3	2	2	0.44
		3	3	2	5	1.09
		5	2	2	1	0.22
		4	2	2	3	0.66
		3	2	2	6	1.31
		2	2	2	7	1.53
		5	3	1	1	0.22
		3	3	1	6	1.31
		5	2	1	2	0.44
		4	2	1	2	0.44
		3	2	1	8	1.75
		2	2	1	9	1.97
		3	1	1	3	0.66
		2	1	1	8	1.75
		1	1	1	17	3.71
		5	5	0	4	0.87
		5	4	0	4	0.87
		4	4	0	1	0.22
		5	3	0	10	2.18
		4	3	0	3	0.66
		3	3	0	6	1.31
		5	2	0	3	0.66
		4	2	0	4	0.87
		3	2	0	10	2.18
		2	2	0	12	2.62
		5	1	0	4	0.87
		3	1	0	9	1.97
		2	1	0	12	2.62
		1	1	0	30	6.55
		5	0	0	5	1.09
		4	0	0	3	0.66
		3	0	0	20	4.37
		2	0	0	24	5.24
		1	0	0	49	10.70
		0	0	0	123	26.86

continued

Content Area	Total N	Entry Score			Count	Percent
		1	*2*	*3*		
Mathematics	363	5	5	5	8	2.20
		5	5	4	4	1.10
		5	4	4	3	0.83
		4	4	4	1	0.28
		5	5	3	6	1.65
		5	4	3	1	0.28
		5	3	3	5	1.38
		4	3	3	1	0.28
		3	3	3	7	1.93
		5	5	2	2	0.55
		5	4	2	1	0.28
		4	4	2	4	1.10
		5	3	2	3	0.83
		3	3	2	2	0.55
		3	2	2	4	1.10
		2	2	2	6	1.65
		5	5	1	2	0.55
		5	4	1	1	0.28
		5	3	1	2	0.55
		3	3	1	3	0.83
		5	2	1	3	0.83
		4	2	1	2	0.55
		3	2	1	1	0.28
		2	2	1	11	3.03
		5	1	1	1	0.28
		3	1	1	3	0.83
		2	1	1	8	2.20
		1	1	1	26	7.16
		5	5	0	4	1.10
		5	3	0	5	1.38
		3	3	0	9	2.48
		5	2	0	2	0.55
		4	2	0	3	0.83
		3	2	0	11	3.03
		2	2	0	8	2.20
		5	1	0	2	0.55
		3	1	0	6	1.65
		2	1	0	11	3.03
		1	1	0	30	8.26
		5	0	0	7	1.93
		3	0	0	16	4.41
		2	0	0	11	3.03
		1	0	0	26	7.16
		0	0	0	91	25.07
Science	122	5	5	5	1	0.82
		4	4	4	1	0.82
		5	5	3	1	0.82
		5	4	3	3	2.46

continued

Content Area	Total N	Entry Score			Count	Percent
		1	*2*	*3*		
Science	122	5	3	3	3	2.46
		3	3	3	3	2.46
		4	3	2	1	0.82
		3	3	2	1	0.82
		5	2	2	1	0.82
		2	2	2	5	4.10
		5	5	1	1	0.82
		5	4	1	1	0.82
		3	3	1	1	0.82
		5	2	1	2	1.64
		2	2	1	4	3.28
		3	1	1	2	1.64
		2	1	1	4	3.28
		1	1	1	6	4.92
		5	5	0	4	3.28
		5	4	0	2	1.64
		5	3	0	2	1.64
		3	3	0	4	3.28
		5	2	0	1	0.82
		3	2	0	1	0.82
		2	2	0	1	0.82
		5	1	0	1	0.82
		3	1	0	2	1.64
		2	1	0	4	3.28
		1	1	0	6	4.92
		4	0	0	2	1.64
		3	0	0	5	4.10
		2	0	0	1	0.82
		1	0	0	13	10.66
		0	0	0	32	26.23
Algebra 1	36	5	3	3	2	5.56
		3	3	2	1	2.78
		5	2	2	1	2.78
		3	2	2	1	2.78
		2	2	2	1	2.78
		2	2	1	1	2.78
		2	1	1	1	2.78
		1	1	1	5	13.89
		5	5	0	2	5.56
		4	4	0	1	2.78
		5	3	0	1	2.78
		3	3	0	1	2.78
		2	2	0	1	2.78
		5	1	0	1	2.78
		2	1	0	1	2.78
		1	1	0	4	11.11
		5	0	0	2	5.56
		2	0	0	1	2.78
		1	0	0	1	2.78
		0	0	0	7	19.44

continued

Content Area	Total N	Entry Score			Count	Percent
		1	*2*	*3*		
Biology	46	5	5	5	1	2.17
		5	5	4	2	4.35
		5	4	4	1	2.17
		5	5	2	1	2.17
		4	4	2	1	2.17
		3	2	2	1	2.17
		5	5	1	1	2.17
		3	3	1	2	4.35
		5	2	1	2	4.35
		2	2	1	2	4.35
		3	1	1	1	2.17
		2	1	1	1	2.17
		1	1	1	8	17.39
		5	5	0	2	4.35
		4	3	0	1	2.17
		3	3	0	1	2.17
		5	2	0	1	2.17
		4	2	0	1	2.17
		3	1	0	1	2.17
		2	1	0	1	2.17
		1	1	0	1	2.17
		5	0	0	1	2.17
		3	0	0	2	4.35
		1	0	0	2	4.35
		0	0	0	8	17.39
Geometry	15	5	3	2	1	6.67
		3	3	2	1	6.67
		3	2	1	1	6.67
		2	1	1	2	13.33
		3	1	0	1	6.67
		1	1	0	1	6.67
		3	0	0	1	6.67
		0	0	0	7	46.67
Civics	47	5	5	5	1	2.13
		5	4	4	1	2.13
		5	5	3	2	4.26
		5	3	3	1	2.13
		5	4	2	1	2.13
		3	3	2	1	2.13
		2	2	2	1	2.13
		5	3	1	1	2.13
		4	3	1	1	2.13
		3	3	1	2	4.26
		2	2	1	2	4.26
		3	1	1	2	4.26
		2	1	1	3	6.38
		1	1	1	3	6.38
		5	3	0	1	2.13

continued

Content Area	Total N	Entry Score			Count	Percent
		1	*2*	*3*		
Civics	47	4	2	0	2	4.26
		2	2	0	1	2.13
		3	1	0	1	2.13
		1	1	0	3	6.38
		5	0	0	2	4.26
		3	0	0	2	4.26
		1	0	0	1	2.13
		0	0	0	12	25.53
U.S. History	57	5	5	5	1	1.75
		5	5	3	1	1.75
		3	3	3	1	1.75
		3	3	2	1	1.75
		5	2	2	1	1.75
		2	2	2	3	5.26
		5	5	1	1	1.75
		2	1	1	2	3.51
		1	1	1	6	10.53
		5	5	0	2	3.51
		5	3	0	1	1.75
		4	3	0	1	1.75
		3	3	0	1	1.75
		3	2	0	1	1.75
		2	2	0	2	3.51
		5	1	0	1	1.75
		3	1	0	1	1.75
		2	1	0	1	1.75
		1	1	0	5	8.77
		3	0	0	2	3.51
		1	0	0	5	8.77
		0	0	0	17	29.82

APPENDIX I—SUMMARY INTERRATER CONSISTENCY STATISTICS

Table I-1. 2016–17 FSAA-Datafolio: Summary Interrater Consistency Statistics—Item Level with Level 0 Included

Subject	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	1	6	459	60.13	19.61	59.48	0.63
	2	6	444	63.74	18.02	59.23	0.62
	3	6	442	64.03	18.55	56.11	0.64
Mathematics	1	6	356	66.85	15.45	53.37	0.62
	2	6	347	66.28	15.56	53.60	0.65
	3	6	352	63.07	17.05	55.11	0.66
Science	1	6	116	61.21	23.28	62.93	0.61
	2	6	118	70.34	14.41	56.78	0.78
	3	6	120	74.17	14.17	52.50	0.85
Algebra 1	1	6	38	60.53	15.79	52.63	0.60
	2	6	36	61.11	19.44	52.78	0.46
	3	6	36	52.78	22.22	55.56	0.30
Biology	1	6	48	58.33	22.92	54.17	0.69
	2	6	48	77.08	14.58	43.75	0.84
	3	6	47	68.09	23.40	53.19	0.89
Geometry	1	6	15	53.33	20.00	73.33	0.49
	2	6	14	71.43	21.43	57.14	0.62
	3	6	14	71.43	14.29	57.14	0.35
Civics	1	6	48	50.00	27.08	60.42	0.64
	2	6	47	68.09	14.89	48.94	0.64
	3	6	48	66.67	14.58	45.83	0.67
U.S. History	1	6	58	65.52	13.79	60.34	0.60
	2	6	59	71.19	11.86	55.93	0.75
	3	6	58	56.90	18.97	72.41	0.49

Table I-2. 2016–17 FSAA-Datafolio: Summary Interrater Consistency Statistics—Item Level Without Level 0 Included

Subject	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	1	6	349	53.01	22.92	63.32	0.57
	2	6	334	57.19	20.96	62.28	0.58
	3	6	332	56.33	22.89	59.94	0.57
Mathematics	1	6	281	62.28	17.08	54.80	0.56
	2	6	272	59.93	18.38	55.88	0.59
	3	6	277	58.12	19.49	55.96	0.62
Science	1	6	87	50.57	28.74	68.97	0.50
	2	6	89	64.04	17.98	59.55	0.72
	3	6	91	68.13	17.58	54.95	0.82
Algebra 1	1	6	31	51.61	19.35	58.06	0.55
	2	6	29	58.62	17.24	55.17	0.34
	3	6	29	44.83	24.14	62.07	0.13
Biology	1	6	39	51.28	28.21	53.85	0.60
	2	6	39	71.79	17.95	43.59	0.81
	3	6	38	60.53	28.95	52.63	0.86
Geometry	1	6	9	22.22	33.33	77.78	0.17
	2	6	8	50.00	37.50	62.50	0.35
	3	6	8	50.00	25.00	62.50	0.00
Civics	1	6	36	38.89	33.33	66.67	0.58
	2	6	35	60.00	20.00	54.29	0.51
	3	6	36	61.11	16.67	50.00	0.63
U.S. History	1	6	40	62.50	17.50	62.50	0.60
	2	6	41	60.98	14.63	58.54	0.63
	3	6	40	42.50	25.00	80.00	0.39