Florida Standards Alternate Assessment

DATAFOLIO

Technical Report
2017–2018

Prepared by Measured Progress for the
Florida Department of Education

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SECTION I OVERVIEW AND BACKGROUND

CHAPTER 1 OVERVIEW OF THE FLORIDA STANDARDS ALTERNATE ASSESSMENT

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities 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, the Florida Department of Education (FDOE) has developed the Florida Standards Alternate Assessment (FSAA) program.

The FSAA program is fully aligned with Florida alternate achievement level 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.

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 fall 2016. 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). A small number of students with the most significant cognitive disabilities, who typically do not have a formal mode of communication and are working at pre-academic levels, will be assessed through the FSAA—Datafolio as it is the most appropriate assessment of their KSAs. These two avenues of assessment make up the FSAA program.

Determining the appropriate curriculum and, subsequently, the exact method of a student's participation in the statewide assessment system is an *individual educational 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 with the FSAA, the team also decides whether the student should participate in the FSAA—PT or the FSAA—Datafolio.

Students with the most significant cognitive disabilities who are enrolled in access courses and are instructed on Access Pointes participate in the FSAA program via one of the two assessments outlined below.

1. FSAA—Performance Task

The FSAA—PT is a performance-based assessment aligned with the Florida Standards Access Points (FS-APs) for English language arts (ELA) and mathematics, and with the Next Generation Sunshine State Standards Access Points (NGSSS-APs) 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 the most significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. This design consists of item sets built with three 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 intent is to ensure that students are working on academic skills that will prepare them to move on to the Performance Task assessment as appropriate. Student progress is shown through reduced *levels of assistance* (LOAs) and through increased accuracy. For students being assessed through the FSAA—Datafolio, teachers submit student work samples across three collection periods throughout the school year. Using predefined *activity choices* (ACs), teachers develop typical classroom activities/tasks that are aligned with *essential understandings* (EUs) and Access Point standards. EUs are supports that unpack the Access Points to assist in the teaching and learning of the standards. Student evidence from all three collection periods is submitted by the teacher via an online system and independently scored to determine the student's progress toward content access within each content area assessed.

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 intent of this legislation was to ensure higher levels of achievement for all students and greater accountability for schools. In 1996, the State Board of Education adopted the Sunshine State Standards, and the Florida Legislature authorized the Florida Comprehensive Assessment Test (FCAT). 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 the rigor of standards and accountability for students, schools, and educators. The assessment system included reading and mathematics in grades 3–10; 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 was established 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 3–11.

In 2005, Florida began the process of revising the Sunshine State Standards. As part of this revision, Access Points for students with the most 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 (FDOE, 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 Educational 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, Florida entered into a contractual agreement with Measured Progress in 2007 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 with previous standards with a new statewide assessment aligned with the newly adopted Access Points. The Access Points Advisory Committee on Instruction and Alternate Assessment, representing the perspectives of parents/guardians, teachers, and administrators, was created to provide input on the development of the new performance-based assessment: 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-APs were then developed to target the content of the Florida Standards at a less complex level for students with the most 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. FDOE began early conceptual work around the FSAA—Datafolio in 2013–14 and implementation of the trial administration coincided with the rebranding of the Florida Standards Alternate Assessment—Performance Task in 2015–16.

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, which was a performance-based assessment, 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 instead 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 (the lowest achievement level) on the assessment. Stakeholders strongly insisted that the performance-based 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. As a result of this vocal and consistent advocacy by stakeholders, FDOE sought guidance and expertise from stakeholders on how best to address this need, which resulted in the development of an additional avenue of assessment tailored to the specific needs of this special subset of students. The FSAA—Datafolio was intended to be a part of the FSAA program while allowing students within this subset the opportunity 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. The text that follows the table discusses each phase of the development process.

FSAA—Datafolio Development Table

Assessment Year	*Event*
2013–14 FSAA—Datafolio Origination	*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 portfolio assessment.
2014–15 FSAA—Datafolio Development	Access Points Advisory Committee on Instruction and Alternate Assessment Meeting • The initial FSAA—Datafolio design was presented by Measured Progress to the committee. • A letter was presented by committee members recommending to FDOE the FSAA—Datafolio be implemented as a trial administration. • FDOE approved the recommendation of a trial administration.
2015–16 FSAA—Datafolio Trial Administration	• The FSAA—Datafolio trial administration was conducted. • Stakeholder feedback was gathered to inform 2016–2017 design changes.
2016–17 FSAA—Datafolio Developments	• 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 FDOE shared with the TAC concerns regarding the appropriateness of the FAA with respect to a subset of the students with the most significant cognitive disabilities who were eligible to take the alternate assessment. These concerns had been

voiced for some time by districts, schools, and educators, and centered around the ability to measure mastery of the standards for students whose communication methods were unknown or at the pre-symbolic level.

TAC, in consultation with FDOE staff and an alternate assessment contractor, outlined a process to conduct research for a component of the alternate assessment that would be sensitive enough to measure student growth toward 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 TAC and FDOE 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 not only a literature review but also a process of interviewing and observing teachers of students with the most significant cognitive disabilities who do not have a formal mode of communication. This second part of the study would help Measured Progress and FDOE gain a better understanding of instructional practices utilized in Florida and defined by research for this subset of students. The purpose of the study was to aid in the development of an assessment that would gather the most meaningful information about the progress being made by these students.

Measured Progress completed the first part of the study by reviewing three years of FAA data and identifying students with three consecutive years of assessment scores in the lowest achievement level. Once this subset of students was identified, the Learner Characteristics Inventory data for each of these students were studied. This information provided an overall set of characteristics and an estimation of the number of students in this population. The communication abilities/characteristics for most of this subset of students included the following four descriptors:

- communicates through cries and facial expressions
- shows either no response to sensory input or an alert to sensory input
- responds to human inputs, but does not initiate
- shows no observable awareness of print or numbers

Based on the findings of this initial research, it was estimated that about 850 students exhibited the set of communication abilities/characteristics and would be appropriate for a different mode of assessment.

The second part of the study was not completed because FDOE 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 portfolio 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 FDOE, designed the portfolio component, subsequently named the FSAA—Datafolio. The design of the FSAA—Datafolio required a series of decisions to be made, ranging 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. The participation criteria developed by FDOE was informed by the data on the communication abilities/characteristics identified for this subset of students from the Learner Characteristics Inventory. The data came from the initial research conducted by Measured Progress as described previously.

An Access Points Advisory Committee on Instruction and Alternate Assessment was held in Tallahassee on June 8–9, 2015, see Apendix A, Table A-1 for a list of the members. At this meeting, Measured Progress and FDOE presented initial design considerations and implementation decisions for feedback. Committee members unanimously embraced the concept of the FSAA—Datafolio assessment for the very small subset of students in Florida with the most significant cognitive disabilities, who do not have a formal mode of communication. agreeing that a portfolio-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 FDOE 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 from stakeholders and refinement prior to the FSAA—Datafolio becoming operational.

Concerns expressed in the 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. Other potential benefits of implementing a pilot administration included having additional time to communicate with 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).

In consideration of the potential benefits and in light of the expressed concerns, FDOE decided 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. Regional 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 in the use of the Assessment View System (AVS), an electronic submission and repository for uploading student evidence. A series of video training modules was produced to provide additional support and training for the field. The series was comprised of six modules for teachers and three modules for Alternate Assessment Coordinators (AACs) on how to use the AVS. Additionally, another three modules were produced for teachers and AACs covering administration procedures. Individual 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 FDOE: 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. 2017–18 FSAA—Datafolio: Feedback Survey Results (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 specific comments related to each of these three topics. Most participants felt the FSAA—Datafolio was appropriate for their students as it was tailored to their students' many needs. Those who gave appropriateness an "unfavorable" rating commented that their complaint was that the EUs themselves were still too high for their students or that the EUs were not accessible due to the physical limitations of their students. 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. In response to these comments, areas where more training and information were needed were identified and incorporated during the development of administration guidelines and training materials for the 2016–17 FSAA—Datafolio.

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 FDOE. 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. In response to these comments, recommended revisions to the test design, test

blueprints, and activity choice documentation 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. The compiled questions related to participation guidelines, IEP documentation, specific student situations, complexity of activity choices, documenting levels of assistance (LOAs) and LOA goals, and use of the AVS.

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 to 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. 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 FDOE. Overall, participants' questions were answered, and some participants shared strategies with peers. Participants were encouraged to reach out to the FSAA 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. In response to this feedback, a segment was specifically added to the FSAA—Datafolio teacher training provided for the 2016–17 administration 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 FDOE. 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 FDOE prior to the start of scoring.

Scoring occurred in May 2016 in Dover, New Hampshire. 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 scoring procedures, rubrics, and 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 LOA, double-check signatures and data collected for completeness, make sure opportunities can be replicated). As 2015–16 was a trial administration, *individual student reports* (ISRs) 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

In response to feedback from teachers who participated in the 2015–16 trial administration, the following 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.
- A new level of user (School Level Coordinator) was added as part of the AVS, and data entry requirements were streamlined within the AVS.
- The LOA goal-setting and implementations procedures were updated.
- More clarity was provided in the administration materials and administration trainings

The most significant change was the decrease in the number of assessed standards per grade-level content area/course from the initial design of five standards to three standards. This decision was based 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 FDOE 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. FDOE conducted an internal review using its content specialists and provided feedback and edits to the original recommendations. The key question FDOE sought to answer was, "What are the three most important standards, academically and instructionally, that should be addressed in the assessment?" Measured Progress worked with FDOE to finalize the three selected standards for each grade. Additionally, two *end-of-course* (EOC) assessments, 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 assessments 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 panelists consisted of general education teachers from a variety of content areas and exceptional student education (ESE) teachers. A list of the stakeholders can be found in Appendix A, Tables A-2 through A-5.They agreed with the standards identified by FDOE and recommended minor clarifications of the activity choices. Recommended edits included simplifying language and focusing on the expectations being assessed within an activity choice. The activity

choices were then updated based on panelist feedback and approved by FDOE for incorporation into the *2016–17 FSAA—Datafolio Teacher Resource Guide*.

The FSAA—Datafolio Participation Checklist was updated based on stakeholder (Access Points Advisory Committee on Instruction and Alternate Assessment, TAC (Appendix A, Table A-8), 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 the most 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 for use for the 2016–17 administration.

Additionally, for the 2016–17 administration 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 in Tampaon July 25 through 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 FDOE); and Session 3: Using the AVS. Additional asynchronous online 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.

Additionally, a subcommittee consisting of selected members of the Access Points Advisory Committee on Instruction and Alternate Assessment and teachers who had administered the FSAA—Datafolio was formed in late fall 2016. The FSAA—Datafolio Advisory Subcommittee met in Tallahassee on December 9, 2016, and provided feedback and recommendations related to teacher training, participation guidelines, and enhancements to the AVS. Members from the subcommittee (see Appendix A, Table A-6) also participated in rangefinding activities and reviewed the proposed *achievement level descriptions* (ALDs) for the FSAA—Datafolio prior to standard setting.

Rangefinding was held in Dover, New Hampshire, on April 12 and 13, 2017. Participants were five members from the FSAA—Datafolio Advisory Subcommittee, two FDOE staff members, and two program

management team members from Measured Progress (see Appendix A, Table A-7). 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 FDOE. During the rangefinding process, participants reviewed actual 2016–17 student evidence 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 FDOE prior to the start of scoring.

Scoring occurred in Dover, New Hampshire, in May 2017. A total of 24 scorers and 7 table leaders were trained and qualified for scoring. A total of 602 student FSAA—Datafolios were scored. Feedback was collected from scorers and table leaders regarding scoring procedures, rubrics, and 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 2017–18 administration training materials to help clarify and provide more information to teachers about the FSAA—Datafolio (e.g., use only one LOA, double-check signatures and data collected for completeness, make sure opportunities can be replicated).

FSAA—Datafolio Developments in 2017–18

Enhancements were made to the *2017–18 FSAA—Datafolio Teacher Resource Guide* based on feedback received from the following:

- the annual administration survey
- the post-training feedback survey in July
- a summary of the most frequent inquiries to the FSAA Service Center
- the most common errors noted during Datafolio scoring

These changes included providing clarification on goal-setting criteria, the addition of an LOA Goal Setting Worksheet, along with AAC and teacher checklists and templates for student and teacher data entry. Additionally, the length of the administration window was increased to provide more time between collection periods. The FSAA—Datafolio Participation Checklist and the *Assessment Planning Resource Guide for IEP Teams* was updated based on stakeholder (FSAA—Datafolio Advisory Subcommittee and participants in the 2016–17 administration) feedback. These were available for use in spring 2017 for the 2017–18 administration.

Training for the 2017–18 academic year administration of the FSAA—Datafolio was provided to 268 individuals in Tampa on July 25–28, 2017. Training consisted of five groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS (a discretionary funded project of FDOE); and Session 3: Using the AVS. Based on participant feedback from the 2016–17

training sessions, Session 3: Using the AVS was modified from a whole group activity to a series of self-paced video modules with interactive activities and facilitator support. A second training event consisting of three groups of participants in three half-day sessions was scheduled September 6–8, 2017, in Tampa. This training was cancelled due to the impact of Hurricane Irma to the state of Florida. As a result of this cancellation, four sessions of question and answer webinars were conducted. Sessions 1 and 2 occurred on Wednesday, October 11, 2017, and Sessions 3 and 4 occurred on Wednesday, October 18, 2017. Participants were presented with information related to FSAA—Datafolio administration and were given the opportunity to have questions answered by specialists. Revised asynchronous online video trainings were provided via 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 FDOE is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to be college- and career-ready, lead fulfilling and productive lives, and contribute to society. The core beliefs of FDOE 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. TAC met to provide guidance to FDOE 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. TAC provided feedback on the proposed research regarding the expected number of students who would be eligible to participate in the FSAA—Datafolio. Subsequent TAC meetings focused on technical characteristics related to the administration of the FSAA—Datafolio.

The Access Points Advisory Committee on Instruction and Alternate Assessment, comprised of 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.

A subcommittee consisting of members of the Access Points Advisory Committee on Instruction and Alternate Assessment 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. It was named the FSAA—Datafolio Advisory Subcommittee. Feedback provided by this subcommittee included recommendations related to teacher training, the participation guidelines, and enhancements to the AVS. The FSAA—Datafolio Advisory Subcommittee also participated in rangefinding activities and reviewed the proposed ALDs for the FSAA—Datafolio prior to standard setting.

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. Participants in the 2016–17 and the 2017–18 Datafolio administrations provided feedback through the annual online administration surveys. These stakeholders included teachers, who provided feedback on a teacher survey, and Alternate Assessment Coordinators (AACs), who provided feedback on an administrator survey. Individuals who attended the 2016–17 and 2017–18 Datafolio administration trainings provided feedback via post-training surveys.

Additionally, general education teachers from a variety of content areas and exceptional student education (ESE) teachers were invited to participate in Datafolio blueprint & activity choices (BAC) review meetings during June 14–15, 2016, in Orlando. Committees reviewed activity choices in each of the content areas and grade levels for accessibility and content fidelity, as well as for bias and sensitivity concerns, see Appendix A, Tables A-2 through A-5.

1.4 PURPOSES

The primary purposes of the FSAA—Datafolio are the same as those for the FSAA—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 working on pre-academic skills and typically have little to no observable communication skills, or who are working at a pre-symbolic level with a way to participate in the FSAA Program that results in meaningful data. 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 eventually assessed through the FSAA—PT. The purpose of the FSAA—Datafolio is to allow this small subset of students 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

Results from the 2017–18 FSAA—Datafolio have been 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 FDOE 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 the most significant cognitive disabilities were progressing along the continuum of LOAs toward accessing the knowledge and skills contained in the Access Points. The results can be used to assist IEP teams in developing annual goals and objectives. IEP teams are 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 are needed and in what areas.

The results can also be used to improve instructional planning. For example, a student whose performance suggests that he or she is exceeding his or her LOA goal might be ready for an LOA 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 also indicate 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 that students with disabilities have access to the general curriculum. The Every Student Succeeds Act (ESSA) 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 instructed in the general standards and assessed through administration of the general statewide standardized assessment with or without accommodations; or instructed in APs and assessed through the FSAA program, based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). IEP teams should consider the student's present level of educational performance in reference to the Next Generation Sunshine State Standards and Florida Standards. IEP teams 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 course of instruction and assessment.

Figure 1-1. 2017–18 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 be instructed in the grade level general content standards and 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 Program, 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. 2017–18 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? **—OR—**	_____	_____
2. Has the student historically received a score of 20 or less on the FAA?	_____	_____

If "no" is selected for each of the first three questions, then the IEP team should conclude that the FSAA—Performance Task is the more appropriate statewide assessment.

If "yes" is selected for any of the first three questions and "YES" is selected for question 4 (when applicable*), then the IEP team should conclude that the FSAA—Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement. 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 decision of the IEP team is that the student will participate in access courses and be assessed through the FSAA, the parents/guardians of the student must give signed consent to have their child instructed in Access Points and his or her academic achievement measured based on alternate achievement standards. This decision must be documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and FSAA Administration. The student's 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 May 5th, 2017, can be accessed online (https://info.FDOE.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf). Participation rates for the 2017–18 administration of the FSAA—Datafolio are provided 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, the FSAA measures student performance based on alternate achievement standards and is aligned with the State Standards Access Points for language arts (reading and writing), mathematics, science, and social studies. Access Points represent the essence of the State Standards with reduced levels of complexity and include content that has been prioritized and aligned with the academic grade-level content standards for the Florida general 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 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 Educational Consortium and from 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 (ESE) teachers, general education teachers, teachers of English language learners (ELLs), university instructors, and parents/guardians—to draft Access Points for three levels of complexity: Participatory, Supported, and Independent. The draft Access Points were aligned with the benchmarks for the 1996 Sunshine State Standards. In December 2005, the Access Points for language arts, and mathematics were posted for public review in an online 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 language arts with the revised benchmarks of the Sunshine State Standards. Throughout the process, teachers and university personnel with expertise in 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 language arts Sunshine State Standards. The final draft of the language arts Access Points was adopted by the State Board of Education on January 25, 2007.

In September 2006, 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 October 2006 to January 2007, a committee met to write the new standards according to the structure set by the framers. 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. Online reviewers provided 43,025 ratings of 504 draft standards and benchmarks. Of these reviewers, 1,391 interested persons completed the visitor profile. These reviewers identified themselves, in descending order of numbers of reviewers, as teachers, administrators, district staff, other interested persons, parents, and no response. Additionally, experts in mathematics and mathematics curriculum were gathered to provide an in-depth review of the drafts for comment and revision. From April 2007 to June 2007, the benchmarks were revised based on the considerable input from the committees and other reviewers. By February 2008, the State Board approved the NGSSS in English language arts, mathematics, and science.

From 2009 through 2010, Florida educators, content experts, and reviewers took on leadership roles in the development of mathematics and ELA Common Core State Standards (CCSS) for grades K–12. Throughout this time, FDOE staff met face-to-face with 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 Florida's top education leaders and bipartisan stakeholders to discuss the sustainability and transparency of the state's accountability system. Based on input from the summit, Governor Scott signed the Florida Plan for Education Accountability (Executive Order 13-276) in September 2013. At this time, three channels for public input to policymakers about the Common Core State Standards were provided. 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 posted that presented information about the proposed standards, transcripts of the public meetings, and other resources. A form was provided on the website for public input. Third, an e-mail address was created for individuals to send their comments directly to FDOE.

Based on the results of the public comment, in January 2014, FDOE recommended that changes be made to the standards that had been adopted in July 2010 At this time 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 were appropriate for Florida students with the most

significant cognitive disabilities for mathematics and ELA. As is the case with the NGSSS, these new Access Points for students with the most significant cognitive disabilities needed to fully align with the Florida Standards. In addition, access courses for students with the most significant cognitive disabilities were revised to contain these new Access Points. The new Access Points identify the most salient grade-level, core academic content for students with the most significant cognitive disabilities. It is important to note that the Access Points are not "extensions" to the standards but instead illustrate the necessary core content, knowledge, and skills that students with the most significant cognitive disabilities need at each grade to promote success in the next grade. The majority of adopted Access Points also include a series of *essential understandings* (EUs). EUs are supports that unpack the Access Points to assist in the teaching and learning of the standards. The EUs were intended to be fluid and to supplement instruction as the new standards evolved. The table below indicates the dates the access points were approved by the Florida State Board of Education (SBE).

Table 2-1. 2017–18 FSAA—PT: Access Point Approval Dates

Access Points	*SBE Approval Date*
ELA Florida Standards Access Points	June 2014
Mathematics Florida Standards Access Points	February 2016
Science Next Generation Sunshine State Standards Access Points	February 2016
Social Studies Next Generation Sunshine State Standards Access Points	May 2016

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 (ELA, mathematics and science) and EOC content areas (Access Algebra 1, Access Geometry, Access Biology 1, Access Civics, and Access U.S. History).

The standards to be assessed were chosen by FDOE 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 FSAA—Datafolio blueprints were drafted. The 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 not only be the most concrete but also represent 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. To develop activity choices, Measured Progress special education and content specialists reviewed each Access Point and recommended a specific EU for ELA and mathematics, and a Participatory Access Point for science. The focus was on selecting the most concrete EUs and Participatory Access Points. Activity choices were developed as a means of providing teachers with more specific activity-type information that aligned with an EU or Access Point so that teachers could focus on determining the opportunities (the chance to provide a response to a question or an item) that would be presented to a student. Additionally, this ensured direct alignment with the Access Point and provided concrete, single-task activities in order to provide a level of standardization for the assessment. When an EU or Access Point was concrete and concise, the activity choice was written with the same wording as the EU or Access Point. Otherwise, the specialists broke down the EU or Access Point into separate activity choices. For each of the blueprint standards, there were two or three activity choices plus an associated example.

Measured Progress collaborated with FDOE on the development of the activity choices for each content area. FDOE reviewed, edited, and approved the activity choices and examples. As outlined in Chapter 1, multiple opportunities to provide feedback on the clarity of the activity choices were given to educators who participated in the 2015–16 trial administration.

The feedback gathered regarding the trial administration revealed that the field felt that five standards per content area was too many for this population of students. As a result, along with guidance from 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 FDOE (the Bureau of Exceptional Education and Student Services and the Bureau of Standards and Instructional Support) 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, Measured Progress considered feedback on specific activity choices for ELA, mathematics, and science. The special education and content specialists provided updated ELA, mathematics, and science activity choices to FDOE 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 appropriate, changing the use of "i.e.," to "e.g.," and removing "( )" when appropriate so as not to indicate a requirement of the activity choice. In addition, in ELA any reference to text needing to be one or two grade levels below the current grade level was removed from the activity choices as this was not a requirement of the test design. Revisions to the ELA, mathematics, and science activity choices were made in preparation for the blueprint & activity choices (BAC) 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 FDOE and Measured Progress collaborated on which standards would be assessed for the new EOC assessments in Access Civics and Access U.S. History. Like the other content areas, the focus was on selecting the most concrete Participatory level Access Points. When an Access Point was not concrete and concise, the specialists broke down the Access Point into two or three activity choices, plus an associated example response for each. The FDOE reviewed, edited, and approved the draft Access Civics and Access U.S. History activity choices in preparation for the BAC review meeting.

The BAC review meeting was held June 14–15, 2016, in Orlando to receive stakeholder feedback on the selected standards and the activity choices. The review committees consisted of both general education teachers from a variety of content areas and exceptional student education (ESE) teachers. Panelists reviewed each activity choice for its alignment with the corresponding EU, alignment of the activity choice with the Access Point, clarity and consistency of language, alignment of the example with 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 revisions to 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. No changes were made to the blueprints or activity choices for the 2017–18 administration.

2.2 Alignment and Linkages

FDOE 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 FDOE'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 FDOE.

In January 2018, the FDOE 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 FDOE's TAC to ensure that the study was specifically 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 FDOE'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 with the Access Points that are required for students with the most 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 EUs 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 FDOE website.

2.3 ASSESSMENT DESIGN

In 2014, FDOE determined that there was a need to develop an assessment that was responsive and meaningful for a subset of students who were eligible to take the alternate assessment. The FSAA—Datafolio was 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 was intended to utilize already existing instructional practices and activities that were individualized by the teacher for a student. It should be 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 for a teacher to follow when gathering student evidence. The FSAA—Datafolio and the FSAA—PT are considered a continuum of assessment for the same grades and content areas, and based on the same content standards. Table 2-2 displays the grade levels, content areas, and courses assessed on the 2017–18 FSAA—Datafolio.

Table 2-2. 2017–18 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 *2017–18 Blueprint & Activity Choices Manual*, teachers built 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 assessed 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* (SE). 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 2015–16 FSAA—Datafolio trial administration, the blueprints for each grade included five standards to be assessed, typically 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 in each content area; therefore, only three reporting categories are assessed at each content area and grade level. The FDOE 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. The content assessed for all grade levels, content areas, and courses in the FSAA—Datafolio

reflects the same areas assessed by the FSAA—PT as they are considered a continuum of assessment. See Appendix C for test blueprints for all content areas.

English Language Arts

Measured Progress collaborated with special education and content specialists at FDOE to develop the assessment blueprint for ELA grades 3–10. The FSAA—Datafolio assessment blueprint (see Appendix C) is fully aligned with the FS-APs 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*
- access course descriptions for ELA (grades 3–10)
- Florida Standards
- Florida Standards: ELA Access Points with essential understandings

The ELA blueprint design consists of three reporting categories from the Florida Standards at each grade level; however, over the course of a student's school career, each of the five reporting categories from the Florida Standards will be assessed. 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.

Mathematics

Measured Progress also collaborated with special education and content specialists at the FDOE 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 with the FS-APs 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*
- Access course descriptions for mathematics (grades 3–8)
- Access Algebra 1 and Access Geometry course descriptions and EOC assessment blueprints

- Florida Standards
- Florida Standards: Mathematics Access Points with essential understandings

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.

Science

Measured Progress also collaborated with special education and content specialists at the FDOE to develop the assessment blueprints for science grades 5 and 8, and Biology 1 EOC. The FSAA—Datafolio assessment blueprint is fully aligned with the NGSSS-APs through Participatory (least complex) 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*
- Access course descriptions science (for grades 5 and 8) and Biology 1
- Next Generation Sunshine State Standards
- Next Generation Sunshine State Standards with Access Points

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.

Social Studies

Measured Progress also collaborated with special education and content specialists at the FDOE to develop the assessment blueprints for the social studies Civics and U.S. History EOCs. The FSAA—Datafolio assessment blueprint is fully aligned with the NGSSS-APs through Participatory (least complex) 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*
- Access course descriptions for Civicsand U.S. History
- Next Generation Sunshine State Standards
- Next Generation Sunshine State Standards with Access Points

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.

CHAPTER 3 ASSESSMENT DESIGN

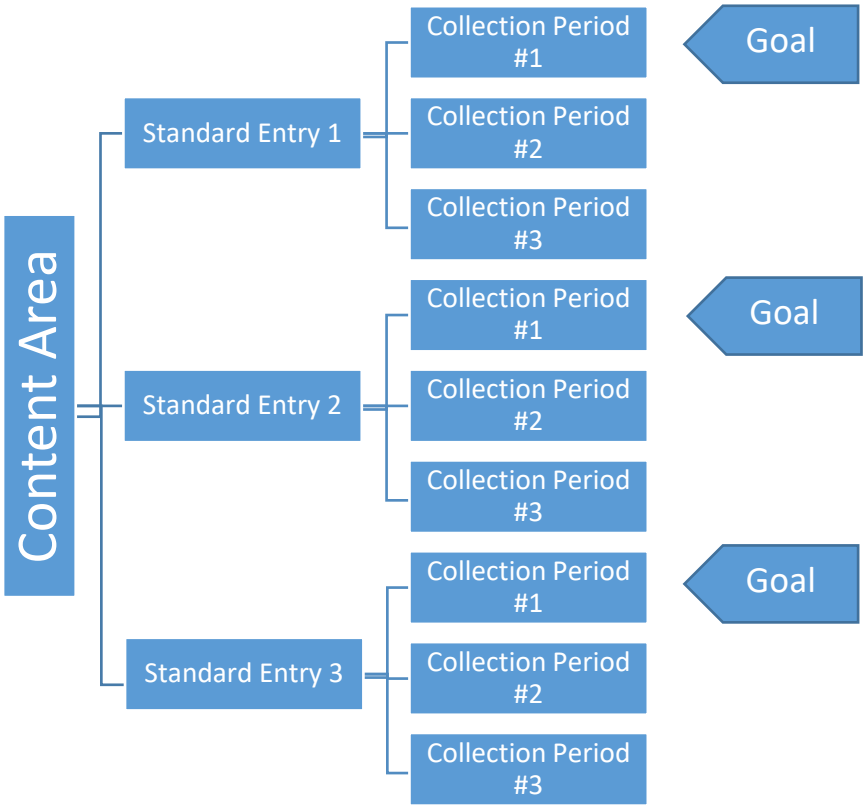
3.1 OVERVIEW

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* (LOA) 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 portfolio. See Table 2-1 for the grade levels, content areas, and courses assessed on the 2017–18 FSAA—Datafolio.

Each content area or course assessment comprises three predetermined standards/Access Points per content area. Using the *2017–18 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 an LOA 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 achieving 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. 2017–18 FSAA—Datafolio: Content Area Test Design



3.1.1 FSAA—Datafolio Test Administration Process (Steps 1–3)

The steps for constructing the FSAA—Datafolio are outlined in the *2017–18 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 1–3 consist of planning and preparation steps, and steps 4–8 are specific to assessment administration.

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

The teacher meets with the 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 prior and 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 assessment, 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 related to that standard. A single activity choice per standard must be selected. The standards and activity choices can be found in Appendix B of the *2017–18 FSAA—Datafolio Teacher Resource Guide*. This document provides the reporting category, domain or strand, the general education standard and code, the Access Point and code, the EUs 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. 2017–18 FSAA—Datafolio: Grade 3 ELA Example

Reporting Category	Domain/ Strand	Genre	**Cluster 1:** Conventions of Standard English				
Language and Editing	Language	Literature or Informational	STANDARD CODE	**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.			
			LAFS.3.L.1.2	ACCESS POINT CODE	**Access Point Standard: (CCC):** Capitalize words in holidays, product names, geographic names, and appropriate words in a title.		
				LAFS.3.L.1.AP.2a	**Essential Understandings** ➢ **Capitalize the first word in a sentence.** ➢ **Capitalize dates.** ➢ **Capitalize names of people.** ➢ **Capitalize proper nouns.**	**Activity Choices**	**Examples**
						Choice 1: Capitalize the first word in a sentence.	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
						Choice 2: Capitalize dates.	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"
						Choice 3: Capitalize proper nouns.	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

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 4–8)

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. 2017–18 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 1–3. 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 4–8.

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) for 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 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 51% 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 an accuracy score of less than 51% 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 51% 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 using 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.

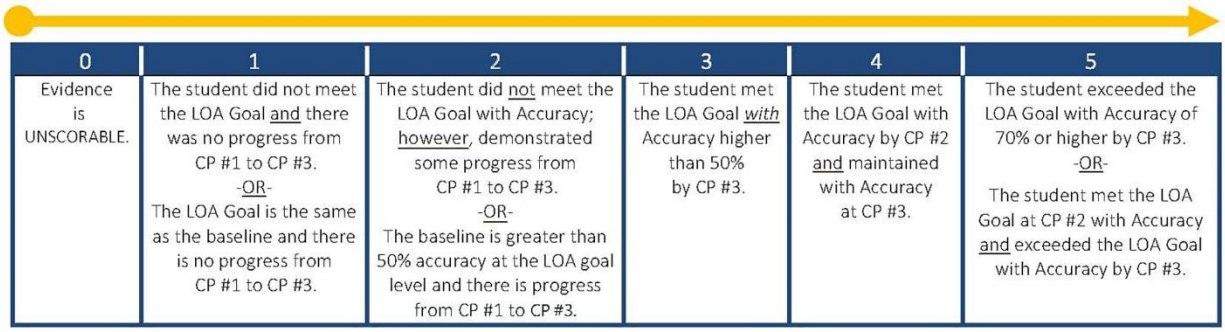
- **Ethics in Data Collection and Submission Form:** This form is required for all students with a FSAA—Datafolio for submission. The form identifies that the Datafolio evidence is appropriate for the student and was generated in the appropriate manner. The form is signed by both the teacher and the 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 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 an 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. 2017–18 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 (ESE) 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 *2017–18 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, FDOE developed a set of Achievement Level Policy Definitions to delineate the expectations of achievement 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 content area and grade level. The definitions and the descriptions were intended to (1) guide participants during the standard-setting process for the FSAA—Datafolio in July 2017, (2) provide useful information regarding the score interpretation on *individual student reports* (ISRs), and (3) assist with teacher understanding of expectations for the progression of student performance at each achievement level. FDOE, in collaboration with Measured Progress, determined that student performance should be divided into three achievement levels for the FSAA—Datafolio. This determination was based on the assessment design expectations and the overall purpose of the FSAA—Datafolio.

4.1.1 Achievement Level Policy Definitions

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by FDOE 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 FDOE provide a policy-based claim that clearly explicates the FDOE's intended takeaway message regarding a student's achievement within each performance level.

4.1.2 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* (P), *gestural assistance* (G), *verbal*

assistance (V), *model assistance* (M), or *independent* (I). 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 Access Points for science and social studies, and progress-specific detail within each achievement level. Because the FSAA—Datafolio is based on student progress toward an LOA goal, the content-specific information in each achievement level is consistent.

The development of definitions and descriptions occurred in winter 2016 through spring of 2017. Measured Progress developed the draft definitions and descriptions, which were then reviewed and edited by FDOE, then reviewed again 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 FDOE in preparation for standard setting. During 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 an understanding of the Access Points.

4.2 Promoting Alignment Through Standard Setting

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

Training for the 2017–18 academic year administration of the FSAA—Datafolio was provided to 268 individuals on July 25–28, 2017, in Tampa. Training consisted of five groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS (a discretionary funded project of the FDOE); and Session 3: Using the AVS. Based on participant feedback from the 2016–17 training sessions, Session 3: Using the AVS was modified from a whole group activity to a series of self-paced modules with interactive activities and facilitator support.

In each training session, participants were given the opportunity to provide anonymous written feedback in survey format. The feedback was consistently positive. Overall, participants appreciated the three-session format and found them to be complementary. Additionally, the hands-on, self-paced AVS training during Session 3 was consistently rated as very helpful and an improvement over the 2016–17 administration training. Participant feedback also included suggestions on how to improve the FSAA—Datafolio administration experience, including providing more examples of aligned sample standard entries.

A second training event consisting of three groups of participants in three half-day sessions took place on September 6–8, 2017, in Tampa. However, this training was cancelled due to the impact of Hurricane Irma within the state of Florida. As a result of this cancellation, four sessions of question-and-answer webinars were conducted. Sessions 1 and 2 occurred on Wednesday, October 11, 2017, and Sessions 3 and 4 occurred on Wednesday, October 18, 2017. Participants were presented with information related to FSAA—Datafolio administration and were given the opportunity to have questions answered by specialists.

Measured Progress produced a series of asynchronous online videos trainings 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 2017. 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 four administration training modules and three new tutorials were produced. Module 1 provided an overview of the *2017–18 FSAA—Datafolio,* the *2017–18 FSAA—Datafolio Teacher Resource Guide,* and the *2017–18 Blueprint & Activity Choices Manual*. Module 2 provided information on response accommodations and levels of assistance (LOAs). Modules 3 and 4 provided information on administration procedures and forms. Tutorial 1, which summarized changes made to the administration policies and procedures after the 2015–16 trial administration, was unchanged and remained available as a resource. 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. Tutorial 4 provided information on goal setting.

Four AVS training tutorials were produced for system administrators (i.e., AACs and School Level Coordinators). Tutorial 1 provided system administrators with a system overview of the AVS. Tutorial 2 instructed system administrators how to access the AVS. Tutorial 3 reviewed the AVS landing page and system administration features within the AVS. Tutorial 4 provided information on how to upload evidence to the AVS.

Seven AVS training tutorials were also produced for teachers. Tutorial 1 provided teachers with a system overview of the AVS. Tutorial 2 instructed teachers how to access the AVS. Tutorial 3 reviewed how to navigate within the AVS. Tutorial 4 provided information on how to create evidence upload files. Tutorial 5 instructed how to upload to the AVS. Tutorials 6 and 7 provided an overview of the assessment module, including how to add evidence files to the assessment module, how to enter data requirements into the AVS, required forms and completion status indicators.

Similar to 2016–17, 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 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 to small groups of teachers from a school.

5.1.1 Teacher Resource Guide

The *2017–18 FSAA—Datafolio Teacher Resource Guide* and the *2017–18 Blueprint & Activity Choices Manual* were provided to teachers who attended the face-to-face trainings in July 2017. Additionally, they were distributed to districts that had teachers registered for the second training in September 2017. These documents were also available in PDF format within the AVS and on the FSAA Portal. The *2017–18 FSAA—Datafolio Teacher Resource Guide* contained information on administration policies and procedures and the use of the AVS (separated into sections for teachers and system administrators).

Based on feedback from the field, a variety of resources were also enhanced or created to improve the administration process. This included an LOA Goal Setting Worksheet, system administrator and teacher checklists, and templates for student and teacher data entry.

5.2 Operational Test Administration

The 2017–18 FSAA—Datafolio was administered during the following dates:

- Collection Period #1: September 1–October 13, 2017
- AVS Goal Setting: October 16–October 23, 2017
- Collection Period #2: November 13–December 15, 2017
- Collection Period #3: March 12–April 6, 2018
- AVS Closed: April 13, 2018

5.2.1 Operational Test Survey Results

Two online administration surveys were conducted for the 2017–18 administration. One survey targeted teachers who administered the FSAA—Datafolio, while the other survey targeted system administrators (i.e., AACs and 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 the most 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. Information about 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 for this population of students. Most respondents—trained either through the face-to-face trainings or by using the recorded modules—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. 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 and the rangefinding feedback can be found in Appendix D.

CHAPTER 6 RANGEFINDING AND SCORING

6.1 RANGEFINDING

A rangefinding meeting took place on March 8, 2018 as an online webinar, with a follow-up meeting on March 15, 2018. Measured Progress staff in collaboration with FDOE staff facilitated the meeting and rangefinding process. Five individuals from the FSAA—Datafolio Advisory Subcommittee participated in the process. The purpose of the rangefinding process was to "test drive" the scoring procedures, practices, and qualifiers.

In preparation for rangefinding, the scoring procedures were updated by Measured Progress and reviewed by FDOE. The updates were made to further streamline the scoring procedures based on the 2016–17 scoring. In addition, rangefinding materials were prepared, such as an agenda; nondisclosure, reimbursement, and meeting feedback forms; a training presentation; and a rangefinding worksheet.

Participants were trained in the FSAA—Datafolio scoring procedures and then asked to score six qualifiers. Participants were asked to identify any challenges encountered during the scoring process and to provide feedback on the qualifier samples. At the end of rangefinding, 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 *2018–19 FSAA—Datafolio Teacher Resource Guide* and administration training. Participant feedback also included recommendations for minor updates to the scoring procedures and qualifiers.

6.2 SCORING

The 2017–18 FSAA Datafolio scoring session was held in Dover, New Hampshire. Forty-seven professionally trained scorers and six table leaders participated in the scoring sessions. Measured Progress screened, hired, and trained the scorers for FSAA—Datafolio scoring. The 41 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:

- 27% of the scorers and table leaders had prior teaching experience.
- 57% of the table leaders and scorers had previous scoring experience.
- 48% of the participants had scoring experience in alternate assessments.

- 7% of those on the project had scored the FSAA—Datafolio during previous administrations.

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 a two-night training session in Dover, New Hampshire, at Measured Progress on April 19 and 20, 2018. During the sessions, 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 with scorers. On the first day of scoring, table leaders again reviewed the table leader guidelines. Additionally, a table leader check-in occurred each scoring day.

Content and scoring training for scorers occurred prior to any scorer scoring FSAA—Datafolio entries. Scorers were provided an overview of the FSAA—Datafolio specific to the administration requirements and were then guided through each step in the scoring process via a PowerPoint presentation and the 2017–18 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 removed from the scoring project.

Scorers and table leaders were provided with the 2017–18 scoring procedures, which included the progress rubric, the *2017–18 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 form and its purpose was reviewed with the table leaders.

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 inter-

rater 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 into 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 process required scorers to check for evidence files uploaded for the collection periods, required forms, and 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 either 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 four comment codes to provide feedback at the standard entry level to the teacher who submitted the FSAA—Datafolio. There were a total of 20 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. (Chapter 9 discusses levels of agreement in detail.)

In addition to performing third reads, the table leader's role was to perform a read-behind observation of each scorer on a nightly basis to evaluate whether each scorer understood the scoring process and rules (the read-behind process is described in section 6.7.) The table leader would also scan the scores to ensure that all appropriate sections were filled in and that the standard entry was fully scored prior to a scorer 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 from 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
- Inter-rater Reliability (IRR) Scoring Reports

Read Behind Procedures

To maintain the integrity of scoring across scoring sites, table leaders were required to observe a minimum of one standard entry scoring process per night per scorer at random for read-behind. The table leader used the Read Behind Tracking Form to document the scorer, date of the 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.

Inter-rater Reliability (IRR) Scoring Reports

To determine scorer 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:

$$100 * (\text{total\_agreed} / (4 * \text{total\_scored}))$$

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 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 standard entries to scorer and table leader queues.

In addition, Measured Progress program management ensured quality in the scoring process by working very closely with FDOE and with the scorers, the table leaders, and Behavior Imaging Solutions (BIS), which was the contact for any technical issues. Given the complexity of the FSAA—Datafolio and the way it was scored, there were different ways to check the technical 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 placed into a temporary *skipped* queue. 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 24–48 hours.

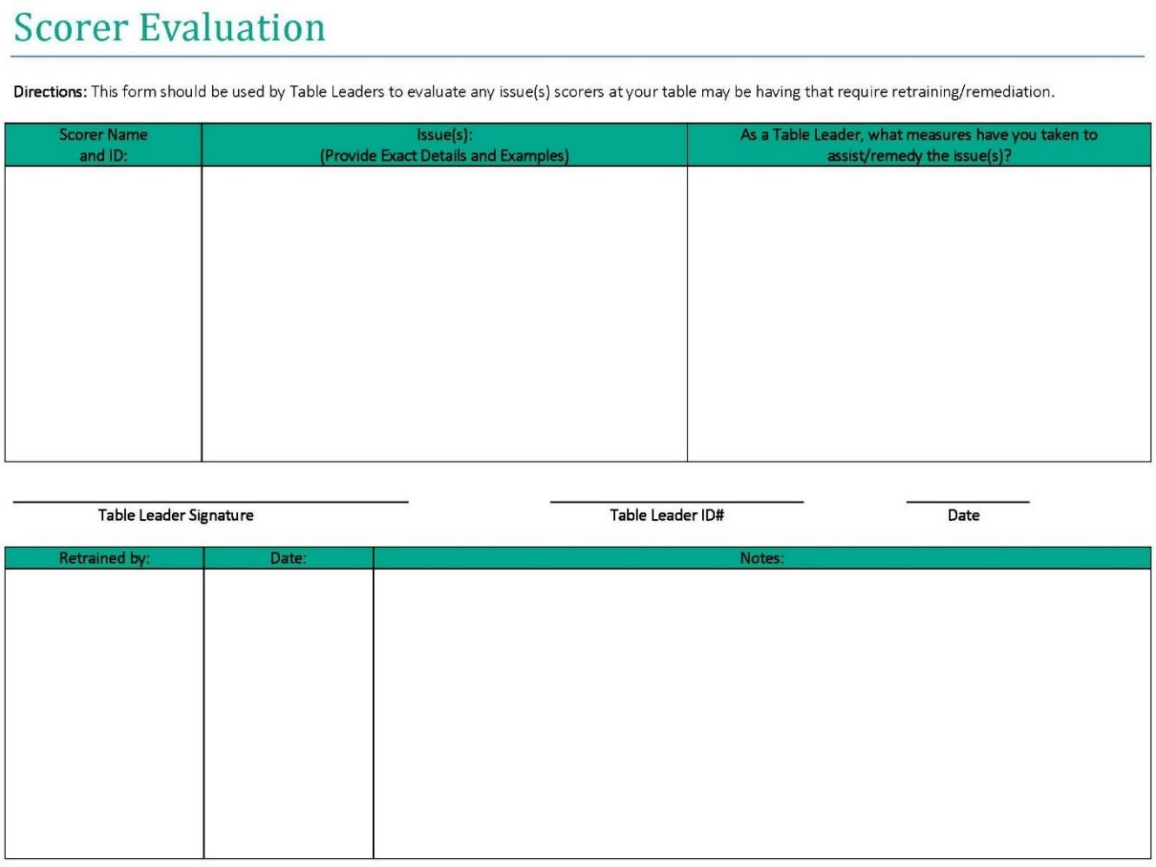
6.8 Scorer Reliability

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 that 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 note any overall trends 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 FDOE when present. During the daily debriefing, 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, document the issues in detail on the Scorer Evaluation Form (see Figure 6-1), and submit 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 ensure that the table leader's perspective was accurately captured and reflective of what was occurring with that particular scorer. Measured Progress staff would speak with that scorer individually at the beginning of the next shift to 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 an 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 had been no improvement in the individual's scoring. During the 2017–18 scoring, there were no scorers that needed this level of retraining. One scorer was dismissed due to attendance issues.

Figure 6-1. 2017–18 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. An electronic program identified any scoring discrepancies between scorer 1 and 2 and then— using the score of record— provided scorer accuracy rates based on the scoring elements of progress score and collection period alignment. All scorers were able to maintain at least the minimum requirement of 80% accuracy for the 2017–18 scoring session.

If any scorer had received less than 80% accuracy overall in the IRR, Measured Progress staff would have consulted with the scorer's table leader. Based on the IRR and table leader feedback, Measured Progress would have first instructed the table leader to address specific issues with the scorer. Upon resuming scoring, the scorer would then have a read-behind completed for the next standard entry. Table leaders would then be instructed to inform Measured Progress if there was no improvement. The IRR reports for any identified scorers would then be monitored for an increase in their inter-rater 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 had not improved in the areas where retraining occurred, or if the scorer's accuracy rate had not risen to at least 80%, the scorer would have been in jeopardy of being terminated from the project. Again, all scorers were able to maintain at least the minimum requirement of 80% accuracy for the 2017–18 scoring session.

In addition to the presence of Measured Progress program management staff for the entire scoring process, FDOE was on-site for the start and was available via phone and e-mail for the remainder of the scoring process. This partnership proved essential, enabling clarifications to be made to any aspect of the scoring process. Any clarifications were relayed to the table leaders and scorers and were documented on chart paper displayed prominently on the scoring floor. Throughout the scoring process, clarifications were provided to table leaders and scorers about scoring rules (e.g., 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 2017–18 administration. Two standard reporting products were provided to schools and parents/guardians: an *individual student report* (ISR) and a *school roster report* (SRR). 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 included in Appendix F.

The ISR was created as a full-color, 8.5" x 11" portrait-oriented report, with a front page and a back page. Students in grades 3–8 who tested in 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. The front page of the ISR contained the assessment name and student demographic information, including the student's name, State ID and 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 back page of the ISR contained the student's results for each test. In 2017–18, progress scores were reported for each reporting category, based on the approved scoring rubric. 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. For each content area, the achievement level was provided and the Achievement Level Policy Definitions were included on the report. The bottom of the results page also 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.

The SRR 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, State ID, and grade. The SRR provided 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.

There were significant changes in the appearance of the ISRs to allow for emphasis on the achievement level. The ISR was also updated to align with the Performance Task ISR. There were also changes made to the SRR to include reporting on achievement levels.

For additional information regarding each report, please refer to *Understanding the Florida Standards Alternate Assessments Reports* located at https://fsaa-training.onlinehelp.measuredprogress.org/.

7.2 Decision Rules for Reporting

To ensure that reported results for the FSAA—Datafolio assessments 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 Standards Alternate Assessment test data and in reporting content area results. These rules also guided data analysts in identifying data from 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 ELA, grades 3–8 mathematics, grades 5 and 8 science, and *end-of-course* (EOC) assessments in Algebra 1, Geometry, Biology 1, 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 FSAA—Datafolio. Each of the three content area standards is then scored to determine the student's performance.

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 performance-based assessments. Also, this standard setting focused on categorizing each individual score combination according to the 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 patterns.

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

FDOE developed a set of Achievement Level Policy Definitions for the FSAA—Datafolio to delineate the expectations of achievement for each achievement level. In collaboration with Measured Progress, FDOE 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 FSAA—Datafolio Advisory Subcommittee, consisting of members of the Access Points Advisory Committee on Instruction and Alternate Assessment and teachers who had administered the FSAA—Datafolio, 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. The Achievement Level Policy Definitions and the ALDs can be found in Appendix H.

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 2017–18 administration are included in Appendix I 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, FDOE 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. 2017–18 FSAA—Datafolio Standard Setting July 2017—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. Although Level 0 was added as a performance level for reporting purposes, students at level 0 are students for whom there are no scorable materials on any entries for a content area. Thus, the statistical results in this Technical Report are presented excluding students at level 0. 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 (number of students) as well as the counts at achievement levels are also included.

Table 8-2. 2017–18 FSAA—Datafolio: Achievement Level Distributions by Content Area and Grade

Content Area	*Grade*	*Total N*	*Achievement Level*	*Count*	*Percent*
ELA	3	55	1	9	16
			2	24	44
			3	22	40
	4	48	1	11	23
			2	16	33
			3	21	44
	5	48	1	9	19
			2	14	29
			3	25	52
	6	50	1	14	28
			2	20	40
			3	16	32
	7	54	1	7	13
			2	17	31
			3	30	56
	8	55	1	11	20
			2	24	44
			3	20	36
	9	34	1	6	18
			2	14	41
			3	14	41
	10	43	1	3	7
			2	16	37
			3	24	56
Mathematics	3	55	1	10	18
			2	20	36
			3	25	45
	4	47	1	6	13
			2	19	40
			3	22	47
	5	51	1	7	14
			2	19	37
			3	25	49
	6	50	1	8	16
			2	17	34
			3	25	50

continued

Content Area	Grade	Total N	Achievement Level	Count	Percent
Mathematics	7	52	1	8	15
			2	13	25
			3	31	60
	8	51	1	13	25
			2	23	45
			3	15	29
Science	5	53	1	12	23
			2	18	34
			3	23	43
	8	54	1	15	28
			2	16	30
			3	23	43
Algebra 1	EOC	30	1	0	0
			2	12	40
			3	18	60
Biology 1	EOC	55	1	4	7
			2	20	36
			3	31	56
Geometry	EOC	63	1	8	13
			2	26	41
			3	29	46
Civics	7	42	1	8	19
			2	15	36
			3	19	45
U.S. History	EOC	23	1	0	0
			2	16	70
			3	7	30

8.6 COMPARABILITY OF ACHIEVEMENT ACROSS YEARS

Comparability of achievement across years is maintained through the use of a rubric-based scoring process and application of the achievement level assignments of score combinations. Continuity of achievement across years is ensured through the achievement level categorizations that are used to report test results.

CHAPTER 9 INTER-RATER 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 inter-rater consistency results are summarized in Table 9-1 and provided by number of entries in Table I-1 of Appendix J. (In both cases, data from students whose responses were scored Level 0 have been excluded.) These tables are based on the final inter-rater data after the completion of scoring. Results in the summary table (9-1) 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 (when the two scorers give scores that differ by only one point), correlation between the first two sets of scores, and percentage of responses that required a third score. Agreement or discrepancy was 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. 2017–18 FSAA—Datafolio: Summary Inter-rater Consistency Statistics—Overall

Content Area	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	3	6	1180	56.69	19.58	64.83	0.58
Mathematics	3	6	930	57.85	17.96	65.70	0.61
Science	3	6	329	62.61	16.41	62.61	0.60
Algebra 1	3	6	95	62.11	11.58	66.32	0.69
Biology 1	3	6	169	67.46	11.83	55.62	0.60
Geometry	3	6	192	60.94	15.10	61.46	0.57
Civics	3	6	129	60.47	15.50	62.02	0.60
U.S. History	3	6	77	72.73	10.39	59.74	0.59

It can be seen that the exact agreements range between 57% and 73% for Table 9-1. The inter-rater reliability statistics found for the FSAA—Datafolio are consistent with other similar assessments, based on Measured Progress' extensive experience and expertise in datafolio development, administration, and scoring. (Published criteria for evaluating inter-rater consistency for datafolio assessments are not available.) While it may seem unusual that the percent of scores that received a third reading exceeded 50%, it is important to keep in mind that third scores occur not only for rater differences in entry score but also for differences in content codes. As a result, Table 9-1 shows a greater percent of third scores than would be needed to resolve differences in entry scores, as evidenced by the percent of exact and adjacent matches.

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 at each score point. 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 those for whom a standard entry was not submitted. Cases with 0s on all three entries were removed from these analyses.

Table 10-1. 2017–18 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	393	2.12	1.80	0.43	0.25	27.66	15.74	13.20	20.81	4.57	17.77
	2	5	389	2.26	1.83	0.46	1.27	23.10	18.02	14.21	17.51	5.08	20.81
	3	5	389	2.30	1.83	0.50	1.27	23.10	17.01	13.45	18.53	5.58	21.07
Mathematics	1	5	306	2.40	1.73	0.55	1.61	16.40	19.29	17.36	19.94	4.50	20.90
	2	5	309	2.31	1.84	0.55	0.64	21.22	19.61	14.79	17.68	2.57	23.47
	3	5	309	2.34	1.73	0.51	0.64	17.04	22.51	13.50	22.19	4.18	19.94
Science	1	5	108	2.15	1.84	0.62	2.70	25.23	18.02	15.32	13.51	6.31	18.92
	2	5	109	2.12	1.70	0.58	1.80	20.72	21.62	17.12	18.02	5.41	15.32
	3	5	109	2.32	1.81	0.63	1.80	22.52	15.32	14.41	19.82	6.31	19.82
Algebra 1	1	5	30	2.27	1.91	0.48		30.00	10.00	10.00	23.33	6.67	20.00
	2	5	30	2.43	1.81	0.50		26.67	3.33	16.67	23.33	13.33	16.67
	3	5	30	3.47	1.48	0.30		3.33		30.00	23.33		43.33
Biology 1	1	5	55	3.00	1.43	0.61		3.64	10.91	21.82	32.73	7.27	23.64
	2	5	55	2.60	1.58	0.50		10.91	12.73	27.27	23.64	5.45	20.00
	3	5	55	2.56	1.69	0.64		16.36	9.09	23.64	25.45	3.64	21.82
Geometry	1	5	63	2.03	1.58	0.54		23.81	14.29	22.22	23.81	6.35	9.52
	2	5	63	2.40	1.58	0.55		11.11	19.05	28.57	20.63	1.59	19.05
	3	5	63	2.10	1.85	0.65		33.33	9.52	9.52	25.40	6.35	15.87
Civics	1	5	42	2.38	1.95	0.47		26.19	11.90	16.67	14.29	4.76	26.19
	2	5	42	2.45	1.99	0.44		23.81	16.67	14.29	9.52	7.14	28.57
	3	5	42	2.45	1.93	0.58		23.81	14.29	11.90	19.05	4.76	26.19
U.S. History	1	5	25	2.20	1.71	0.40		28.00		28.00	28.00		16.00
	2	5	24	2.04	1.60	0.37	4.00	24.00	4.00	40.00	12.00	4.00	12.00
	3	5	24	1.75	1.85	0.56	4.00	36.00	12.00	24.00	4.00	4.00	16.00

Statistics on the entry progress scores are intended to help with the understanding of student performance on the FSAA—Datafolio and to shed light on instructional or program assistance. There are several things to note in understanding and interpreting the statistics in Table 10-1. First, the total N counts are low, particularly for the end-of-course (EOC) assessments (ranging from 24 to 63 students). 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, with a mean of about 22% and a standard deviation of about 8% across all content areas. This contributes to the low averages of entry scores.

For example, in the case of Algebra 1, the correlation between Entry 3 and the adjusted total score is .30. This essentially means that student performance on Entry 3 has a weak relationship with performance on the other two entries combined. The low sample size (n = 30) 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. This exemplifies why these 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 understandings (EUs) that students are assessed against. In addition, the FSAA—Datafolio assessment was piloted in a small number of schools in 2015–16 and the 2016–17 administration was the first statewide administration. While the standards assessed for 2017–18 were the same as for 2016–17, these assessed standards may be newer to the students, which lessens the likelihood that students will perform well. In future administrations, the same standards with the same activity choices 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 with each other, correlations are presented in Table 10-2 by content area. The total N counts are also included at the entry level.

The table shows that, in general, entry scores of the FSAA—Datafolio assessments are in a weak positive or moderate positive correlation, which indicates that a student's performance on one entry has a weak to moderate association with his or her performance on another entry. Again, the correlations for the EOC assessments should be interpreted with caution due to low N counts.

Table 10-2. 2017–18 FSAA—Datafolio: Correlations Among Entry Scores

Content Area	*Entry*	*N*	*Entry 1*	*Entry 2*	*Entry 3*
ELA	1	393	1		
	2	389	0.33	1	
	3	389	0.38	0.43	1
Mathematics	1	306	1		
	2	309	0.49	1	
	3	309	0.44	0.43	1
Science	1	108	1		
	2	109	0.51	1	
	3	109	0.57	0.5	1
Algebra 1	1	30	1		
	2	30	0.49	1	
	3	30	0.25	0.27	1
Biology 1	1	55	1		
	2	55	0.42	1	
	3	55	0.62	0.47	1
Geometry	1	63	1		
	2	63	0.4	1	
	3	63	0.54	0.55	1
Civics	1	42	1		
	2	42	0.31	1	
	3	42	0.49	0.44	1
U.S. History	1	25	1		
	2	24	0.17	1	
	3	24	0.42	0.41	1

CHAPTER 11 VALIDITY

11.1 VALIDITY

One purpose of this report is to describe the technical aspects of the 2017–18 FSAA—Datafolio to support valid score interpretations. This report presents documentation to substantiate intended interpretations of test scores (AERA, APA & NCME, 2014). Each of the chapters 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 Standards Alternate Assessment system, 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. It is based on, and aligned with, EUs and the Next Generation Sunshine State Standards Access Points (NGSSS-APs) 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 with NGSSS-APs, 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 et al., 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 EUs and NGSSS-APs, 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 with specific EUs and NGSSS-APs 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 inter-rater consistency results and item-level statistics presented in Chapters 9 and 10. Chapters 5 and 6 describe the steps taken to train teachers and test administrators on administration and scoring procedures. Tests were administered according to state-mandated standardized procedures, as described in the administration manual. These efforts to provide thorough training opportunities and materials helped maximize consistency of administration and scoring across teachers, which enhanced the quality of test scores and, in turn, contributed to validity. The employed scoring process, which included rangefinding, scorer training, and scoring quality control, was also designed to minimize construct-irrelevant factors that may have posed a threat to validity.

Technical characteristics of the internal structure of the assessments are presented in terms of inter-rater consistency statistics and item statistics (entry score distributions, item-test correlation). It was found that inter-rater consistency results are consistent with those for similar types of portfolio/datafolio-based alternate assessments (e.g., the previous portfolio administration of the Mississippi Alternate Assessment), also contributing to validity evidence. In regard to the consistency of the entry standard scores with each other, five out of the eight content areas displayed moderate correlations between the entries; while the remaining three content areas showed weak to moderate correlations. Compared to the 2016–17 administration, these results showed increased correlations for five of the content areas and similar correlations for three. Thus, compared to 2016–17, the 2017–18 results indicate still further support for the use of the combined entry scores to produce a single reported performance level for each student.

Evidence based on the consequences of testing is addressed in the achievement levels that provide users with reference points for progress in each content area. This is a simple and useful way to understand the results of the assessments. Several different standard reports were provided to stakeholders. Additional evidence of the consequences of testing could be supplemented with a 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 could sharpen the meaning of scores or achievement level classifications.

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APPENDICES

APPENDIX A—FLORIDA STAKEHOLDER LISTS

Table A-1. 2017–18 Florida Standards Alternate Assessment: 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-2. 2017–18 Florida Standards Alternate Assessment—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-3. 2017–18 Florida Standards Alternate Assessment—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-4. 2017–18 Florida Standards Alternate Assessment—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-5. 2017–18 Florida Standards Alternate Assessment—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

Table A-6. 2017–18 FSAA—Datafolio: Datafolio Subcommittee

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

Table A-7. 2017–18 FSAA—Datafolio: Datafolio Rangefinding

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

Table A-8. 2017–18 Florida Standards Alternate Assessment: 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

APPENDIX B—STUDENT PARTICIPATION RATES

Table B-1. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—ELA*

Description	*Number Enrolled*	*Percent Tested*
All Students	531	94.65
Female	229	93.85
Male	302	95.27
American Indian or Alaskan Native	1	100.00
Asian	9	90.00
Black Non-Hispanic	121	91.67
Hispanic	140	93.96
Multiracial	23	95.83
White Non-Hispanic	237	96.73

* Data source: Florida Department of Education

Table B-2. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Mathematics*

Description	*Number Enrolled*	*Percent Tested*
All Students	408	93.58
Female	179	93.72
Male	229	93.47
American Indian or Alaskan Native	1	100.00
Asian	7	87.50
Black Non-Hispanic	93	89.42
Hispanic	117	93.60
Multiracial	16	94.12
White Non-Hispanic	174	96.13

* Data source: Florida Department of Education

Table B-3. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Science*

Description	*Number Enrolled*	*Percent Tested*
All Students	136	90.07
Female	51	91.07
Male	85	89.47
Asian	1	100.00
Black Non-Hispanic	35	85.37
Hispanic	24	88.89
Multiracial	5	83.33
White Non-Hispanic	71	93.42

* Data source: Florida Department of Education

Table B-4. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Algebra 1*

Description	*Number Enrolled*	*Percent Tested*
All Students	43	97.73
Female	19	100.00
Male	24	96.00
Asian	2	100.00
Black Non-Hispanic	9	90.00
Hispanic	10	100.00
Multiracial	2	100.00
White Non-Hispanic	20	100.00

* Data source: Florida Department of Education

Table B-5. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Biology*

Description	*Number Enrolled*	*Percent Tested*
All Students	68	100.00
Female	27	100.00
Male	41	100.00
Asian	3	100.00
Black Non-Hispanic	12	100.00
Hispanic	14	100.00
Multiracial	2	100.00
White Non-Hispanic	37	100.00

* Data source: Florida Department of Education

Table B-6. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Geometry*

Description	*Number Enrolled*	*Percent Tested*
All Students	71	100.00
Female	29	100.00
Male	42	100.00
Asian	1	100.00
Black Non-Hispanic	18	100.00
Hispanic	12	100.00
Multiracial	3	100.00
White Non-Hispanic	37	100.00

* Data source: Florida Department of Education

Table B-7. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—Civics*

Description	*Number Enrolled*	*Percent Tested*
All Students	65	100.00
Female	35	100.00
Male	30	100.00
Black Non-Hispanic	2	100.00
Hispanic	11	100.00
Multiracial	20	100.00
White Non-Hispanic	1	100.00
All Students	31	100.00

* Data source: Florida Department of Education

Table B-8. 2017–18 FSAA-Datafolio: Summary of Participation by Demographic Category—U.S. History*

Description	*Number Enrolled*	*Percent Tested*
All Students	32	94.12
Female	14	93.33
Male	18	94.74
Black Non-Hispanic	6	100.00
Hispanic	4	66.67
Multiracial	1	100.00
White Non-Hispanic	21	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 2017–2018

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 2017–2018 FSAA—Datafolio Blueprints & Activity Choices assess the following grade levels, content areas, and courses (Table 1-2):

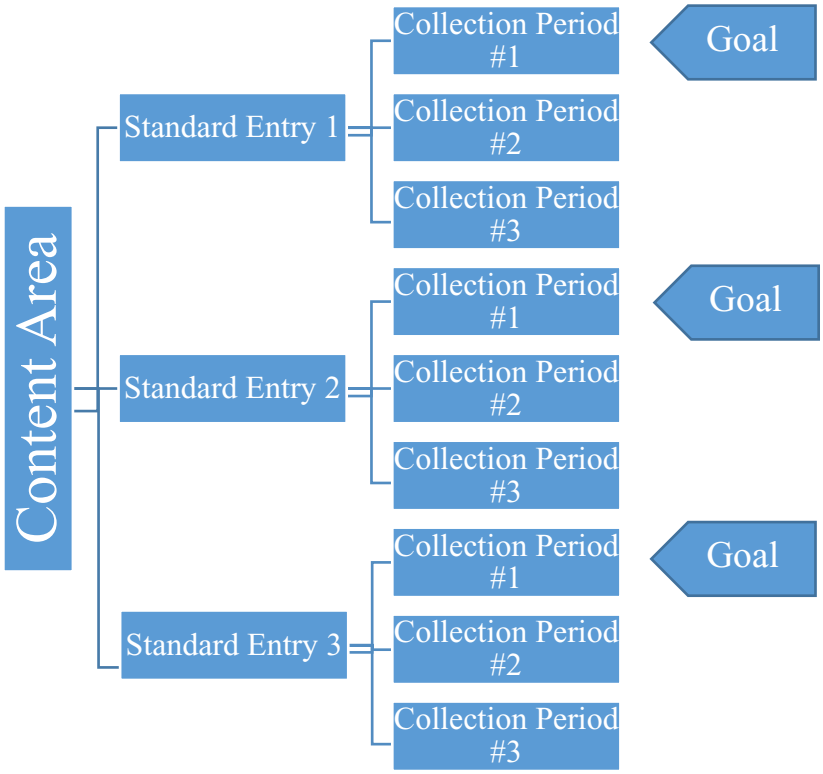
Table 1-2. 2017–18 FSAA-Datafolio: Courses Assessed by the FSAA-Datafolio

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. 2017–18 FSAA-Datafolio: Content Area Test Design



Details regarding the administration of the FSAA-Datafolio are outlined in the *2017–18 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. 2017–18 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 2017–18 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
	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	
	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	
	Literature or Informational	LAFS.4.L.1.1 LAFS.4.L.1.2	
	Informational	**LAFS.4.W.1.2** LAFS.4.W.2.4	3

Table B-3. FSAA-Datafolio 2017–18 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
	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	
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 2017–18 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
	Literary	LAFS.6.RL.2.4 **LAFS.6.L.3.4** LAFS.6.L.3.5	3
	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 2017–18 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 2017–18 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 2017–18 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
	Informational	LAFS.910.RI.2.4 **LAFS910.L.3.4** LAFS.910.RI.2.5 LAFS.910.RI.2.6	3
	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 2017–18 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
	Literary	LAFS.910.RL.2.4 LAFS910.L.3.4 LAFS.910.L.3.5 LAFS.910.RL.2.5	3
	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 2017–18 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 2017–18 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 2017–18 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 2017–18 Grade 6 Mathematics Assessment

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

Table B-13. FSAA-Datafolio 2017–18 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	
	MAFS.7.EE.2.3 MAFS.7.EE.2.4	3
	MAFS.7.G.1.1 MAFS.7.G.2.4 MAFS.7.G.2.5 **MAFS.7.G.2.6**	3
	MAFS.7.SP.2.3 MAFS.7.SP.3.5 **MAFS.7.SP.3.8**	3
	MAFS.7.NS.1.1 MAFS.7.NS.1.2 MAFS.7.NS.1.3	

Table B-14. FSAA-Datafolio 2017–18 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	
	MAFS.8.F.1.1 **MAFS.8.F.1.3**	3
	MAFS.8.G.1.1 **MAFS.8.G.1.4** MAFS.8.G.3.9	3
	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 2017–18 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 2017–18 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 2017–18 Grade 5 Science Assessment Blueprint

Reporting Category			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 2017–18 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.5.2 SC.8.E.5.3 SC.8.E.5.4 SC.8.E.5.5 SC.8.E.5.6 SC.8.E.5.7 SC.8.E.5.8 SC.8.E.5.9 SC.8.E.5.10 SC.8.E.5.11 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 2017–18 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 2017–18 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 2017–18 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

FSAA-Datafolio

2017-18 Administrator Survey Results

Q1 Please select your school district.

Answered: 18 Skipped: 0

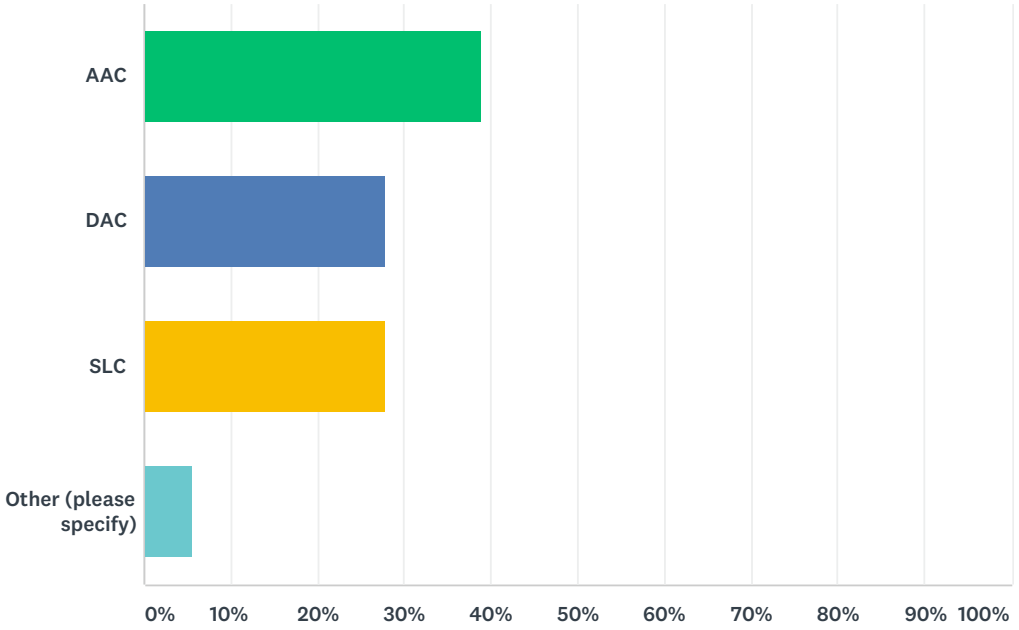
ANSWER CHOICES	RESPONSES	
Alachua - 01	5.56%	1
Baker - 02	0.00%	0
Bay - 03	0.00%	0
Bradford - 04	0.00%	0
Brevard - 05	5.56%	1
Broward - 06	5.56%	1
Calhoun - 07	0.00%	0
Charlotte - 08	0.00%	0
Citrus - 09	0.00%	0
Clay - 10	0.00%	0
Collier - 11	0.00%	0
Columbia - 12	0.00%	0
Dade - 13	5.56%	1
Desoto - 14	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	5.56%	1
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	5.56%	1
Highlands - 28	0.00%	0
Hillsborough - 29	0.00%	0
Holmes - 30	0.00%	0

Indian River - 31	0.00%	0
Jackson - 32	0.00%	0
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	0.00%	0
Lee - 36	5.56%	1
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	5.56%	1
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	27.78%	5
Osceola - 49	0.00%	0
Palm Beach - 50	0.00%	0
Pasco - 51	5.56%	1
Pinellas - 52	0.00%	0
Polk - 53	5.56%	1
Putnam - 54	5.56%	1
St. Johns - 55	5.56%	1
St. Lucie - 56	5.56%	1
Santa Rosa - 57	0.00%	0
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
Washington Special - 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
Cesa - 76	0.00%	0
Connections - 78	0.00%	0
FLVA - 79	0.00%	0
Ahfachkee - 98	0.00%	0
TOTAL		18

Q2 2. Are you an Alternate Assessment Coordinator (AAC), District Assessment Coordinator (DAC), or a School Level Coordinator (SLC)?

Answered: 18 Skipped: 0

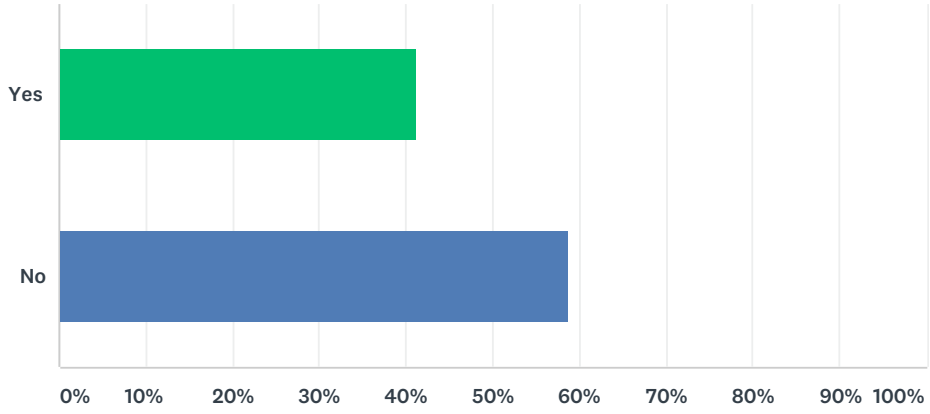


ANSWER CHOICES	RESPONSES	
AAC	38.89%	7
DAC	27.78%	5
SLC	27.78%	5
Other (please specify)	5.56%	1
TOTAL		18

#	OTHER (PLEASE SPECIFY)	DATE
1	Teacher	4/13/2018 6:58 AM

Q3 Did you participate in the July 2017 face-to-face training for the 2017-18 FSAA–Datafolio?

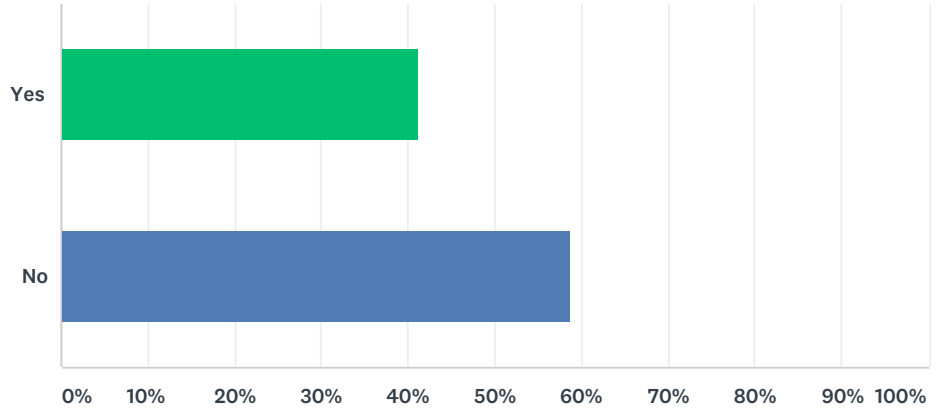
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	41.18%	7
No	58.82%	10
TOTAL		17

Q4 Do you plan to participate in the FSAA–Datafolio face-to-face training for 2018-19?

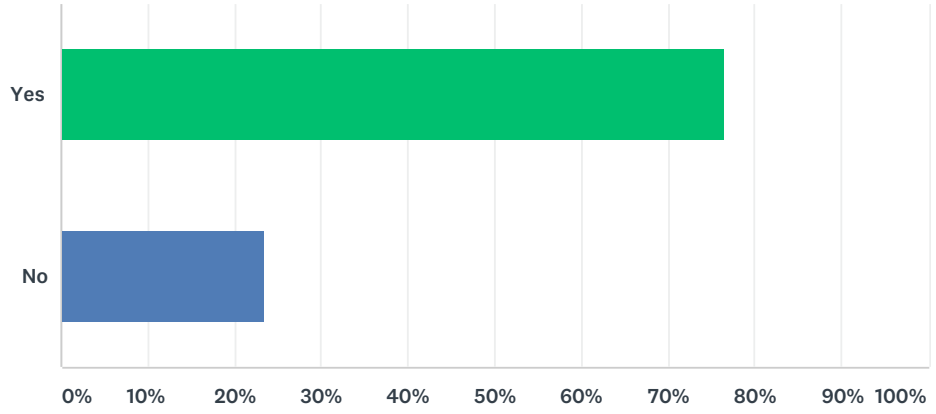
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	41.18%	7
No	58.82%	10
TOTAL		17

Q5 Did you view the FSAA–Datafolio AVS training tutorials posted to the FSAA Portal?

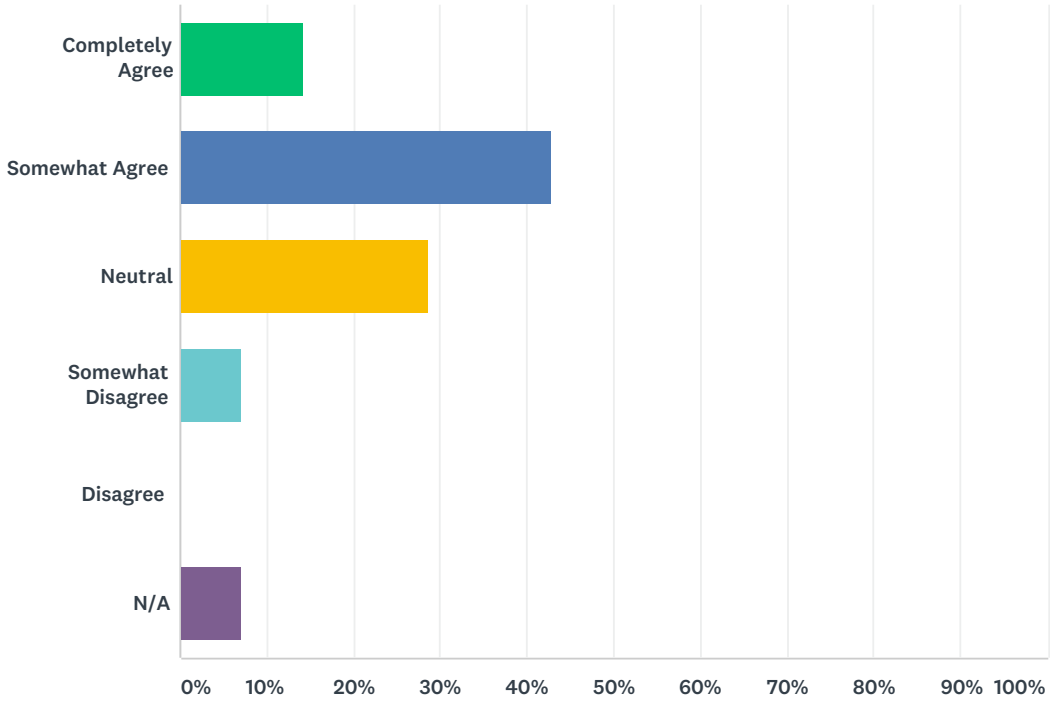
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	76.47%	13
No	23.53%	4
TOTAL		17

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: 14 Skipped: 4



ANSWER CHOICES	RESPONSES	
Completely Agree	14.29%	2
Somewhat Agree	42.86%	6
Neutral	28.57%	4
Somewhat Disagree	7.14%	1
Disagree	0.00%	0
N/A	7.14%	1
TOTAL		14

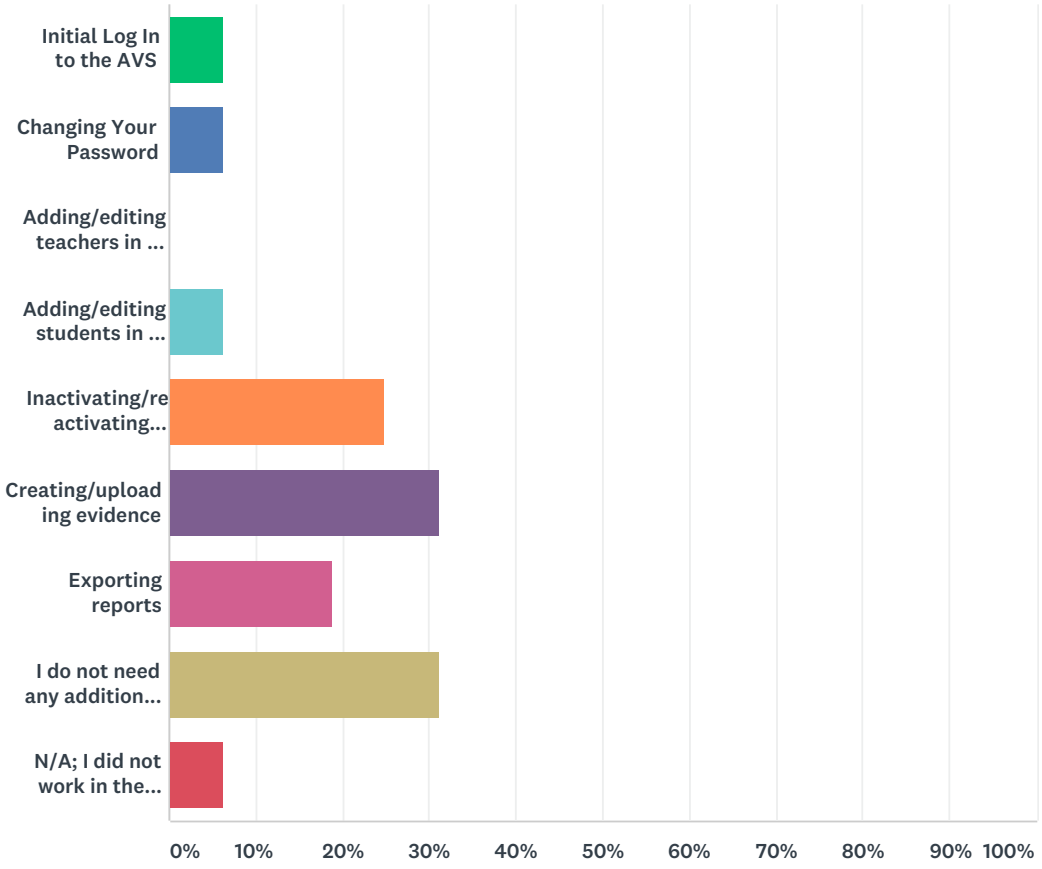
Q7 What suggestions do you have for improving the AVS training modules? (Please limit your response to 100 words.)

Answered: 7 Skipped: 11

#	RESPONSES	DATE
1	I still feel there the modules do not provide enough information to teachers.	4/30/2018 11:02 AM
2	Please make the volume louder.	4/17/2018 10:48 PM
3	It is just hard to make training modules relevant to all the differences in students using datafolios. Would be difficult to determine what needs to be the best way to understand what to accomplish with the students.	4/15/2018 8:29 PM
4	Some of the examples did not match criteria outlined in AVS module. (e.g. Example provided two choices when modules said three choices must be provided.)	4/13/2018 7:43 AM
5	Give teachers time to view during school hours. We have to attend all of the gen ed FSA trainings when we don't even give the test. Then we have no time to do our own training. Principals do not understand the amount of work that we have to do for Datafolio. Two years ago, I had to read the 160 page manual on my own and try to figure out how to do Datafolio.	4/13/2018 7:00 AM
6	The training modules are well-done, but the AVS system is not user-friendly. Teachers have complained about and struggled with the AVS for two years.	4/12/2018 12:38 PM
7	-Difficult to hear -Too long -Not enough feedback -Still leaves room for user error	4/12/2018 11:10 AM

Q8 Based on your experience using the 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: 16 Skipped: 2



Initial Log In to the AVS	6.25%	1
Changing Your Password	6.25%	1
Adding/editing teachers in the AVS	0.00%	0
Adding/editing students in the AVS	6.25%	1
Inactivating/reactivating users	25.00%	4
Creating/uploading evidence	31.25%	5
Exporting reports	18.75%	3
I do not need any additional training information.	31.25%	5
N/A; I did not work in the AVS.	6.25%	1
Total Respondents: 16		

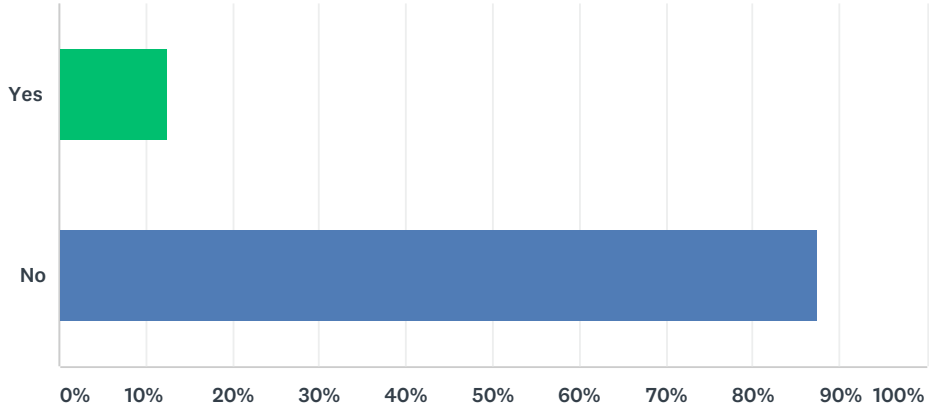
Q9 Are there any additional topics you would like covered in a future training/tutorial video? (Please limit your response to 100 words.)

Answered: 3 Skipped: 15

#	RESPONSES	DATE
1	I became very proficient in the last two years doing the Datafolio. I would of loved to have training, but was unable to go to Tampa (this year I couldn't because of bad weather)	4/13/2018 7:02 AM
2	Walk teachers through a sample of the data collection process making it very clear on how to set the LOA goal and how to present each subsequent collection period with ONE LOA.	4/12/2018 11:11 AM
3	Not at this time.	4/12/2018 9:55 AM

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

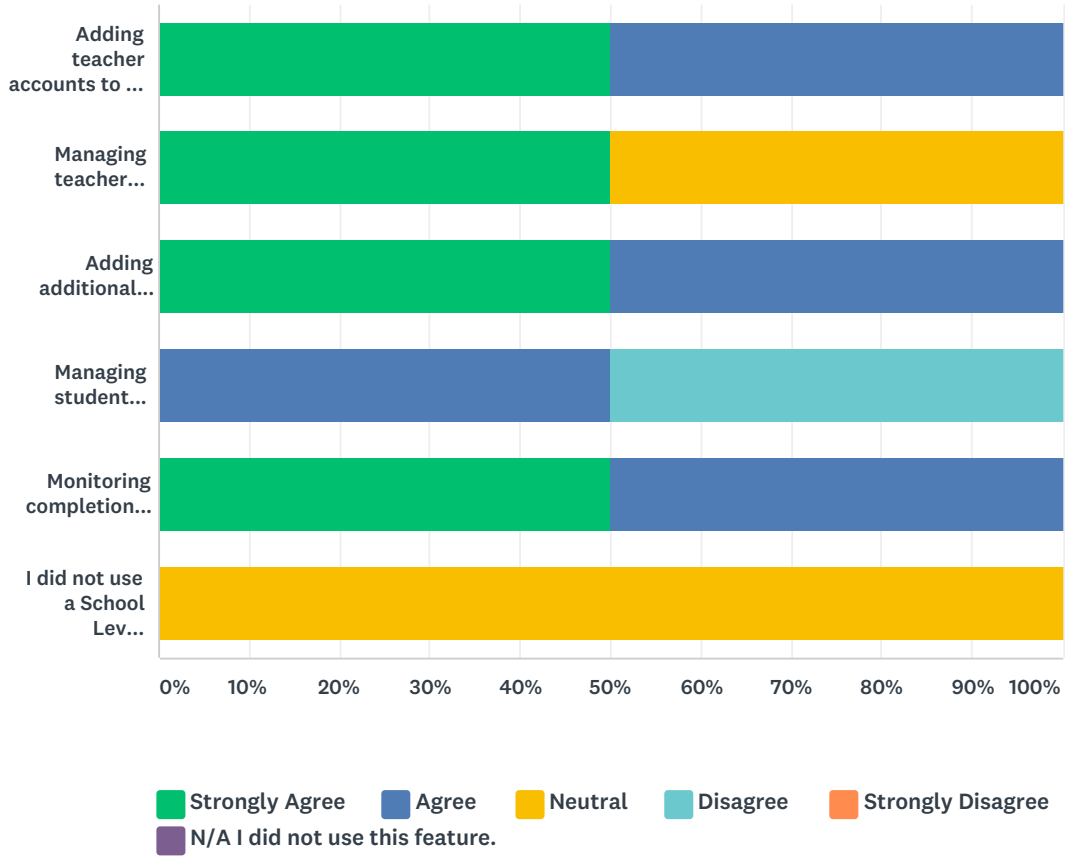
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	12.50%	2
No	87.50%	14
TOTAL		16

Q11 SLC Role: (Please rate the following functions by checking the box that most closely represents your opinion.) The SLC user role was useful in supporting the AAC with:

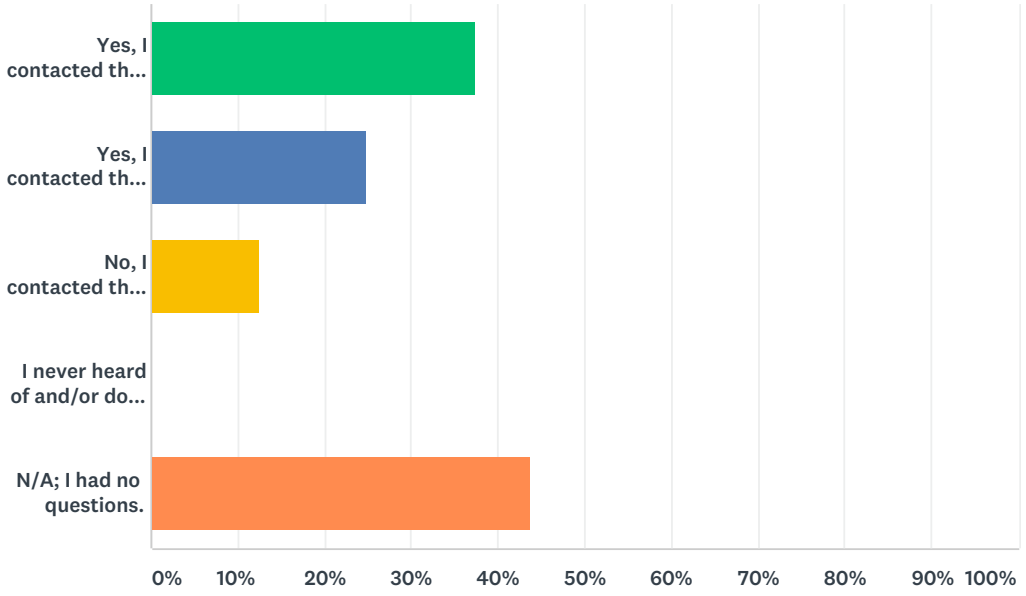
Answered: 2 Skipped: 16



	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A I DID NOT USE THIS FEATURE.	TOTAL
Adding teacher accounts to the AVS	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2
Managing teacher accounts	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2
Adding additional students to the AVS	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2
Managing student accounts	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.00% 0	2
Monitoring completion status	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2
I did not use a School Level Coordinator	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1

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

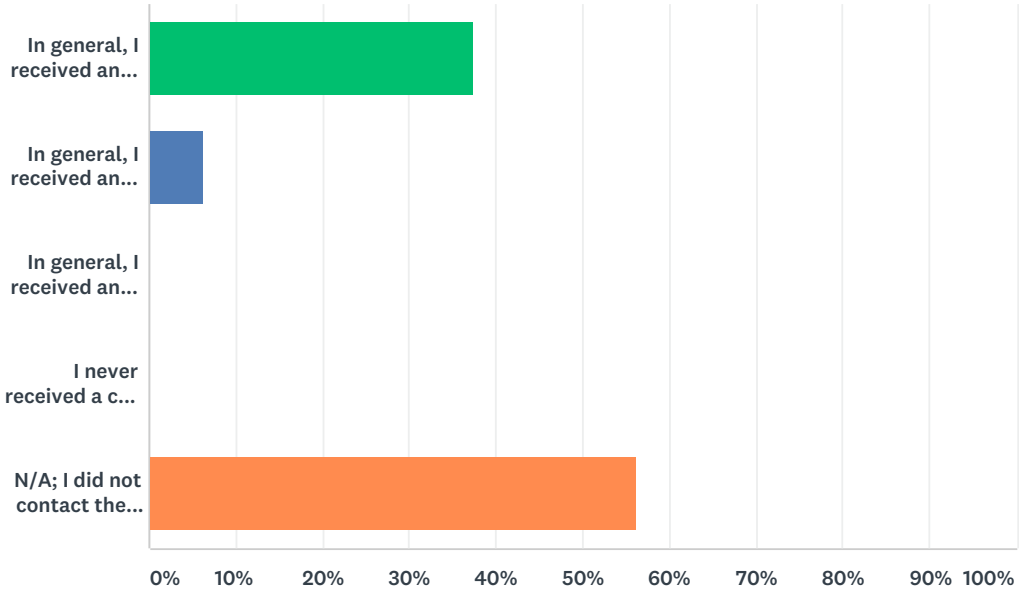
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to Datafolio administration.	37.50%	6
Yes, I contacted the FSAA Service Center when I had questions related to the AVS.	25.00%	4
No, I contacted the Florida Department of Education rather than the FSAA Service Center when I had questions related to the Datafolio or AVS.	12.50%	2
I never heard of and/or do not know how to contact the FSAA Service Center.	0.00%	0
N/A; I had no questions.	43.75%	7
Total Respondents: 16		

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

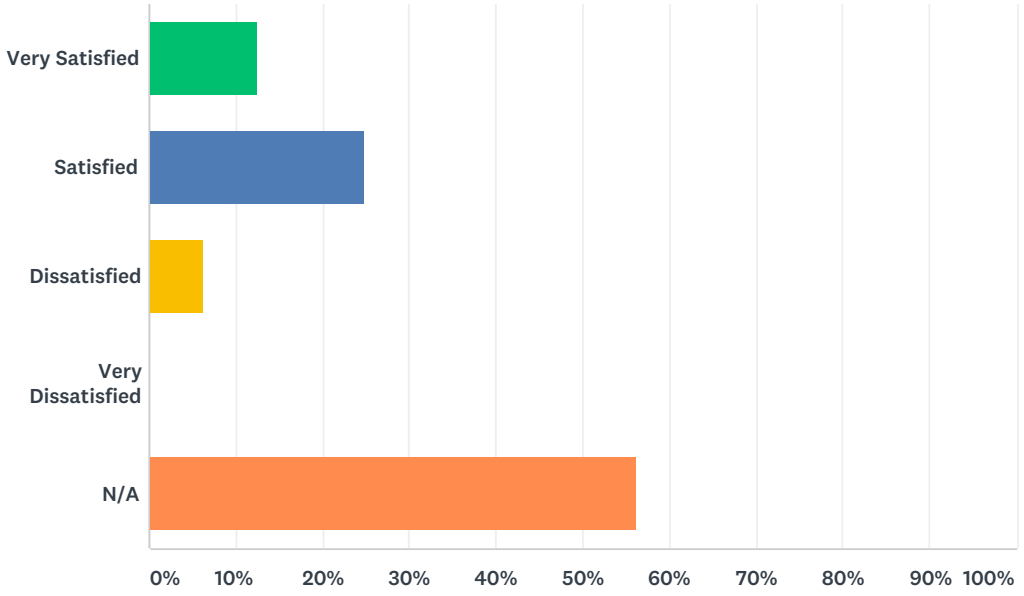
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
In general, I received an initial call back or email response within one business day.	37.50%	6
In general, I received an initial call back or email response within two to three business days.	6.25%	1
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
N/A; I did not contact the FSAA Service Center.	56.25%	9
TOTAL		16

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

Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very Satisfied	12.50%	2
Satisfied	25.00%	4
Dissatisfied	6.25%	1
Very Dissatisfied	0.00%	0
N/A	56.25%	9
TOTAL		16

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

Answered: 11 Skipped: 7

#	RESPONSES	DATE
1	I provided support with uploading FSAA Datafolio in to the Online system.	4/30/2018 11:03 AM
2	Assisting her with contacting the district when we had site failure etc. My ESE teacher was awesome and handled much of everything on her own.	4/19/2018 9:22 AM
3	Log-in support Upload evidence Choosing activity options, etc Reminding of collection period timelines	4/15/2018 11:45 PM
4	Our team worked together to create activities for collection periods. This is a VERY time-consuming process. Because the grading appeared to be subjective from last year, we tried to emulate the examples as closely as possible. I assisted with uploading as well to ensure files were saved under the proper file name. I reviewed Evidence Collection Sheets. Transferring information to several sheets ECS, RR, then to AVS lead to errors with dates, etc.	4/13/2018 7:49 AM
5	Maybe we need a quick video of a short synoposis of what we are actually doing with Datafolio. I like quick videos that give a small recap, so that the lengthy explanations are understood.	4/13/2018 7:04 AM
6	After the initial upload of teachers and assigning their students, I provided support in the area of reminders of the system opening and deadlines for our teachers. I was asked questions specific to their data uploads and had to refer them to the service center for assistance in that area.	4/12/2018 7:43 PM
7	Emailed reminders of the collection and upload windows, directed them to select pages in the Datafolio Teacher Resource Guide when they had specific questions, directed them to the AAC when they had specific questions about activities, verified completion status in the AVS.	4/12/2018 1:39 PM
8	Add teachers and students to the system; distribution of materials; reminders to teachers about module completion' entering student data, and testing dates.	4/12/2018 12:23 PM
9	-Initial login support -Development of resources for collection period support -Utilization of running records and evidence collection form support -Utilization of late entry forms -Upload support	4/12/2018 11:16 AM
10	Access to the system and guidance on data entry	4/12/2018 10:28 AM
11	Training- Assistance as needed Reminders to upload and to collect data	4/12/2018 9:57 AM

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: 4 Skipped: 14

#	RESPONSES	DATE
1	I have heard that there might be a training specific to how AACs can support datafolio teachers instead of having to attend the entire training for teachers administering the datafolio. That would be VERY beneficial and preferred!!	4/12/2018 7:43 PM
2	Is it possible for the AVS system to include more user-friendly directions after logging in that teachers can follow without having to reference their Resource Guide or Module? For example, after logging in they would see a simple but large graphic link that is named "Upload Evidence for Collection Period 1" which takes them to a simple but large graphic link for each of their students. They click on the student, then click "Upload" which brings them to the "Browse" window.	4/12/2018 1:39 PM
3	-Collection period three was entirely too short. -A three week testing window (while it is four, everyone lost a week due to spring break) is unfair to both the teachers and the students ESPECIALLY as it is coinciding with the FSAA Performance task during the HEIGHT of Flu season - these were unrealistic expectations for both our students and teachers. -More opportunities for face to face training OR make it a train the trainer...the current training method IS not effective as errors are still being made.	4/12/2018 11:16 AM
4	More examples to what needs to be uploaded.	4/12/2018 9:57 AM

FSAA-Datafolio

2017-18 Administration Survey Results

Q1 Please select your school district.

Answered: 70 Skipped: 0

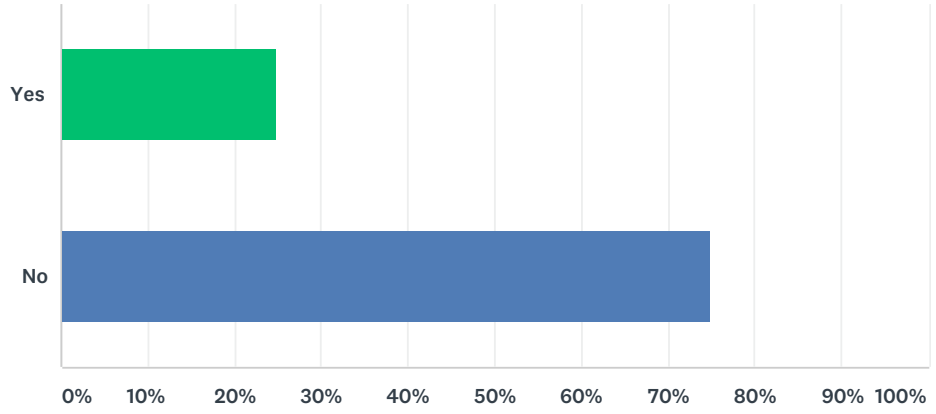
ANSWER CHOICES	RESPONSES	
Alachua - 01	2.86%	2
Baker - 02	0.00%	0
Bay - 03	0.00%	0
Bradford - 04	0.00%	0
Brevard - 05	1.43%	1
Broward - 06	8.57%	6
Calhoun - 07	0.00%	0
Charlotte - 08	0.00%	0
Citrus - 09	0.00%	0
Clay - 10	0.00%	0
Collier - 11	0.00%	0
Columbia - 12	0.00%	0
Dade - 13	0.00%	0
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.00%	0
Escambia - 17	2.86%	2
Flagler - 18	0.00%	0
Franklin - 19	1.43%	1
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	0.00%	0
Highlands - 28	0.00%	0
Hillsborough - 29	5.71%	4
Holmes - 30	0.00%	0

Indian River - 31	0.00%	0
Jackson - 32	2.86%	2
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	2.86%	2
Lee - 36	14.29%	10
Leon - 37	1.43%	1
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.00%	0
Manatee - 41	2.86%	2
Marion - 42	2.86%	2
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	0.00%	0
Okaloosa - 46	2.86%	2
Okeechobee - 47	1.43%	1
Orange - 48	11.43%	8
Osceola - 49	0.00%	0
Palm Beach - 50	7.14%	5
Pasco - 51	0.00%	0
Pinellas - 52	0.00%	0
Polk - 53	5.71%	4
Putnam - 54	1.43%	1
St. Johns - 55	0.00%	0
St. Lucie - 56	0.00%	0
Santa Rosa - 57	0.00%	0
Sarasota - 58	4.29%	3
Seminole - 59	0.00%	0
Sumter - 60	0.00%	0
Suwannee - 61	1.43%	1
Taylor - 62	0.00%	0
Union - 63	0.00%	0
Volusia - 64	14.29%	10
Wakulla - 65	0.00%	0

Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	0.00%	0
Washington Special - 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
Cesa - 76	0.00%	0
Connections - 78	0.00%	0
FLVA - 79	0.00%	0
Ahfachkee - 98	0.00%	0
TOTAL		70

Q2 Did you participate in the Florida Standards Alternate Assessment – Datafolio face-to-face training in July 2016?

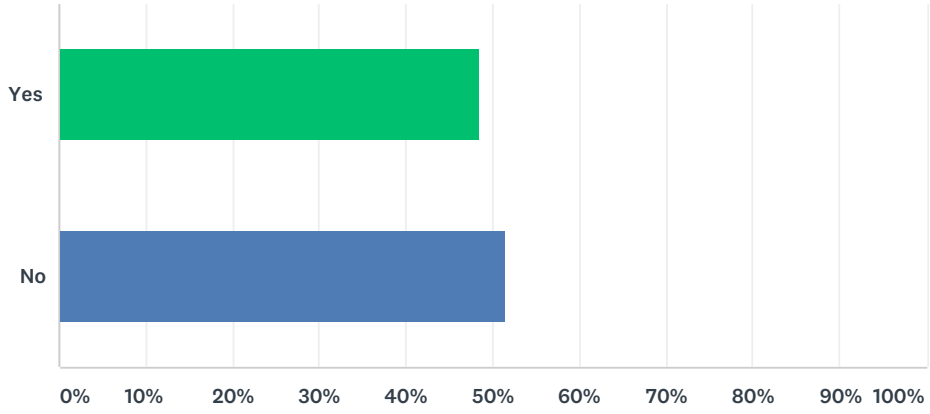
Answered: 68 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	25.00%	17
No	75.00%	51
TOTAL		68

Q3 Did you participate in the Florida Standards Alternate Assessment – Datafolio online training modules in 2016?

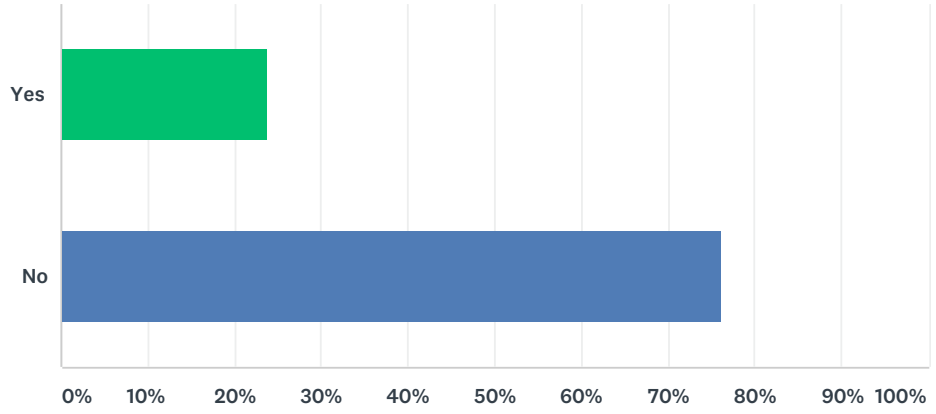
Answered: 66 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	48.48%	32
No	51.52%	34
TOTAL		66

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

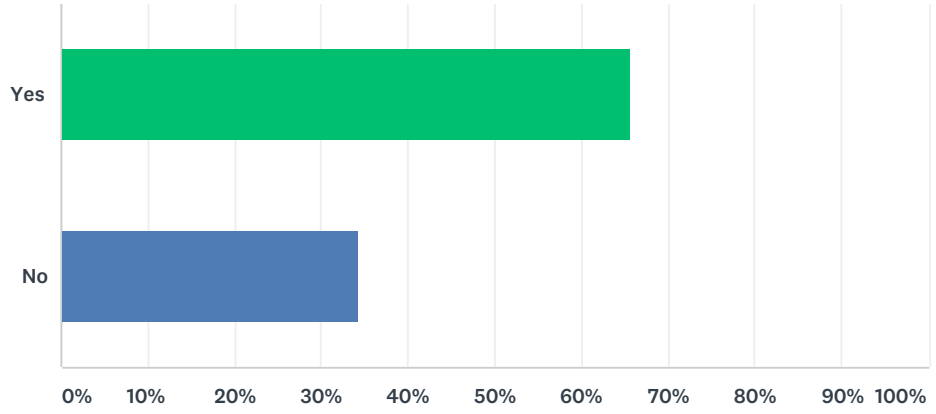
Answered: 67 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	23.88%	16
No	76.12%	51
TOTAL		67

Q5 Did you participate in the Florida Standards Alternate Assessment – Datafolio online training modules in 2017?

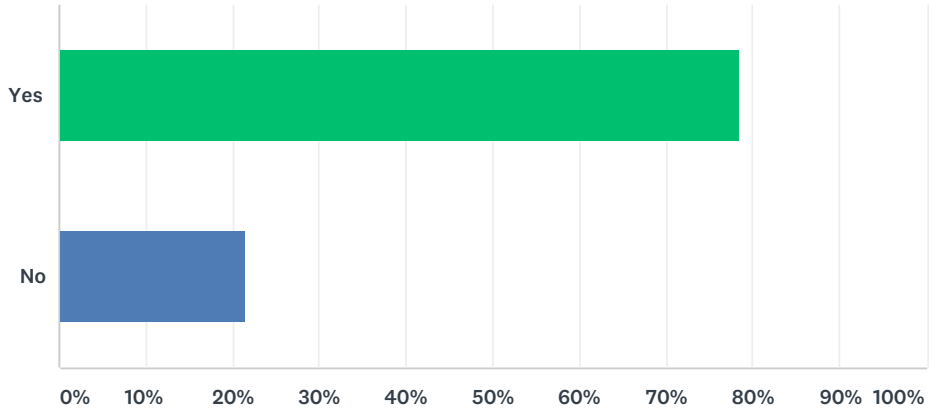
Answered: 67 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	65.67%	44
No	34.33%	23
TOTAL		67

Q6 Did you receive or participate in any form of Administration or AVS training (online or face-to-face) prior to administering the FSAA–Datafolio to your student(s)?

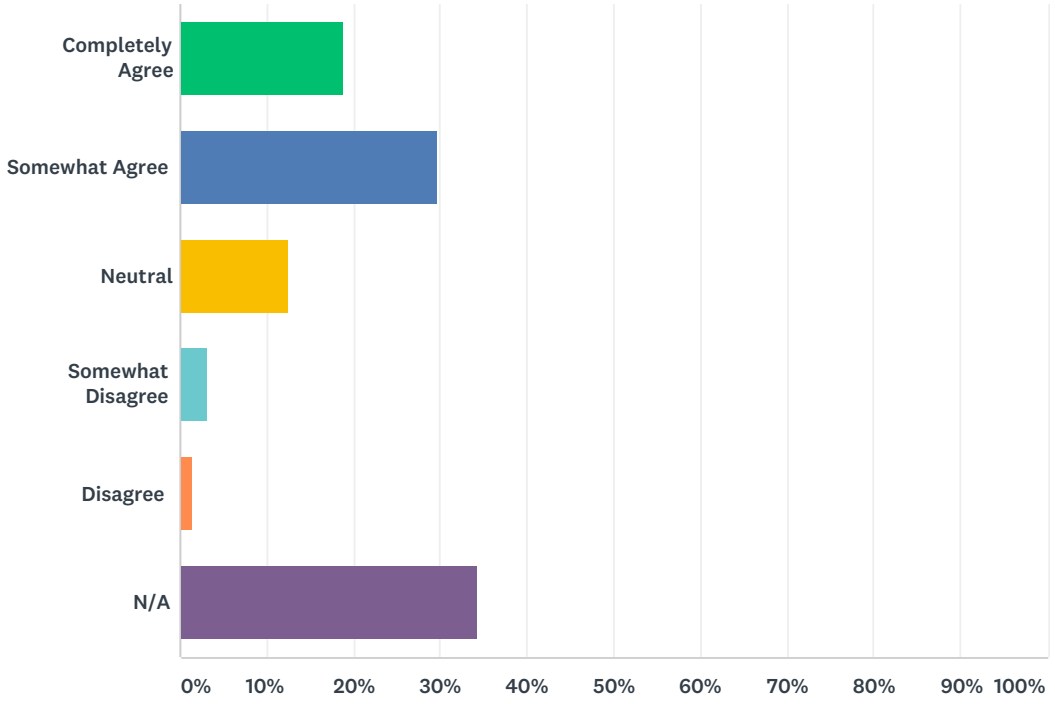
Answered: 65 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	78.46%	51
No	21.54%	14
TOTAL		65

Q7 Please rate the following statement. After attending face-to-face training, I felt prepared to administer the FSAA–Datafolio assessment.

Answered: 64 Skipped: 6



ANSWER CHOICES	RESPONSES	
Completely Agree	18.75%	12
Somewhat Agree	29.69%	19
Neutral	12.50%	8
Somewhat Disagree	3.13%	2
Disagree	1.56%	1
N/A	34.38%	22
TOTAL		64

Q8 What suggestions do you have for improving the face-to-face training? (Please limit your response to 100 words.)

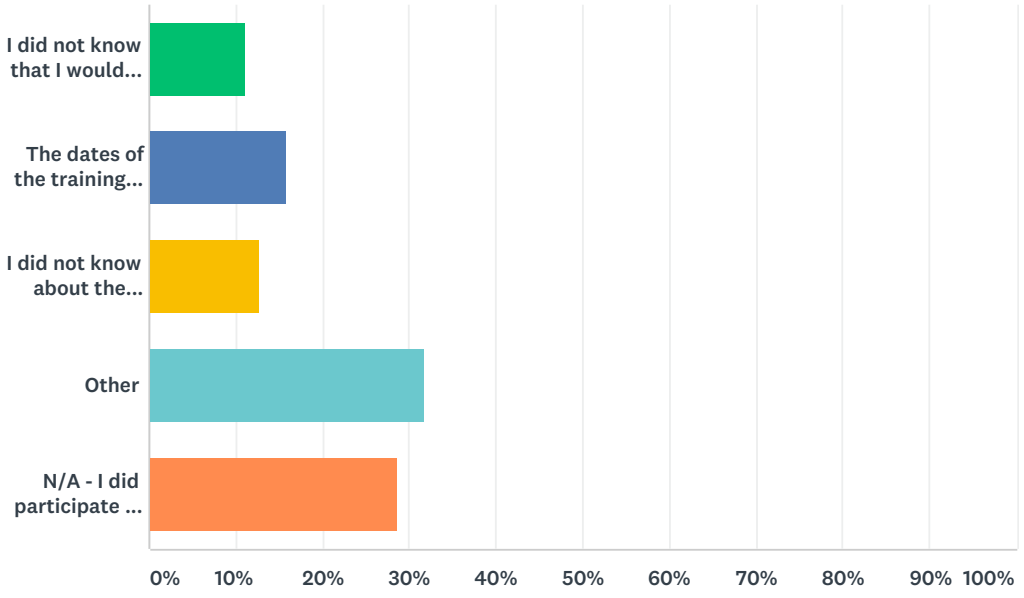
Answered: 33 Skipped: 37

#	RESPONSES	DATE
1	None	4/30/2018 2:41 PM
2	Actually administering the test to someone in the class	4/23/2018 8:49 AM
3	I have not had the opportunity to participate in training because I have been traveling outside of the country. I have only participated in the FSAA.	4/22/2018 8:02 PM
4	Have it when people are able to attend. Not during the summer.	4/20/2018 9:20 AM
5	I think face-to-face training should have included more guidance on designing ways to teach and assess the given standards for kids with severe disabilities. There are very few people in my district who have experience teaching students who communicate through eye gaze for me to get help from. It would also be great if we could start a repository where teachers can post the activities they've made so others can re-use them. Making activities is very time consuming. I feel like the ACCESS project has sort of tried to start this and they've made some helpful things, but it would be great if each of the essential understandings had a folder of activities ready to print and make. NOT lesson plans, the actual materials. Preferably in pdf AND an editable file form such as google docs or sheets so we can customize for our classroom and students' needs.	4/20/2018 8:17 AM
6	Using the online portal to submit data would be good to see. The video was not up during my training, so I had to figure it out on my own during FSAA time.	4/18/2018 3:31 PM
7	Do it in Palm Beach - not Tampa	4/18/2018 10:48 AM
8	The training was very thorough. Every detail was covered.	4/18/2018 7:39 AM
9	I have watched the video, but I haven't attended the face to face training.	4/17/2018 11:35 AM
10	Provide in-county face to face training annually in late august or September to accommodate those teachers who are not able to attend the summer training or who are unaware of the need for the training until they have their class assignments.	4/16/2018 2:41 PM
11	n/a	4/16/2018 9:52 AM
12	It went a little bit long. I would like something a little more concise. It would also be nice to leave with a quick reference "cheat sheet" with some important pointers and tips.	4/16/2018 7:31 AM
13	we need more help with assessment ideas	4/15/2018 8:29 PM
14	The training gives a good example and prepares the teacher for the steps. However some subjects (history) are hard to create questions for. Teaching out of order and limited curriculum	4/13/2018 8:31 PM
15	Offer training in different parts of the state and make it 1 full day so we don't have to be away from home overnight.	4/13/2018 4:49 PM
16	It was too rushed to be able to learn enough to apply it. Breaking down the parts in chunks and actually doing it to learn would be very helpful.	4/13/2018 3:35 PM
17	I did not get Face to Face training.	4/13/2018 12:43 PM
18	More examples of what is acceptable for the questions for each standard. We had some unscoreable last year, but we don't know why. We suspect it may be the lack of depth of information we included. Please be more specific on the depth of information needed. Also, please let teachers experienced in AVS conduct the training if nothing has changed. In the section of training with Project Access, focus more on high school and students with multiple disabilities (physical, language, hearing) and how to teach/administer the assessment to these students.	4/13/2018 12:16 PM
19	I did not attend the face to face training, nor do I feel it is necessary. The on-line training was sufficient and unless you are completely inept, there is no reason to go for days of training over something that is just as easily explained via internet. Waste of time and resources, much like FSAA and datafolio in and of themselves.	4/13/2018 11:34 AM

20	It was early in the development process--but I felt the presenters were not able to answer a large percentage of the questions that were asked. I felt confused and did not feel like I had a good understanding of what the datafolio would look like or how to use it.	4/13/2018 10:27 AM
21	.	4/13/2018 9:20 AM
22	I took the face to face in 2016 and it was a lot of information. Some of which wasn't even "finalized" just yet. I think this should only be allowed to be face to face and that there should be more hands on opportunities built in.	4/13/2018 8:08 AM
23	FSAA is a hands-on learning experience. not until you are actually administrating the test that you will feel comfortable	4/13/2018 8:03 AM
24	The training needs to be more accurate regarding to activities examples.	4/12/2018 8:53 PM
25	More practice giving the test to each other	4/12/2018 7:13 PM
26	I went over the procedures with my charter school's assessment coordinator and watched the online modules. Both were helpful in preparing me to administer the assessment.	4/12/2018 4:44 PM
27	The face to face training was extremely helpful. I know that it would be nice to have a training held at other times (not just one week in the summer) and in other locations (a more northern location-panhandle area would be great and I believe get more teachers to participate).	4/12/2018 4:44 PM
28	The AVS system is very overwhelming and confusing. I think there should be clearer training for using the AVS Portal and the Portal needs to be revised and made to be more user friendly.	4/12/2018 3:39 PM
29	n/a	4/12/2018 2:43 PM
30	I did not receive face to face training. There was a storm and the training was cancelled. The materials and testing were very complicated and to expect someone to be proficient without proper training was very difficult for the teacher.	4/12/2018 2:35 PM
31	more availability	4/12/2018 2:20 PM
32	It was a great training	4/12/2018 11:52 AM
33	Have it in multiple locations, not just Tampa. Maybe Tallahassee too.	4/12/2018 10:26 AM

Q9 If you did not participate in the Florida Standards Alternate Assessment – Datafolio face-to-face training in July 2017, please indicate reasons why. (Check all that apply)

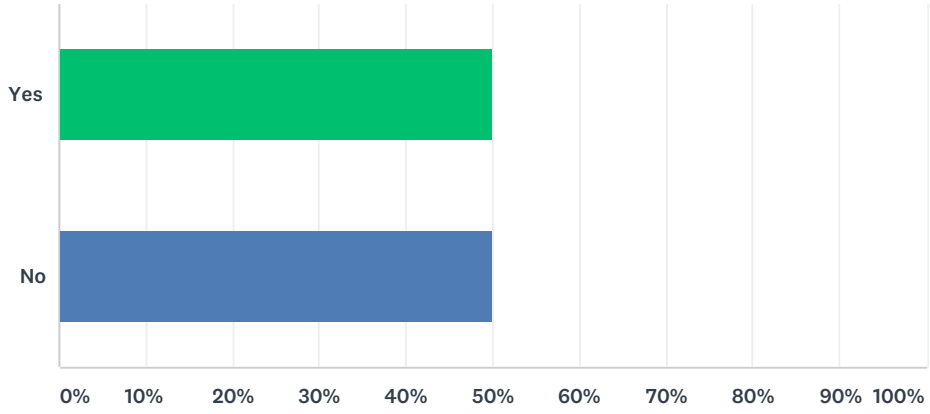
Answered: 63 Skipped: 7



ANSWER CHOICES	RESPONSES	
I did not know that I would have students taking the FSAA–Datafolio.	11.11%	7
The dates of the training were not convenient for me.	15.87%	10
I did not know about the training.	12.70%	8
Other	31.75%	20
N/A - I did participate in the face-to-face training in July 2017.	28.57%	18
TOTAL		63

Q10 Do you plan to participate in the Florida Standards Alternate Assessment–Datafolio face-to-face training in July 2018?

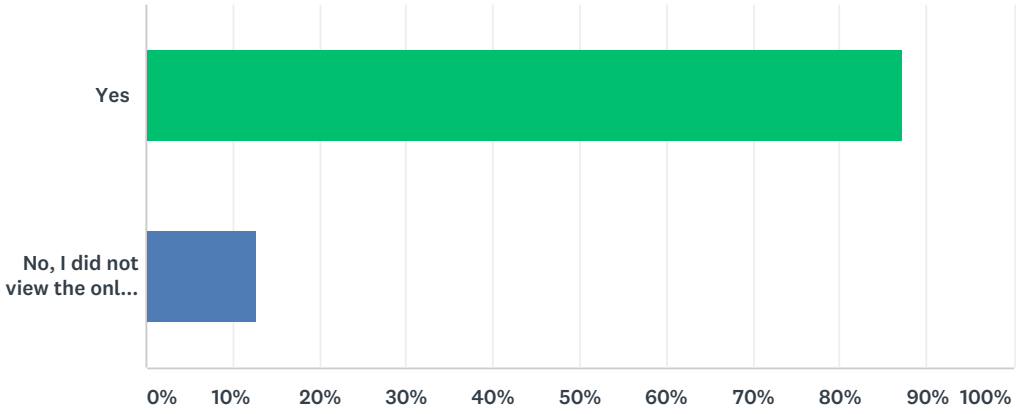
Answered: 62 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	50.00%	31
No	50.00%	31
TOTAL		62

Q11 Did you view the Administration and/or Assessment View System (AVS) Training modules and tutorials posted to the FSAA–Datafolio Portal?

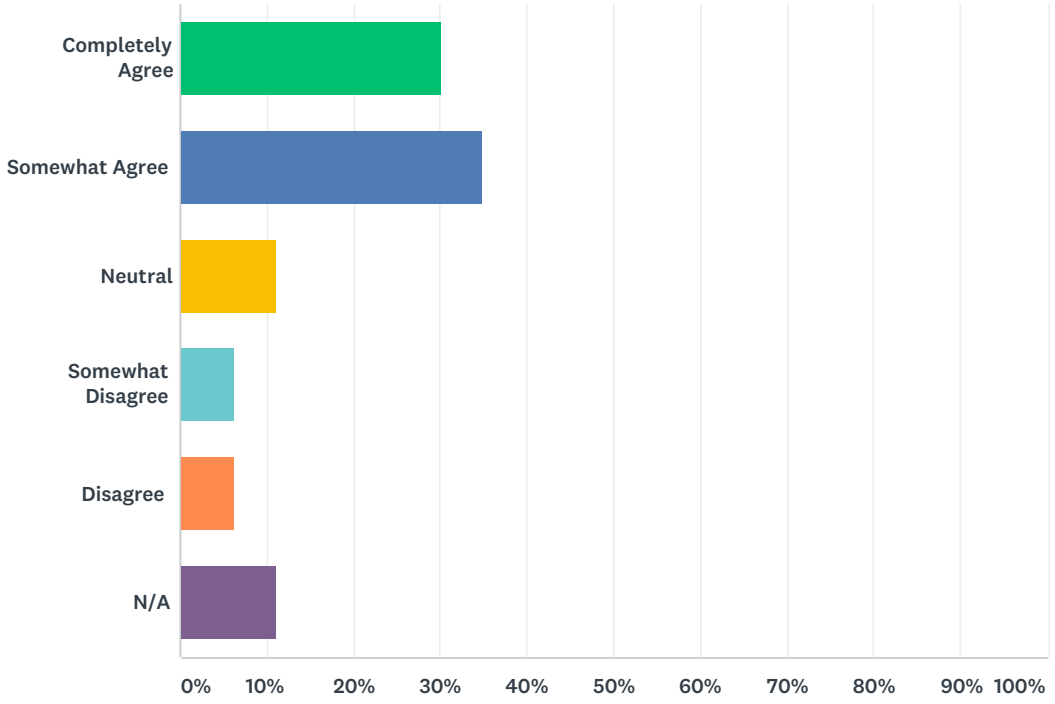
Answered: 63 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	87.30%	55
No, I did not view the online Administration or AVS Training modules and/or tutorials because I attended face-to-face training in July 2017.	12.70%	8
TOTAL		63

Q12 Please rate the following statement. After reviewing the AVS training modules, I felt prepared to administer the FSAA–Datafolio assessment.

Answered: 63 Skipped: 7



ANSWER CHOICES	RESPONSES	
Completely Agree	30.16%	19
Somewhat Agree	34.92%	22
Neutral	11.11%	7
Somewhat Disagree	6.35%	4
Disagree	6.35%	4
N/A	11.11%	7
TOTAL		63

Q13 What suggestions do you have for improving the AVS training modules? (Please limit your response to 100 words.)

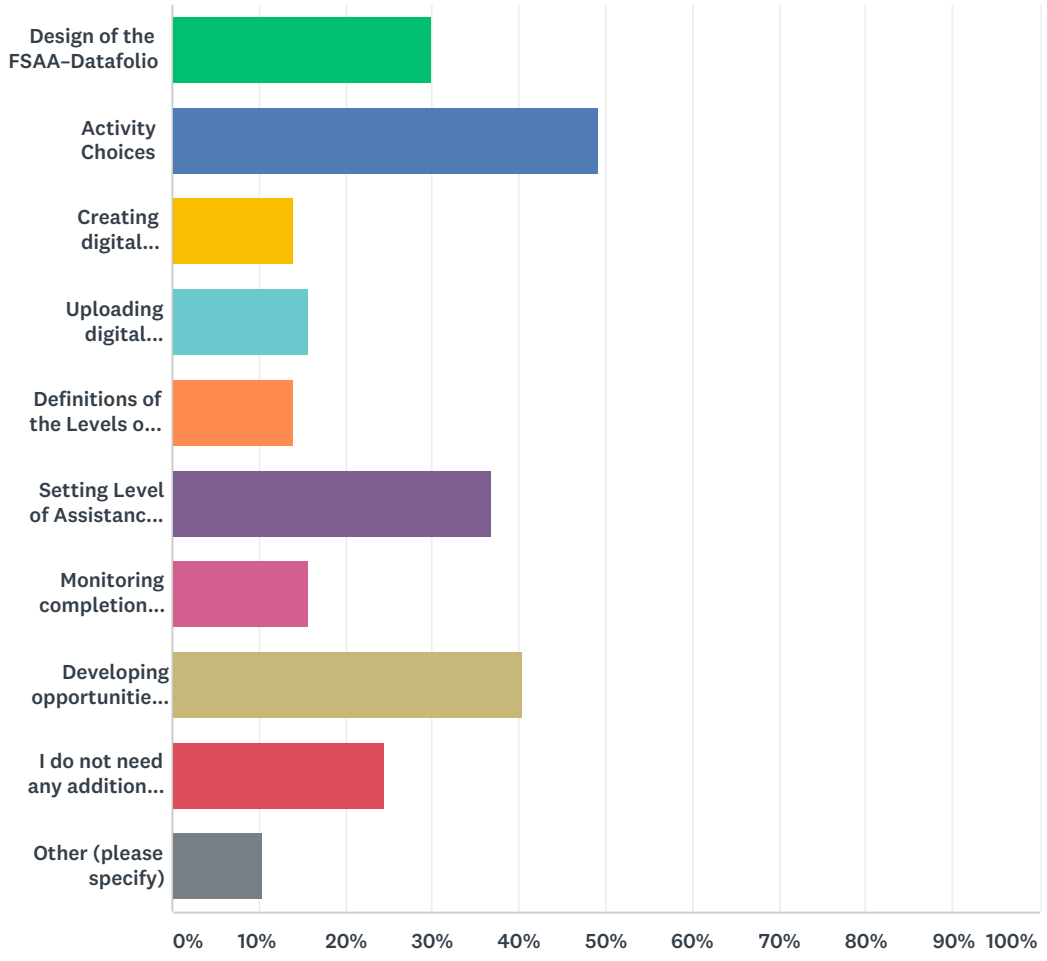
Answered: 36 Skipped: 34

#	RESPONSES	DATE
1	None	4/30/2018 2:42 PM
2	Have video examples with high schoolers taking the FSAA	4/23/2018 9:42 PM
3	N/A	4/22/2018 8:03 PM
4	LOA need to be better addressed for severely involved students who, unfortunately, don't have the ability to do more without physical assistance.	4/22/2018 11:05 AM
5	The whole process is too much. It needs to be shorter and it needs to be easier to do. It takes FAR too much time to administer this and to do all of the paperwork.	4/20/2018 9:22 AM
6	Short videos covering just one specific topic are better than long videos. A one page pdf "cheat sheet" with clear directions for things like file naming and a place to record our user information that we could keep with our datafolio info would be handy. The manual takes forever to search through and sometimes has conflicting information.	4/20/2018 8:22 AM
7	The online system tutorial needs to be up sooner for us to watch and learn to use.	4/18/2018 3:33 PM
8	The voice used was less than ideal. Enunciation was poor and the instructions were read a little too fast.	4/18/2018 7:42 AM
9	Be more organized with the section of the modules. I did understand most of what was presented, however there were a few confusion when I first uploaded the evidences.	4/17/2018 4:22 PM
10	None at this time	4/17/2018 2:34 PM
11	The module is very detailing; after reading and following the steps, an instructor can administer or enter related data.	4/17/2018 11:51 AM
12	Presenter's volume when speaking was too soft. Need to show some examples of activities made and actually completing forms and how to transfer forms online.	4/16/2018 2:21 PM
13	Needs to be more concise; shorter, it isn't that complicated!	4/16/2018 12:02 PM
14	n/a	4/16/2018 9:53 AM
15	They 3rd collection period should be after the dates within the FSAA testing.	4/16/2018 8:42 AM
16	Shorter and having them be completed closer to the time we receive the alternative assessment materials so the information is fresh in our minds.	4/16/2018 7:33 AM
17	more examples of assessment ideas	4/15/2018 8:31 PM
18	Break up in groups per test. Every datafolio is teacher made. It would be nice to have a bank of questions	4/13/2018 8:33 PM
19	They are kind of boring and the voice is a tad monotone.	4/13/2018 4:51 PM
20	Break it down into better understandable chunks since it is totally different than other assessments/grading. Have hands-on practice with actual work, e.g. CP1 meeting to plan, assess, and submit.	4/13/2018 3:39 PM
21	I feel example should be more specific	4/13/2018 12:55 PM
22	Make them less boring.	4/13/2018 12:45 PM
23	It took too long for experienced teachers. Please just fill us in with updates if there are no significant changes. Make it more teacher led.	4/13/2018 12:18 PM
24	The training modules are self-explanatory and tell teachers exactly what they need to know.	4/13/2018 11:35 AM

25	Well, I think people need hands on training and real examples. I was able to benefit from the AVS training because I was already using datafolio and was familiar with it.	4/13/2018 10:32 AM
26	Scanning the Evidence forms and them entering them into the system seems redundant. In my opinion, we should be able to enter the information into the AVS system and them send the originals to Measured Progress. Also, Teachers should not be expected to make up our own test. They should be made up by Measured Progress.	4/13/2018 9:58 AM
27	Please bold and/or highlight the most important statements. There is a lot of material to be reviewed to complete the modules.	4/13/2018 9:23 AM
28	Again, this is a training that should be face to face. There are too many variables that could effect how you interpret the information. It's a lot of information, some of which is very confusing. I felt it left a lot of room for "do as you see fit".	4/13/2018 8:11 AM
29	Make it a little interesting	4/13/2018 8:05 AM
30	Demonstration of assessing students that are similar to my students. Significant physical limitations, visually impaired, and significant cognitive impairment-i.e.psychological and other assessment indicating functioning between birth and 3 month in most area assessed.	4/12/2018 10:06 PM
31	No suggestions	4/12/2018 8:54 PM
32	n/a	4/12/2018 2:46 PM
33	There needs to be a better way to access the site other than from a school owned computer. The window falls at very inconvenient times and it would be nice to do some of the work from home.	4/12/2018 2:32 PM
34	model different activities and running records	4/12/2018 2:24 PM
35	none	4/12/2018 11:54 AM
36	The speaker is too quiet and monotone.	4/12/2018 10:27 AM

Q14 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.)

Answered: 57 Skipped: 13



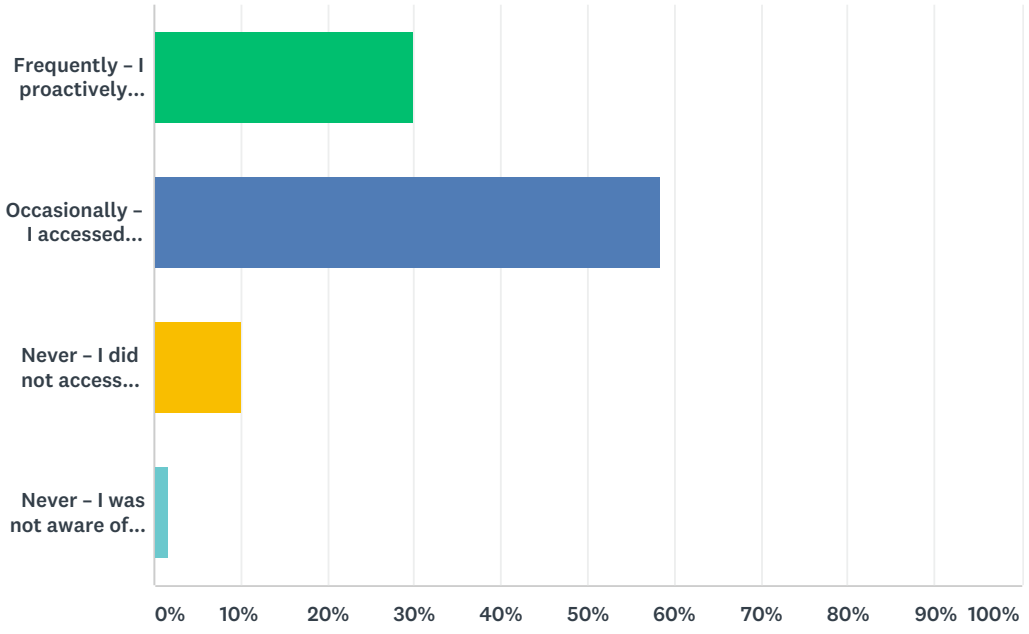
ANSWER CHOICES	RESPONSES	
Design of the FSAA–Datafolio	29.82%	17
Activity Choices	49.12%	28
Creating digital evidence	14.04%	8
Uploading digital evidence	15.79%	9
Definitions of the Levels of Assistance (LOA)	14.04%	8
Setting Level of Assistance (LOA) goals	36.84%	21
Monitoring completion status of my students	15.79%	9
Developing opportunities for evidence collection	40.35%	23
I do not need any additional information.	24.56%	14
Other (please specify)	10.53%	6

Total Respondents: 57

#	OTHER (PLEASE SPECIFY)	DATE
1	choices 1-3 for 7th grade Civics	4/17/2018 4:22 PM
2	It is very challenging to design activities for non compliant students. The time consuming to create the manual portfolio is significant, having a candidate that has never exposed to any type of instructional skill from birth and now in high school is not rewarded at all.	4/17/2018 11:51 AM
3	I feel like there should be more examples of options for each standared, etc.	4/13/2018 2:45 PM
4	Maybe simpler, clearer directions in simpler language. Also possibly the development of some materials or at least some suggestion of what to use for materials.	4/13/2018 10:32 AM
5	Respectfully request the total complete training in order to understand what is expected of this teacher	4/12/2018 2:38 PM
6	none	4/12/2018 2:32 PM

Q15 Over the course of the 2017–2018 school year, how often did you visit the FSAA Portal to access training information, announcements, and other FSAA resources?

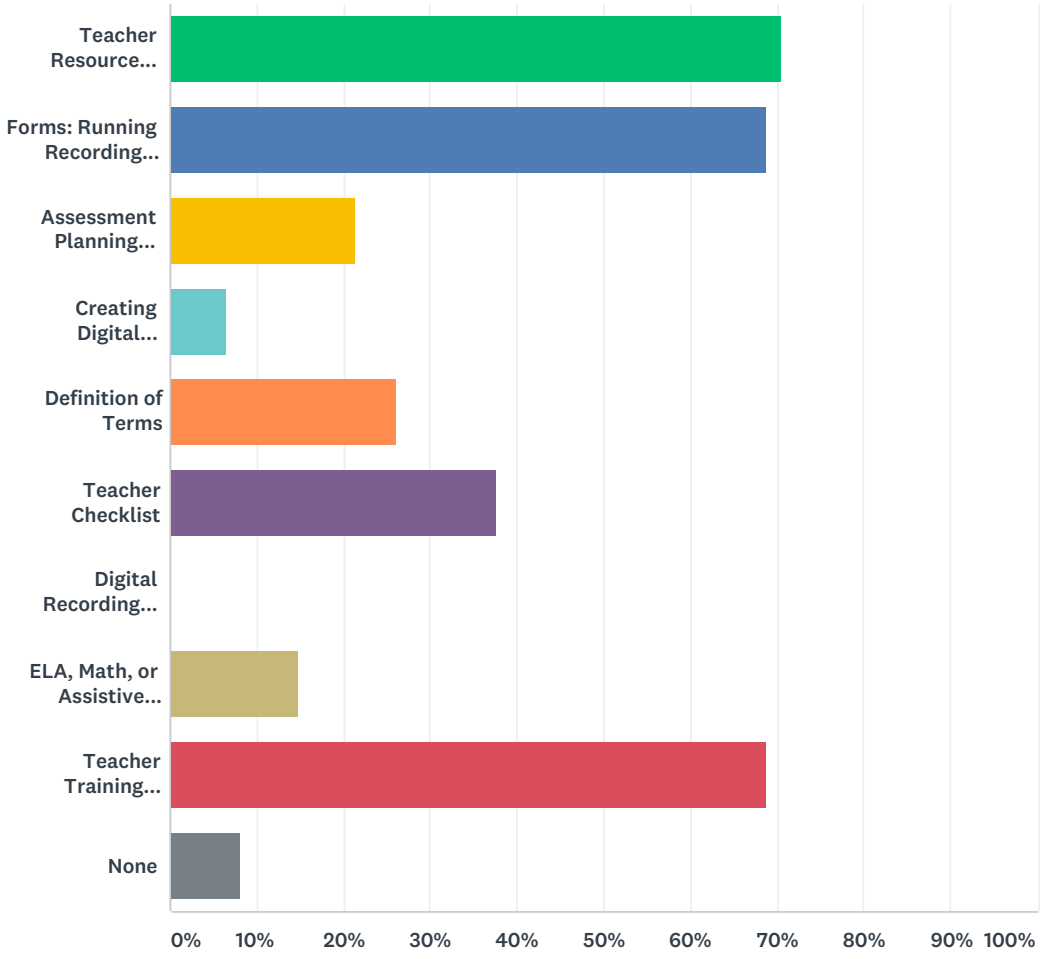
Answered: 60 Skipped: 10



ANSWER CHOICES	RESPONSES	
Frequently – I proactively checked the website for updates and accessed a variety of resources on a regular basis.	30.00%	18
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	58.33%	35
Never – I did not access resources on the FSAA Portal because I receive all materials and information from my Alternate Assessment Coordinator.	10.00%	6
Never – I was not aware of the FSAA Portal and/or did not know how to access the FSAA Portal.	1.67%	1
TOTAL		60

Q16 Which of the following resources did you access on the FSAA–Datafolio Portal? (Check all that apply.)

Answered: 61 Skipped: 9



ANSWER CHOICES	RESPONSES	
Teacher Resource Guide/Blueprint & Activity Choices	70.49%	43
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, LOA Goal Setting Worksheet, and Alternate Assessment Coordinator (AAC) and teacher checklists and templates for student and teacher data entry	68.85%	42
Assessment Planning Resource Guide for IEP Teams 2017–2018	21.31%	13
Creating Digital Evidence memo	6.56%	4
Definition of Terms	26.23%	16
Teacher Checklist	37.70%	23
Digital Recording Software flyer	0.00%	0
ELA, Math, or Assistive Technology links	14.75%	9
Teacher Training Modules and/or Tutorials	68.85%	42

None	8.20%	5
Total Respondents: 61		

Q17 Are there any additional resources that would enhance the effectiveness of your administration practice? (Please limit your response to 50 words.)

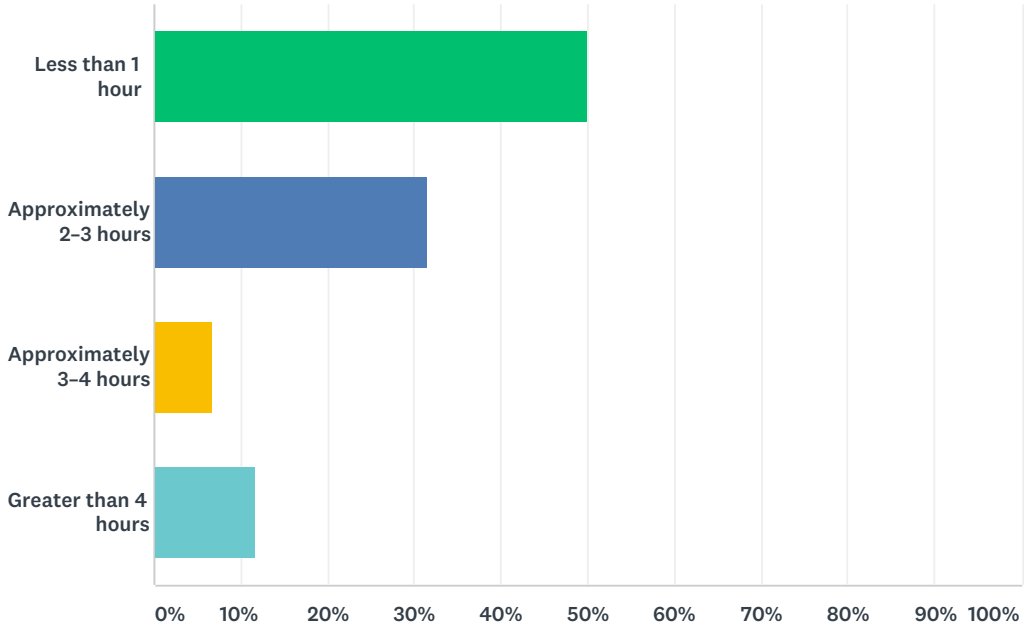
Answered: 26 Skipped: 44

#	RESPONSES	DATE
1	None	4/30/2018 2:42 PM
2	Video of administering writing tests to high school FSAA students	4/23/2018 9:45 PM
3	No	4/22/2018 8:04 PM
4	Ready to print and make activities. Youtube videos of experts working with students with severe disabilities to model for teachers. I watched Susan Norwell and it was very helpful.	4/20/2018 8:25 AM
5	N/A	4/18/2018 3:33 PM
6	I wish I was aware of the Assessment Planning Resource Guide for IEP Teams therefore I could have been more aware of what was appropriate for my students.	4/17/2018 4:24 PM
7	The resources are adequate; but some candidates are not eligible for academic instruction, they will be more appropriate for them to receive other services as OT, PT, maybe SL.	4/17/2018 11:58 AM
8	The third collection period needs to be longer as it encompasses Spring Break.	4/16/2018 2:44 PM
9	After only doing the online training, I'm looking forward to the face to face training this summer. I think I will feel much more prepared.	4/16/2018 2:23 PM
10	n/a	4/16/2018 9:54 AM
11	It would be nice to have a curriculum that better mirrors the standards and format of the test.	4/16/2018 7:34 AM
12	Na	4/13/2018 8:34 PM
13	Sharing with other ESE teachers materials used, sites used, and planning together.	4/13/2018 3:41 PM
14	I am unsure of this. I do not have enough information.	4/13/2018 12:46 PM
15	More effective curriculum that addresses the access points especially in geometry and biology	4/13/2018 12:18 PM
16	N/A	4/13/2018 11:36 AM
17	I didn't realize there were technology links-- assuming to be used for student reading or information purposes in testing.	4/13/2018 10:37 AM
18	Yes. I wish that we did not have to subject our students with low cognitive abilities to hours of this testing. If necessary, we should be able to give our students the same test all three times to see if they remember or improve on the test given, previously.	4/13/2018 10:01 AM
19	I understand differentiated instruction, but I feel teacher developed assessment isn't reliable. (plus it took me a long time to insert pictures, I'm not a graphic designer) For example: 6th gr. couldn't the squares to rectangle assessment or put in alphabetical order assessment be standardized.	4/13/2018 9:29 AM

20	I wish that we could have the 2nd and 3rd collections forms on one page. I feel that I made errors when I had to make additional forms. I think on two of my forms, I picked the wrong choice #. Even though I presented to same information, I filled out the forms incorrectly. I noticed it when I uploaded my forms that things didn't match. I was confused but didn't have the time to fix it. So, it would be nice to have more condensed forms. It would be great to even have the same form for all three collections. Then we can rescan the same form. One area would be filled out and the other areas would be blank. I know this is confusing to explain. But generating these forms three times a year is the most cumbersome part of doing Datafolio. And I know that errors are being made. We are given NO TIME to do this. I have to come in very early or stay at night to get the forms done. Administration has no idea what we have to do. Neither do the area or school testing coordinators. We are left on our own to learn this process and to get it done. I feel confident now, but doing the forms have to be easier. I don't know how but even if you had forms for each option already filled out with the Access Point and choice option. LIke when we have to pick on th online system. Then, every collection period, there would be only one option for us to pick another form that already has the access point option would help tremendously!!!	4/13/2018 7:14 AM
21	n/a	4/12/2018 8:55 PM
22	It would be beneficial to include more videos with real examples of students being assessed and how the teachers use the different levels of assistance	4/12/2018 4:51 PM
23	no	4/12/2018 2:47 PM
24	I would like to see the situations already written so that there is uniformity among the situations. It is too much work for a teacher who is busy teaching to write all that is required.	4/12/2018 2:39 PM
25	videos of testing sessions	4/12/2018 2:26 PM
26	n/a	4/12/2018 11:54 AM

Q18 Reflecting back on your 2017-18 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 an estimated average time per student.

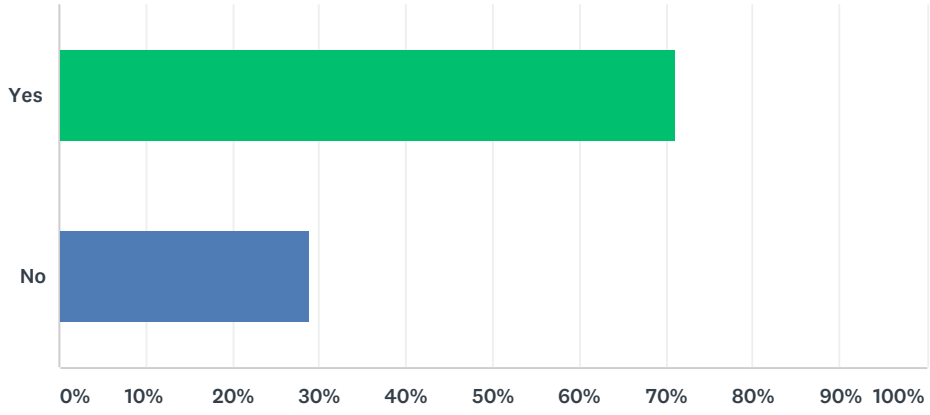
Answered: 60 Skipped: 10



ANSWER CHOICES	RESPONSES	
Less than 1 hour	50.00%	30
Approximately 2–3 hours	31.67%	19
Approximately 3–4 hours	6.67%	4
Greater than 4 hours	11.67%	7
TOTAL		60

Q19 In 2016-2017 the length of the administration window was increased in order to extend time between collection periods to support instruction efforts. Was the time between collection periods adequate for the 2017-2018 administration?

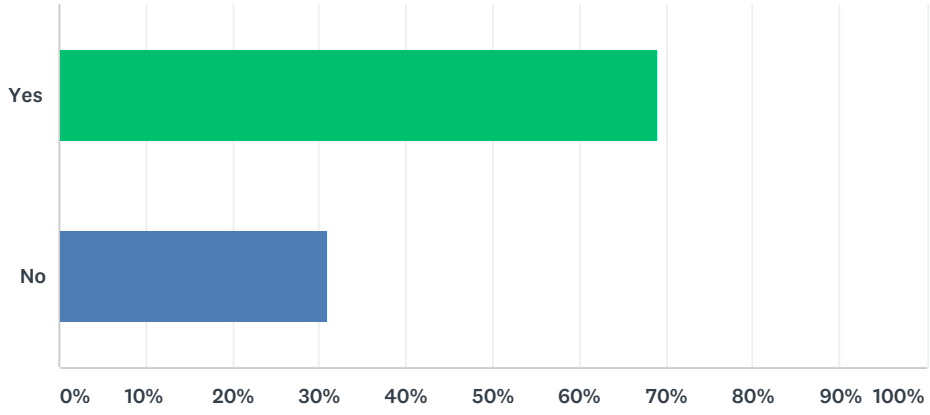
Answered: 59 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	71.19%	42
No	28.81%	17
TOTAL		59

Q20 In 2016-2017 teacher access to uploading evidence for CP#2 and CP#3 after the collection period windows closed was increased. Was the time for uploading evidence for CP#2 and CP#3 adequate for the 2017-2018 administration?

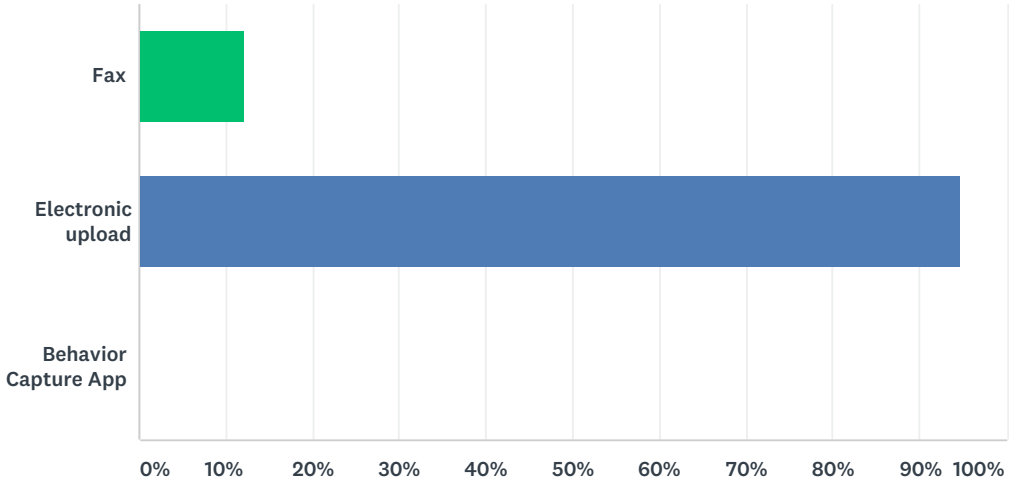
Answered: 58 Skipped: 12



ANSWER CHOICES	RESPONSES	
Yes	68.97%	40
No	31.03%	18
TOTAL		58

Q21 Which of the following methods did you use to upload evidence to the Assessment View System (AVS)? (Check all that apply.)

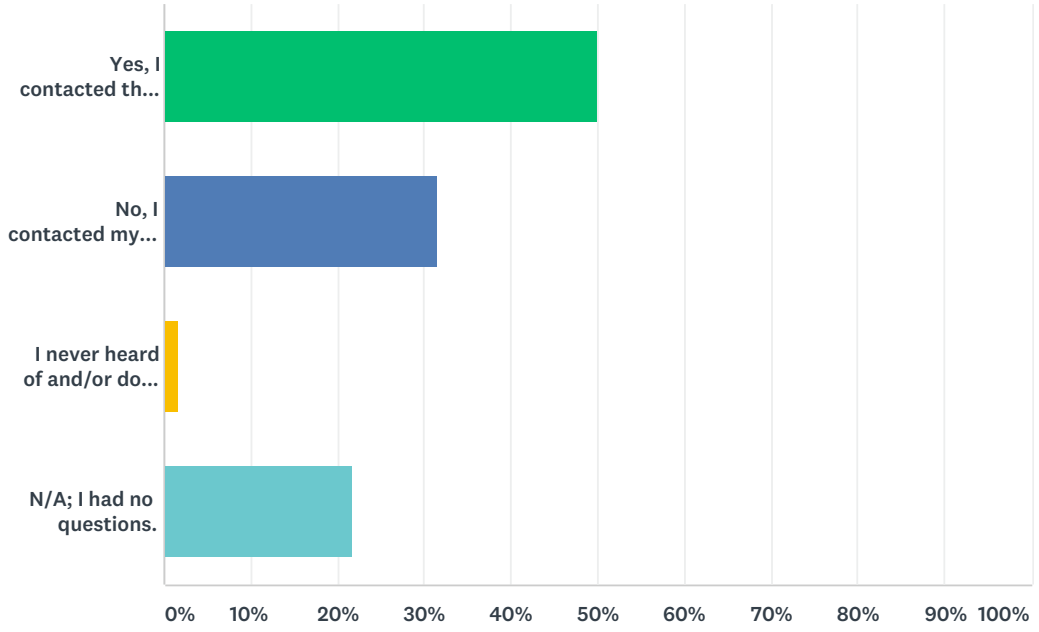
Answered: 58 Skipped: 12



Fax	12.07%	7
Electronic upload	94.83%	55
Behavior Capture App	0.00%	0
Total Respondents: 58		

Q22 Did you contact the FSAA Service Center by phone or email with any questions related to the FSAA–Datafolio ? (Check all that apply.)

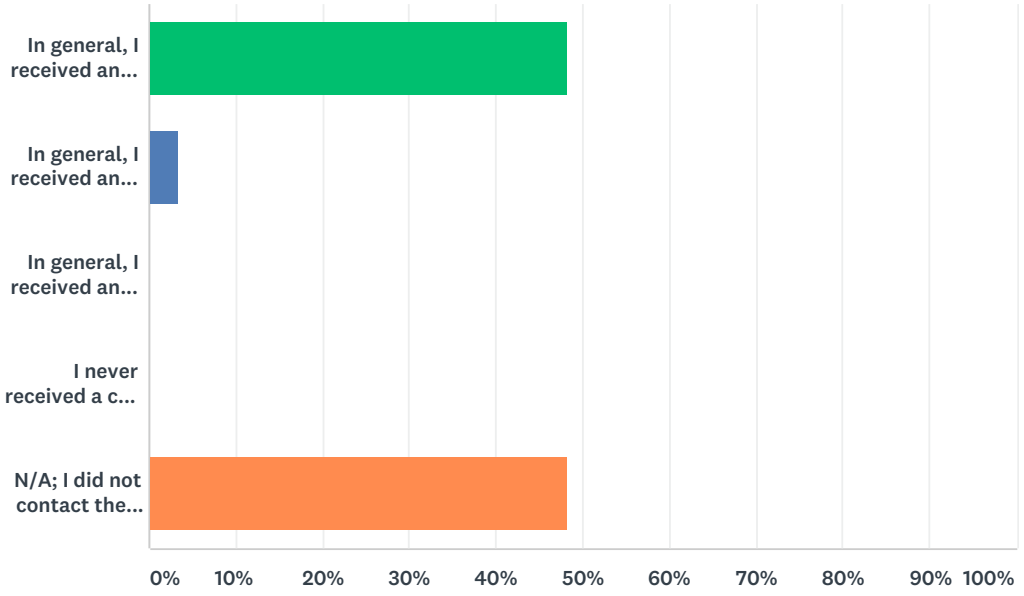
Answered: 60 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA–Datafolio.	50.00%	30
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.	31.67%	19
I never heard of and/or do not know how to contact the FSAA Service Center.	1.67%	1
N/A; I had no questions.	21.67%	13
Total Respondents: 60		

Q23 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

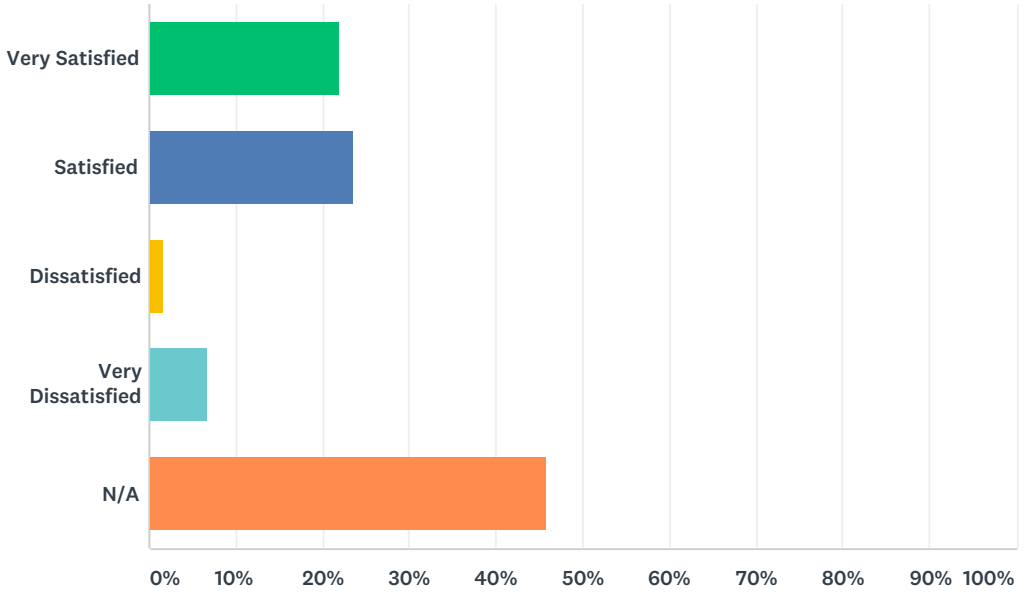
Answered: 58 Skipped: 12



ANSWER CHOICES	RESPONSES	
In general, I received an initial call back or email response within one business day.	48.28%	28
In general, I received an initial call back or email response within two to three business days.	3.45%	2
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
N/A; I did not contact the FSAA Service Center.	48.28%	28
TOTAL		58

Q24 How satisfied were you with your experience with the FSAA Service Center?

Answered: 59 Skipped: 11



ANSWER CHOICES	RESPONSES	
Very Satisfied	22.03%	13
Satisfied	23.73%	14
Dissatisfied	1.69%	1
Very Dissatisfied	6.78%	4
N/A	45.76%	27
TOTAL		59

Q25 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: 36 Skipped: 34

#	RESPONSES	DATE
1	None	4/30/2018 2:43 PM
2	First, the upload for the 3rd collection period seemed short, since we had so much time to upload after collection period 2. Also, it would make it easier to have a witness form separate for each student (one per student) instead of having the witness have to sign each Collection Form. Although this assessment process is much better for my students, there are so many steps to completing that it would be very easy to make an error that would result in a 0 score for the student (through no fault of the student).	4/25/2018 10:20 AM
3	They should be specific in certain areas for the Assessment for the students.	4/22/2018 8:07 PM
4	I don't see any benefits from administering this assessment to students that are so low that they will, most likely, always need hand-over hand assistance in all activities. The teacher time put in - preparing, administering, and relaying the assessment - would be better spent working with the student(s).	4/22/2018 11:10 AM
5	It would be helpful if the Datafolio third collection time and the FSAA assessment windows didn't overlap each other. I have to administer both in my particular classroom and it was very stressful to have to do both at the same time.	4/20/2018 9:28 AM
6	I could use an example of an activity for "Identify an equation with 2 variables." My student got very bored with some of the activities by the end of the year. I wish there were more flexibility to choose a new activity along the way. I don't really think this measures the gains that are important for my student. She just began using eye-gaze 9 months ago and her self-advocacy skills and social language skills have really taken off. Those gains, far more important than identifying slope, are not represented in this assessment.	4/20/2018 8:35 AM
7	Uploading the data was not a problem, except for filling out the forms and combining them. I would like to be able to upload the Evidence collection form and the Running record Template separately. It would be much easier than combining files into one first.	4/19/2018 2:13 PM
8	I think that the activities for the choices should be provided. Having teachers come up with their own assessments leaves a lot of room for error.	4/18/2018 1:15 PM
9	I feel there needs to be Face To Face trainings offered in Palm Beach. Also I think that Datafolio should only be collected for two collection periods, beginning and end of year.	4/18/2018 10:53 AM
10	I would like to see the dates for the last collection period extended so that it is after the FSAA performance data is due. This would make it easier for those of us who are administering both tests.	4/18/2018 12:25 AM
11	This is a good opportunity for the students to be able to take the FSAA on their appropriate cognitive level. However, some of the expectations were too high for my students when it came to answering the standard questions (example- linear function). I have one student who is visually impaired and it was very tricky to get her engaged in some of the questions.	4/17/2018 4:28 PM
12	One student in my class is assessed using datafolio, the student has never trained to comply with any academic instruction since pre-school to high school and now aging, he is extremely reluctant to participate in any simple activity. His annual goal was to focus when modeling a task step one keep eye contact step two hold the object step three place it on the tray Result No anticipation	4/17/2018 12:19 PM

13	The third collection period needs to be longer as it encompasses Spring Break. Students who take the Datafolio typically have multiple/frequent medical problems and miss a lot of school. Taking out Spring Break, my students had only 12 1/2 days to complete the Datafolio in CP3, and one student was absent 6 of those days (she did not complete).	4/16/2018 2:52 PM
14	I think that all frustration I experienced was due to the fact that I was scheduled to take the face to face training in September 2017. With Irma causing it to be cancelled, I felt lost even with frequently using my paper Datafolio Teacher Resource Guide to follow procedures step by step. I never realized that once the information was loaded into "My File," that I had to transfer it into the students' file. My cp1 never got transferred. I'm really looking forward to this summer's face to face training and feel that all my answers will be answered.	4/16/2018 2:30 PM
15	So much of the FSAA is auditory presentation. It seems it would be better for these students to have a variety of presentation, not just primarily auditory. For example- They should be given a information in written form to follow along with, while the proctor is reading it out loud to them.	4/16/2018 12:10 PM
16	Overall, I would love to see a curriculum that mirrors what the test looks like. One that covers the correct standards and has the same format. I would also love if it was a requirement for teachers to have a sub until the test is completed. Leaving classrooms with limited supervision in our most neediest places is both irresponsible and dangerous. If this was a requirement across the state we would be able to ensure the safety and the learning of the rest of our students so that we could take the time needed for each child. This would ensure the success of all students and provide them with the education and instructional time that they need and deserve.	4/16/2018 7:39 AM
17	Designing opportunities is very time consuming at this point with not many examples to go by. CP 3 collection and upload fell during FSAA performance testing window so large classes were very challenging to complete both in the time frame.	4/15/2018 8:35 PM
18	There are a very small number of children who may never get past the Physical Assistance level. I have one of them. He is deaf, blind, physically and mentally impaired, and has severe health issues. Requiring that his goal be at the Gestural level is ridiculous.Actually, for some of our seriously disabled children like my little guy, the whole Data folio process is ridiculous. There needs to be a way to do something different with these children.	4/13/2018 5:00 PM
19	We need to be allowed paid planning and paperwork completion time. The planning for alternate assessments takes about 4-6 hours for researching data and information to use for an 8th grader, e.g. ELA, math, and science. After CP1, CP2 & CP3 do not take as much time except for 2-3 hours for paperwork completion, scanning documents, and uploading data onto the portal/website.	4/13/2018 3:46 PM
20	Datafolio requires a lot of planning and gathering of materials. Having some state approved resources for the datafolio would be helpful.	4/13/2018 3:00 PM
21	The amount of time that datafolio takes educators is ludicrous. Not just inside of class (where educational time is then being wasted), but outside as well. The time to organize, scan, upload, rename, etc. for the sake of a school grade, teacher VAM score and district grade is a joke. It has nothing to do with the student(s) and is a pointless tool for the students forced to sit through it. It is great busy work, but teachers have enough to do, especially when they want what is best for their students. I'm certain that the parents of my students would prefer them master their appropriate IEP goals and master tasks critical to their well-being as opposed to being able to identify how many sides a triangle has, a story plot or whether or not an item uses electricity.	4/13/2018 11:42 AM
22	While I feel there have been improvements, I still feel that the whole program is vague, overly complicated and unclear and not much better than the FSAA. (The FSAA is way too long and too complicated for all of my students.) Datafolio at least allows me to keep my class together to work and practice skills in a more natural environment. However, 3 collection periods per year seemed almost back to back, and with all that is expected,I ended up rushing through most of it. I also have 6 different grade levels in my classroom as well as unexpected student absences and other issues that can't always be controlled.	4/13/2018 10:55 AM
23	Faxing my data for my one datafolio student was easy for collection period #1. On the first fax, the information was in my file in one hour and a half. In collection period #2, I faxed my data in December. I had to fax the data an additional two times after I came back from Christmas break. It is now the end collection period #3. I have faxed the data twice. It is not showing up even though I am getting a conformation page each time I fax. After the first CP3 faxing, I called for help. The window is about to close.... I still need help.	4/13/2018 10:24 AM

24	As a Multi-VE teacher, my students that are required to take this test do not have any concept of 90% of the material that is required of the teachers to test. This test is paralleled with our standards for the Access curriculum. For example: if I ask my student what is the probability of picking out all the white marbles in the picture: 2%, 40%, 90%.....do I really expect my student who has no concept of probability to answer this question? Mostly, they would just like to rip the paper apart if given the proximity to reach it. I understand that the state needs some kind of a test score for these kids, however, I would like to test my students with material that is more appropriate to their level of learning. Measured Progress should be making up these test or give the teachers the option to test their Data folio students according to their level of learning.	4/13/2018 10:16 AM
25	Inputting data was very complicated. It took 3 hours of working with my district testing contact and several calls to the district testing specialist, to input all the data. I can't imagine how long it would have taking doing it alone. That is a lot of time away from my classroom. First scanning, then naming each document, then uploading to my documents, followed by uploading to your system. It is not user friendly!!!!! Plus it's just my word, if my student was successful. There should be another person evaluating the assessment material, what success looks like to me is different for each student, so how is this a reliable assessment. My students parents trust me, so at an IEP meeting I show student product of progress, my parents are happy. How does having your name on a progress report make a progress statement any better????? This was time consuming and difficult, with little extra benefit to my students or parents.	4/13/2018 9:42 AM
26	I believe that Datafolio was a good thought, but it is so time consuming. I would say more so than if we just had our students on Performance Task.The amount of time it takes to collect the data, type up your responses, merge files and upload is excessive. I understand we want to show some sort of growth with our students, but the reality is these scores mean very little to parents. For the amount of work put in (student and teacher), the reward is very little. As for training, it should be face to face only. Again, I think the idea was there, but in reality the performance task would serve the same purpose. I felt my focus during this was decreasing behaviors and increasing compliance. It had very little to do with the content that was being "taught" to meet these access points.	4/13/2018 8:19 AM
27	1. We get no support locally to administer this test. No one has any idea what this is, so we have to figure out everything on our own. We just need time. It would be great if districts provided training in our preweek. The district co-ordiantor has to provide more support than we have been given by them in the last two years. 2. Figure out a way to make the forms easier. Whether you can have forms with access points and choices already on them. Or have a way that you can print out all three choices at one time. I feel that I made a mistake filling out the forms. I think I bubbled the wrong choice #. Even though I did the same information each time with the student, I filled out the form incorrectly. I did not notice it until I was done uploading. Also, there is no place on the running record to write down the access point and choice #. So, it is hard to keep all the forms organized. I would just write it down near the name.	4/13/2018 7:20 AM
28	The time it takes to assess students within the school year, to also include all assessment i.e. Brigance, Communication Matrix, Pre-Post Test for subject area etc... takes away from their educational time to learn meaningful, life skills, skills important to maintaining their health and needs. The information gained from the assessment is not meaningful in developing an individual educational plan. Information gained is more easily gained from day to day experience with working with student and much less cumbersome, time consuming, and more beneficial to parents and effective. I feel we are wasting my students precious learning time.	4/12/2018 10:22 PM
29	Overall, I find that datafolio is definitely the more appropriate measure of success for several of my students (v. FSAA). However, given the nature of the students with whom I was using datafolio, the data collection periods for 2 and 3 were both too short. They overlapped one day holidays, week long breaks for holidays, early releases, and springbreaks which made it challenging to collect adequate data for students who were also out for health reasons, medical appointments, etc. The data collection input deadline for CP#2 also seemed extremely, almost unreasonably long. Had that been shorter and the CP#3 started sooner, I feel as though there would have been more time available for collection, given the nature of school calendars. I look forward to continuing the datafolio process in the future with applicable students.	4/12/2018 4:45 PM
30	A limit of 100 words is not enough to provide adequate feedback on the Datafolio program. I would be happy to fill out a paper survey so that I am able to give more specific feedback based on the issues I have had with this assessment, especially regarding the AVS Portal. Mandi Prescott ESE Teacher Silver Sands School (Okaloosa County) 349 Holmes Blvd. NW Ft. Walton Beach, FL 32548	4/12/2018 3:52 PM
31	Overall I feel the Datafolio test is an unrealistic representation of the student I tested.	4/12/2018 2:53 PM

32	The Datafolio process is too time consuming. The results are not that much better than the results from the Participation test. The time involved is not worth the results. Make the situations easy to follow and then the results may be worth the effort. TOO much time involve in this process.	4/12/2018 2:47 PM
33	When I called the help line I always felt like I had done something wrong. I wanted to call in anonymously, but they would ask so many questions that I did not feel like calling again. I never called back after the second contact with them.	4/12/2018 2:44 PM
34	no feedback at this time	4/12/2018 2:31 PM
35	All materials were easily accessible and the face-to-face training was very beneficial.	4/12/2018 11:16 AM
36	I had a student that was tactile-defensive, orthopedically impaired, intellectually disabled, non-vocal, and blind. Basically he could only hear. It was very difficult to test him. I feel that there should be some other method of testing for children with disabilities this severe or they should be exempt from testing.	4/12/2018 10:32 AM

Table D-1. 2017–18 FSAA-Datafolio: – March 8, 2018 Rangefinding Feedback

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure or N/A
The information was presented clearly	40%	60%	0%	0%	0%
My questions were answered.	60%	40%	0%	0%	0%
The schedule of the meeting was comfortable.	40%	60%	0%	0%	0%
I understood the goals of the Rangefinding meeting.	60%	40%	0%	0%	0%
I understood the procedures we used to review the current practice and qualifier standards.	60%	40%	0%	0%	0%
I understood my role in the Rangefinding activity.	60%	40%	0%	0%	0%
I am comfortable with the outcomes of the Rangefinding activity.	60%	40%	0%	0%	0%
I am comfortable that the practice and qualifier samples will be further reviewed and approved by FLDOE for use as training activities for scoring.	60%	40%	0%	0%	0%

Questions I still have…

- Ethics form for TA as you do for teachers
- Deadline for uploading – once like the PT, especially if no one is reviewing after the close dates

Comments

- We love Datafolio. The students are making gains higher than we expected
- Great experience! Thank you!
- I wish we were all able to access the information online
- It seems the face to face meeting is the best way to go

APPENDIX E—SCORING PROCEDURES

Florida Standards Alternate Assessment

DATAFOLIO

2017 – 2018

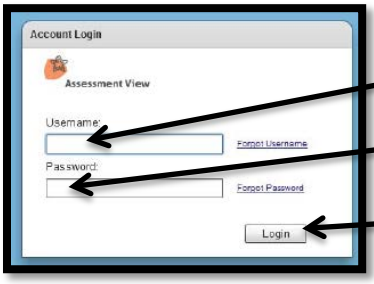
Scoring

Procedures

FSAA – Datafolio 2017-2018 Administration
Scoring Procedures

Step 1: Select the Standard Entry to be scored.

1A: Login to the AVS.

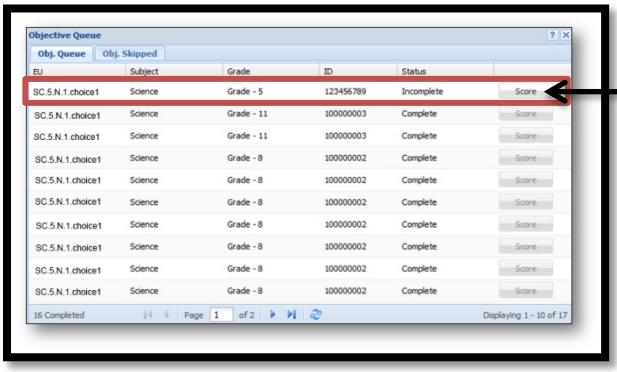


Username: Your MP ID

Password: FSAA2018

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**.

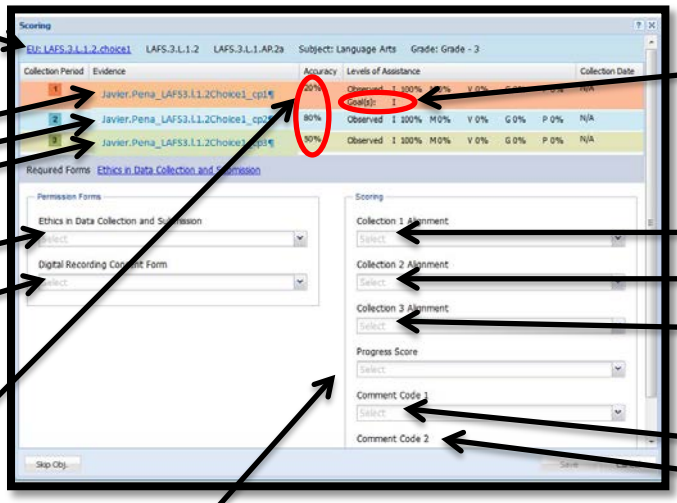
Step 2: Review the Standard Entry Scoring Window.

The Standard and Activity Choice is noted here.

Collection Period files are uploaded by teachers here.

Form submission is entered here by scorers.

The Accuracy score is noted here by teachers.



LOA Goal is noted by teachers here.

Alignment status is entered here by scorers.

Comment Codes are entered here by scorers.

Progress score is entered here by scorers.

Please note: Comment Codes do not need to be noted more than once on a scoring worksheet and should not be entered more than once into the AVS unless specifically noted.

2A: Is there an uploaded *Ethics in Data Collection and Submission Form*?

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

2B: 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 **2C**.	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 **2C**.

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

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

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

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

2E. Open the file for Collection Period #1. Click on the Activity Tab. Has any information been entered in the text box? (If there is no file, proceed to 2J.)

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2F**.	IF No →	Proceed to **2F.**

2F. Click on the Interaction Tab. Has any information been entered in the text box?

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2G**.	IF No →	Proceed to **2G**.

2G. Locate the Activity Choice on the Scoring Window in the AVS. Does the Activity Choice indicated within the evidence match the Activity Choice listed on the Scoring Window?

IF Yes →	Proceed to **2H**.	IF No →	Note Comment Code 13 on the scoring worksheet. Proceed to **2H**.

2H. Locate the Level of Assistance provided on the Scoring Window in the AVS. Does the Level of Assistance indicated within the evidence match the Level of Assistance listed on the Scoring Window?

IF Yes →	Proceed to **2I**.	IF No →	Note Comment Code 15 on the scoring worksheet Proceed to **2I**.

2I. Locate the Accuracy provided on the Scoring Window in the AVS. Does the Accuracy indicated within the evidence match the Accuracy listed on the Scoring Window?

IF Yes →	Close the file. Proceed to **2J**.	IF No →	Close the file. Note Comment Code 14 on the scoring worksheet Proceed to **2J**.

2J. Open the file for Collection Period #2. Click on the Activity Tab. Has any information been entered in the text box? (If there is no file, proceed to 2O.)

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2K**.	IF No →	Proceed to **2K.**

2K. Click on the Interaction Tab. Has any information been entered in the text box?

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2L**.	IF No →	Proceed to **2L**.

2L. Locate the Activity Choice on the Scoring Window in the AVS. Does the Activity Choice indicated within the evidence match the Activity Choice listed on the Scoring Window?

IF Yes →	Proceed to **2M**.	IF No →	Note Comment Code 13 on the scoring worksheet. Proceed to **2M**.

2M. Locate the Level of Assistance provided on the Scoring Window in the AVS. Does the Level of Assistance indicated within the evidence match the Level of Assistance listed on the Scoring Window?

IF Yes →	Proceed to **2N**.	IF No →	Note Comment Code 15 on the scoring worksheet Proceed to **2N**.

2N. Locate the Accuracy provided on the Scoring Window in the AVS. Does the Accuracy indicated within the evidence match the Accuracy listed on the Scoring Window?

IF Yes →	Close the file. Proceed to **2O**.	IF No →	Close the file. Note Comment Code 14 on the scoring worksheet Proceed to **20**.

2O. Open the file for Collection Period #3. Click on the Activity Tab. Has any information been entered in the text box? (If there is no file, proceed to 3A.)

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2P**.	IF No →	Proceed to **2P.**

2P. Click on the Interaction Tab. Has any information been entered in the text box?

IF Yes →	Note Comment Code 19 on the scoring worksheet. Proceed to **2Q**.	IF No →	Proceed to **2Q**.

2Q. Locate the Activity Choice on the Scoring Window in the AVS. Does the Activity Choice indicated within the evidence match the Activity Choice listed on the Scoring Window?

IF Yes →	Proceed to **2R**.	IF No →	Note Comment Code 13 on the scoring worksheet. Proceed to **2R**.

2R. Locate the Level of Assistance provided on the Scoring Window in the AVS. Does the Level of Assistance indicated within the evidence match the Level of Assistance listed on the Scoring Window?

IF Yes →	Proceed to **2S**.	IF No →	Note Comment Code 15 on the scoring worksheet Proceed to **2S**.

2S. Locate the Accuracy provided on the Scoring Window in the AVS. Does the Accuracy indicated within the evidence match the Accuracy listed on the Scoring Window?

IF Yes →	Close the file. Proceed to **3A**.	IF No →	Close the file. Note Comment Code 14 on the scoring worksheet. Proceed to **3A**.

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

3A: Is there a file uploaded to Collection Period #1?

IF Yes →	Proceed to **3C**.	IF No →	The Standard Entry may still be scorable. Proceed to **3B**.

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

IF Yes →	Proceed to **3D**.	IF No →	*The Standard Entry is unscorable.* • **Comment Codes**: 1, 2 Proceed to **Exhibit A** to complete.

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

IF Yes →	Proceed to **3D**.	IF No →	*The Standard Entry is unscorable.* • **Comment Codes**: 1, 2 Proceed to **Exhibit A** to complete.

3D: Was one Level of Assistance Goal submitted during Collection Period #1?

IF Yes →	Note the LOA goal on the scoring worksheet. Proceed to **3H**.	IF No →	The Standard Entry may still be scorable. If no LOA goal is selected, proceed to **3E**.

3E: 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. • **Comment Code**: 15 Proceed to **3H**.	IF No →	The Standard Entry may still be scorable. Close the file. Proceed to **3F**.

3F: Open the file for Collection Period #2. Does the file contain a *Late Enrollment Form*?

IF Yes →	Keep the file open. Proceed to **3G**.	IF No →	*The Standard Entry is unscorable.* Close the file. • **Comment Codes**: 1, 4 Proceed to **Exhibit A**.

3G: 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. • **Comment Code**: 17 Proceed to **4A**.		*The Standard Entry is unscorable.* Close the file. • **Comment Codes**: 1, 4 Proceed to **Exhibit A**.

3H. Review the uploaded file for Collection Period #1. What type of evidence is it?

Observation Evidence	Work Product	Digital Recording	Not indicated.
Proceed to **3J**.	Proceed to **3L**.	Proceed to **3M**.	Proceed to **3I**.

3I. Consult your table leader to determine what type of evidence it is. Return to 3H.

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

IF Yes →		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 **3K**.		IF Yes →	Proceed to **3K**.	IF No →	Standard Entry may still be scorable. Disregard CP #1 Entry. Note Comment Code 5. Close the file. Proceed to **4A**.

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

IF Yes →		IF No →	
	Proceed to **3L**.		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**.

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

IF Yes →		IF No →	
	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**.		Proceed to **3N**.

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

IF Yes →		IF No →	
	Proceed to **3N**.		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**.

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

IF Yes →		IF No →	
	Proceed to **3O**.		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**.

3O. Is the date associated with the evidence within the September 1 - October 13, 2017 Collection Period #1 window?

IF Yes →	Proceed to **3P**.	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**.

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

IF Yes →	Proceed to **3R**.	IF No →	Proceed to **3Q**.

3Q. 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 **3R**.	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**.

3R. Locate the Standard listed on the Scoring Window in the AVS. Does the Standard indicated within the evidence match the Standard listed on the Scoring Window?

IF Yes →	Proceed to **3S**.	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**.

3S. 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 **3T**.	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**.

3T. Review the Level of Assistance documentation for the aligned opportunities within the evidence. Is it verifiable?

IF Yes →	Note the Level of Assistance for the Collection Period on the scoring worksheet Proceed to **3U**.	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**.

3U. 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. Review the uploaded 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.			
			IF Yes →	Proceed to **4D.**	IF No →	Standard Entry may still be scorable. Disregard CP #1 Entry. Note Code 5. Close the file. Proceed to **5A**.

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. • **Comment Codes:** 1, 2 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. • **Comment Codes:** 1, 2 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. • **Comment Codes:** 1, 2 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 <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 **5A**.

4K. Is the date associated with the evidence within the November 13 – December 15, 2017 Collection Period #2 window?

IF Yes →	Proceed to **4M**.	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 **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. • **Comment Codes:** 1, 2 Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry <u>may</u> 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 <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 **4O**.

4O. 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. • **Comment Codes:** 1,2 Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry <u>may</u> still be scorable. Disregard the Collection Period #2 Entry. Close the file. Proceed to **5A**.

4P. Locate the Standard listed on the Scoring Window in the AVS. Does the Standard indicated within the evidence match the Standard listed on the Scoring Window?

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. 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. • **Comment Codes:** 1, 2 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 may 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. • **Comment Codes:** 1,2 Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

4T. Review the Level of Assistance documentation for the aligned opportunities within the evidence. 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 may 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.* • **Comment Codes:** 1, 2 Close the file. Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry may 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 may 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. • **Comment Codes:** 1, 2 Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry may still be scorable. Proceed to **5A**.

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

5A. Review the uploaded 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.			
			IF Yes →	Proceed to **5D**.	IF No →	Standard Entry may still be scorable. Disregard CP #3 Entry. Note Code 5. Close the file. Proceed to **5G**.

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. • **Comment Codes:** 1, 2 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. • **Comment Codes:** 1, 2 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 3 or 4?

IF Yes →	*The Standard Entry is unscorable.* Close the file. • **Comment Codes:** 1, 2 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 March 12 – April 6, 2018 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. • **Comment Codes:** 1, 2 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. • **Comment Codes:** 1, 2 Proceed to **Exhibit A** to complete.	IF No →	The Standard Entry is scorable. Proceed to **6A**.

5P. Locate the Standard listed on the Scoring Window in the AVS. Does the Standard indicated within the evidence match the Standard listed on the Scoring Window?

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. • **Comment Codes:** 1, 2 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 may 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. • **Comment Codes:** 1, 2 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 within the evidence. 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. • **Comment Codes:** 1, 2 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. • **Comment Codes:** 1, 2 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 →	**Comment Code 1:** 10 **Comment Code 2:** 18 **Comment Code 3:** 18 **Comment Code 4:** 20 Proceed to **6J**.

6H. Review the scoring worksheet. Are there more than four comment codes noted?

IF Yes →	Consult your table leader.	IF No →	Proceed to **6I**.

6I. Are four Comment Codes noted?

IF Yes →	Enter the Comment Codes in order from least to greatest, with the lowest number as Comment Code 1 and the highest number as Comment Code 4. Proceed to **6J**.	IF No →	Remaining Comment Codes will be 18. Enter the Comment Codes in order from least to greatest, with the lowest number as Comment Code 1 and the highest number as Comment Code 4. Proceed to **6J**.

6J. 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
Proceed to Step 6H for Comment Code instructions.

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.
13	Discrepancy between Activity Choice indicated in student evidence and entered in the AVS.
14	Discrepancy between Accuracy score indicated in student evidence and entered in the AVS.
15	Discrepancy between Level of Assistance indicated in student evidence and entered in the AVS.
16	Discrepancy between Level of Assistance goal indicated in student evidence and entered in the AVS.
17	Level of Assistance goal provided through Late Enrollment Form; not in system
18	No comment
19	Student performance information entered in Activity or Interaction Tab (not in Collection Information)
20	There are no issues with the Standard Entry.

2017–18 FSAA—Datafolio Administration
PROGRESS RUBRIC

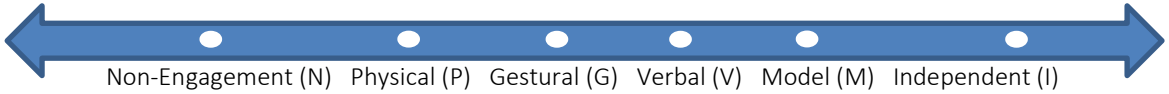
DEFINITIONS

- 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 one or more 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 not 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 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.	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.

APPENDIX F—REPORT SHELLS

Florida Standards Alternate Assessment
DATAFOLIO

Florida Standards Alternate Assessment – Datafolio
Student Roster Report
Spring 2018 Administration

District: DA-Demonstration District A
School: DEM2-Demonstration School 2

ENGLISH LANGUAGE ARTS

Student Name	FLEID	Grade	Reporting Category	Progress Score	Comment Codes	Participation Status	Achievement Level
Student, Demo 1	FL000000000010	03	Key Ideas and Details	3	20		
			Integration of Knowledge and Ideas	1	20	1	1
			Language and Editing	0	1,2		
Student, Demo 2	FL000000000008	03	Key Ideas and Details	1	20		
			Integration of Knowledge and Ideas	1	5,10,20	1	2
			Language and Editing	1	20		
Student, Demo 3	FL000000000005	03	Key Ideas and Details	3	20		
			Integration of Knowledge and Ideas	3	20	1	3
			Language and Editing	3	20		
Student, Demo 4	FL000000000006	03	Key Ideas and Details	5	5,10,12,20		
			Integration of Knowledge and Ideas	2	20	1	2
			Language and Editing	1	20		
Student, Demo 5	FL000000000337	04	Key Ideas and Details	0	1,6		
			Integration of Knowledge and Ideas	4	20	1	2
			Text-based Writing	4	20		
Student, Demo 6	FL000000000338	04	Key Ideas and Details	0	1,2,4		
			Integration of Knowledge and Ideas	3	20	1	3
			Text-based Writing	4	5,10,12,20		

*

Comment Codes Legend

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.
13 = Discrepancy between Activity Choice indicated in student evidence and entered in the AVS.
14 = Discrepancy between Accuracy score indicated in student evidence and entered in the AVS.
15 = Discrepancy between Level of Assistance indicated in student evidence and entered in the AVS.
16 = Discrepancy between Level of Assistance Goal indicated in student evidence and entered in the AVS.
17 = Level of Assistance goal provided through Late Enrollment Form; not in system.
19 = Student performance information entered in Activity or Interaction Tab (not in Collection Information).
20 = There are no issues with the Standard Entry.

Participation Status Legend

0 = Not Tested - Unspecified
1 = Tested
2 = Participating in Performance Task

Florida Standards Alternate Assessment – DATAFOLIO

Florida Standards Alternate Assessment – Datafolio
Student Roster Report
Spring 2018 Administration

District: DA-Demonstration District A
School: DEM2-Demonstration School 2

ENGLISH LANGUAGE ARTS

Student Name	FLEID	Grade	Reporting Category	Progress Score	Comment Codes	Participation Status	Achievement Level
Student, Demo 7	FL000000000341	04	Key Ideas and Details	0	1,7		
			Integration of Knowledge and Ideas	2	20	1	3
			Text-based Writing	3	20		
Student, Demo 8	FL000000000673	05	Key Ideas and Details	2	20		
			Craft and Structure	0	1,5,11,12	1	1
			Integration of Knowledge and Ideas	1	20		
Student, Demo 9	FL000000000674	05	Key Ideas and Details	4	20		
			Craft and Structure	4	20	1	3
			Integration of Knowledge and Ideas	0	1,2		
Student, Demo 10	FL000000000681	05	Key Ideas and Details	2	5,10,12,20		
			Craft and Structure	0	1,4	1	1
			Integration of Knowledge and Ideas	0	1,2,4,9		
Student, Demo 11	FL000000000676	05	Key Ideas and Details	1	20		
			Craft and Structure	0	1,7	1	1
			Integration of Knowledge and Ideas	1	20		
Student, Demo 12	FL000000000682	05	Key Ideas and Details	0	1,6		
			Craft and Structure	3	20	1	2
			Integration of Knowledge and Ideas	1	10,12,20		

*

Comment Codes Legend

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.
13 = Discrepancy between Activity Choice indicated in student evidence and entered in the AVS.
14 = Discrepancy between Accuracy score indicated in student evidence and entered in the AVS.
15 = Discrepancy between Level of Assistance indicated in student evidence and entered in the AVS.
16 = Discrepancy between Level of Assistance Goal indicated in student evidence and entered in the AVS.
17 = Level of Assistance goal provided through Late Enrollment Form; not in system.
19 = Student performance information entered in Activity or Interaction Tab (not in Collection Information).
20 = There are no issues with the Standard Entry.

Participation Status Legend

0 = Not Tested - Unspecified
1 = Tested
2 = Participating in Performance Task

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: STUDENTAF, DEMONSTRATION
FLEID: FL000000000010
Grade: 3

Spring 2018
District: DA-Demonstration District A
School: DEM3-Demonstration School 3

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.

The specific Activity Choices and individual LOA goals for your student are not provided in this report. It is therefore recommended that you speak to your student's teacher(s) for information regarding specific Activity Choices and LOA goals your student was working toward for each content included in this report.

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://www.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.	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.	0
	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.	0
			Your Student's Current **ENGLISH LANGUAGE ARTS** Achievement Level is: **Level 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.	2
	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	4
	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
			Your Student's Current **MATHEMATICS** Achievement Level is: **Level 3**	
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.	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.	0
			Your Student's Current **SCIENCE** Achievement Level is: **Level 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.

Achievement Level Policy Definitions *

Level 1

Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSAPs)

Level 2

Students at this level demonstrate a **limited** level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSAPs)

Level 3

Students at this level demonstrate a **satisfactory** level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSAPs)

* The FSAA-Datafolio Achievement Level Descriptions (ALDs), which provide content and grade performance expectations of progress towards the LOA Goal for each achievement level, can be accessed at http://www.fldoe.org/core/fileparse.php/5663/urlt/FSAA-DatafolioALDs.pdf

FLEID: FL000000000681 **Name:** STUDENTAO, DEMONSTRATION

APPENDIX G—DECISION RULES

Florida Standards Alternate Assessment Datafolio 17-18

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 blk&wht 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
	Provided to State	Provided to District	
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. To fulfill educational requirements, students enrolled in high school may submit a grade 09 or 10 ELA assessment. 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* (ELA 1)							
10	09	O* (ELA 1)							
10	10	R* (ELA 2)							
06,07,08, 09, 10, 11, 12	07				O^				
11, 12	09	O*							
11, 12	10	O*							
09, 10, 11, 12	HS					O	O	O	O
		*Grade 9 students should take the ELA 1 assessment, and Grade 10 students should take the ELA 2 assessment. However, the FLDOE allows flexibility							

		depending on when the student is ready to take the assessment upon completion of their course work. Although flexibility is allowed, ELA 1 and ELA 2 are NOT considered EOCs. *Students enrolled in grade 10 who submit a grade 09 ELA 1 test are not required to also submit a grade 10 ELA 2 test ^Civics is intended to be assessed at grade 7 or upon completion of the course. This is an EOC and is allowed at grades 6-12. 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. Performance Task and Datafolio Comparison

A. Pre-Discrepancy Resolution Student Results

a. Using pre-discrepancy resolution student results the Performance Task student tests and Datafolio student tests will be compared using BookletNumber, Tested Grade and Tested Subject. Pre-discrepancy resolution student results data is before any clean up or data processing so test attemptedness will not be available based off of the standard rules provided in detail within the Student Test Participation Status section.

B. Performance Task

a. OAT testing platform extract item attempt flag will be used to calculate the number of items a student attempted if a Not Tested Reason was not selected. If a student has all items with item attempt as 0 then the student will be considered as not attempted for the comparison only.

C. Datafolio

a. AVS final progress scores for each of the three progress entries will be used. If a student receives an N (not submitted) or blank then the corresponding progress entry will be considered as not attempted for the comparison only. A student must have at least one progress entry attempted to be considered as tested for the comparison only.

D. The table below summarizes the action that will be taken if a student has at least one test in the Performance Task OAT testing platform extract that corresponds to a student in the Datafolio AVS extract.

Perf Task: Testing Platform Not Tested Reason	Perf Task: Attempted	Datafolio: Attempted	Perf Task Action for each Test	Datafolio Action for All Tests
Blank	No	No	none	Not Tested Reason: Participating in Perf Task
Blank	Yes	No	none	Not Tested Reason: Participating in Perf Task
Deceased	na	No	none	Not Tested Reason: Participating in Perf Task
EOC Deferred	na	No	none	Not Tested Reason: Participating in Perf Task
Extraordinary Exemption	na	No	none	Not Tested Reason: Participating in Perf Task
Home School	na	No	none	Not Tested Reason: Participating in Perf Task
LY<1 yr—ELA ONLY	na	No	none	Not Tested Reason: Participating in Perf Task
McKay Scholarship Recipient	na	No	none	Not Tested Reason: Participating in Perf Task
Medical Complexity	na	No	none	Not Tested Reason: Participating in Perf Task
Participating in Datafolio	na	No	none	none
Participating in FSA ELA/MATH/SCIENCE	na	No	none	Not Tested Reason: Participating in Perf Task
Student Absent - Unable to Assess	na	No	none	Not Tested Reason: Participating in Perf Task
Student Hospitalized - Unable to Assess	na	No	none	Not Tested Reason: Participating in Perf Task
Student not in Tested Grade	na	No	none	Not Tested Reason: Participating in Perf Task
Student Withdrew	na	No	none	Not Tested Reason: Participating in Perf Task
Test Administration Violation	na	No	none	Not Tested Reason: Participating in Perf Task
Blank	No	Yes	Not Tested Reason: Participating in Datafolio	none
Blank	Yes	Yes	none	Not Tested Reason: Participating in Perf Task
Deceased	na	Yes	none	Not Tested Reason: Participating in Perf Task
EOC Deferred	na	Yes	none	Not Tested Reason: Participating in Perf Task
Extraordinary Exemption	na	Yes	none	Not Tested Reason: Participating in Perf Task

Perf Task: Testing Platform Not Tested Reason	Perf Task: Attempted	Datafolio: Attempted	Perf Task Action for each Test	Datafolio Action for All Tests
Home School	na	Yes	none	Not Tested Reason: Participating in Perf Task
LY<1 yr—ELA ONLY	na	Yes	none	Not Tested Reason: Participating in Perf Task
McKay Scholarship Recipient	na	Yes	none	Not Tested Reason: Participating in Perf Task
Medical Complexity	na	Yes	none	Not Tested Reason: Participating in Perf Task
Participating in Datafolio	na	Yes	none	none
Participating in FSA ELA/MATH/SCIENCE	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student Absent - Unable to Assess	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student Hospitalized - Unable to Assess	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student not in Tested Grade	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student Withdrew	na	Yes	none	Not Tested Reason: Participating in Perf Task
Test Administration Violation	na	Yes	none	Not Tested Reason: Participating in Perf Task

E. If Datafolio action is that the Not Tested Reason is to be set to Participating in Performance Task then the Datafolio results will be suppressed
   a. Reporting Category Codes
   b. Access Point Codes
   c. Progress Scores
   d. Comment Codes 1-4.

IV. Student Assessment Data

A. Standard Entry Data

1. Florida Education Identification

a. DOE to provide Measured Progress with updated AVS student demographic data file with populated FLEID.

b. Updated student demographic file will be merged to the discrepancy resolution student results by user ID, last name, first name, and date of birth.

2. If a FLEID is unavailable, the FLEID field will be blank on all related deliverables (i.e. student report, student roster, data files).

3. 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.

4. 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”

5. Comment Code 1, 2, 3, and 4

a. Each entry is required to have at least two valid comment codes

b. They will be blank if the teacher did not select an objective.

6. 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 Attempt-edness Rule	Participation Status	Included in Aggregations
M	Tested	Yes
N	Not Tested Unspecified	Yes
M,N	Participating in Performance Task	No

C. Student Achievement Level Assignment

1. Students with a test participation status of Tested will be assigned a test achievement level

2. The approved cut scores will be used to assign students an achievement level based on the three individual progress scores.

3. Student must receive a progress score of 1 or greater in at least one standard entry to receive an achievement level assignment.

Achievement Level	Achievement Level Label
1	Level 1
2	Level 2
3	Level 3

V. 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
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).

VI. 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.

F. Number of Students At each Achievement Level: Number of Students with a Tested participation status earning the achievement level meeting school type inclusion rules

G. Percent of Students At each Achievement Level: 100 times Number of Students at each Achievement Level divided by Number of Students with a Tested participation status meeting school type inclusion rules rounded to the nearest whole number

VII. Aggregate Data Suppression Rules

A. Do not suppress number of students assessed and number of students not assessed

B. Suppress Achievement Level Aggregations by District, or School

1. If the total tested count is less than 10, suppress the number and percent at each achievement level and number and percent of students at achievement level 3 or above

2. If all students have the same achievement level and total tested count is greater than or equal to 10, suppress the number and percent at each achievement level and do not suppress the number and percent of students at achievement level 3 or above

VIII. 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 03-08 ELA
2	MATHEMATICS	Grades 03-08 Math
3	SCIENCE	Grades 05 & 08 Science
1	ACCESS ELA 1	Grade 09 ELA 1
1	ACCESS ELA 2	Grade 10 ELA 2
2	ACCESS ALGEBRA 1	High School Algebra 1 EOC
3	ACCESS BIOLOGY 1	High School Biology 1 EOC
4	ACCESS GEOMETRY	High School Geometry EOC
5	ACCESS CIVICS	Grades 06-12 Civics EOC
6	ACCESS US HISTORY	High School US History EOC
*For ELA and HS ELA assessments, replace “ELA” with “ENGLISH LANGUAGE ARTS” for roster headers		

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. Only students with at least one "Tested" participation status will receive a student report.

2. 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."

c. For tests where no achievement level is assigned, print "*" for the achievement level with the footnote "Student score not available; if you have any questions, please contact your student's teacher."

3. EOC and ELA 1 and ELA 2 content areas 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".

4. Datafolio Results

a. Header

Grade Allowed	Subject	Report Page Header
03-08	ELA, Math, Science	Your Student's Performance on the Grade *X* Datafolio Assessment
09-12	ELA 1	Your Student's Performance on the English Language Arts 1 Datafolio Assessment
09-12	ELA 2	Your Student's Performance on the English Language Arts 2 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” or “Participating in Performance Task”, 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”

f. Achievement Level Policy Definitions

i Achievement level description associated with the student’s earned achievement level are static across all grades and contents.

5. 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 FlAltDatafolio1718StudentSchool[grade]Admin[#]_ [discode||schcode].pdf

c. Civics (06-12) will be grouped in one PDF for a school

i FlAltDatafolio1718StudentSchoolCIVAdmin[#]_ [discode||schcode].pdf

d. High School grades (09, 10, 11, 12) will be included in one PDFs for a school

i FlAltDatafolio1718StudentSchoolHSAdmin[#]_ [discode||schcode].pdf

e. Students will be sorted in the PDF by Enrolled Grade, Last Name, First Name, FLEID

6. Print Release

a. Measured Progress will provide print files to print vendor for printing and shipping school packs to the districts. Districts will distribute to each school when there is at least one tested student enrolled in the school. A school may receive more than one package depending on the number of tested students.

b. ELA, Math, and Science grades (03-08),ELA1 (grade 09), ELA2 (grade 10), and EOC will be grouped in one package.

c. Every print package will start with a slip sheet as the first entity (with a blank back page), followed by the student reports. Student Reports will be sorted by enrolled grade, last name, first name, and FLEID. Blank/Missing names are sorted as-is (fully blank names sort to the top).

d. Slip sheet

i Florida Alt Datafolio 17-18

ii Slip Sheet

iii District Name: State provided truncated district name

iv School Name: State provided truncated school name

v School Code: District Code – School Code

vi Grade/Content: All Grades/Contents

vii Report Type: Student Report

C. Student Roster Specific Rules

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. All Grades and Subjects will be grouped in one PDF for a school.

i FlAltDatafolio1718StudentRosterAdmin[#]_ [discode||schcode].pdf

c. Student data will be listed on the roster by Test, Enrolled Grade, Last Name, First Name, FLEID. Each Test will start on its own page.

3. Print Release

a. Measured Progress will provide print files to print vendor for printing and shipping school packs to the districts. Districts will distribute to each school when there is at least one student enrolled in the school with a test participation status assigned. A school may receive more than one package depending on the number of tested students.

b. Every print package will start with a slip sheet as the first entity (with a blank back page), followed by the roster pages. Student data will be listed on the roster by Test, Enrolled Grade, Last Name, First Name, and FLEID. Each Test will start on its own page.

c. Slip sheet

i Florida Alt Datafolio 17-18

ii Slip Sheet

iii District Name: State provided truncated district name

iv School Name: State provided truncated school name

v School Code: District Code – School Code

vi Grade/Content: All Grades/Content

vii Report Type: Student Roster

IX. Data Deliverables Decision Rules

A. State Student Test Results

1. Layout: FLAlt1718DatafolioStudentTestResultsLayout.xls

2. File Name: FLAlt1718DatafolioStudentTestResults.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, FLEID

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: FLAlt1718DatafolioStudentTestResultsLayout.xls

2. File Name: FLAlt1718DatafolioStudentTestResults[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, FLEID

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: FLAlt1718DatafolioAssessedSummaryLayout.xls

2. File Name: FLAlt1718DatafolioAssessedSummary[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

10. Apply achievement level aggregation suppression rules outlined earlier in this document.

D. State Assessed Summary

1. Layout: FLAlt1718DatafolioAssessedSummaryLayout.xls

2. File Name: FLAlt1718DatafolioAssessedSummary.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

9. Achievement level aggregation suppression rules outlined earlier in this document will not be applied.

APPENDIX H—ACHIEVEMENT LEVEL DESCRIPTIONS

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-Datafolio in July 2017, (b) score interpretation on student reports, and (c) 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 Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth 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 Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards 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 towards 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 and 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 and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS		
Level 1	**Level 2**	**Level 3**
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).
FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - SCIENCE		
Level 1	**Level 2**	**Level 3**
Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 5, NGSS-APs:</u> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <u>Grade 8, NGSS -APs:</u> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow	Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 5, NGSS-APs:</u> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <u>Grade 8, NGSS -APs:</u> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow <u>Biology 1, NGSS -APs:</u>	Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 5, NGSS-APs:</u> • Recognize that people use observation and actions to get answers to questions about the natural world • Identify one source of sound, heat, or light that uses electricity • Recognize body parts related to movement and the five senses <u>Grade 8, NGSS -APs:</u> • Recognize a way science is used in the community • Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold) • Recognize that plants need water and light to grow <u>Biology 1, NGSS -APs:</u> • Match parts of common living things to their

Biology 1, NGSS -APs: • Match parts of common living things to their functions • Sort common living things into plant and animal kingdoms	• Match parts of common living things to their functions • Sort common living things into plant and animal kingdoms	functions • Sort common living things into plant and animal kingdoms

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FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS		
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).
FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - MATHEMATICS		
Level 1		
Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models	Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models • Write a simple expression for a calculation	Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models • Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and

• Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <u>Grade 6, FS-APs:</u> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <u>Grade 7, FS-APs:</u> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <u>Grade 8, FS-APs:</u> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <u>Algebra 1, FS-APs:</u> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales	• Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures <u>Grade 6, FS-APs:</u> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <u>Grade 7, FS-APs:</u> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <u>Grade 8, FS-APs:</u> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <u>Algebra 1, FS-APs:</u> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function	organize two-dimensional figures into Venn diagrams based on the attributes of the figures <u>Grade 6, FS-APs:</u> • Evaluate whether sides of an equation are equal using models • Find the area of quadrilaterals using models • Find the range of a given data set <u>Grade 7, FS-APs:</u> • Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals) • Add the area of each face of a prism to find the surface area of three-dimensional objects • Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice) <u>Grade 8, FS-APs:</u> • Identify graphed functions as linear or not linear • Compare area and volume of similar figures • Analyze displays of bivariate data to develop or select appropriate claims about those data <u>Algebra 1, FS-APs:</u> • Describe a distribution using center and spread • Graph equations in two or more variables on coordinate axes with labels and scales • Describe the rate of change of a function using words <u>Geometry, FS-APs:</u> • Determine if two figures are similar • Identify shapes created by cross sections of two-

• Describe the rate of change of a function using words <u>Geometry, FS-APs:</u> • Determine if two figures are similar • Identify shapes created by cross sections of two-dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed	using words <u>Geometry, FS-APs:</u> • Determine if two figures are similar • Identify shapes created by cross sections of two-dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed	dimensional and three-dimensional figures • Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed

INTRODUCTION

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For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA-Datafolio assesses the educational performance and growth 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 Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards 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 towards 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 and 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 and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS		
Level 1	**Level 2**	**Level 3**
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).
FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - ENGLISH LANGUAGE ARTS (ELA)		
Level 1	**Level 2**	**Level 3**
Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <u>Grade 4, FS-APs:</u> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information	Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <u>Grade 4, FS-APs:</u> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information related to the topic) with relevant facts,	Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Answer questions related to characters, setting, events, or conflicts • Identify information learned from illustrations and information learned from the words in an informational text • Capitalize words in holidays, product names, geographic names, and appropriate words in a title <u>Grade 4, FS-APs:</u> • Identify events, procedures, ideas, or concepts In a historical, scientific, or technical text • Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer • Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic

related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic

Grade 5, FS-APs:

- Summarize a portion of text, such as a paragraph or a chapter
- Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- Summarize the text or a portion of the text read, read aloud, or presented in diverse media

Grade 6, FS-APs:

- Identify key individuals, events, or ideas in a text
- Find the precise meaning of a word
- Compare texts from different genres that have a similar theme or address the same topic

Grade 7, FS-APs:

- Refer to details and examples in a text when explaining what the text says explicitly
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases
- Spell words correctly in writing

Grade 8, FS-APs:

- Provide/create an objective summary of a text
- Use the relationship between particular words

definitions, concrete details, quotations, or other information and examples related to the topic

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- Summarize a portion of text, such as a paragraph or a chapter
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- Compare texts from different genres that have a similar theme or address the same topic

Grade 7, FS-APs:

- Refer to details and examples in a text when explaining what the text says explicitly
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases
- Spell words correctly in writing

Grade 8, FS-APs:

- Provide/create an objective summary of a text
- Use the relationship between particular words to better understand each of the words

Grade 5, FS-APs:

- Summarize a portion of text, such as a paragraph or a chapter
- Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- Summarize the text or a portion of the text read, read aloud, or presented in diverse media

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Grade 7, FS-APs:

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- Spell words correctly in writing

Grade 8, FS-APs:

- Provide/create an objective summary of a text
- Use the relationship between particular words to better understand each of the words
- Create an organizational structure in which ideas are logically grouped to support the writer's claim

Grade 9, FS-APs:

- Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text

to better understand each of the words • Create an organizational structure in which ideas are logically grouped to support the writer's claim Grade 9, FS-APs: • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author Grade 10, FS-APs: • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums	• Create an organizational structure in which ideas are logically grouped to support the writer's claim Grade 9, FS-APs: • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text • Find the precise meaning of a word • Identify claims and arguments made by the author Grade 10, FS-APs: • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums	• Find the precise meaning of a word • Identify claims and arguments made by the author Grade 10, FS-APs: • Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme • Verify the prediction of the meaning of a new word or phrase • Compare and contrast various accounts of a subject in two or more mediums

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Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Next Generation Sunshine State Standards Access Points (NGSS-APs).
FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - SOCIAL STUDIES		
Level 1	**Level 2**	**Level 3**
Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to: <u>Civics, NGSS-APs:</u> • Recognize that the government has different parts • Recognize an obligation of citizens, such as obeying laws • Recognize that local, state, and federal governments provide services <u>US History, NGSS -APs:</u> • Recognize characteristics of life during the Civil War • Recognize that groups may fear people who are different • Recognize a social or economic concern of people	Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Civics, NGSS-APs:</u> • Recognize that the government has different parts • Recognize an obligation of citizens, such as obeying laws • Recognize that local, state, and federal governments provide services <u>US History, NGSS -APs:</u> • Recognize characteristics of life during the Civil War • Recognize that groups may fear people who are different • Recognize a social or economic concern of people	Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Civics, NGSS-APs:</u> • Recognize that the government has different parts • Recognize an obligation of citizens, such as obeying laws • Recognize that local, state, and federal governments provide services <u>US History, NGSS -APs:</u> • Recognize characteristics of life during the Civil War • Recognize that groups may fear people who are different • Recognize a social or economic concern of people

APPENDIX I—SCORE COMBINATION DISTRIBUTIONS

Table I-1. 2017–18 FSAA-Datafolio: Score Combination Distributions by Content Area

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
ELA	531	0	0	0	144	27.12
		1	0	0	34	6.4
		1	1	0	23	4.33
		1	1	1	13	2.45
		2	0	0	17	3.2
		2	1	0	8	1.51
		2	1	1	6	1.13
		2	2	0	9	1.69
		2	2	1	8	1.51
		2	2	2	4	0.75
		3	0	0	20	3.77
		3	1	0	8	1.51
		3	1	1	2	0.38
		3	2	0	8	1.51
		3	2	1	9	1.69
		3	2	2	13	2.45
		3	3	0	12	2.26
		3	3	1	4	0.75
		3	3	2	14	2.64
		3	3	3	13	2.45
		4	0	0	2	0.38
		4	1	0	2	0.38
		4	1	1	1	0.19
		4	2	0	2	0.38
		4	2	1	2	0.38
		4	2	2	1	0.19
		4	3	0	3	0.56
		4	3	1	1	0.19
		4	3	2	1	0.19
		4	3	3	6	1.13
		4	4	0	3	0.56
		4	4	2	0	0.00
		4	4	4	1	0.19
		5	0	0	10	1.88
		5	1	0	2	0.38
		5	1	1	7	1.32
		5	2	0	2	0.38
		5	2	1	0	0.00
		5	2	2	2	0.38
		5	3	0	8	1.51
		5	3	1	0	0.00
		5	3	2	5	0.94
		5	3	3	8	1.51
		5	4	0	6	1.13

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
ELA	531	5	4	2	3	0.56
		5	4	3	8	1.51
		5	4	4	5	0.94
		5	5	0	19	3.58
		5	5	1	5	0.94
		5	5	2	6	1.13
		5	5	3	11	2.07
		5	5	4	3	0.56
		5	5	5	27	5.08
Mathematics	408	0	0	0	102	25.00
		1	0	0	14	3.43
		1	1	0	17	4.17
		1	1	1	21	5.15
		2	0	0	10	2.45
		2	1	0	11	2.7
		2	1	1	5	1.23
		2	2	0	9	2.21
		2	2	1	8	1.96
		2	2	2	6	1.47
		3	0	0	10	2.45
		3	1	0	10	2.45
		3	1	1	5	1.23
		3	2	0	7	1.72
		3	2	1	8	1.96
		3	2	2	5	1.23
		3	3	0	9	2.21
		3	3	1	6	1.47
		3	3	2	12	2.94
		3	3	3	7	1.72
		4	2	0	0	0.00
		4	2	1	1	0.25
		4	2	2	2	0.49
		4	3	0	1	0.25
		4	3	1	1	0.25
		4	3	2	1	0.25
		4	3	3	0	0.00
		4	4	0	1	0.25
		4	4	1	1	0.25
		4	4	2	0	0.00
		4	4	3	3	0.74
		4	4	4	0	0.00
		5	0	0	3	0.74
		5	1	0	2	0.49
		5	1	1	1	0.25
		5	2	0	3	0.74
		5	2	1	1	0.25
		5	2	2	4	0.98

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Mathematics	408	5	3	0	13	3.19
		5	3	1	5	1.23
		5	3	2	2	0.49
		5	3	3	13	3.19
		5	4	1	0	0.00
		5	4	2	3	0.74
		5	4	3	6	1.47
		5	4	4	1	0.25
		5	5	0	7	1.72
		5	5	1	4	0.98
		5	5	2	4	0.98
		5	5	3	8	1.96
		5	5	4	8	1.96
		5	5	5	27	6.62
Science	136	0	0	0	29	21.32
		1	0	0	12	8.82
		1	1	0	10	7.35
		1	1	1	5	3.68
		2	0	0	1	0.74
		2	1	0	3	2.21
		2	1	1	1	0.74
		2	2	0	3	2.21
		2	2	1	3	2.21
		2	2	2	3	2.21
		3	0	0	4	2.94
		3	1	0	3	2.21
		3	1	1	0	0.00
		3	2	0	2	1.47
		3	2	2	3	2.21
		3	3	0	4	2.94
		3	3	1	0	0.00
		3	3	2	3	2.21
		3	3	3	2	1.47
		4	0	0	1	0.74
		4	3	0	1	0.74
		4	3	1	1	0.74
		4	3	2	1	0.74
		4	3	3	2	1.47
		4	4	3	3	2.21
		4	4	4	0	0.00
		5	0	0	3	2.21
		5	1	0	0	0.00
		5	2	0	1	0.74
		5	2	1	0	0.00
		5	2	2	3	2.21
		5	3	0	1	0.74
		5	3	2	3	2.21

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Science	136	5	3	3	4	2.94
		5	4	0	0	0.00
		5	4	1	2	1.47
		5	4	2	1	0.74
		5	4	3	1	0.74
		5	4	4	1	0.74
		5	5	0	1	0.74
		5	5	1	0	0.00
		5	5	2	3	2.21
		5	5	3	2	1.47
		5	5	4	2	1.47
		5	5	5	8	5.88
Algebra 1	43	0	0	0	13	30.23
		1	0	0	0	0.00
		1	1	0	0	0.00
		1	1	1	0	0.00
		2	0	0	0	0.00
		2	1	0	2	4.65
		2	1	1	0	0.00
		2	2	0	2	4.65
		2	2	1	0	0.00
		2	2	2	1	2.33
		3	0	0	2	4.65
		3	1	0	1	2.33
		3	2	0	1	2.33
		3	2	2	0	0.00
		3	3	0	2	4.65
		3	3	2	2	4.65
		3	3	3	1	2.33
		4	4	0	0	0.00
		4	4	2	1	2.33
		5	0	0	1	2.33
		5	1	0	1	2.33
		5	2	2	1	2.33
		5	3	0	2	4.65
		5	3	2	2	4.65
		5	3	3	0	0.00
		5	4	3	1	2.33
		5	5	0	1	2.33
		5	5	3	1	2.33
		5	5	4	3	6.98
		5	5	5	2	4.65
Biology	68	0	0	0	13	0
		1	0	0	1	1
		1	1	0	2	1
		1	1	1	1	1
		2	1	0	0	2

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
		2	1	1	2	2.94
		2	2	0	2	2.94
		2	2	1	2	2.94
		2	2	2	5	7.35
		3	0	0	2	2.94
		3	1	0	0	0.00
		3	1	1	0	0.00
		3	2	0	1	1.47
		3	2	2	2	2.94
		3	3	0	2	2.94
		3	3	1	1	1.47
		3	3	2	2	2.94
		3	3	3	5	7.35
		4	0	0	1	1.47
		4	2	0	0	0.00
		4	3	0	0	0.00
		4	3	2	2	2.94
Biology	68	4	4	2	0	0.00
		5	0	0	0	0.00
		5	1	0	1	1.47
		5	2	0	0	0.00
		5	2	1	2	2.94
		5	3	0	1	1.47
		5	3	2	3	4.41
		5	3	3	3	4.41
		5	4	3	2	2.94
		5	4	4	1	1.47
		5	5	0	0	0.00
		5	5	1	0	0.00
		5	5	2	1	1.47
		5	5	3	1	1.47
		5	5	4	2	2.94
		5	5	5	5	7.35
		2	1	1	2	2.94
		2	2	0	2	2.94
		0	0	0	8	0
		1	0	0	1	1
		1	1	0	5	1
		1	1	1	2	1
		2	0	0	9	2
Geometry	71	2	1	1	2	2
		2	2	0	3	2
		2	2	1	1	2
		2	2	2	3	2
		3	0	0	4	3
		3	1	0	1	3
		3	2	1	1	3

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Geometry	71	3	2	2	2	3
		3	3	0	4	5.63
		3	3	1	1	1.41
		3	3	2	2	2.82
		3	3	3	2	2.82
		4	3	3	1	1.41
		4	4	2	1	1.41
		5	3	0	1	1.41
		5	3	2	2	2.82
		5	3	3	2	2.82
		5	4	0	1	1.41
		5	4	1	1	1.41
		5	4	3	2	2.82
		5	4	4	1	1.41
		5	5	1	1	1.41
		5	5	3	5	7.04
		5	5	5	2	2.82
Civics	65	0	0	0	23	35.38
		1	0	0	3	4.62
		1	1	0	5	7.69
		1	1	1	0	0.00
		2	0	0	1	1.54
		2	1	0	1	1.54
		2	1	1	1	1.54
		2	2	0	2	3.08
		2	2	1	0	0.00
		2	2	2	1	1.54
		3	0	0	0	0.00
		3	1	0	1	1.54
		3	1	1	0	0.00
		3	3	0	1	1.54
		3	3	1	0	0.00
		3	3	2	2	3.08
		3	3	3	3	4.62
		4	0	0	1	1.54
		4	2	0	0	0.00
		4	3	1	0	0.00
		4	4	4	1	1.54
		5	0	0	2	3.08
		5	2	0	4	6.15
		5	2	1	1	1.54
		5	3	0	1	1.54
		5	3	1	0	0.00
		5	3	2	1	1.54
		5	3	3	0	0.00
		5	4	2	0	0.00
		5	4	4	0	0.00

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Civics	65	5	5	0	2	3.08
		5	5	3	0	0.00
		5	5	4	3	4.62
		5	5	5	5	7.69
U.S. History	32	0	0	0	9	28.13
		1	0	0	0	0.00
		1	1	0	0	0.00
		1	1	1	0	0.00
		2	0	0	2	6.25
		2	1	0	1	3.13
		2	1	1	0	0.00
		2	2	0	2	6.25
		2	2	1	2	6.25
		2	2	2	2	6.25
		3	0	0	3	9.38
		3	1	0	0	0.00
		3	2	0	0	0.00
		3	2	1	1	3.13
		3	2	2	1	3.13
		3	3	0	1	3.13
		3	3	2	0	0.00
		3	3	3	1	3.13
		4	2	2	1	3.13
		4	3	0	1	3.13
		5	0	0	1	3.13
		5	1	0	0	0.00
		5	2	2	0	0.00
		5	3	0	0	0.00
		5	5	0	1	3.13
		5	5	1	0	0.00
		5	5	2	1	3.13
		5	5	3	0	0.00
		5	5	5	2	6.25

APPENDIX J—SUMMARY INTER-RATER CONSISTENCY STATISTICS

Table J-1. 2017–18 FSAA-Datafolio: Summary Inter-rater Consistency Statistics—by Number of Entries

Subject	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	1	6	400	57.00	18.50	63.75	0.54
	2	6	390	56.92	20.26	64.10	0.60
	3	6	390	56.15	20.00	66.67	0.61
Mathematics	1	6	308	58.44	17.21	65.58	0.62
	2	6	311	55.95	20.90	66.56	0.60
	3	6	311	59.16	15.76	64.95	0.63
Science	1	6	109	60.55	21.10	65.14	0.60
	2	6	110	64.55	14.55	60.91	0.50
	3	6	110	62.73	13.64	61.82	0.67
Algebra 1	1	6	34	55.88	11.76	76.47	0.61
	2	6	30	73.33	10.00	50.00	0.80
	3	6	31	58.06	12.90	70.97	0.64
Biology	1	6	56	67.86	14.29	55.36	0.74
	2	6	58	67.24	8.62	55.17	0.52
	3	6	55	67.27	12.73	56.36	0.54
Geometry	1	6	66	54.55	13.64	72.73	0.26
	2	6	63	63.49	17.46	53.97	0.62
	3	6	63	65.08	14.29	57.14	0.76
Civics	1	6	43	55.81	16.28	60.47	0.50
	2	6	43	62.79	16.28	58.14	0.72
	3	6	43	62.79	13.95	67.44	0.57
U.S. History	1	6	26	73.08	11.54	57.69	0.57
	2	6	27	74.07	3.70	66.67	0.38
	3	6	24	70.83	16.67	54.17	0.84