Florida Standards Alternate Assessment

— PERFORMANCE TASK —

Technical Report
2017–2018

Prepared by Measured Progress for the
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TABLE OF CONTENTS

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, *Florida Department of Education* (FDOE) has developed the *Florida Standards Alternate Assessment* (FSAA) program.

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

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 instructed in access courses participate in the FSAA 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 of three discrete tasks. Each task represents a varying level of cognitive demand, with Task 1 representing the least complex task and Task 3 representing the most complex task. This graduated progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge.

2. FSAA—Datafolio

The FSAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FSAA—Datafolio shows student progress on a continuum of access toward academic content rather than mastery of academic content. The 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 via Datafolio, teachers submit student work samples across three collection periods throughout the school year. Using predefined activity choices, 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 Education Consortium and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. The Access Points writing groups comprised parents/guardians, teachers, and university personnel with special education and content expertise. In conjunction with this activity, 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 intent 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* (EOC) and social studies assessments were added, administration practices were refined, and teachers were tasked with submitting student responses through an online assessment platform. The assessment was rebranded as the Florida Standards Alternate Assessment—Performance Task starting in 2016.

FSAA—PT Developments in 2014–15

The new Access Points were included in Florida access courses. A new assessment was required to assess students on the mastery of the new Access Points. NGSSS-APs for science remained unchanged. Measured Progress and the *Florida Department of Education* (FDOE) entered into another contractual arrangement for the development of this new assessment in spring 2015.

Measured Progress, in conjunction with FDOE, developed new assessment blueprints for ELA grades 3–10 and for mathematics grades 3–8 to reflect the shift to the new Florida Standards. In addition, assessment

blueprints were developed for high school *end-of-course* (EOC) assessments for Algebra 1, Geometry, and Biology 1.

Next, an item bank alignment study was performed by Measured Progress content specialists to identify which available FAA item sets were aligned with the new FSAA assessment blueprints. The content specialists also associated each item set with an aligned FS-AP for mathematics or ELA. Content areas with gaps in coverage of the new FSAA assessment blueprints, as identified in the results of the item bank alignment study, were then targeted for 2015–16 new development.

Item development for the new FSAA—PT began in January 2015. The new development included 56 item sets for ELA, 64 item sets for mathematics, and 24 item sets for science. In addition to the new development, stylistic improvements were made to previously developed item sets to comply with the new assessment design features.

Also included in this development cycle were 24 text-based writing prompts. Five selected-response tasks and one open-response task were developed for each writing prompt. All text-based writing development, intended to replenish the assessment for up to five administration cycles, was scheduled to be field-tested on the 2016 FSAA—PT. The two levels were developed to provide a variety of students with the ability to respond to text with a written product.

The five selected-response tasks work together to create the written product through very guided selected-response items. An open-response prompt requires the student to create their own written product. Students may use the mode of communication that is most appropriate for them. The teacher follows the script to walk the student through the creation of the written product. The difficulty of the open-response items was developed to vary across grade spans by the complexity of the passage to which the student is responding, and to vary in the amount of support provided to the student in creation of the written product (i.e., from sentence starters on the response template worksheet in the lower grades to just a blank response template worksheet in grades 9 and 10). Because text-based writing was a new component for alternate assessment in Florida, the initial design of the writing prompts was presented to the Access Points Advisory Committee on Instruction and Alternate Assessment for feedback in June 2015. Initially, the intent of the design was for students to be administered either the selected-response prompt (lower complexity) or the open-response prompt (higher complexity).

Major developments for an online system occurred throughout 2015. This resulted in the development of the *Administration and Registration Tool* (ART) and the FSAA Testing Platform Online System.

Measured Progress, in conjunction with FDOE, developed new administration trainings and materials that were presented to *Alternate Assessment Coordinators* (AACs) and district trainers at the October 2015 Train-the-Trainer workshops. Administration training modules were also developed as a means of educating teachers about the new assessment. The *FSAA Online System User Guide* and corresponding tutorials were developed to teach users how to navigate the FSAA Online System.

FSAA—PT Developments in 2015–16

The operational field test for the FSAA—PT occurred in spring 2016. All students were presented with a core set of 16 item sets per grade/course assessed. Students were also presented with three matrix item sets totaling 19 sets per grade/course. In addition, ELA included two text-based writing prompts: a selected-response prompt and an open-response prompt. The decision to administer the selected -response prompt (lower complexity) and the open-response prompt (higher complexity) to all students was an outcome of the January 2016 *Technical Advisory Committee* (TAC) meeting. TAC members recommended that all students take both levels to allow for maximum access and demonstration of ability.

All students were administered that FSAA—PT using paper-based components. Teachers recorded student responses in the test booklet as they were administered and then entered the responses into the FSAA Online System when administration was complete.

Student results were provided to schools and districts in June 2016. For each academic area assessed, results included raw score information for each level of complexity based on student performance on the first 10 item sets. This was an interim reporting process, as standard setting was not conducted until February 2017; however, FDOE felt it was important to provide stakeholders with information about student performance. The first 10 item sets were reported since those were administered following the typical adaptive model that is reflected in the FSAA—PT test design. Informational brochures that explained the design of the assessment, the role of Access Points, and how to interpret the scores were provided to teachers and parents/guardians along with *individual student reports* (ISRs) in July 2016. Schools and districts also received school-level *student roster reports* (SRRs) for each academic area presenting their students' individual performances, including "Not Tested" participation status codes as applicable. In addition, districts were provided with two data files: Student Test Results Data File and Assessed Summary Data File. The Student Test Results Data File included basic demographic information, test participation status, and item set scores for each student within the district detailed by school. The Assessed Summary Data file included number of students identified as "Tested" and number of students "Not Tested" by grade and content area within the district detailed by school.

As the FSAA—PT was a new assessment, a standard setting process was required. Standard setting was conducted in February 2017 to establish cut scores for each of four achievement levels in ELA, mathematics, and science.

FSAA—PT Developments in 2016–17

The first fully operational administration for the FSAA—PT occurred in the spring of 2017 for ELA, mathematics, and science. All students were presented with a core set of 16 item sets per grade/course assessed. Students were also presented with three matrix item sets totaling 19 sets per grade/course. In addition, ELA included two text-based writing prompts. Two additional end-of course assessments, Civics and U.S. History, were operationally field-tested in spring 2017.

All students were administered that FSAA—PT using paper-based components. Teachers recorded student responses in the test booklet as they were administered, and then entered the responses into the FSAA Online System when administration was complete.

As the FSAA—PT social studies end-of-course assessments were new, a standard setting process was required. Standard setting was conducted in July 2017 to establish cut scores for each achievement level in Civics and U.S. History.

Individual student reports were provided to teachers and parents/guardians in spring 2017. For ELA, mathematics, and science, the reports included the student's scale score, achievement level, complexity level, and student accuracy. The reports also indicated how the student's performance compared to that of other students who took the same test in the same school, in the same district, and in the state. The social studies, reports only included raw score information about each level of complexity because standard setting activities had yet to be completed. An interpretative guide related to student and school reports, *Understanding the Florida Standards Alternate Assessment Reports,* was available for parents/guardians, teachers, and administrators.

FSAA—PT Developments in 2017–18

Civics and U.S. History were operationally administered for the first time in the spring of 2018. All social studies items were previously operationally field-tested in 2017.

In 2017–18, Measured Progress, in conjunction with FDOE, began the process of transitioning the braille version of the FSAA—PT from *English Braille American Edition* (EBAE) to *Unified English Braille* (UEB). Measured Progress collaborated with the *Florida Instructional Materials Center for the Visually Impaired* (FMIC-VI) to translate grades 3–5 of the operational tests and practice tests to UEB. The goal is for all FSAA—PT to be UEB by the 2019–20 administration.

In 2017–18, three new training videos were developed to supplement the administration training modules and resources. The administration videos modeled key procedures including scaffolding and presentation of the open-response writing prompt. The administration videos were embedded in the training modules and were also available as stand-alone resources on the FSAA Portal.

1.2 CORE BELIEFS

FDOE's mission 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 to 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 are involved in the on-going development of the FSAA—PT. The Access Points Advisory Committee on Instruction and Alternate Assessment, comprised of teachers, parents/guardians, and administrators, was instrumental in providing recommendations for changes to the FSAA program. At this point, there has not been a need to meet with this group as the FSAA program for 2017–18 did not have major changes. However, FDOE continues to receive stakeholder feedback related to the FSAA Program through a designated subcommittee of the State Advisory Committee, The Access Subgroup. In addition, the Content Advisory Committee (see Appendix A, table A-1) meets annually to review FSAA—PT specifications and item development plans.

A bias and sensitivity work group, comprised of general and special education teachers, specialists, and administrators, gathers in the spring to review passages prior to the start of item development for the ELA assessment. Content and bias work groups, comprising general and special education teachers, specialists, and administrators, convene in the summer to review newly developed items. Each ELA, mathematics, science, and social studies content group reviews items for content, alignment with the Access Points, appropriateness for the population of students being assessed, and ratings of item complexity (i.e., *Depth of Knowledge* [DOK] and *Presentation Rubric* indices). Separate bias and sensitivity groups review the ELA, mathematics, science, and social studies items.

1.4　PURPOSES

The primary purposes of the FSAA—PT are (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.

1.5　RESULT USES

2017–18 FSAA—PT results were provided at the student, school, district, and state levels. An interpretative guide related to student and school reports, *Understanding the Florida Standards Alternate Assessment Reports*, was available on the FSAA Portal. Educators, parents, and guardians were encouraged to use the reported scores to inform instruction and chart student progress in mastery of the Access Points.

Results of the FSAA—PT show educators how students with the most significant cognitive disabilities are progressing toward learning 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 mastery of Access Points at the lowest level of complexity may be ready for work that is more difficult, and instructional planning will likely focus on Access Points at a higher level of complexity. 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   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 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.

The IEP teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment 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.). The IEP team should consider the student's present level of educational performance in reference to the Next Generation Sunshine State Standards and Florida Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

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

Figure 1-1. 2017–18 FSAA—PT: Participation Guidelines

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 state 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 avenue in which the student will be assessed—through the FSAA—PT or the FSAA—Datafolio. Further guidance on how this determination is made is available in the *FSAA Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams.*

In addition, if the decision of the IEP team is that the student will participate in access courses and be assessed through the FSAA, the parents of the student must give signed consent to have their child instructed in Access Points and the student's achievement measured based on alternate academic achievement standards. This decision must be documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and FSAA administration. The IEP must also 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.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf).

For each content area, a summary of participation rates and the breakdown by demographic category can be found 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—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. Access Points reflect the key concepts of the Florida Standards and the *Next Generation Sunshine State Standards* (NGSSS) at reduced levels of complexity.

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 Education 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 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 to the revised benchmarks of the Sunshine State Standards. Throughout the process, teachers and university personnel with expertise in reading and language arts and those with expertise in curriculum for students with disabilities were consulted, although no formal writing team was established. In April 2006, the Access Points were included in an online survey with the revisions to the language arts Sunshine State Standards and were aligned with further revisions to the general education 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 ELA, 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, Governor Scott opened three channels for the public to provide input about the CCSS to policymakers. 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. The changes were based on the results of public review and comment. 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 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 identified 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 were 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 included a series of *essential understandings* (EUs). EUs were 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

2.2 ALIGNMENT AND LINKAGES

FDOE contracted with the *Human Resources Research Organization* (HumRRO) to conduct alignment studies of the FSAA—PT assessments. The alignment study for the mathematics, ELA, and science assessments was conducted in July 2016 and focused on the spring 2016 administration. The alignment study for the writing and social studies assessments was conducted in June 2017 and focused on the spring 2017 administration. For both studies, 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 FDOE's data analysis needs. The criteria are listed below:

- *Criterion 1: Age Appropriate*—The content is referenced to the student's assigned grade level (based on chronological age).
- *Criterion 2: Standards Fidelity*—
  - Content Centrality—The target content of the Access Points maintains fidelity with the content of the original grade-level standards.
  - Performance Centrality—The focus of achievement of the Access Points maintains fidelity with the specified performance in the grade-level standards.
- *Criterion 3: Content Coverage*— (HumRRO Alignment Method). Uses three of four HumRRO criteria: Items represent Access Point content, items represent content categories, and *Depth of Knowledge* (DOK) represents Access Point content.
- *Criterion 4: Content Differentiation*—The level of differentiation of content across grade levels is appropriate.

- *Criterion 5: Achievement*—The expected achievement provides the students an adequate opportunity to show learning of grade-referenced academic content.
- *Criterion 6: Performance Accuracy*—The potential barriers to demonstrating what students know and can do are minimized in the assessment to increase measurement accuracy of student performance.

The LAL method is appropriate for alignment of the Access Points to the corresponding MAFS, LAFS, and Next Generation Sunshine State Standards. Criteria 1–6 were included in the review of the items; however, only Criteria 1, 2, 4, and 6 were applied to a review of the Access Points. (The *Florida Alternate Assessment Alignment Reports* are available through the FDOE website.)

2.3   ASSESSMENT DESIGN

2.3.1   FSAA—PT Test Design

In 2014, FDOE issued ITN 2015-43 to solicit proposals for the development and administration of a new alternate assessment, intended to replace the *Florida Alternate Assessment* (FAA). This new assessment would be aligned with the *Florida Standards Access Points* (FS-APs) in ELA and mathematics and with the *Next Generation Sunshine State Standards Access Points* (NGSSS-APs) for science and social studies. In spring 2015, a contract was awarded to Measured Progress to develop the FSAA, which included both performance-based and portfolio-based assessments.

The new design of the performance-based assessment is similar to the FAA in that all items were developed as item sets containing three tasks (Tasks 1, 2, and 3), arranged in order of increasing level of complexity. The labels "Task 1, 2, and 3" replaced the previous labels "participatory, supported, and independent." Scaffolding, as we use the term, is the process of decreasing response options when a student responds incorrectly at Task 1. This process was maintained, though it was reduced to only one scaffolded attempt per item instead of two.

For science and social studies, the item sets were aligned with the NGSSS-APs at the three levels of complexity. For mathematics and ELA, the item sets were aligned differently: Tasks 1 and 2 were aligned with the *essential understandings* (EUs), while Task 3 (the most complex) was aligned with the FS-APs.

The writing prompt section of the ELA assessment included two prompts. Writing Prompt 1 consisted of five selected-response tasks in response to text. Writing Prompt 2 used an open-response format that required a student to create a written product. Both writing prompts target the essential understandings for selected FS-APs.

For administration purposes, each content area of the 2017–18 FSAA—PT was separated into two or three sessions. Each session required the teacher to follow different administration procedures as outlined below.

Session 1 included the first 16 item sets. These item sets were administered adaptively—meaning the teacher continued to administer tasks in an item set *only if* the student responded correctly without scaffolding. It is important to remember that each item set contains three tasks, all addressing Access Points at varied levels of complexity. All students entered each item set at the lowest level of complexity (Task 1). As the student moved

up through the tasks in an item set, the level of difficultly increased. This administration procedure is consistent with prior administration of the FAA.

Session 2 included 3 field-test item sets in ELA, mathematics, science, and social studies. Teachers administered these items in a non-adaptive manner—meaning that the teacher administered all three tasks in an item set, regardless of whether the student answered each task correctly, incorrectly, or provided no response.

Session 3 (ELA only) included Writing Prompts 1 and 2. For Writing Prompt 1, each student was read a passage followed by five selected-response questions. The student responded to these questions by selecting from a field of options in the response booklet. The five selected-response questions are administered as a series with each one building on the previous question, with the final outcome being a full writing product in response to a passage. For Writing Prompt 2, a second passage was read to the student. The teacher then administered the open-response writing prompt by guiding the student through a series of scripted tasks. The student responded utilizing his or her primary mode of communication to create a written product. A student's written product was submitted in the FSAA Online System. Each student (grades 4–10) was administered both prompts.

All content on the 2017–18 FSAA—PT was fully aligned with the FS-APs. Table 2-2 displays the grades and courses assessed on the 2017–18 FSAA—PT.

Table 2-2. 2017–18 FSAA—PT: Grades and Contents Assessed

Grade Level	ELA	Mathematics	Science	Algebra 1 EOC	Biology 1 EOC	Geometry EOC	Civics EOC	U.S. History EOC
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X					X	
8	X	X	X					
9 (ELA I)	X							
10 (ELA II)	X							
High School				X	X	X		X

- ELA access courses are assessed in grades 3–8 with test-based writing prompts in grades 4–10. Grade 9 students are administered the ELA 1 assessment, and Grade 10 students are administered the ELA 2 assessment.

- Math access courses are assessed in grades 3–8.

- Science access courses are assessed in grades 5 and 8.

- Algebra 1, Geometry, Biology 1, and U.S. History access courses are assessed in high school upon completion of the course.

- The Civics access course is assessed in grade 7 or upon completion of the course.

In the initial *Invitation to Negotiate* (ITN) 2015-43, FDOE requested that the FSAA—PT administration be made available to students in both paper-based and computer-based testing formats. Although Florida decided

to defer the online computer-based administration indefinitely, all FSAA—PT item sets were developed to support computer-based administrations.

2.3.2   2017–18 FSAA—PT Item Set Design

The 2017–18 FSAA—PT design is based on the broad range of knowledge, skills, and abilities 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, as shown in Figure 2-1, consists of item sets built with three levels of cognitive demand—a low-level task (Task 1), a medium-level task (Task 2), and a high-level task (Task 3).

Figure 2-1. 2017–18 FSAA—PT: Item Set Tiered Progression
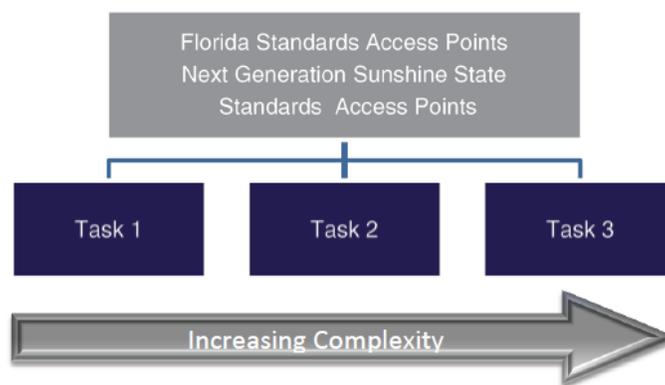
This tiered progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the response options if the student is unable to respond accurately.

The 2017–18 FSAA—PT also included a text-based writing assessment intended to assess a student's ability to compose a product in response to text. The writing prompts, which were field-tested in 2016, included two levels of cognitive demand:

- The lower-level writing prompt included a series of five selected-response questions in response to text. The series of selected-response questions led a student to a full written product; for example, the student may have identified the topic, opening sentence, supporting details, and a conclusion. These tasks were not written to increase in complexity but were intended to lead a student to a full written product via selecting words/phrases from a field of options. All five tasks were administered to the student without the use of scaffolding.

- The higher-level writing prompt included an open-response format in which the student was asked to respond to text utilizing his or her primary mode of communication. The teacher read a passage and then presented a series of questions to the student in a standardized, scripted sequence of steps. The student was asked to respond using information from the passage. A writing template and an outline template (grades 9–10 only) were provided to help structure the

student's response. The writing prompt was scored polytomously on four traits. For each trait, the student achieved a score of 0, 1, 2, or 3 (see Table 2-3).

Table 2-3. 2017–18 FSAA—PT: Writing Type and Traits Scored

Type	Traits Scored (0–3)
Informative	• Title • Introduction • Details from the Passage that Support the Topic • Conclusion
Persuasive	• Title/Greeting • Introduction • Reasons from the Passage that Support the Claim • Conclusion

2.3.3   Components

The 2017–18 FSAA—PT consisted of the following paper-based components: test booklet, response booklet, passage booklet, and cards packet and/or strips packet.

Accommodated materials were available for all student-facing materials (e.g., response Booklet, passage booklet, cutout cards and/or strips) for students with visual impairments. The accommodated materials were available in both formats, contracted and uncontracted braille/tactile graphics.

Table 2-4 outlines the number of forms for each grade and content area. The forms were clearly labeled on the cover of all test components.

Table 2-4. 2017–18 FSAA—PT: Number of Forms

Grade Level / Content Area	Number of Forms
Grades 3–8 ELA 1 (Grade 9)	2
ELA 2 (Grade 10) Access Algebra 1 Access Geometry Access Biology 1 Access Civics Access U.S. History	4

The test booklet contained item set tables that included all necessary instructions for teachers during administration. Each item set table included three sections:

The "Materials" column outlined for the test administrator which materials would be needed for the item. Both the materials provided for the administrator and the materials the administrator needed to gather from the classroom were identified. Stimulus and response options were identified for administrators to facilitate administration and standardize labeling of graphics for students with visual impairments.

The "Teacher Script" column consisted of a clear set of directions for administering each task to the student. It outlined directions for the teacher and indicated what text would be read aloud to the student.

The "Student Response" column indicated the response options and the correct response, and provided a location for the teacher to record the student's response.

See an example of a 2017–18 FSAA—PT item set table in Appendix C.

2.3.4   Administration

For administration purposes, each content area of the 2017–18 FSAA—PT was separated into two or three sessions. Each session required the teacher to follow different administration procedures.

Session 1 included the first 16 item sets and were common across all forms. The Session 1 item sets were administered in an adaptive format—meaning the teacher continued to administer tasks in an item set *only* if the student responded correctly without scaffolding. It is important to remember that each item set contains three tasks, all addressing an FS-AP at varied levels of complexity. All students entered each item set at the lowest level of complexity. As the student moved up through the tasks in an item set, the level of complexity increased.

Session 2 included 3 field-test item sets. Teachers administered these items in a non-adaptive manner— meaning the teacher administered all three tasks in an item set, regardless of whether the student answered each task correctly or incorrectly, or provided no response.

Session 3, only included in ELA assessments (grades 4–10), contained Writing Prompts 1 and 2. The writing prompts were common across all forms. For Writing Prompt 1, each student was read a passage followed by five selected-response questions. The student responded to these questions by selecting from a field of options in the response booklet. For Writing Prompt 2, the second passage was then read to the student. The teacher then administered the open-response writing prompt by guiding the student through a series of scripted tasks. The student responded utilizing his or her primary mode of communication to create a written product.

2.4   CONTENT AND BLUEPRINTS

English Language Arts

Measured Progress was asked to develop new assessment blueprints for ELA grades 3–10 in order to fully align the FSAA—PT with the FS-APs (beginning with the 2015–16 administration). 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

The ELA blueprint 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 comprise reading, writing, language, and speaking and listening standards. The genre may vary between informational and literary text as specified in each grade-level blueprint. Text-based writing is only addressed in grades 4–10. All newly developed item sets for ELA were to be field-tested and their statistics evaluated prior to using the items operationally. Special education and content specialists from Measured Progress and FDOE worked collaboratively together to develop the ELA blueprints. See Appendix D for test blueprints for all content areas.

Mathematics

Measured Progress was also asked to develop new assessment blueprints for mathematics grades 3–8 in order to fully align the FSAA—PT with the FS-APs (beginning with the 2015–16 administration). In addition, Florida requested that blueprints be developed to assess high school Access Algebra 1 and Access Geometry in an EOC format. All newly developed item sets for mathematics were to be field-tested and their statistics evaluated prior to using the items operationally. Special education and content specialists from Measured Progress and FDOE worked collaboratively to develop the mathematics blueprints. (Appendix D contains all of the test blueprints.)

Grades 3–5 address the five reporting categories introduced in elementary school mathematics; grades 6–8 address the six reporting categories introduced in middle school mathematics; and Access Algebra 1 and Access Geometry address three reporting categories each, respective to the high school content introduced in each course.

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

- *Florida Standards Assessment Test Design Summary and Blueprint: Mathematics*
- Mathematics access course descriptions for grades 3–8
- Access Algebra 1 and Access Geometry course descriptions and EOC assessment blueprints
- Florida Standards and Florida Standards Access Points

Science

Measured Progress was also asked to develop new assessment blueprints for Biology 1 EOC (beginning with the 2015–16 administration). Special education and content specialists from Measured Progress and FDOE worked collaboratively to develop the Biology 1 EOC blueprint. The blueprints for grades 5 and 8 science remained unchanged from the previous FAA assessment. (Appendix D contains all of the test blueprints.)

All newly developed item sets for science were field-tested, and their statistics were evaluated prior to using the items as common.

In developing the FSAA—PT blueprints for science, several documents were examined:

- Alternate Assessment in Science for Students with Disabilities

- Next Generation Sunshine State Standards with Access Points

- FSA Biology 1 EOC assessment blueprint

- Biology 1 access course description

An emphasis was placed on the reporting categories at each grade level based on looking at the Big Ideas to see the range and quantity of benchmarks addressed and the range and quantity of Access Points addressed. The Access Points were then reviewed to see whether they were broad or narrow and whether the topics within them could support more development and seem more relevant for this population of students.

The content assessed in alternate assessment reflects the same areas assessed by the Next Generation Sunshine State Standards Assessments. Item sets focus on the science content assessed by the statewide science assessment at each grade level based on the standards that are addressed.

Social Studies

The social studies blueprint design was based on the Next Generation Sunshine State Standards. Access Civics EOC addresses the four reporting categories' content introduced in the grade 7 course. Access U.S. History EOC addresses the three reporting categories' content introduced in the high school course.

As the EOCs for Access Civics and U.S. History were new for 2016–17, all items were field-tested on the 2016–17 FSAA, and their statistics were evaluated prior to using the items for 2017–18.

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

- Next Generation Sunshine State Standards with Access Points

- Access Civics and Access U. S. History course descriptions

- FSA Civics and U.S. History EOC assessment blueprints

CHAPTER 3   TEST DEVELOPMENT

3.1   GENERAL PHILOSOPHY

As noted previously, the FSAA—PT is intended to provide students with the most significant cognitive disabilities the opportunity to participate in a statewide assessment that is both meaningful and academically aligned. Given the wide diversity of this student population, great emphasis is placed on ensuring that the 2017–18 FSAA—PT was appropriate and accessible to all students. The assessment design allowed students to progress through three levels of complexity in an item set (Task 1, Task 2, and Task 3). Task 1 items demanded the lowest level of knowledge and skills to provide students with the greatest access while still maintaining an academic foundation.

To ensure that assessment items were written in a manner that supports the assessment's design, the item-development process was iterative, which allowed multiple opportunities for review of the items by Measured Progress *Content, Design & Development* (CDD) staff, special education staff, editorial staff, as well as staff from FDOE. In addition to the Measured Progress and the FDOE item-review process, separate committees composed of various Florida stakeholders also evaluated passages and items for content and bias. These committee members served as advisors during development, and represented different school cultures with diverse student populations. The reviews at different stages in the development process help ensure alignment with the FS-APs and the NGSSS-APs. In addition, this multistage development and review process provided ample opportunity to evaluate items for their accessibility, appropriateness, and adherence to the principles of universal design. In this way, accessibility remains a primary area of consideration throughout the item-development process. This is critical in developing an assessment that allows for the widest range of student participation, as educators seek to provide access to the general education curriculum and foster college and career ready expectations for students with the most significant cognitive disabilities.

3.2   TEST DEVELOPMENT PROCESS

3.2.1   Content Advisory Committee Review

Prior to developing new content for the 2017–18 assessment, a Content Advisory Committee meeting was held in December 2016. The purpose of this meeting was to (1) provide feedback on the item-level specifications targeting standards for development in 2017–18, and (2) provide feedback on early concepts and direction for the 2017–18 item development.

This meeting took place in Orlando, Florida, and included a stakeholder group consisting of Florida educators and content specialists across various grade spans. Each content-specific panel included a group of general educators and *exceptional student education* (ESE) teachers.

Each of the panelists reviewed the item specifications that outlined the parameters and the recommended concepts for the new item development for 2017–18. The goal of this early stakeholder review was to ensure: that future development would be fully aligned with the Access Points; that complexity would increase across the item sets; that the recommended settings/scenarios/topics were appropriate and would be familiar to Florida's students; and that the targeted development would be fully accessible to all students. The panelists supplied feedback, which was recorded by the Measured Progress facilitator. This feedback was presented to FDOE for discussion and resolution. Changes were then made to the item-level specifications prior to the passage authoring, item writing, and graphic development process.

3.2.2   Passage Bias and Sensitivity Review

Issues of bias in test materials are of particular concern because an important tenet of assessment is to ensure that all students have an equal opportunity to demonstrate their knowledge and skills. For this reason, all passages are reviewed by a Passage Bias and Sensitivity Review Committee (table A-4) before the item development process begins.

The Passage Bias and Sensitivity Review Committee met once via video conference on February 10, 2017. At this meeting, the committee had two tasks: to review the *Bias and Sensitivity Guidelines for the Development of the Florida Alternate Assessment* and to review the initial drafts of reading passages to determine if they were likely to place a particular group of students at an advantage or disadvantage for noneducational reasons. Emphasis was placed on the accessibility of the reading passages for the population of students in alternate assessment.

The Passage Bias and Sensitivity Review Committee consisted of eight individuals selected to participate by Measured Progress and approved by FDOE (see table A-2). They included six special education teachers/coordinators, a general education teacher, and an administrator. Also in attendance was an FDOE staff member with expertise in teaching students with the most significant cognitive disabilities and vision impairments. A representative from the FDOE Bureau of Student Achievement through Language Acquisition also participated on the panel. The Measured Progress special education specialist and lead developers for ELA participated along with additional staff from FDOE.

Committee members reviewed the reading passages and made recommendations when they believed a particular portion of a passage showed bias toward a certain disability group, such as students with low hearing or low vision. Another area of recommendation involved age appropriateness and a review of whether the majority of students would have exposure to a topic or activity presented in a passage. All information from the bias meeting was compiled and any revisions to passages were made as appropriate. All revisions were shared with FDOE staff prior to beginning the item development process.

3.2.3 Internal Item Review

Item sets were initially developed by Measured Progress CDD staff. It was the responsibility of the lead developer assigned to each content area to oversee all item development within that area for the FSAA—PT. After an item set was developed and reviewed by the lead developer, the item set was further reviewed by a special education specialist. The lead developer was responsible for making sure that the item set stayed true to the content of the Access Points it was assessing, and the special education specialist reviewed the item for the appropriateness of the topics used, materials required, and accessibility of the item for the population of students with the most significant cognitive disabilities. Item sets were also reviewed to ensure that they met the item specifications. Item sets were further reviewed by editorial staff to maintain consistency of language across the items and content areas.

Assessment specifications for the 2017–18 FSAA—PT were developed and included in the document *Test Design and Blueprint Specifications for English Language Arts, Mathematics, Science, and Social Studies 2017–2018* (Appendix D). The test design document outlines a variety of item details such as the length and readability of passages for the reading portion of the test, the types of distractors at each level of complexity, parameters for graphics, and the appropriateness of topics for students being assessed through an alternate assessment.

The *Depth of Knowledge* (DOK) and the Presentation Rubric collectively make up Complexity Indices specific to the FSAA—PT. The DOK has been a part of the specifications document since 2008–09. The Presentation Rubric was first developed in 2011–12 and existed as a stand-alone document until the rubric was more solidified. During both 2011–12 and 2012–13, the Presentation Rubric was enhanced based on discussions with FDOE and feedback received from the Advisory Committee (e.g., sample administration scripts and corresponding stimulus/response options were added to Volume of Information; clarifying examples were added to Vocabulary and Context, respectively).

Figure 3-1 provides a flowchart outlining the item-development process. There were multiple opportunities within the process for CDD and special education staff collaboration on item development, as well as for FDOE, the Measured Progress Publishing Department, and stakeholder review of items. This iterative process between Measured Progress staff, FDOE, and stakeholders ensured that quality items were developed that reflect the standards, specifications, and intentions set forth by FDOE.

Figure 3-1. 2017–18 FSAA—PT: Item-Development Process
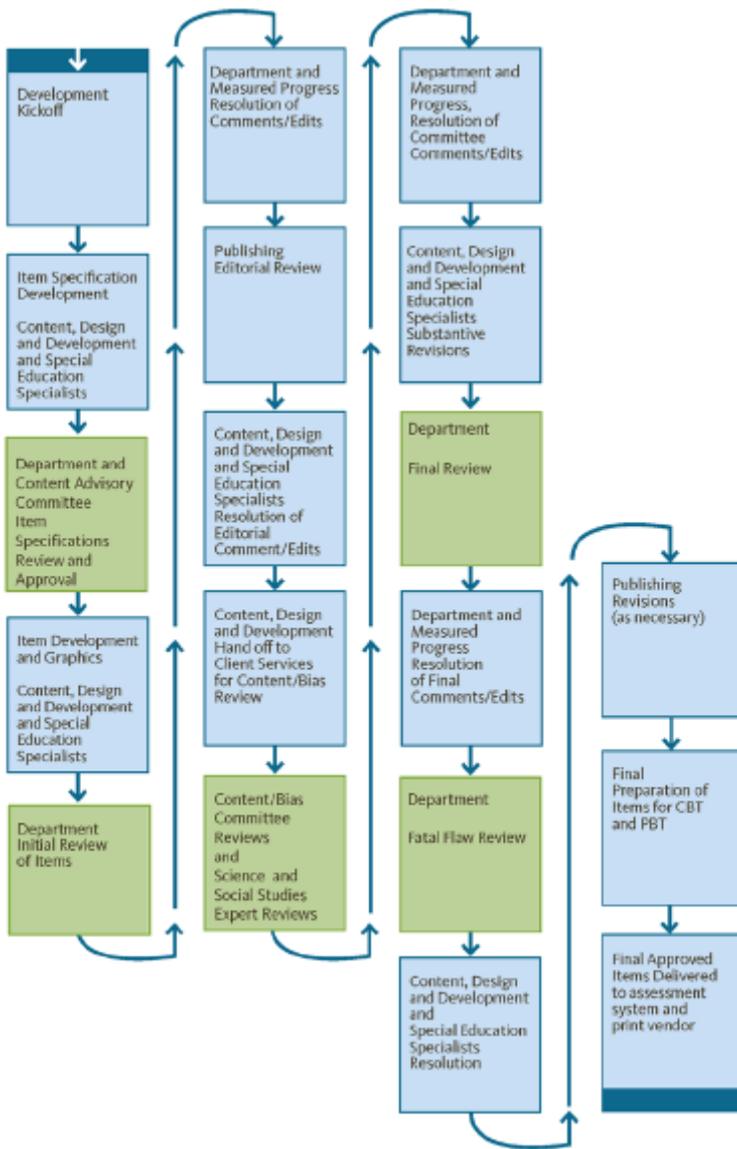
3.2.4 External Item Review

FDOE participated in the review of newly developed item sets at three distinct times: early item development, late item development, and late test production. FDOE participated in initial item review from March to June 2017. All newly developed item sets were authored in *Nimble Tools Suite* (NTS), providing FDOE with the opportunity to evaluate the content of all new developments. FDOE comments were entered into NTS and submitted to the Measured Progress special education specialist to review in conjunction with the respective content-area specialists from CDD. Measured Progress tracked all resolutions in the item-authoring system.

The second FDOE review phase occurred after the item content and bias sensitivity review meeting with stakeholders. During this phase, all newly developed item sets were revised (if needed) according to stakeholder's

recommendations and made available for FDOE review from July to September 2017. During this time, FDOE had the opportunity to evaluate all new development that followed from the stakeholder review. FDOE comments were captured in NTS and reviewed by the special education specialist in conjunction with the respective content-area specialist from CDD at Measured Progress. Measured Progress provided a list of resolutions to FDOE to confirm the type and extent of changes being made to items.

The third phase of FDOE review occurred during the paper-based and computer-based production processes. From September to December 2017, FDOE reviewed the paper-based forms of the assessment. Printed paper copies of all forms of the assessment, including the auxiliary components, were provided to FDOE for the purpose of final sign-off on all print-based materials. FDOE provided comments to Measured Progress in an electronic format. Comments were reviewed by the special education specialist in conjunction with the respective content-area specialist from CDD at Measured Progress; a list of resolutions was then provided to FDOE to confirm the type and extent of changes made to items. From November to December 2017, FDOE reviewed the computer-based forms of the assessment. All forms were presented for review using the FSAA Testing Platform Online System (TAO–Testing Assisté par Ordinateur). FDOE provided feedback to Measured Progress which was resolved by the special education specialist and editorial staff.

3.2.5   Item Content and Bias/Sensitivity Reviews

All of the newly developed items for the 2017–18 FSAA—PT were reviewed by stakeholders to confirm that the assessment content was aligned with FS-APs and to ensure that all item sets were free of bias or sensitivity concerns. This item review meeting was held in Tampa on June 12–16, 2017.

All participants attended a group orientation geared to content review or bias review. Stakeholder recruitment efforts were made to ensure each content and bias panel consisted of special educators and content-area educators from a variety of different grades and backgrounds.

Item Content Review panels (see table A-3) were facilitated by content specialists for each content area. The Measured Progress special education specialist who had significant involvement in overseeing item development, item review, and writing the administration manual for the Florida Standards Alternate Assessment was also present to assist as needed. For each task, panelists were asked to ensure that the Access Points were addressed, to review and clarify administration language in the test booklet, to ensure that there was only one correct answer, to review the graphics for clarity, and to discuss overall complexity as noted in the DOK and the Presentation Rubrics. Each panelist reviewed the item sets individually and then shared his or her appraisal with the group. The collective recommendations were recorded by the facilitator.

Item Bias/Sensitivity Review panels were also facilitated by a Measured Progress staff member. Panelists were asked to look at both the content and the graphics related to each task. They were asked to identify any sensitive topics or issues that may impede a student's access to the assessment. They were also asked to identify any issue of bias that may put a student or group of students at an advantage or disadvantage when taking the

assessment. As with the content review panels, each panelist reviewed the item sets individually, shared his or her feedback with the group, and the collective recommendations were recorded by the facilitator.

After the panelists completed their content-area review, Measured Progress staff—including the developers, special education specialists, and program manager, along with a consultant with expertise on vision impairments—and FDOE staff met to review the panelists' recommendations and incorporate recommendations, where appropriate, on each of the items. The recommendations dealt with both content and bias issues, such as simplifying graphics, changing distractors that might pose issues for students with hearing and/or visual impairments, reducing the complexity of the materials and/or distractors, and making minor changes to DOK and/or the Presentation Rubric ratings initially assigned by the test developer during item development.

3.2.6   Edits and Refinements

Following the item content and bias/sensitivity reviews, any revisions as an outcome of the committee meetings and FDOE decisions were made. The items, once revised, were made available in NTS for final approval by FDOE. Items and passage graphic captions then went through an editorial review process in which the keys and item specifications were verified, and any issues corrected.

CHAPTER 4   ALIGNMENT

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

For the FSAA—PT, 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 the content area and grade level. The definitions and the descriptions guided (a) participants during the standard-setting process for the FSAA—PT in February 2017 and July 2017, (b) score interpretation on individual student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level. The Achievement Level Policy Definitions and the ALDs can be found in Appendix E.

4.1.1   Achievement Level Policy Definitions

The ALDs (Levels 1-4) provide the overarching description of achievement as envisioned by FDOE for each achievement level. These definitions are consistent across grades; however, there is an increasing progression of expectation across the four achievement levels. The definitions developed by FDOE provide a policy-based claim that clearly explicates FDOE's intended takeaway message regarding a student's achievement within each achievement level.

4.1.2   Achievement Level Descriptions, Grade Content as Modifier Specific

For each achievement level on an assessment, ALDs should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across achievement levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for ALDs to be the foundation of test score interpretation, they should reflect more complex *knowledge, skills, and abilities* (KSAs) as the achievement levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient).

The FSAA—PT ALDs provide performance expectations through demonstration of certain KSAs that are expected in a particular achievement level. These are specific to a particular grade and content area. The information in these achievement levels is tailored to include the Access Point(s) and performance-specific detail(s). Each achievement level definition contains some examples of the Access Points that may be assessed within tasks (Task 1, Task 2, Task 3); these are examples and not an exhaustive list. As a whole, the definitions are intended to provide descriptions of student performance expectations that increase across the four achievement levels.

The development of definitions and descriptions occurred during fall 2016. The definitions and descriptions were drafted by FDOE and Measured Progress, and were then reviewed by panelists as a final activity of the Content Advisory Committee in December 2016. In general, panelists only made minor recommendations to the language in the descriptions. Edits were incorporated and finalized with FDOE. During standard setting in February 2017 and July 2017, the definitions and descriptions for each grade and content area were provided to panelists and served as the official description of the KSAs that students would be expected to display for each achievement level. The information used within the ALDs provided some parameters and flexibility to produce a basic picture of student performance without being overly perscriptive. 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—PT student population combined with their understanding of the Access Points.

4.2　PROMOTING ALIGNMENT THROUGH STANDARD SETTING

Standard setting was conducted in February 2017 (ELA, mathematics, and science) and July 2017 (social studies) to establish cut scores for each achievement level. 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.

CHAPTER 5   TRAINING AND ADMINISTRATION

5.1   ADMINISTRATOR TRAINING

5.1.1   Professional Development

Measured Progress, in conjunction with FDOE, hosted two one-day FSAA—PT Train-the-Trainer workshops. These trainings were held in Tampa on July 21 and 24, 2017. All *Alternate Assessment Coordinators* (AACs) and/or designated district trainers were invited to attend one of the two workshops. The participants who attended the trainings were in turn responsible for training individuals within districts and/or acting as a resource for 2017–18 FSAA—PT administration questions. A total of 111 individuals attended the trainings in addition to FDOE members and representatives from Project Access (FDOE discretionary project providing resources to facilitate the teaching and learning of Access Points).

These Train-the-Trainer workshops were provided by the Measured Progress special education specialist who was involved in the development, item review, and writing of the administration manual for the 2017–18 FSAA—PT. The assistant director of special education at Measured Progress also participated in the trainings by fielding questions and providing an overview of the FSAA Online System.

This administration training included a 2017–18 FSAA—PT overview with new training requirements being discussed in detail to ensure all district representatives had a clear understanding of their training expectations. The workshop provided a thorough review of the assessment, assessment components, administration procedures, and test design. A large group discussion was held at the end of each training whereby the Measured Progress special education specialist and FDOE staff provided answers to questions generated throughout the day. The questions and answers gathered across the two workshops were compiled into one document that was made available to all participants following the meeting. The PowerPoint presentation, a draft 2018 administration manual, and all training activities used for the 2017–18 FSAA—PT Train-the-Trainer workshops were provided to the participants for them to present in their respective districts.

Newly produced administration training videos were also provided to the trainers. The administration videos modeled key procedures including scaffolding and presentation of the open-response writing prompts. At the close of each session, participants were presented with the opportunity to provide feedback on the 2017–18 FSAA—PT Train-the-Trainer workshops.

5.1.2   2017–18 FSAA—PT Administration Training Modules

Teachers were required to receive 2017–18 FSAA—PT administration training prior to administering the assessment to students. This training was accomplished by participating in district face-to-face training or by completing each of three administration training modules online. Training requirements were dependent on prior experience with administering the FSAA—PT. Teachers who had NOT been previously trained to administer the

FSAA—PT were required to attend a face-to-face training provided at the district level and were also recommended to review the administration training modules. Teachers who had been previously trained to administer the FSAA—PT could meet their training requirement by reviewing the administration training modules.

The modules are comprised of PowerPoint slides with a voice-over narrative; closed-captioning was provided for teachers with hearing impairments. The administration training modules were designed to closely follow the information provided in the *FSAA—PT Test Administration Manual 2017–18*. Teachers were encouraged to have a copy of the manual available while completing the three administration modules. At the end of each module, teachers were required to complete a brief quiz related to the information presented, as well as enter their contact information. At the end of Module 3, teachers were asked to complete a brief online feedback survey on the training. Each module required approximately 25 to 30 minutes to complete. An outline of the information covered in each training module is provided below.

- Module 1: Assessment Overview
  - FSAA Overview and Test Design
  - Important Dates
  - Assessment Components
  - Item Set Design
- Module 2: Administration Procedures
  - Administration Procedures
  - Content Specific Directions
  - Writing Prompt Administration
- Module 3: Before, During, and After Administration
  - Before Administration—Preparation
  - After Administration
  - Practice Materials
  - Allowable Adjustments
  - Accommodations

The administration training modules were available to teachers 24 hours a day, 7 days a week starting October 30, 2017 through the administration window. In addition to the modules, supplementary administration training resources (e.g., training activities and checklists) were also available on the FSAA Portal for teachers. District-level personnel were responsible for ensuring that teachers who were scheduled to administer the 2017–18 FSAA—PT had attended either a face-to-face training or completed all three of the administration training modules.

Measured Progress used the contact information teachers entered after completing each module to send each district a list of teachers who had completed one or more of the three training modules during the online training window. Participation reports were updated and posted on a secure file transfer site approximately each week during the training window. District personnel were required to follow up with any teachers who had not yet completed the required trainings.

In addition to the three administration training modules, all teachers who intended to administer the 2017–18 FSAA—PT were also required to view a fourth module that provided instructions on how to enter and submit student responses into the FSAA Online System.

Measured Progress provided FDOE and each district's AAC with a final district-level summary report listing teachers who had completed each of the three administration modules. See Table 5-1 for a teacher participation summary.

Table 5-1. 2017–18 FSAA—PT: Teacher Participation Summary

Module 1: Assessment Overview	4860 teachers completed
Module 2: Administration Procedures	4797 teachers completed
Module 3: Before, During, and After Administration	4761 teachers completed
Module 4: FSAA Online System*	5421 teachers completed

* All teachers required to view Mod 4. Teachers could attend a face-to-face OR watch the other modules.

Additionally, Measured Progress compiled a state-level summary listing the participation numbers for the modules as well as the results of the feedback survey. A total of 3,286 teachers participated in the feedback survey; results were shared and discussed with FDOE in an effort to improve future trainings. Survey results can be found in Appendix F.

5.1.3   Administration Manual

The *2017–18 FSAA—PT Test Administration Manual* was created by Measured Progress, in conjunction with FDOE. The *2017–18 FSAA—PT Test Administration Manual* includes sections that outline the assessment and its purpose, the participation criteria for the assessment, the general administration procedures and materials of the assessment, the content-specific directions needed for the assessment, and allowable accommodations for specific sectors of the student population.

The *2017–18 FSAA—PT Test Administration Manual* was available to teachers for download on the FSAA Portal in August 2017 with printed copies arriving in districts in September 2017.

5.1.4   Practice Materials

Measured Progress provided FSAA—PT practice materials reflecting the new design of the assessment in 2016. The practice tasks were selected from the pool of previously developed item sets. All practice tasks were fully aligned with the new FS-APs for ELA and mathematics, and with the NGSSS-APs for science and social studies. The selected practice tasks included a full representation of materials and presentations to best prepare students for the assessment. Trainers were advised to use practice materials in conjunction with the administration manual when providing face-to-face trainings. In addition, administering the practice materials provided teachers and students the opportunity to become familiar with the assessment materials, the administration of the assessment, the type of preparation needed by the teacher, the anticipated student mode of communication for answering selected-response and open-response items, pacing, and administration duration. FSAA—PT practice materials kits were available in two formats for trainers and teachers: printed kits and PDF versions posted on the FSAA Portal. Measured Progress also provided braille and tactile graphics practice materials to teachers as needed. In 2017–18, grades 3–5 practice kits were translated into UEB and distributed to the field. (Again, all practice kits will gradually transition to UEB by 2019–20.)

5.2   OPERATIONAL ADMINISTRATION

The 2017–18 FSAA—PT followed two administration windows as shown in Table 5-2.

Table 5-2. 2017–18 FSAA—PT: Administration Windows

Elementary and Middle School (Grades 3-8) and Access Civics EOC Testing Schedule	
Alternate Assessment Materials in Districts	February 16–22, 2018
Student Testing Window	February 26–April 13, 2018
Student Responses Entered into FSAA Online System	No later than 11:59 p.m. (EST) on April 13, 2018
Return of Test Materials to Piedra Data Services	No later than May 11, 2018
High School Access ELA 1 and 2, Access Algebra 1, Access Geometry, Access Biology 1, and Access U.S. History EOC Testing Schedule	
Alternate Assessment Materials in Districts	March 12–16, 2018 **or** March 19–23, 2018
Student Testing Window	Upon receipt of materials through April 27, 2018
Student Responses Entered into FSAA Online System	No later than 11:59 p.m. (EST) on April 27, 2018
Return of Test Materials to Piedra Data Services	No later than May 11, 2018

The elementary and middle school assessments were administered February 26–April 13, 2018. Once the teacher had completed administration, they were instructed to enter the student responses into the FSAA Online System. Elementary and middle school responses were expected to be entered into the system by April 13, 2018.

The high school assessments were administered March 12–April 27, 2018. Once the teacher had completed administration, they were instructed to enter the student responses into the FSAA Online System. All high school responses were expected to be entered into the system by April 27, 2018. Teachers were instructed to return all assessment materials to Piedra Data Services for storage no later than May 11, 2018.

A secondary late reporting window occurred on July 6, 2018, with a reposting of all district data files. Paper reports were delivered to districts the week of July 30, 2018. The updated reporting run included all students assessed during the regular assessment window as well as all students testing in the extension window.

5.2.2   Administration Survey Results

An online administration survey was conducted from February 27 through May 4, 2018. Approximately 557 educators who administered the assessment participated in the optional 2017–18 FSAA—PT Administration Survey. 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 have liked any additional information on FSAA—PT topics. Feedback on the administration process, including the number of students administered, the amount of time required to administer a content area, and the ease of the administration process, was also collected. Lastly, teachers were given an opportunity to provide feedback on any general, student-specific, or item-specific considerations in an open-response format. Survey results can be found in Appendix F.

CHAPTER 6   SCORING

6.1   ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

6.1.1   Machine Scoring

The system allowed for teacher entry of student responses to be used for paper-based test delivery. Teachers administer and record student responses into the print-based Test Booklet. The Test Booklet served as evidence that could be used as a reference tool to double-check, review, and/or verify student responses. Responses were entered into the FSAA Online System following administration of the items. At the completion of the operational test, all test data were exported from the system and provided to the Measured Progress *Information Technology Reporting Services* (IT-Reporting) Department for analysis.

The 2017–18 FSAA—PT was designed on the idea of providing students the opportunity to work to their fullest potential by starting at the lowest level of complexity (Task 1) and working through the higher levels based on the accuracy of their responses. As the student works through the levels, the tasks increase in complexity. As discussed earlier, items were designed to be administered as item sets, with each item set including three tasks that addressed an Access Point at increasing levels of complexity. All students began an item set at the Task 1 level and continued to work through each level of complexity until they answered a question incorrectly or completed the item set through the Task 3 level. At the Task 1 level of complexity only, scaffolding is implemented if a student responds incorrectly to the initial presentation. Specifically, the number of response options is reduced from three to two, and Task 1 is readministered to the student. This scaffolding process was systematically used across all grades and content areas. All students were presented with 19 item sets (16 operational, three field test), and were machine scored for each content area. ELA also included two text-based writing prompts. The lower-level writing prompt was machine scored, while the open-response writing prompt required human scoring.

Each task in an item set was scored as correct, incorrect, or not attempted. Non-responses are represented by a NULL in the data. Additionally, Task 1 items were indicated as being scaffolded or not scaffolded. A task was labeled as scaffolded when the scaffolding indicator was marked as "true." A task was considered not attempted if the final student response is blank or NULL and, when applicable, the scaffold response is blank or NULL. Detailed item set score assignments and the comprehensive data analysis requirements are provided in the *Data and Reporting Services Decision Rules* document, which can be reviewed in Appendix F.

6.2   WRITING PROMPT

6.2.1   Hand Scoring

The images of student responses—both computer-generated and teacher-uploaded—to open-response items were hand scored through the iScore system. Scorers evaluated each response and recorded a score via keypad or mouse entry through the iScore system. When a scorer finished evaluating one response, the next response appeared immediately on the computer screen. iScore is Measured Progress's proprietary scoring software.

Student confidentiality was easily maintained since all scoring was blind (district, school, and student names were not visible to scorers). The iScore system maintained the link between the student-response images and their associated test. The use of iScore also helped ensure that access to student responses was limited to those who were working for Measured Progress in a scoring capacity. Use of iScore eliminates the need for scorers to physically handle answer documents and related scoring materials.

6.2.1.1   SCORING LOCATION AND STAFF

Scoring Location

The iScore database, its operation, and its administrative controls are all based in Dover, New Hampshire. Measured Progress has three scoring sites. All scoring was conducted at our Menands Scoring Center in Menands, NY. The iScore system monitored accuracy, reliability, and consistency.

Staff Positions

The following staff members were involved with scoring the FSAA—PT responses:

- The scoring project manager oversaw communication and coordination of scoring.

- The iScore operational manager coordinated technical aspects of the iScore system.

- The scoring content specialist (writing) ensured consistency of scoring for all grades tested. The scoring content specialist also provided read-behind activities (defined in Section 6.2.1.6) for scoring supervisors.

- Several scoring supervisors, selected from a pool of experienced *scoring team leaders* (STLs) for their ability to score accurately and to instruct and train scorers, led the scoring activity. Scoring supervisors provided read-behind activities for STLs.

- Numerous STLs, selected from a pool of skilled and experienced scorers, provided read-behind activities for the scorers at their scoring tables. (The ratio of STLs to scorers was approximately 1: 6.)

- Scorers at scoring sites scored operational student responses. Recruitment of scorers is described below.

6.2.1.2 *SCORER RECRUITMENT AND QUALIFICATIONS*

For writing prompt scoring the 2017–18 FSAA—PT, Measured Progress actively sought a diverse scoring pool. The broad range of scorer backgrounds included scientists, business professionals, authors, teachers, graduate school students, and retired educators. Demographic information (e.g., educational background) about scorers was electronically captured for reporting and is provided in Tables 6-2 and 6-3.

All scorers were required to have, at a minimum, a four-year college degree with demonstrated coursework related to the content being scored. Preference was given to individuals with degrees in education or in the content to be scored. In all cases, potential scorers were required to submit documentation (e.g., résumé and/or transcripts) of their qualifications. Tables 6-2 through 6-4 display the demographics of the 32 professionals who contributed as the 2017–18 FSAA—PT scoring leadership and scorers.

All scoring services employees are required to sign a nondisclosure/confidentiality agreement.

Table 6-1. 2017–18 FSAA—PT: Scorer Demographic Survey—Scorers

Education	Location Menands, NY and Dover, NH Day
Bachelor's Degree	18
Master's Degree	9
Doctorate	5
Grand Total	32

Table 6-2. 2017–18 FSAA—PT: Scorer Demographic Survey— Scoring Leadership

Education	*Location* *Menands Day*
Bachelor's Degree	3
Master's Degree	1
Doctorate	2
Grand Total	6

Table 6-3. 2017–18 FSAA—PT: Qualifications of Scoring Leadership and Scorers

Scoring Responsibility	Educational Credentials				Total
	Doctorate	*Master's*	*Bachelor's*	*Other*	
Scoring Leadership	33.33%	16.67%	50.00%	0	100%
Scorers	15.63%	28.13%	56.25%	0	100%

Scoring Leadership = Scoring Supervisors and Scoring Team Leaders

6.2.1.3 *METHODOLOGY FOR SCORING POLYTOMOUS ITEMS*

Possible Score Points

As discussed in section 2.3.2, Writing Prompt 2 was scored polytomously on four traits: Title, Introduction, Support, and Conclusion. For each trait, a student could achieve a score of 0, 1, 2, or 3.

Scoring Procedures

All student responses were scored either from uploaded evidence or computer-generated text. In the instance that both uploaded evidence and computer-generated text were available, the scorers first scored the uploaded evidence and used the computer-generated text for clarification and confirmation of the uploaded student writing evidence. If only computer-generated text was available, it was scored.

Nonscorable Items

Nonscorable items were those where the responses were such that it was not possible to give a number score. Scorers could designate a response as *nonscorable* for any of the following reasons:

- Response was unreadable (illegible, too faint to see, or only partially legible/visible).
- Response was written in a language other than English.
- Response required clarification or adjudication by scoring leadership.
- Response could not be scored for a reason other than those listed above.

Unreadable responses occur when the test administer only uploads hand written student evidence and does not transcribe it as a computer-generated response. Unreadable responses were rare, since most of the responses were submitted online as computer generated responses.

6.2.1.4 *SCORER TRAINING*

Scorer training began with an introduction of the on-site scoring staff and an overview of the purpose and goals of the project (including discussion about the security, confidentiality, and proprietary nature of testing materials, scoring materials, and procedures).

Next, scorers viewed the training module using the iScore system with individual monitors and headsets. The training module thoroughly examined and discussed the rubric for each trait to be scored. Rubrics had been developed as part of the item's initial development process.

Following their careful study of the rubric, scorers reviewed and/or scored the particular response set (i.e., anchor sets, practice sets) organized for that training. (These sets are defined in the following paragraphs.)

Anchor Set

The training module presented the *anchor set* to the scorers. This is a set approved and provided by FDOE. Responses in anchor sets are typical, rather than unusual or uncommon; solid, rather than controversial or

borderline. The anchor sets serve as exemplars for the variety of possible score points. The anchor is read, the score for each trait is announced, and the rationale for each score is demonstrated through annotations on the screen.

This anchor set continued to serve as a reference for scorers as they went on to calibration, scoring, and recalibration activities for that item.

Practice Set

After viewing the initial training module, the scorers next practiced applying the scoring guide and anchors to responses in the *practice set*. The practice set was intended to mimic live scoring. As such, scorers assigned scores in each of the traits to each response.

After scorers independently read and scored a training set response, trainers would poll scorers to record their initial range of scores. Trainers then led a group discussion of the responses, directing scorers' attentions to difficult scoring issues (e.g., the borderline between two score points). Throughout the training, trainers modeled how to think about scoring by referring to both the anchor set and the rubric. The overall training process, including training on the rubric, anchor sets, and practice sets, varied from item to item but required about 90 minutes of training time per prompt.

6.2.1.5   *LEADERSHIP TRAINING*

Scoring supervisors were trained in advance by a scoring content specialist. In addition to a discussion of the items and responses, scoring supervisor training included greater detail on FDOE's rationale behind the score points (than that covered with regular scorers) to better equip scoring supervisors to address questions from scorers.

6.2.1.6   *MONITORING OF SCORING QUALITY CONTROL*

Scorers were constantly monitored by Measured Progress for accuracy during the course of the project. Calibration sets and read-behind statistics were reviewed daily. Scorers who demonstrated inaccurate or inconsistent scoring through these quality-control measures were stopped from scoring, their work for the day was voided and rescored by other qualified scorers. These scorers may have been retrained or may have been prevented from continuing to score the item.

**Table 6-4. 2017–18 FSAA—PT: Actions Taken When Scorers Fell Below
the Quality Standards During Scoring.**

Grade	Number of scorers whose work was voided once on the item and were not allowed to continue scoring the item.	Number of scorers whose work was voided and were retrained and allowed to continue scoring the item.
4	1	0
5	6	0
6	0	1
7	0	0
8	0	1
9	0	0
10	0	1

No scorer repeatedly demonstrated inaccuracy and inconsistency and, therefore, no scorer was removed from the project for accuracy issues.

The accuracy rate was viewed across multiple quality-control tools but was based on the threshold of 80% exact agreement and 90% exact/adjacent agreement. Upon approval by the scoring supervisor or scoring content specialist, as appropriate, the scorer was allowed to resume scoring. Scorers who met or exceeded the expected accuracy rates continued scoring. The use of multiple monitoring techniques is critical to monitoring scorer accuracy during the process of live scoring.

Read-Behind Scoring Procedures

Read-behinds provide a crucial tool in verifying scorer accuracy. Read-behind scoring refers to scoring leadership (usually an STL) scoring a response after a scorer has already scored the response. (Again, scoring for grades 4 and 5 was completed in one day, so no calibration set (see section below which defines calibration sets and their administration) was administered; Table 6-6 lists only the read-behind agreement for those grades.

Responses placed into the read-behind queue were randomly selected by scoring leadership; scorers were not aware which of their responses would be reviewed by their team leader. The iScore system allowed one, two, or three responses per scorer to be placed into the read-behind queue at a time and this process is employed multiple times throughout the day.

The STL entered his or her score into iScore before being allowed to see the scorer's score. Then the STL compared the two scores and the score of record (i.e., the reported score) was determined as follows:

- If there was exact agreement between the scores, no action was necessary; the original score remained.

- If the scores were adjacent (i.e., differed by one point), the STL's score became the score of record. (A significant number of adjacent scores for a scorer triggered an individual scoring consultation with the STL, after which the scoring supervisor determined whether or when the scorer could resume scoring.)

- If the scores were discrepant (i.e., differed by more than one point), the STL's score became the score of record. (This automatically triggered an individual consultation with the STL, after which the scoring supervisor determined whether or when the scorer could resume scoring on that item.)

Table 6-5 illustrates how scores were resolved in the read-behind scoring procedure.

Table 6-5. 2017–18 FSAA—PT: Examples of Read-Behind Scoring

Scorer Score	Leadership Score	Score of Record
1-1-1-1	1-1-1-1	1-1-1-1
1-1-3-2	1-2-3-2	1-2-3-2
1-2-2-3	3-2-2-3	3-2-2-3

STLs were tasked with conducting read-behinds on as many responses as manageable, with targets to distribute the read-behinds across all the scorers assigned to them. Scorers who hovered at the threshold of acceptable accuracy were targeted with more read-behinds than scorers who were consistently demonstrating high levels of accuracy.

Scoring supervisors and the scoring content specialist conducted reviews of read-behinds performed by STLs. This system allows the senior members of leadership to see a list of all read-behinds conducted by an STL, the score assigned by the scorer and the STL, and the ability to review the response. This process ensured all STLs were correctly applying the rubric to their read-behinds and ensured consistency in the quality-control process.

Double-Blind Scoring

While read-behinds measure scorer accuracy in relationship to STL scores, double-blind scoring provides statistics on scorer-to-scorer agreement. Double-blind scoring is the practice of having two scorers independently score a response without knowing either the identity of the other scorer or the score that was assigned. Twenty percent of responses were routed for a double-blind score. For the FSAA—PT, double-blind scores were used exclusively to establish *inter-rater reliability* (IRR). For all responses scored though the double-blind process, the score given by the first scorer became the score of record unless the response changed during the read-behind process.

Twenty percent of student responses were double-blind scored (scored independently by two scorers); these scores were tracked for "inter-rater agreement." "Percent Exact Agreement" is the percentage of the double-blind scored responses that were were given the exact same score by both scorers. "Percent Exact/Adjacent Agreement" is the percentage of the double-blind scores responses that were given either the exact same scores or

were given scores that were only different by one point (hence, "adjacent"). For instance, if both scorers assigned a score of "2" then the scores are in "exact" agreement. If one scorer assigned a score of "2" and the second scorer assigned a score of "1," then the scores have "adjacent agreement." Table 6-6 displays the data by grade level. Exact agreement ranged from 71.8% to 93.7% exact agreement and 96.7% to 98.6% exact/adjacent agreement.

Table 6-6. 2017–18 FSAA—PT: Levels of Agreement—Double Blind Scoring

Trait	Title		Introduction		Supporting Details		Conclusion	
Agreement Rates	*% Exact Agreement*	*% Exact/ Adjacent Agreement*	*% Exact Agreement*	*% Exact/ Adjacent Agreement*	*% Exact Agreement*	*% Exact/ Adjacent Agreement*	*% Exact Agreement*	*% Exact/ Adjacent Agreement*
Grade 4	84.9	96.7	79.7	97.7	85.1	97.3	78.0	97.3
Grade 5	83.9	96.7	81.9	96.7	86.3	96.9	80.1	96.9
Grade 6	90.5	98.4	80.1	98.6	83.7	98.3	83.2	98.6
Grade 7	82.3	97.9	73.5	97.7	77.9	98.2	77.5	97.7
Grade 8	78.1	97.1	71.8	97.0	81.0	97.2	73.9	96.8
Grade 9	93.7	97.9	78.8	98.1	85.6	98.1	75.9	97.5
Grade 10	89.2	97.6	75.0	97.5	77.5	97.8	78.5	97.7

Calibration Sets

To determine whether scorers were still calibrated to the scoring standard, they were required to take an online *calibration set* at the start of each day after the day on which training occurred. Each calibration set consisted of five responses representing the entire range of possible scores.

Any scorer who demonstrated difficulty was retrained before being allowed by the Scoring Supervisor to continue scoring. Once allowed to resume scoring, these scorers were given an increasing number of read-behinds to allow scoring leadership to monitor their work.

Table 6-7 demonstrates the levels of exact agreement by readers to the previously assigned and approved scores of the daily calibration sets combined with the read-behind data. The scoring for grades 4 and 5 was completed in one day, so no calibration set was administered, and the table lists only the read-behind agreement for those grades. Table 6-8 illustrates the high level of agreement between readers beyond "chance" agreement.

Table 6-7. 2017–18 FSAA—PT: Levels of Agreement—Recalibration Data/Validity

Trait	Title		Introduction		Supporting Details		Conclusion	
Agreement Rates	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement
Grade 4*	93	100	89	100	96	100	91	100
Grade 5*	93	99.6	91	100	95	100	91	100
Grade 6	100	100	98	100	91	100	92	100
Grade 7	98	100	89	100	93	100	93	100
Grade 8	89	100	89	100	91	100	89	100
Grade 9	96	100	88	100	88	100	95	100
Grade 10	96	100	95	100	98	100	99	100

*Data for grades 4 and 5 represents only read-behind agreement and does not contain calibration data since calibration sets were not required in these grades.

Table 6-8. 2017–18 FSAA—PT: Weighted Kappa for the Writing Performance Task

Grade	Title	Introduction	Supporting Details	Conclusion
4	0.825	0.759	0.801	0.757
5	0.779	0.758	0.833	0.719
6	0.886	0.767	0.793	0.801
7	0.790	0.644	.0733	0.674
8	0.713	0.646	0.760	0.641
9	0.941	0.713	0.722	0.681
10	0.855	0.651	0.697	0.725

< 0 Less than chance agreement
0.01–0.20 Slight agreement
0.21–0.40 Fair agreement
0.41–0.60 Moderate agreement
0.61–0.80 Substantial agreement
0.81–0.99 Almost perfect agreement

Scoring Reports

iScore generated multiple reports that were used by scoring leadership to measure and monitor scorers for scoring accuracy, consistency, and productivity. Additional information related to inter-rater consistency statistics is discussed in Section 10.3.

CHAPTER 7   REPORTING

7.1   REPORT SHELLS

The existing *individual student reports* (ISRs) and *school roster reports* (SRRs) were completely redesigned during the 2016–17 academic year to support incorporating student scale scores and achievement levels as a result of standard-setting activities. Color coding was also integrated in each report to more effectively convey student scale scores and achievement levels. For 2017–18, changes were also made to the individual student report in response to legislative requirements. These changes included adding longitudinal information, when appropriate, that allows the comparison of results to those from the previous year. In addition, the reports were modified to make them easier to understand and more appealing. The scale score positions were made more flexible to be proportional within the graph—making it easier to understand the student's performance and updates were made to the student print report so that the colors more accurately matched the richness of the student web report. There were also some minor cosmetic changes made to the roster report to make it more visually appealing. Each report is described in greater detail below.

The ISR was an 11" x 17" centerfold, full-color design for students in grades –8 who tested in any combination of ELA, mathematics, or science. For students in grades 5 or 8 who tested in science in addition to ELA and mathematics, the back page contains the student's science results. (For students who did not test in science, the back page of the report was intentionally left blank.)

High school students and those participating in an EOC assessment received a new, 8.5" x 11" two-sided, full-color ISR for each EOC assessment they completed. Results page elements were color coded based on the student's earned achievement level. Elements that were color coded included the achievement level and achievement-level badge graphic, the complexity level and student accuracy table, the scale score display, and the school, district, and state achievement-level distribution summary table.

The ISR contained information that identified the assessment and the administration date (e.g., spring 2018), as well as student identifying information that included the student's name, state ID, grade, district, and school. Description of the Performance Task assessment design, along with helpful links to additional resources for parents and guardians can also be found in the ISR. Each inner results page indicated the student's overall achievement level, including the Achievement Level Policy Definitions, Achievement Level Descriptors and scale score for that content area; longitudinal data, if appropriate and available, achievement level distribution summary table relative to the student's school, district and the state, as well as detailed information for each set of tasks by complexity level, and a summary of student accuracy for tasks at each complexity level. At the Task 1 level, if scaffolding was applied (based on an initial incorrect response), additional data were provided to indicate correct-response accuracy for each time response options were reduced from three to two choices. For ELA, additional information was provided specific to the writing task, including overall task accuracy, and writing prompt data by

each component, including the raw score points earned for each component, as well as a description of what that score means based on the approved scoring rubric.

Two copies of the ISR were generated for each assessed student: one full-color print copy and one full-color electronic copy. The print copies were returned to the student's school for distribution. The electronic copies were grouped by school and made available to appropriate users via the online reporting application for historical access, where users may print additional student ISR copies as needed.

The SRR retained much of its existing structure and data elements; however, like the student report, the 2017–18 school roster report used color coding to allow school staff to easily identify students performing at each level for each content area assessed. The school roster report was generated at the school level, by content area (including EOCs), and is sorted by grade and then by student name. The SRR provided the following information for each student:

- Student Name
- State ID
- Grade
- Score
- Achievement Level (color coded)
- Task 1 Accuracy (*x* out of *y*)
- Task 2 Accuracy (*x* out of *y*)
- Task 3 Accuracy (*x* out of *y*)
- Participation Status

For ELA, additional writing data were provided, as in the student report, including the raw score points earned on the open-response writing prompt for each dimension. The school roster report also included a participation status legend for revised participation statuses.

Three grayscale print copies of the school roster report were created and returned to schools. Electronic copies were also created and posted to the online reporting application for historical access and to enable users to print additional SRR copies as needed.

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

7.2 DECISION RULES FOR REPORTING

To ensure that the accuracy of reported results for the FSAA—PT assessments are accurate relative to collected data and other pertinent information, a document delineating decision rules is prepared prior to each reporting cycle. The decision rules are observed in the analyses of Florida Alternate Assessment test data and in

reporting content-area results. These rules also guide data analysts in identifying data from students who are 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

This section describes the technical characteristics of the FSAA—PT assessments. As described in the Assessment Design section (2.3), the 2017–18 FSAA—PT included two or three sessions. For English language arts (ELA), mathematics, science, and social studies, Session 1 included the first 16 item sets. These first 16 item sets were administered in an adaptive format—meaning that the teacher continued to administer tasks in an item set *only* if the student responded correctly without scaffolding. Session 2 included 3 field-test item sets in ELA, mathematics, science, and social studies. Teachers administered these items in a non-adaptive manner—meaning that the teacher administered all three tasks in an item set, regardless of whether the student answered each task correctly, incorrectly, or provided no response. In grades 4–10, Session 3 included text-based Writing Prompts 1 and 2. Writing Prompt 1 consisted of a series of five selected-response questions. Writing Prompt 2 was an open-response prompt scored polytomously on four traits.

The reporting scale for ELA, mathematics, and science was established at the completion of standard setting in February 2017. The reporting scale for social studies was established at the completion of standard setting in July 2017.

CHAPTER 8   CLASSICAL ITEM ANALYSIS

As noted in Brown (1983), "A test is only as good as the items it contains." A complete evaluation of a test's quality must include an evaluation of each item. Both *Standards for Educational and Psychological Testing* (AERA et al., 2014) and *Code of Fair Testing Practices in Education* (Joint Committee on Testing Practices, 2004) include standards for identifying quality items. While the specific statistical criteria identified in these publications were developed primarily for general—not alternate—assessment, the principles and some of the techniques apply within the alternate assessment framework as well.

Both qualitative and quantitative analyses were conducted to ensure that 2017–18 FSAA—PT assessments items met these standards. Qualitative analyses are described in earlier sections of this report; this section focuses on the quantitative evaluations. The item analyses presented here are based on the statewide administration of the FSAA—PT assessments in spring 2018. The statistical evaluations discussed are:

- item difficulty and discrimination (item-test correlations)
- bias/fairness, using *differential item functioning* (DIF)

Dimensionality analyses providing evidence in regard to the assumption of unidimensionality were also conducted in the first year of each assessment. These analyses require that all students take all the items, and such a design was implemented in the first year for a substantial proportion of each assessment. Please refer to the

2015-16 technical report for the dimensionality analyses that were conducted for mathematics, reading, and science; and refer to the 2016-17 technical report for the analyses for grade 7 civics and high school U. S. History.

8.1 ITEM DIFFICULTY AND DISCRIMINATION

All 2017–18 FSAA—PT assessments tasks were evaluated in terms of item difficulty according to standard classical test theory practices. "Difficulty" was defined as the average proportion of points achieved on an item and was measured by dividing the average score on an item by the maximum score for the item. All assessments consisted of *multiple-choice* (MC) items except for ELA assessments for grades 4–10, which also included an open-response writing prompt. All MC items were dichotomously scored as correct or incorrect. For these items, the difficulty index is simply the proportion of students who got the item correct. The open-response writing prompt was scored polytomously on four traits (Title, Introduction, Supporting Details, and Conclusion). For each trait, a student could achieve a score of 0, 1, 2, or 3. By computing the difficulty index (*p*-value) for the polytomous items as the average proportion of points achieved, all items are placed on a scale that ranges from 0.0 to 1.0. This index is traditionally described as a measure of difficulty. Larger values indicate easier items. The *p*-values are used to help ensure that items are of the appropriate difficulty for the assessment level at which they are intended to be used (i.e., Task 1, Task 2, or Task 3).

An item difficulty index of 0.0 indicates that no students received any credit for the item, and an index of 1.0 indicates that all students received full credit for the item. Items that have either a very low or a very high difficulty index are either so difficult that few students get them right or so easy that nearly all students get them right. In either case, such items should be reviewed for appropriateness for inclusion on the assessment. If an assessment were composed entirely of very easy or very hard items, all students would receive nearly the same scores, and the assessment would not be able to differentiate high-ability students from low-ability students. Table 8-1 summarizes the difficulty indices. Note that the difficulty values should be interpreted with caution. The 2017–18 FSAA—PT assessments consisted of item sets, each of which had three tasks that were administered adaptively. Within an item set, students needed to answer a task correctly in order to be able to proceed to the next one. Therefore, the number of students responding to each task varied, making it inappropriate to compare the difficulty indices. (For any comparison of item difficulty, please refer to item parameters described in Chapter 10.)

A desirable feature of an item is that the higher-ability students perform better on the item than the lower-ability students. The correlation between student performance on a single item and total assessment score is a commonly used measure of this characteristic of an item. Within classical test theory, this item-test correlation is referred to as the item's "discrimination" because it indicates the extent to which successful performance on an item discriminates between high and low scores on the test. The discrimination index used to evaluate the polytomous items (writing prompts) was the Pearson product-moment correlation; the corresponding statistic for the dichotomous items (task levels) is the point-biserial correlation. The theoretical range of the discrimination index is -1.0 to 1.0.

Item discrimination can be thought of as measures of how closely an item assesses the same knowledge and skills assessed by other items contributing to the criterion total score. That is, the discrimination index can be thought of as a measure of construct consistency. In light of this interpretation, the selection of an appropriate criterion total score is crucial to the interpretation of the discrimination index. For the 2017–18 FSAA—PT assessment, the total score, excluding the item being evaluated, was used as the criterion score.

A summary of the item difficulty and item-discrimination statistics for each grade/content area combination is presented in Table 8-1. Note that the statistics presented in Table 8-1 are based on the 16 core item sets, as those are the items that are used to calculate students' scores. In the operational analysis, the following criteria were used to flag items:

- Flagging on Key
    - p-value <= 0.25
    - Point-biserial <= 0.15
- Flagging on Distractors
    - p-value >= 0.3
    - Point-biserial >= 0.3
- Omit Rate Flagging
    - Blank responses >= 10%

The flagged items were reviewed by content specialists for content and key accuracy before they could be included for operational scoring.

All content-area assessments included 48 items. The ELA assessments for grades 4–10 had 57 items, since the two writing prompt items generated 9 more scores: five for Writing Prompt 1 (MC) plus four for Writing Prompt 2 (Open Response scored on four traits).

The statistics presented in Table 8-1 need to be interpreted with caution for two reasons: (1) the nature and purpose of this alternative assessment are different from those of a general assessment, (2) and the proportion of students responding to each task varied (by design). Discrimination indices (i.e., item-total correlations) and p-values are provided for each test in Appendix J by item and in Appendix K by task level.

Table 8-1. 2017–18 FSAA—PT: Item Difficulty and Discrimination Statistics—All

Subject	Grade	Number of Items	p-value		Point-biserial Correlation	
			Mean	SD	Mean	SD
ELA	3	48	0.64	0.14	0.41	0.11
	4	57	0.67	0.16	0.40	0.14
	5	57	0.71	0.14	0.41	0.15
	6	57	0.67	0.13	0.39	0.16
	7	57	0.70	0.13	0.43	0.15
	8	57	0.69	0.13	0.42	0.14
	9	57	0.68	0.15	0.39	0.15
	10	57	0.69	0.14	0.41	0.15
Mathematics	3	48	0.67	0.15	0.44	0.13
	4	48	0.64	0.16	0.41	0.10
	5	48	0.64	0.17	0.42	0.09
	6	48	0.68	0.13	0.45	0.11
	7	48	0.66	0.16	0.40	0.12
	8	48	0.74	0.12	0.44	0.10
Science	5	48	0.75	0.12	0.51	0.11
	8	48	0.69	0.15	0.44	0.13
Algebra 1	HS	48	0.69	0.12	0.42	0.10
Biology 1	HS	48	0.76	0.13	0.46	0.10
Geometry	HS	48	0.69	0.14	0.44	0.11
Civics	7	48	0.72	0.13	0.47	0.13
U.S. History	HS	48	0.72	0.12	0.46	0.13

8.2   BIAS/FAIRNESS

Code of Fair Testing Practices in Education (Joint Committee on Testing Practices, 2004) explicitly states that subgroup differences in performance should be examined when sample sizes permit and that actions should be taken to ensure that differences in performance are because of construct-relevant, rather than irrelevant, factors. *Standards for Educational and Psychological Testing* (AERA et al., 2014) includes similar guidelines. As part of the effort to identify such problems, FSAA—PT assessment items were evaluated in terms of DIF statistics.

For the 2017–18 FSAA—PT assessments, the standardization DIF procedure (Dorans & Kulick, 1986) was employed to evaluate subgroup differences. The standardization DIF procedure is designed to identify items for which subgroups of interest perform differently, beyond the impact of differences in overall achievement. The DIF procedure calculates the difference in item performance for two groups of students (at a time) matched for achievement on the total assessment. Specifically, average item performance is calculated for students at every total score. Then an overall average is calculated, weighting the total score distribution so that it is the same for

the two groups. In calculating the total score, it was assumed that a student would have scored the non-administered items incorrectly.

When differential performance between two groups occurs on an item (i.e., a DIF index in the "low" or "high" categories, explained below), it may or may not be indicative of item bias. Course-taking patterns or differences in school curricula can lead to DIF, but for construct-relevant reasons. On the other hand, if subgroup differences in performance can be traced to differential experience (such as geographical living conditions or access to technology), the inclusion of such items should be reconsidered.

It is important to point out that a DIF assessment was conducted initially—at the time of field-testing. If an item displayed high DIF, it was flagged for review by a Measured Progress content specialist. The content specialist consulted with FDOE to determine whether to include the flagged item in the 2017–18 FSAA—PT.

Computed DIF indices have a theoretical range from -1.0 to 1.0 for dichotomously scored items, and the index is adjusted to the same scale for polytomously scored items (the writing prompt traits). Dorans and Holland (1993) suggested that index values between -0.05 and 0.05 should be considered negligible. The preponderance of FSAA—PT assessment items fell within this range.

Dorans and Holland further stated that items with values between -0.10 and -0.05 and those with values between 0.05 and 0.10 ("low" DIF) should be inspected to ensure that no possible effect is overlooked. They also stated that items with values outside the -0.10 to 0.10 range ("high" DIF) are more unusual and should be examined very carefully. (Again, items with low/high values were identified at the time of field-testing and appropriate actions taken in consultation with FDOE.)

For the 2017–18 FSAA—PT assessments, the following subgroup comparisons were evaluated for DIF:

- Male versus Female
- White versus Black or African American
- White versus Hispanic/Latino
- Non-limited English Proficient versus Limited English Proficient
- Not Economically Disadvantaged versus Economically Disadvantaged

The tables in Appendix L present the number of items classified as either "low" or "high" DIF, overall and by group favored. The DIF statistics were calculated based only on the members of the subgroup in question in the computations; values were calculated only for subgroups with 100 or more students.

CHAPTER 9   ITEM RESPONSE THEORY SCALING AND EQUATING

This chapter describes the procedures used to calibrate, equate, and scale the 2017–18 FSAA—PT. During the course of these psychometric analyses, a number of quality-control procedures and checks on the processes were implemented. These procedures included evaluation of item parameters and their standard errors for reasonableness, evaluation of model fit, and evaluation of the scaling and equating results.

9.1   ITEM RESPONSE THEORY

All FSAA—PT items were calibrated using *item response theory* (IRT). IRT uses mathematical models to define a relationship between an unobserved measure of student performance, usually referred to as theta (θ) and the probability (p) of getting a dichotomous item correct. In the IRT literature, θ is commonly referred to as the "ability parameter" or the "person parameter"; thus, the term "ability" is sometimes used to refer to θ in this chapter. In IRT, all items are assumed to be independent measures of the same construct (i.e., of the same θ). Another way to think of θ is as a mathematical representation of the latent trait of interest. Several common IRT models are used to specify the relationship between θ and p (Hambleton & Swaminathan, 1985; Hambleton & van der Linden, 1997). The process of determining the specific mathematical relationship between θ and p is called *item calibration*. After items are calibrated, they are defined by a set of parameters that specify a nonlinear, monotonically increasing relationship between θ and p. Once the item parameters are known, an estimate of θ for each student can be calculated based on the student's observed responses to the items. This estimate, $\hat{\theta}$, is considered to be an estimate of the student's true score or a general representation of student performance. It has characteristics that may be preferable to those of raw scores for equating purposes because it specifically models examinee responses at the item level, and also facilitates equating to an IRT-based item pool (Kolen & Brennan, 2014).

For the 2017–18 FSAA—PT assessments, the *two-parameter logistic* (2PL) model was used for dichotomous items. The 2PL model for dichotomous items can be defined as:

$$P_i(\theta_j) = \frac{\exp[Da_i(\theta_j - b_i)]}{1 + \exp[Da_i(\theta_j - b_i)]},$$

where
i indexes the items,
j indexes students,
α represents item discrimination,
b represents item difficulty, and
D is a normalizing constant equal to 1.701.

For polytomous items (Writing Prompt 2), the generalized partial credit model (GPCM; Muraki, 1992) was used. The GPCM model is defined as:

$$P_{ik}(\theta_j) = \frac{\exp[D\,a_{ik}\left(\theta - b_i + d_{ik}\right)]}{\sum_{h=0}^{m}\exp[D\,a_{ik}\left(\theta - b_i + d_{ik}\right)]} \ ,$$

where
i indexes the items,
k indexes score categories (1, …, m),
j indexes students,
α represents item discrimination,
b represents item difficulty,
d represents category parameter, and
D is a normalizing constant equal to 1.701.

For more information about item calibration, the reader is referred to Lord and Novick (1968), Hambleton and Swaminathan (1985), or Baker and Kim (2004) for the 2PL model and to Muraki (1992) for the GPCM model.

9.2 CALIBRATION RESULTS

In the calibration of the 2017–18 FSAA—PT assessments, a number of quality-control procedures and checks were conducted. These included evaluation of the calibration process (e.g., checking the number of Newton cycles required for convergence for reasonableness), checking item parameters and their standard errors for reasonableness, and evaluation of model fit. After the initial item calibration in PARSCALE, each item was carefully examined for model fit. In particular, a visual inspection of the item fit plots is conducted. The empirical proportions of correct responses at given ability levels were evaluated against the model-based expectations. The graphs were examined for any systematic bias in the estimation, or poorly performing items. In addition, the item parameters were inspected using the criteria listed below for a and b parameters, with the standard error of the difficulty parameters being generally less than 0.3. The tables in Appendix L provide IRT item parameters for each of the core items on the 2017–18 FSAA—PT assessments by grade and content area.

The summary statistics are presented in Table 9-1 at the assessment level and Table 9-2 at the task level. The mean item parameter estimates shown in the tables below are within generally acceptable and expected ranges. The generally acceptable range is between 0 and 2 for the a parameter, and from -3 to 3 for the b parameter. For the FSAA—PT, the acceptable range for the a parameter is .2 and above. If the a parameter of an item fell below 0.2 (but greater than 0) and the item was needed for blueprint coverage, the item was included in scoring (only four such items occurred for this administration). For easy reference, these tables display the means and standard deviations of the a and b parameters for each grade and content area.

Table 9-1. 2017–18 FSAA—PT: IRT Summary Statistics—Overall

Content Area	Grade	Number of Items	a		b	
			Mean	SD	Mean	SD
ELA	3	48	0.87	0.41	-0.08	0.77
	4	57	0.93	0.51	-0.34	0.81
	5	57	1.02	0.46	-0.48	0.67
	6	57	0.91	0.48	-0.36	0.69
	7	57	1.03	0.52	-0.51	0.68
	8	57	1.00	0.46	-0.40	0.62
	9	57	0.94	0.57	-0.35	0.82
	10	57	0.94	0.45	-0.43	0.75
Mathematics	3	48	0.97	0.40	-0.14	0.82
	4	48	0.91	0.45	-0.18	0.85
	5	48	0.90	0.42	-0.10	0.93
	6	48	0.99	0.42	-0.29	0.64
	7	48	0.84	0.45	-0.25	0.92
	8	48	1.05	0.45	-0.55	0.55
Science	5	48	1.37	0.57	-0.54	0.62
	8	48	1.06	0.53	-0.38	0.75
Algebra 1	HS	48	0.86	0.33	-0.27	0.65
Biology 1	HS	48	1.28	0.68	-0.75	0.61
Geometry	HS	48	0.99	0.48	-0.40	0.76
Civics	7	48	1.15	0.53	-0.50	0.65
U.S. History	HS	48	1.25	0.64	-0.58	0.56

Because the items were developed to correspond to different task levels, the item statistics are also summarized by task for each content area/grade in Table 9-2.

Table 9-2. 2017–18 FSAA—PT: IRT Summary Statistics by Grade and Task

Content Area	Grade	Task Level	Number of Items	a		b	
				Mean	SD	Mean	SD
ELA	3	1	16	1.25	0.42	-0.63	0.44
		2	16	0.74	0.27	0.13	0.91
		3	16	0.62	0.18	0.27	0.56
	4	1	16	1.37	0.59	-0.87	0.49
		2	16	0.79	0.26	-0.27	0.67
		3	16	0.66	0.28	0.32	0.93
	5	1	16	1.49	0.32	-1.05	0.17
		2	16	0.94	0.38	-0.32	0.52
		3	16	0.66	0.24	0.07	0.77
	6	1	16	1.37	0.42	-0.88	0.34
		2	16	0.73	0.32	-0.37	0.38
		3	16	0.64	0.32	0.41	0.65
	7	1	16	1.60	0.41	-1.09	0.26
		2	16	0.91	0.36	-0.43	0.51
		3	16	0.67	0.21	0.13	0.70
	8	1	16	1.49	0.36	-1.02	0.25
		2	16	0.95	0.41	-0.35	0.40
		3	16	0.65	0.13	0.26	0.52

continued

Content Area	Grade	Task Level	Number of Items	a Mean	a SD	b Mean	b SD
ELA	9	1	16	1.62	0.48	-1.08	0.13
		2	16	0.67	0.26	-0.17	0.75
		3	16	0.60	0.29	0.28	0.86
	10	1	16	1.46	0.38	-1.02	0.20
		2	16	0.78	0.28	-0.45	0.62
		3	16	0.64	0.20	0.30	0.76
Mathematics	3	1	16	1.20	0.36	-0.79	0.38
		2	16	1.07	0.31	-0.28	0.44
		3	16	0.64	0.32	0.64	0.80
	4	1	16	1.36	0.44	-0.98	0.25
		2	16	0.74	0.31	-0.25	0.53
		3	16	0.63	0.15	0.68	0.65
	5	1	16	1.37	0.34	-0.98	0.37
		2	16	0.75	0.17	0.08	0.58
		3	16	0.57	0.16	0.62	0.91
	6	1	16	1.28	0.35	-0.81	0.29
		2	16	0.98	0.43	-0.27	0.47
		3	16	0.72	0.29	0.20	0.65
	7	1	16	1.31	0.41	-1.12	0.30
		2	16	0.67	0.17	-0.05	0.61
		3	16	0.54	0.26	0.42	0.94
	8	1	16	1.38	0.49	-1.01	0.27
		2	16	1.02	0.37	-0.60	0.38
		3	16	0.77	0.25	-0.05	0.50
Science	5	1	16	1.73	0.50	-1.04	0.23
		2	16	1.43	0.58	-0.67	0.35
		3	16	0.93	0.31	0.09	0.58
	8	1	16	1.52	0.44	-1.00	0.31
		2	16	1.08	0.39	-0.47	0.36
		3	16	0.59	0.26	0.35	0.75
Algebra 1	HS	1	16	1.22	0.23	-0.96	0.21
		2	16	0.82	0.16	-0.16	0.30
		3	16	0.56	0.14	0.31	0.56
Biology 1	HS	1	16	2.03	0.51	-1.32	0.18
		2	16	0.99	0.48	-0.74	0.49
		3	16	0.81	0.22	-0.18	0.44
Geometry	HS	1	16	1.37	0.52	-1.16	0.25
		2	16	0.92	0.33	-0.36	0.33
		3	16	0.67	0.28	0.30	0.70
Civics	7	1	16	1.73	0.36	-1.11	0.17
		2	16	1.01	0.34	-0.60	0.35
		3	16	0.71	0.22	0.23	0.43
U.S. History	HS	1	16	1.98	0.44	-1.11	0.16
		2	16	1.02	0.38	-0.57	0.41
		3	16	0.76	0.30	-0.05	0.44

Table 9-2 shows that the IRT item difficulty, as shown by the *b* parameter, tends to have a positive relationship with task level as intended. As the task level increases, the average b values tend to increase, indicating that, on average, the items tend to be more difficult (as intended). It was also the case that item

discrimination, as shown by the *a* parameter, indicates that items tend to become less discriminating with the increase of task level. No overall reversal of average difficulty (between Tasks 1 and 2 or Tasks 2 and 3) was found.

9.3 EQUATING

The purpose of equating is to ensure that scores obtained from different forms of an assessment are equivalent to each other. Equating may be used if multiple assessment forms are administered in the same year, as well as to equate one year's forms to those given in the previous year. Equating ensures that students are not given an unfair advantage or disadvantage because the assessment form they take is easier or harder than those taken by other students. Equating also makes it possible to compare scores across assessment forms or across years.

The FSAA—PT assessments used an equating procedure in which assessment forms were equated to the theta scale established on the reference form (i.e., the form used in the most recent standard setting). This is accomplished through the chained linking design, in which every new form is equated back to the theta scale of the previous year's assessment form through the use of common items. It can therefore be assumed that the theta scale of every new assessment form is the same as the theta scale of the reference form since this is where the chain originated.

The groups of students who took the equating items on the 2017–18 FSAA—PT assessments are not equivalent to the groups who took them in the reference years. IRT is particularly useful for equating scenarios that involve nonequivalent groups (Allen & Yen, 1979). Equating for FSAA—PT uses the anchor-test-nonequivalent-groups design described by Petersen, Kolen, and Hoover (1989). In this equating design, no assumption is made about the equivalence of the examinee groups taking different test forms (i.e., naturally occurring groups are assumed). Comparability is instead evaluated by utilizing a set of anchor items (also called common or equating items). However, the equating items are designed to mirror the common test in terms of item types and distribution of emphasis.

Item parameter estimates for the 2017–18 FSAA—PT assessments were placed on the 2016–17 scale by using the method of Stocking and Lord (1983), which is based on the IRT principle of item parameter invariance. According to this principle, the equating items for both the 2016–17 assessments and the 2017–18 tests should have the same item parameters. After the item parameters for each of the current (2017–18) assessments were estimated using PARSCALE (Muraki & Bock, 2003), the Stocking and Lord method was employed to find the linear transformation (slope and intercept) that adjusts the equating items' parameter estimates such that the current year's *test characteristic curve* (TCC) for the equating items is as close as possible to that of the prior year's assessments. Note that for the FSAA—PT ELA assessments that included an open-response item (grades 4-8), equating was performed using only the multiple-choice items. After the completion of the equating, the writing prompt traits were scaled to the operational scale with all the multiple-choice items fixed to their equated item parameters.

9.4 EQUATING RESULTS

Prior to calculating the Stocking and Lord (1983) transformation constants, evaluations of the equating items were conducted. The equating data were analyzed in detail for scale drift through traditional delta analyses and b-b plots. The delta analysis converts p-values to a type of z-score called delta scores using the inverse of the normal cumulative function, followed by a linear transformation to a metric with a mean of 13 and a standard deviation of 4 (Dorans & Holland, 1993). For the 2017–18 FSAA—PT analyses, the delta values were compared to the old delta values for the 2016-17 assessments using linear regression analysis. A standardized perpendicular difference from the regression line was calculated for each item; any item with a difference of 3 or greater was flagged for drift. The b-b plots were similar in nature, with the main difference being that the IRT b-parameters are used rather than transformed p-values. The delta analyses and b-b plots were used to detect items that appeared as outliers, and were evaluated in terms of suitability for use as equating items.

Once all of the evaluations of the equating items were complete, the Stocking and Lord (1983) method of equating was used to place the item parameters onto the previous year's scale, as described above. The Stocking and Lord transformation constants are presented in Table 9-3. Also shown in Table 9-3 are the number of equating items and the number of items detected as outliers for each subject and grade level.

Table 9-3. 2017–18 FSAA—PT: Stocking and Lord Transformation Constants

Content Area	Grade	slope	intercept	# of Equating Items	# of Outliers
ELA	3	0.9998	0.1501	21	0
	4	1.0248	0.0878	26	0
	5	1.0099	0.0877	25	1
	6	1.0222	0.1095	26	0
	7	1.0406	0.0769	26	0
	8	1.0066	0.0858	29	0
	9	1.0642	0.1830	25	1
	10	1.0546	0.0987	25	1
Mathematics	3	1.0500	0.1567	21	0
	4	1.0319	0.1029	21	0
	5	1.0697	0.1185	20	1
	6	1.0199	0.1266	20	1
	7	1.1037	0.1112	20	1
	8	1.0056	0.1229	24	0
Science	5	1.0369	0.0992	21	0
	8	1.0302	0.0599	21	0
Algebra 1	HS	1.0540	0.2149	21	0
Biology 1	HS	1.0055	0.0336	24	0
Geometry	HS	1.0430	0.0481	21	0
Civics	7	1.0402	0.0954	23	1
U. S. History	HS	0.9672	-0.0065	19	2

9.5 PATTERN SCORING

For FSAA—PT assessments, pattern scoring is used to generate student-ability estimates. That is, student ability, θ, is estimated based on the pattern of correct and incorrect responses, not based on the number of correct responses. Therefore, students who answer the same number of items correctly or have the same raw scores will not likely have the same theta estimates unless they have the same pattern of correct and incorrect responses or answer exactly the same items correctly. Because the 2017–18 FSAA—PT consisted of item sets—each of which consisted of three tasks that are adaptively administered—the particular tasks a student responds to and the number of tasks a student responds to can vary greatly across students. Thus, the number of tasks a student correctly responds to does not automatically result in a particular ability estimate—it depends on which tasks they have responded to correctly. Thus, pattern scoring provides more accurate estimates of student ability.

Two methods are typically employed in pattern scoring: one method, CMS 6.61 is based on maximum likelihood estimates and the other is based on Bayesian theory (Baker, 1992). Maximum likelihood estimation has a limitation in that it cannot provide a reasonable estimate for perfect score patterns. If a student has incorrect or correct responses on all items, the maximum likelihood estimate is negative or positive infinity. In comparison, due to the use of a prior distribution, the Bayesian method could provide a more reasonable estimate for perfect score patterns. Based on research findings, the Bayesian method is used for FSAA—PT assessments.

According to Bayes's rule, the posterior distribution of θ given a student's response pattern $\boldsymbol{y}$ is:

$$p(\theta|\boldsymbol{y}) = \frac{p(\theta)p(\boldsymbol{y}|\theta)}{\int p(\theta)p(\boldsymbol{y}|\theta)d\theta},$$

where $p(\theta)$ is the prior distribution of θ, and $p(\boldsymbol{y}|\theta)$ is the likelihood of the response pattern $\boldsymbol{y}$. By the conditional independence property in IRT, $p(\boldsymbol{y}|\theta)$ can be calculated by the product of response probability on each item conditional on θ, which is computed based on the 2PL model for dichotomous items and the GPCM for polytomous items. As $p(\theta|\boldsymbol{y})$ is the posterior distribution of θ, the *Expected A Posteriori* (EAP) method is used to summarize the posterior distribution and provide a point estimate for ability. The EAP estimate calculates the expected value of the posterior distribution, which can be formulated as:

$$E(\theta|\boldsymbol{y}) = \int \theta p(\theta|\boldsymbol{y})d\theta.$$

Due to the difficulty of deriving the integration analytically, quadrature approximation (Baker, 1992, p.211) is used to calculate EAP. Specifically, $p(\theta|y)$ is calculated at a discrete set of θ values, and $E(\theta|y)$ is calculated as:

$$E(\theta|y) = \frac{\sum_q \theta_q p(\theta_q)p(y|\theta_q)}{\sum_q p(\theta_q)p(y|\theta_q)},$$

where q is the index for each quadrature θ point.

The EAP calculation was implemented in PARSCALE for the 2017–18 FSAA—PT. The standard normal density was used as the prior distribution, and 40 equally spaced quadrature points from -4 to 4 were used for

quadrature approximation in PARSCALE. To facilitate score interpretation, the EAP scores were further transformed to the reported scale scores during the scaling process.

In addition to providing the point estimate of ability, the variance of the posterior distribution can also be calculated as a measure of error in ability estimates. A smaller posterior distribution variance implies that if this student takes the same test repeatedly, the ability estimates from each test administration will be similar to each other. Thus, the posterior variance provides a measure of the conditional reliability at each ability level. Smaller posterior variance implies better conditional reliability. The posterior variance is defined as:

$$Var(\theta|\boldsymbol{y}) = \int (\theta - E(\theta|y))^2 p(\theta|\boldsymbol{y}) d\theta.$$

It is also calculated by quadrature approximation as:

$$\widetilde{Var}(\theta|\boldsymbol{y}) = \frac{\sum_q (\theta_q - \tilde{E}(\theta|y))^2 p(\theta_q) p(y|\theta_q)}{\sum_q p(\theta_q) p(y|\theta_q)}.$$

9.6 ACHIEVEMENT STANDARDS

Standard setting for the 2017–18 FSAA—PT assessments was conducted in two stages. As described in Table 9-4, standard setting for most of the assessments was performed in February 2017 using the 2015–16 data. For the high school Access U.S. History and grade 7 Access Civics EOC assessments, introduced in 2016–17, standard setting was performed in July 2017.

Table 9-4. 2017–18 FSAA—PT: Summary of Standard Setting Activities

Stage	Assessments	Date
1	ELA: 3–10 Mathematics: 3–8 Science: 5 and 8 EOC: Algebra 1, Geometry, and Biology 1	February 14-16, 2017 Orlando, FL
2	U.S. History and Civics	July 13–14, 2017 Orlando, FL

Details of the standard-setting procedures can be found in the Standard Setting Report (Measured Progress, 2017a & 2017b). At the completion of the Stage 1 standard setting, the reporting scale was established and theta cuts were transformed to the reporting scale. As described in the Standard Setting Report (Measured Progress, 2017a), policy adjustments were made to the cut scores on the scale score metric and made available for public review. These Stage 1 cut scores were approved in May 2017 by the Florida State Board of Education following a 90-day public review. Cut scores for the Stage 2 standard setting tests were approved on February 20, 2018, following the same procedure. The scale score cuts for all the Stage 1 and Stage 2 tests are presented in the next section.

9.7   REPORTED SCALE SCORES

Because the θ scale used in IRT calibrations is not readily understood by most stakeholders, reporting scales were developed for the FSAA—PT. The reporting scales are simple linear transformations of the underlying θ scale.

By providing information that is more specific about the position of a student's results, scale scores supplement achievement-level designations. Students' EAP proficiency estimates on the 2017–18 FSAA—PT assessments were translated to scale scores using a data analysis process called *scaling*, which simply converts from one scale to another scale. In the same way that a given temperature can be expressed on either Fahrenheit or Celsius scales, or the same distance can be expressed in either miles or kilometers, student scores on the 2017–18 FSAA—PT assessments can be expressed in scale scores.

It is important to note that converting from EAP theta scores to scale scores does not change students' achievement level classifications. Scale scores make for more consistent reporting of results. The psychometric advantage of scale scores comes from their being linear transformations of θ. Equating is a statistical procedure that is used to adjust for differences in form difficulty so that scores on alternate forms can be used interchangeably (Kolen & Brennan, 2014). Since the θ scale is used for equating, scale scores are comparable from one year to the next.

The scale scores are obtained by a simple translation of ability estimates ($\hat{\theta}$) using the linear relationship between threshold values on the θ metric and their equivalent values on the scale score metric. Scale scores are calculated using the linear equation:

$$SS = m\hat{\theta} + b,$$

where
m is the slope and
b is the intercept.

For 2017–18 FSAA—PT operational scaling, a reporting scale was established, following the completion of the Stage 1 standard setting, for ELA, mathematics, and science assessments with a mean of 600 and a standard deviation of 20 and the scale score ranges between 540 and 660. A reporting scale for EOC assessments was established with a mean of 800 and standard deviation of 25, and with scale score ranges between 725 and 875.

Table 9-5 shows the transformation constants—the slope and intercept—used to calculate the scale scores for each content area and grade. Note that the values in the table will not change unless the standards are reset. Also, in a given year it may not be possible to attain a particular scale score, but the scale score cuts will remain the same.

Table 9-5. 2016—17 FSAA—PT: Theta-to-Scale Score Transformation Constants by Content Area and Grade

Subject	Grade	Slope	Intercept
ELA	3	20	600
	4	20	600
	5	20	600
	6	20	600
	7	20	600
	8	20	600
	9	20	600
	10	20	600
Mathematics	3	20	600
	4	20	600
	5	20	600
	6	20	600
	7	20	600
	8	20	600
Science	5	20	600
	8	20	600
Algebra 1	HS	25	800
Biology 1	HS	25	800
Geometry	HS	25	800
Civics	7	25	800
U.S. History	HS	25	800

Table 9-6 presents all the cut scores in the scale score metric. They were used for producing the data for this technical report. As alluded to in the previous discussion of equating, the scale was established during the base year and the forms serve as the reference forms for subsequent equating. The cut scores will remain fixed throughout the assessment program unless standards are reset for any reason. Also shown in the table are the minimum and maximum possible values for the scale scores.

Table 9-6. 2017–18 FSAA—PT: Cut Scores on the Reporting Scale

Subject	Grade	Scale Score				
		Minimum	Cut1	Cut2	Cut3	Maximum
ELA	3	540	583	599	618	660
	4	540	582	597	618	660
	5	540	583	599	618	660
	6	540	583	599	618	660
	7	540	583	599	618	660
	8	540	582	598	614	660
	9	540	582	598	620	660
	10	540	584	598	617	660
Mathematics	3	540	586	600	617	660
	4	540	587	599	618	660
	5	540	586	600	617	660
	6	540	586	600	617	660
	7	540	587	600	617	660
	8	540	586	598	615	660
Science	5	540	580	599	616	660
	8	540	580	600	619	660
Algebra 1	HS	725	774	797	823	875
Biology 1	HS	725	773	795	823	875
Geometry	HS	725	777	799	827	875
Civics	7	725	773	796	818	875
U.S. History	HS	725	778	792	818	875

Table 9-7 shows the standard errors in scale score metric at the cut scores.

Table 9-7. 2017–18 FSAA—PT: Standard Errors at the Cut Scores

Subject	Grade	Standard Error		
		Cut1	Cut2	Cut3
ELA	3	4	4	6
	4	3	4	6
	5	3	4	7
	6	3	4	6
	7	3	4	6
	8	3	4	6
	9	3	5	7
	10	3	4	6
Mathematics	3	4	4	6
	4	4	5	7
	5	4	5	7
	6	3	4	6
	7	4	5	7
	8	3	4	7

<div align="right">continued</div>

Subject	Grade	Standard Error		
		Cut1	Cut2	Cut3
Science	5	2	4	7
	8	3	5	8
Algebra 1	HS	5	6	8
Biology 1	HS	3	6	10
Geometry	HS	4	6	10
Civics	7	4	5	9
U.S. History	HS	3	5	9

Table 9-8 shows the percentage of students by achievement levels along with the average and standard deviation of the scale scores for each grade/content-area combination. The combined percentages of Level 3 and Level 4 students within each grade and content area are also provided in the table.

Table 9-8. 2017–18 FSAA—PT: Percentage of Students by Performance-Level Categories

Content Area	Grade	Number of Students	Levels					Average Scale score	SD of Scale score
			Level 1	Level 2	Level 3	Level 4	Levels 3 & 4		
ELA	3	3,006	15.14	26.95	35.89	22.02	57.91	602.80	19.08
	4	3,130	16.42	24.95	37.96	20.67	58.63	601.57	19.21
	5	3,160	17.53	26.80	35.13	20.54	55.67	601.61	19.02
	6	3,233	18.00	26.20	34.15	21.65	55.80	601.97	18.89
	7	3,102	20.50	22.08	35.11	22.31	57.42	601.44	19.69
	8	3,057	16.39	25.97	30.62	27.02	57.64	601.72	18.96
	9	3,107	15.87	21.69	41.23	21.21	62.44	603.47	19.39
	10	3,605	20.47	21.64	33.84	24.05	57.89	601.89	19.48
Mathematics	3	2,999	21.31	22.31	31.14	25.24	56.38	603.06	19.80
	4	3,126	23.38	20.06	35.99	20.57	56.56	601.87	19.55
	5	3,164	20.54	27.05	30.28	22.12	52.40	602.18	19.96
	6	3,242	21.25	24.61	29.43	24.71	54.14	602.69	19.51
	7	3,102	23.47	23.34	30.69	22.50	53.19	601.66	20.21
	8	3,058	20.01	20.44	32.57	26.98	59.55	602.73	19.76
Science	5	3,157	14.57	29.97	27.91	27.56	55.47	602.68	20.90
	8	3,057	15.41	30.75	34.28	19.56	53.84	601.35	19.62
Algebra 1	HS	3,931	10.00	26.53	40.19	23.28	63.47	805.10	24.87
Biology 1	HS	3,472	13.94	26.47	39.23	20.36	59.59	801.64	25.14
Geometry	HS	3,570	17.45	29.08	36.61	16.86	53.47	801.34	24.72
Civics	7	3,432	13.99	24.77	32.31	28.93	61.24	802.79	25.31
U.S. History	HS	3,713	19.80	17.99	38.24	23.97	62.21	800.78	24.42

9.8　COMPARABILITY OF SCORES ACROSS YEARS

Comparability of scores across years has been maintained through equating via the use of common items. As described in detail earlier in this chapter (section 9.3), equating allows scores on different test forms across years to be compared. Achievement standards were established in the standard setting conducted in 2017. Details of the standard-setting procedures can be found in related standard-setting reports. To ensure continuity of score reporting, including achievement levels, across years, the cuts that were established at the standard-setting meetings are used to report assessment results and will continue to be used in future years.

To further examine score comparability, multiyear graphs of cumulative scale score distributions are provided in Appendix N, Cumulative Scale Score Distributions. To provide means for further examination of comparability across years in terms of standards, Tables N-1 through N-8 in Appendix O show achievement level distributions for both 2016–17 and 2017–18 by grade for each content area. The results show that the percentages of students at each achievement level across the two years are very similar to each other.

CHAPTER 10   RELIABILITY

10.1   RELIABILITY (OVERALL AND SUBGROUP)

Although individual item performance is an important focus for evaluation, a complete evaluation of an assessment must also address the way in which items function together and complement one another. Any measurement includes some amount of measurement error. No academic assessment can measure student performance with perfect accuracy; some students will receive scores that underestimate their true ability, and other students will receive scores that overestimate their true ability. Items that function well together produce assessments that have less measurement error (i.e., the error is small on average). Such assessments are described as "reliable."

There are a number of ways to estimate an assessment's reliability. The most common method is Cronbach's α, which assumes that all the students for a given assessment were administered the same set of items. For the 2017–18 FSAA—PT, items were administered adaptively, so different students were typically administered different sets of items. Thus, Cronbach's α cannot be appropriately applied to estimate reliability for the 2017–18 FSAA—PT. Hence, we turned to an IRT-based formulation of reliability, as described below.

10.2   IRT MARGINAL RELIABILITY

IRT marginal reliability estimation is based on applying the standard *classical test theory* (CTT) formula, relating variances of true score, observed score, and measurement error, in the IRT setting. In CTT, the relationship between these variances is given by the following formula:

$$\sigma_X^2 = \sigma_T^2 + \sigma_E^2$$

where σ_X^2 is the observed-score variance, σ_T^2 is the true-score variance, and σ_E^2 is the error variance. Starting from this basic equation, it can be shown that the formula for CTT reliability can be expressed by:

$$CTT\ Reliability = 1 - \frac{\sigma_E^2}{\sigma_X^2}.$$

IRT marginal reliability is based on extending the CTT model to an IRT framework (Samejima, 1994) and provides an IRT-based estimate of the overall test reliability. Error variance is estimated as the mean squared *conditional standard error of measurement* (CSEM) of the theta estimates across students within a grade. Observed score variance is estimated as the variance of the theta estimates across students within a grade. IRT marginal reliability is then given by the following formula:

$$IRT\ Marginal\ Reliability = 1 - \frac{\overline{SE(\theta)^2}}{Var(\hat{\theta})},$$

where

$\overline{SE(\theta)^2}$ represents the average squared CSEM and

$Var(\hat{\theta})$ represents total variance of observed θ estimates.

Using this formula, IRT marginal reliability estimates were calculated for each assessment, and the results are presented in Table 10-1. The reliability of an assessment can also be inferred from directly examining the CSEMs themselves, so the table also includes the square root of the average error variance for each assessment. Note that the CSEM values are reported in scaled score units.

Table 10-1. 2017–18 FSAA—PT: IRT Reliability Summary

Subject	Grade	Number of Students	IRT Marginal Reliability	CSEM
ELA	3	3,006	0.90	5.80
	4	3,130	0.92	5.34
	5	3,160	0.92	5.33
	6	3,233	0.92	5.33
	7	3,102	0.93	5.27
	8	3,057	0.93	5.06
	9	3,107	0.92	5.64
	10	3,605	0.92	5.37
Mathematics	3	2,999	0.91	5.76
	4	3,126	0.91	5.90
	5	3,164	0.91	5.87
	6	3,242	0.91	5.75
	7	3,102	0.90	6.38
	8	3,058	0.90	5.97
Science	5	3,157	0.91	5.68
	8	3,057	0.91	5.86
Algebra 1	HS	3,931	0.91	7.29
Biology 1	HS	3,472	0.91	7.12
Geometry	HS	3,570	0.91	7.16
Civics	7	3,432	0.92	6.93
U.S. History	HS	3,713	0.92	6.61

Subgroup Reliability

The reliability coefficients discussed in the previous section were based on the overall population of students who took the 2017–18 FSAA—PT assessment. IRT marginal reliability estimates for subgroups were also calculated using the procedures defined above, but, in this case, only the members of the subgroup in consideration were used in the computations. The results are reported in Appendix P. Note that statistics are

reported only for subgroups in which more than 25% of the students scored above the lowest attainable scale score.

For several reasons, the statistics in Appendix P should be interpreted with caution. First, inherent differences between grades and content areas preclude making valid inferences about the quality of an assessment based on statistical comparisons with other assessments. Second, reliabilities are dependent not only on the measurement properties of an assessment but on the statistical distribution of the studied subgroup. For example, it can be readily seen in Appendix P that subgroup sample sizes vary considerably, which results in natural variation in reliability coefficients. Alternatively, reliability, which is a type of *correlation* coefficient, may be artificially depressed for subgroups with little variability (Draper & Smith, 1998). Finally, there is no industry standard to interpret the strength of a reliability coefficient when the population of interest is a single subgroup.

10.3 INTER-RATER CONSISTENCY

Chapter 6 of this report describes the processes that were implemented to monitor the quality of the hand scoring of student responses for open-response items. One of these processes was double-blind scoring of 20% of student responses to the ELA Writing Prompt 2, which was scored on four dimensions (in grades 4–10). 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—PT assessments for ELA. A summary of the inter-rater consistency results is presented in Table 10-2. Results in the table are averaged across the four dimensions by grade. The table shows the number of score categories, number of included scores, percent exact agreement, percent adjacent agreement, percentage of responses that required a third score, and the correlation between the first two sets of scores. This same information is provided, but at the item level, in Appendix Q.

Table 10-2. 2017–18 FSAA—PT: Summary Inter-rater Consistency Statistics by Grade—ELA

Grade	Number of Score Categories	Number of Included Scores	Percent Exact	Percent Adjacent	Percent Third Score	Correlation
4	4	2,676	80.83	18.61	11.81	0.86
5	4	2,480	83.15	16.69	11.45	0.85
6	4	2,592	83.02	16.71	10.34	0.88
7	4	2,424	75.50	24.09	12.21	0.81
8	4	2,352	73.64	25.77	12.76	0.78
9	4	2,376	80.43	19.11	10.44	0.85
10	4	2,740	76.09	23.54	11.39	0.83

10.4 DECISION ACCURACY AND CONSISTENCY

While related to reliability, the accuracy and consistency of classifying students into performance categories is an even more important issue in a standards-based reporting framework (Livingston & Lewis, 1995). For every 2017–18 FSAA—PT assessment grade and content area, each student's performance was classified into

one of the following achievement levels: Level 1, Level 2, Level 3, or Level 4. This section of the report explains the methodologies used to assess the reliability of classification decisions and presents the results.

Accuracy refers to the extent to which decisions based on assessment scores match decisions that would have been made if the scores did not contain any measurement error. Accuracy must be estimated, because errorless test scores do not exist. Consistency measures the extent to which classification decisions based on test scores match the decisions based on scores from a second, parallel form of the same assessment. Consistency can be evaluated directly from actual responses to test items if two complete and parallel forms of the test are given to the same group of students. In operational test programs, however, such a design is usually impractical. Instead, techniques have been developed to estimate both the accuracy and the consistency of classification decisions based on a single administration of an assessment. The Rudner (2001, 2005) method was used for the 2017–18 FSAA—PT because it can be easily applied to data that are scored in the IRT theta metric or any linear transformation of this metric, such as the scale scores. The applicability of the Rudner method to IRT-based metrics distinguishes this method from methods based on observed scores, such as the Lewis and Livingston (1995) method.

Readers are referred to Rudner (2001, 2005) for details of the Rudner method; here we briefly review the basic idea behind the method. Using an examinee's estimated theta and standard error, assuming a normal probability distribution, the method first calculates for all examinees at a fixed value theta, the expected proportion whose estimated theta is an interval [a,b]. Then, by summing over all examinees whose true thetas are in an interval [c,d], the method yields the expected proportion of all examinees whose true theta is in [c,d] and whose estimated theta is in [a,b]. By setting [a,b] and [c,d] to correspond to the theta intervals defined by the performance level cuts, the method yields the elements of a classification table that shows the expected proportion of all examinees with estimated and true thetas in each cell. These proportions can then be used to calculate both classification accuracy and classification consistency estimates. The resulting decision accuracy and consistency estimates are reported in Appendix Q.

For the classification accuracy tables, cell [i, j] represents the estimated proportion of students whose true theta fell into classification i (where i = 1 to 4, for the four achievement levels) and estimated theta fell into classification j (where j = 1 to 4). The sum of the diagonal entries (i.e., the proportion of students whose true and estimated classifications matched) signified overall accuracy.

For the classification consistency tables, cell [i, j] of a table represents the estimated proportion of students whose estimated theta on the first of two hypothetical parallel tests would fall into classification i (where i = 1 to 4) and whose estimated theta on the second hypothetical parallel test would fall into classification j (where j = 1 to 4). The sum of the diagonal entries (i.e., the proportion of students categorized by the two tests into exactly the same classification) signified overall consistency.

Another way to measure consistency is to use Cohen's (1960) coefficient κ (kappa), which assesses the proportion of consistent classifications after removing the proportion of consistent classifications that would be expected by chance. It is calculated using the following formula:

$$\kappa = \frac{\text{(Observed agreement)} - \text{(Chance agreement)}}{1 - \text{(Chance agreement)}} = \frac{\sum_i C_{ii} - \sum_i C_{i.}C_{.i}}{1 - \sum_i C_{i.}C_{.i}},$$

where

$C_{i.}$ is the proportion of students whose observed achievement-level would be Level i (where $i = 1 - 4$) on the first hypothetical parallel form of the test;

$C_{.i}$ is the proportion of students whose observed achievement-level would be Level i (where $i = 1 - 4$) on the second hypothetical parallel form of the test; and

C_{ii} is the proportion of students whose observed achievement-level would be Level i (where $i = 1 - 4$) on both hypothetical parallel forms of the test.

Because κ is corrected for chance, its values are lower than other consistency estimates.

The accuracy and consistency analyses described above are provided in Appendix R. The table includes overall accuracy and consistency indices, including kappa. Accuracy and consistency values conditional upon achievement-level are also given. For these calculations, the denominator is the proportion of students associated with a given achievement-level. For example, the conditional accuracy value is 0.93 for Level 1 for grade 7 ELA. This figure indicates that among the students whose true thetas placed them in this classification, 93% would be expected to be in this classification when categorized according to their estimated thetas. Similarly, a consistency value of 0.89 indicates that 89% of grade 7 ELA students with estimated thetas in Level 1 would be expected to be classified in this level again if a second, parallel assessment were administered.

For some testing situations, decisions around level thresholds may be of great concern. For the 2017–18 FSAA—PT assessment, Table R-2 in Appendix R provides accuracy and consistency estimates at each cutpoint, as well as false positive and false negative decision rates. (A false positive is the proportion of students whose estimated thetas were above the cut and whose true thetas were below the cut. A false negative is the proportion of students whose estimated thetas were below the cut and whose true thetas were above the cut.)

Note that, in the absence of research on DAC statistics in the alternate assessment arena, no guidelines are available for how to interpret the strength of the values. Furthermore, it is important to remember that it is inappropriate to compare DAC statistics between grades and content areas.

CHAPTER 11 VALIDITY

11.1 VALIDITY

One purpose of this report is to describe the technical aspects of the 2017–18 FSAA—PT to support valid score interpretations. This report presents documentation to substantiate intended interpretations of test scores (AERA et al., 2014). Each of the chapters in this report contributes important information to the validity argument from one or more of the following perspectives: test development, test administration, scoring, item analyses, scaling and equating, reliability, comparability, and score reporting.

The 2017–18 FSAA—PT assessment was based on, and aligned with, the *Florida Standards Access Points* (FS-APs) in ELA and mathematics, and with the *Next Generation Sunshine State Standards Access Points* (NGSSS-APs) in science and social studies. The results are intended to enable inferences about student achievement on Access Points, 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, they 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 item development process, including how the assessment items 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 3 and 4. Components of validity evidence based on assessment content include the following: item alignment with the Florida Standards and Next Generation Sunshine State Standards; item bias, sensitivity, and content-appropriateness review processes; and adherence to the test blueprint. As discussed earlier, Florida educators aligned all of the 2017–18 FSAA—PT assessment questions with specific Florida Standards and Next Generation Sunshine State Standards, and each question underwent several rounds of review for content fidelity and appropriateness.

Evidence based on internal structure is presented in detail in the discussions of item analyses, scaling and equating, and reliability in Chapters 8–10. Technical characteristics of the internal structure of the assessments are presented in terms of classical item statistics (item difficulty, item-test correlation), *differential item functioning* (DIF) analyses, *item response theory* (IRT) calibration, equating, and pattern scoring, reliability, and *standard errors of measurement* (SEM). Each assessment was equated to the same grade-level and content-area assessment from the prior year to preserve the meaning of scores over time. In general, item difficulty and discrimination

indices were in acceptable and expected ranges, as very few items were answered correctly at near-chance or near-perfect rates.

Similarly, the positive discrimination indices indicate that most items were assessing consistent constructs, and students who performed well on individual items tended to perform well overall. Chapter 6, on training and administration information, describes the steps taken to train the teachers/test administrators on administration and scoring procedures. Assessments 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. While results of the study indicated that scoring and administration procedures were being followed to a high degree overall, there were also some areas identified for improvement to enhance the validity of the assessment in the next administration.

Evidence based on the consequences of testing is addressed in the scale score information in Chapter 9. Scale scores offer the advantage of simplifying the reporting of results across content areas, grade levels, and subsequent years. Achievement levels provide users with reference points for mastery at each grade and content area, which is another useful and simple way to interpret scores. Several different standard reports have been provided to stakeholders. Additional evidence of the consequences of testing could be supplemented with broader investigation of the effect of testing on student learning.

To further support the validation of the assessment program, additional studies might be considered to provide evidence regarding the relationship of FSAA—PT assessment results to other variables, including the extent to which scores converge with other measures of similar constructs and the extent to which they might diverge from measures of different constructs. Relationships among measures of the same or similar constructs can sharpen the meaning of scores and appropriate interpretations by refining the definition of the construct.

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APPENDICES

APPENDIX A—FLORIDA STAKEHOLDER LISTS

Table A-1. 2017–18 FSAA-PT: Content Advisory Committee

Name	District	Position	Gender	Ethnicity	Group
Thomas Allard	Volusia	ESE Teacher	Male	White/Caucasian	ELA
Kasey Cavanaugh	Hernando	General Education Teacher	Female	White/Caucasian	ELA
Laurester Kelly	Palm Beach	General Education Teacher	Female	Black or African American	ELA
Sheila McKenzie	Washington	General Education Teacher	Female	American Indian or Alaskan Native	ELA
Jennifer Pyott	Sarasota	General Education Teacher	Female	White/Caucasian	ELA
Cassandra Richards	Polk	ESE Teacher	Female	Black or African American	ELA
Carey Roberts	F.S.D.B.	ESE Teacher	Female	White/Caucasian	ELA
Kay Svitenko	Bay	ESE Teacher	Female	White/Caucasian	ELA
Dr. Carol Allman	N/A	Consultant	Female	White/Caucasian	Math
Jeris Burns	Duval	ESE Teacher	Female	Black or African American	Math
Cynthia Carrig	Volusia	ESE Teacher	Female	White/Caucasian	Math
Tim Erwin	Orange	ESE Teacher	Male	White/Caucasian	Math
Rhonda Griffin	Wakulla	General Education Teacher	Female	White/Caucasian	Math
Amy Hagerty	Charlotte	General Education Teacher	Female	White/Caucasian	Math
Rafael Harley	Broward	ESE Curriculum Coordinator	Male	Black or African American	Math
Robin Harwell	F.S.D.B.	Educational Diagnostician	Female	White/Caucasian	Math
Amy Summers	Charlotte	General Education Teacher	Female	White/Caucasian	Math
Melissa Barber	Sarasota	General Education Teacher	Female	Did not answer	Science
Charlotte Bradley	Flagler	General Education Teacher	Female	White/Caucasian	Science
Jennifer Greco	Marion	Alternate Assessment Coordinator	Female	White/Caucasian	Science
Dr. Kenneth Hodges	Polk	ESE Teacher	Male	White/Caucasian	Science
Megan Ring	Palm Beach	General Education Teacher	Female	White/Caucasian	Science
Kathy Russ	Walton	ESE Teacher	Female	White/Caucasian	Science
Jennifer Schmitt	Santa Rosa	General Education Teacher	Female	White/Caucasian	Science
Lizzie Willis	Brevard	ESE Teacher	Female	White/Caucasian	Science
Mary Caupp	Santa Rosa	ESE Teacher	Female	White/Caucasian	Social Studies
Teresa Collins	Levy	ESE Teacher	Female	White/Caucasian	Social Studies
Samelia Davis	Polk	General Education Teacher	Female	Black or African American	Social Studies
Melissa Franklin	Okaloosa	General Education Teacher	Female	White/Caucasian	Social Studies
David Hass	Lake	ESE Curriculum Coordinator	Male	White/Caucasian	Social Studies
Debra LaFountaine	Osceola	General Education Teacher	Female	White/Caucasian	Social Studies
Nancy Sokoloff	Palm Beach	ESE Teacher	Female	White/Caucasian	Social Studies
Devin Watson	Osceola	General Education Teacher	Female	Did not answer	Social Studies

Table A-2. 2017–18 FSAA-PT: Passage Bias Review Committee

Name	District	Position	Gender	Ethnicity
Thomas Allard	Volusia	ESE Teacher	Male	White/Caucasian
Courtney Benedix	Leon	ESE Teacher	Female	Did not answer
Abbey Cooke	Flagler	General Education Teacher	Female	White/Caucasian
Dr. Kenneth Hodges	Polk	ESE Teacher	Male	White/Caucasian
Camille Orr	Broward	Administrator	Female	Black or African American
Katy Svitenko	Bay	ESE Teacher	Female	White/Caucasian
Melinda Tindall	Gadsden	ESE Teacher	Female	White/Caucasian
Suzette West	Orange	ESE Teacher	Female	Black or African American

Table A-3. 2017–18 FSAA-PT: Content Review Committee

Name	District	Position	Gender	Ethnicity	Group
Thomas Allard	Volusia	ESE Teacher	Male	White/Caucasian	ELA
Megan Betche	Seminole	ESE Teacher	Female	White/Caucasian	ELA
Cheryl Bishop	Lake	Alternate Assessment Coordinator	Female	White/Caucasian	ELA
Kasey Cavanaugh	Hernando	General Education Teacher	Female	White/Caucasian	ELA
Deborah Kootsouradis	Duval	General Education Teacher	Female	White/Caucasian	ELA
Candace Lee	St. Lucie	ESE Teacher	Female	White/Caucasian	ELA
Elizabeth Lewis	Sarasota	Alternate Assessment Coordinator	Female	White/Caucasian	ELA
Natasha Olivier	Dade	General Education Teacher	Female	Black or African American	ELA
Carey Roberts	F.S.D.B.	ESE Teacher	Female	White/Caucasian	ELA
Brittny Sanders	Sumter	General Education Teacher	Female	Black or African American	ELA
Cynthia Carrig	Volusia	ESE Teacher	Female	White/Caucasian	Geometry & Algebra
Marion Elliot	Manatee	General Education Teacher	Female	White/Caucasian	Geometry & Algebra
Amy Hagerty	Charlotte	General Education Teacher	Female	White/Caucasian	Geometry & Algebra
Heather Howell	Manatee	ESE Teacher	Female	White/Caucasian	Geometry & Algebra
Martha Leslie	Washington	ESE Teacher	Female	Black of African American	Geometry & Algebra
Katy Svitenko	Bay	ESE Teacher	Female	White/Caucasian	Geometry & Algebra
Angela Young	Charlotte	General Education Teacher	Female	White/Caucasian	Geometry & Algebra
Timothy Erwin	Orange	ESE Teacher	Male	White/Caucasian	Math 3-8
Alma Gonzalez	Broward	ESE Teacher	Female	Hispanic or Latino	Math 3-8

Name	District	Position	Gender	Ethnicity	Group
Jeanette Herring	Charlotte	General Education Teacher	Female	Hispanic or Latino	Math 3-8
Jamie Kunder	Charlotte	General Education Teacher	Female	White/Caucasian	Math 3-8
Sheila McKenzie	Washington	General Education Teacher	Female	American Indian or Alaskan Native	Math 3-8
Georgina Mederos	Dade	ESE Curriculum Coordinator	Female	White/Caucasian	Math 3-8
Rachelle Parady	Orange	Alternate Assessment Coordinator	Female	White/Caucasian	Math 3-8
Michael Rosen	Volusia	ESE Teacher	Male	White/Caucasian	Math 3-8
Katherine Shattuck	Putnam	ESE Teacher	Female	White/Caucasian	Math 3-8
Susan Haynes	Charlotte	General Education Teacher	Female	White/Caucasian	Science
Michelle Kendall	Hillsborough	ESE Teacher	Female	White/Caucasian	Science
Chandrell Larkin	Dade	Administrator	Female	Black of African American	Science
Amanda McCoy	Collier	ESE Teacher	Female	White/Caucasian	Science
Luann Reel	Flagler	ESE Teacher	Female	White/Caucasian	Science
Felicia Watts	Escambia	General Education Teacher	Female	Black or African American	Science
Tracy Harris	Orange	ESE Curriculum Coordinator	Female	White/Caucasian	Social Studies
Tara LoGiudice	Collier	ESE Teacher	Female	White/Caucasian	Social Studies
Rosalind McCray	Palm Beach	Administrator	Female	Black or African American	Social Studies
Jacquelyn Stokes-Taylor	Washington	General Education Teacher	Female	White/Caucasian	Social Studies
Sarah Tarkus	Escambia	ESE Teacher	Female	White/Caucasian	Social Studies
Sally Walden	Bay	ESE Teacher	Female	White/Caucasian	Social Studies

Table A-4. 2017–18 FSAA-PT: Bias/Sensitivity Review Committee

Name	District	Position	Gender	Ethnicity	Group
Brittany Aponte	Broward	General Education Teacher	Female	Hispanic or Latino	ELA & SS
Whitney Bryant	Lee	ESE Teacher	Female	White/Caucasian	ELA & SS
David Hass	Lake	ESE Curriculum Coordinator	Male	White/Caucasian	ELA & SS
Melanie Hemphill	Broward	General Education Teacher	Female	Black or African American; White/Caucasian	ELA & SS
Justine Micalizzi	Charlotte	ESE Teacher	Female	White/Caucasian	ELA & SS
Jagathy Nair	Palm Beach	ESE Teacher	Female	Asian or Pacific Islander	ELA & SS
Jennifer Pyot	Sarasota	General Education Teacher	Female	White/Caucasian	ELA & SS
Frank Santa Maria	Charlotte	General Education Teacher	Male	White/Caucasian	ELA & SS
Marisel Vega	Dade		Female	Hispanic or Latino	ELA & SS
Kathleen Bussendorf	Brevard	General Education Teacher	Female	White/Caucasian	Math & Science

Name	District	Position	Gender	Ethnicity	Group
Corinne deArakaal	Volusia	ESE Teacher	Female	White/Caucasian	Math & Science
Cynthia Dils	Escambia	ESE Teacher	Female	White/Caucasian	Math & Science
Jennifer Greco	Marion	Alternate Assessment Coordinator	Female	White/Caucasian	Math & Science
Bruce Jeffrey	Citrus	ESE Teacher	Male	White/Caucasian	Math & Science
Marcy Kleer	Manatee	General Education Teacher	Female	White/Caucasian	Math & Science
Anita McCoy	Duval	ESE Teacher	Female	Black or African American	Math & Science
Novelette Pitt	Broward	ESE Teacher	Female	Black or African American/Hispanic or Latino	Math & Science
Kiesha Stevens	Broward	General Education Teacher	Female	Black or African American	Math & Science

APPENDIX B—STUDENT PARTICIPATION RATES

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

Description	Number Enrolled	Percent Tested
All Students	25,400	97.82
Male	13,262	98.13
Female	6,319	97.79
Hispanic	6,065	98.19
American Indian or Alaskan Native	45	95.74
Asian	414	98.10
Black non Hispanic	5,792	97.57
Pacific Islander	31	100.00
White non Hispanic	6,576	98.35
Multiracial	658	97.05
Economically Disadvantaged	801	98.40
Not Economically Disadvantaged	24,599	97.81
Limited English Proficient	1,583	98.94
Non Limited English Proficient	23,817	97.75

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	18,691	98.25
Male	9,913	98.52
Female	4,631	98.36
Hispanic	4,698	98.61
American Indian or Alaskan Native	29	96.67
Asian	300	98.36
Black non Hispanic	4,321	98.18
Pacific Islander	25	100.00
White non Hispanic	4,686	98.63
Multiracial	485	98.18
Economically Disadvantaged	568	98.95
Not Economically Disadvantaged	18,123	98.23
Limited English Proficient	1,368	99.06
Non Limited English Proficient	17,323	98.19

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	6,214	98.18
Male	3,389	98.57
Female	1,708	98.67
Hispanic	1,621	98.90
American Indian or Alaskan Native	9	90.00
Asian	92	100.00
Black non Hispanic	1,450	97.77
Pacific Islander	9	100.00
White non Hispanic	1,746	98.92
Multiracial	170	99.42
Economically Disadvantaged	214	98.62
Not Economically Disadvantaged	6,000	98.17
Limited English Proficient	400	98.77
Non Limited English Proficient	5,814	98.14

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	3,931	97.83
Male	1,204	98.37
Female	606	98.70
Hispanic	426	98.38
American Indian or Alaskan Native	7	100.00
Asian	39	97.50
Black non Hispanic	586	98.32
Pacific Islander	1	100.00
White non Hispanic	682	98.70
Multiracial	69	98.57
Economically Disadvantaged	97	97.00
Not Economically Disadvantaged	3,834	97.86
Limited English Proficient	69	97.18
Non Limited English Proficient	3,862	97.85

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	3,472	98.02
Male	1,301	98.86
Female	661	96.92
Hispanic	513	98.65
American Indian or Alaskan Native	7	100.00
Asian	41	97.62
Black non Hispanic	634	97.99
Pacific Islander	1	100.00
White non Hispanic	698	97.90
Multiracial	68	100.00
Economically Disadvantaged	87	97.75
Not Economically Disadvantaged	3,385	98.03
Limited English Proficient	91	97.85
Non Limited English Proficient	3,381	98.03

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	3,570	98.29
Male	522	98.86
Female	264	97.42
Hispanic	266	99.25
American Indian or Alaskan Native	3	100.00
Asian	16	94.12
Black non Hispanic	223	97.81
Pacific Islander	1	100.00
White non Hispanic	258	98.10
Multiracial	19	100.00
Economically Disadvantaged	51	98.08
Not Economically Disadvantaged	3,519	98.30
Limited English Proficient	52	100.00
Non Limited English Proficient	3,518	98.27

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	3,432	98.06
Male	1,944	98.33
Female	893	97.81
Hispanic	846	98.26
American Indian or Alaskan Native	7	100.00
Asian	69	100.00
Black non Hispanic	855	97.27
Pacific Islander	4	100.00
White non Hispanic	970	98.78
Multiracial	86	97.73
Economically Disadvantaged	113	98.26
Not Economically Disadvantaged	3,319	98.05
Limited English Proficient	200	100.00
Non Limited English Proficient	3,232	97.94

* Data source: Florida Department of Education

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

Description	Number Enrolled	Percent Tested
All Students	3,713	97.84
Male	900	98.04
Female	448	96.14
Hispanic	332	97.36
American Indian or Alaskan Native	4	100.00
Asian	29	100.00
Black non Hispanic	371	97.38
Pacific Islander	3	100.00
White non Hispanic	555	97.20
Economically Disadvantaged	54	98.18
Not Economically Disadvantaged	82	93.18
Limited English Proficient	3,631	97.95
Non Limited English Proficient	38	95.00

* Data source: Florida Department of Education

APPENDIX C—SAMPLE ITEM SET

Sample Item Set Table

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

Task 1

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

Task 2

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

Task 3

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

Sample Student Response Booklet

Task 1 Stimulus and Response Options

NOTE: Student uses daily mode of communication to select a response option.

NOTE: Student uses daily mode of communication to select a response option.

Paintbrushes

2	10	50

NOTE: Student uses daily mode of communication to select a response option.

APPENDIX D—TEST DESIGN AND BLUEPRINT SPECIFICATIONS

Social Studies

Blueprint Design

The social studies design is based on the Next Generation Sunshine State Standards and consists of a total of 16 common items. Access Civics End of Course addresses the four Reporting Categories' content introduced in the grade 7 course. Access U.S. History End-of-Course 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
  - Roles, Rights, and Responsibilities of Citizens
  - Government Policies and Political Processes
  - Organization and Function of Government
- The emphasis of each Reporting Category is similar to the Civics End-of-Course Assessment where it is evenly divided across the four reporting categories.

FSAA-PT Civics End-of-Course Assessment

Reporting Category	Standard	Number of Items
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	4
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	4
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	4
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	4

Access U.S. History End-of-Course

- The three Reporting Categories for the Access U.S. History End-of-Course Assessment are as follows:
  - Late Nineteenth and Early Twentieth Century, 1860–1910
  - Global Military Political, and Economic Challenges, 1890–1940
  - The United States and the Defense of the International Peace, 1940–present
- The emphasis of each Reporting Category is similar to the general education U.S. History End-of-Course Assessment where Global Military, Political, and Economic Challenges, 1890–1940 has the strongest emphasis with Late Nineteenth and Early Twentieth Century, 1860–1910 having the least emphasis.
- The standard SS.912.A.1.1 is introduced in all three Reporting Categories. Each year there will be one item that addresses this standard. The topic or scenario of this item will rotate through the three Reporting Categories each development cycle.

FSAA-PT U.S. History End-of-Course Assessment

Reporting Category	Standard	Number of Items
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	4
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	6
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	5
Introduced in all Reporting Categories	SS.912.A.1.1*	1

* SS.912.A.1.1: Topic/scenario of the A.1.1 item will rotate through all three Reporting Categories.

Science

Blueprint Design

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

All newly developed items for science will be field-tested and their statistics will be evaluated prior to using the items as common.

The assessment blueprints for science grades 5 and 8 and Biology 1 were unchanged from the previous assessment administration.

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 FCAT: Nature of Science, Earth and Space Science, Physical Science, and Life Science. In order to meet this criterion, the blueprint distributes the assessment items across the four science Bodies of Knowledge covered in FCAT. Items will focus on the science content assessed by the FCAT at each grade level based on the Big Ideas that are addressed.

Therefore, the science blueprint chart involves:
1. Distribution of major science Bodies of Knowledge across each grade level.
2. Assessment of the majority of Big Ideas that are addressed at each of the grade levels.

An emphasis was placed on the Bodies of Knowledge at each grade level based on evaluating the Big Ideas to see the range and quantity of benchmarks addressed and the range and quantity of Access Points addressed. The Access Points were then reviewed to see if they are broad or narrow and if the topics within them can support more items and are deemed more relevant for this population of students. Special attention was paid to the Task 1 level Access Points as these can be very few and narrow, very few and broad, or many. Based on the review of the Access Points, not all Big Ideas that are addressed at each grade level for instruction will be assessed at each grade level. However, all of the Big Ideas are assessed at least once throughout a student's school years.

Grade 5

- Only two of the four Big Ideas in Nature of Science are addressed leading to less emphasis and the recommendation for three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Five Big Ideas in Physical Science are introduced leading to more emphasis. Three of the five Big Ideas are assessed at this grade level for a total of five items.
- Life Science and Earth and Space Science remain at four items each.

FSAA-PT Grade 5 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Items
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	3
	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	4
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	5
	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	4
	Big Idea 17: Interdependence	SC.5.L.17.1	

Grade 8

- The four Big Ideas in Nature of Science are addressed. Two of the four Big Ideas are assessed at this grade level for a total of three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Physical Science addresses two Big Ideas, which is more emphasis than Earth and Space Science and Life Science; therefore, the recommendation is to include seven items for assessment.
- Earth and Space Science and Life Science have fewer Access Points to address for a recommendation of three items each for assessment.

FSAA-PT Grade 8 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Items
Nature of Science	Big Idea 1: The Practice of Science	SC.8.N.1.1 SC.8.N.1.2 SC.8.N.1.3 SC.8.N.1.4 SC.8.N.1.5 SC.8.N.1.6	3
	Big Idea 4: Science and Society	SC.8.N.4.1 SC.8.N.4.2	
Earth and Space Science	Big Idea 5: Earth in Space and Time	SC.8.E.5.1 SC.8.E.5.7 SC.8.E.5.2 SC.8.E.5.8 SC.8.E.5.3 SC.8.E.5.9 SC.8.E.5.4 SC.8.E.5.10 SC.8.E.5.5 SC.8.E.5.11 SC.8.E.5.6 SC.8.E.5.12	3
Physical Science	Big Idea 8: Properties of Matter	SC.8.P.8.1 SC.8.P.8.6 SC.8.P.8.2 SC.8.P.8.7 SC.8.P.8.3 SC.8.P.8.8 SC.8.P.8.4 SC.8.P.8.9 SC.8.P.8.5	7
	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	3

Access Biology 1 End-of-Course:

- Two Big Ideas are addressed in the Biology End-of-Course Assessment: Life Science and Nature of Science.
- 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 – seven standards are addressed for a total of five items.
  - Classification, Heredity, and Evolution – four standards are addressed for a total of four items.
  - Organisms, Populations, and Ecosystems – six standards are addressed for a total of six items.
- Nature of Science is addressed with one standard (N.1.1) for one item. The topic or scenario of this item will rotate through the three reporting categories in each development cycle.

FSAA-PT Biology 1 End-of-Course Assessment

Reporting Category	Standard	Number of Items
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	5
Classification, Heredity, and Evolution	SC.912.L.15.1 SC.912.L.15.13 SC.912.L.15.6 SC.912.L.16.1	4
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	6
Introduced in all Reporting Categories	SC.912.N.1.1	1

Mathematics

Blueprint Design

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

All newly developed items for mathematics will be field-tested and their statistics will be evaluated prior to using the items as common.

Updated assessment blueprints for mathematics grades 3–8 were developed for spring 2018. The updated assessment blueprint includes standards for the linking items. The assessment blueprints for Access Algebra 1 and Geometry EOCs are unchanged from 2015–16.

In developing the assessment blueprint for mathematics, Measured Progress staff examined the following documents/resources:
- Florida Standards Assessment Test Design Summary and Blueprint: Math
- Mathematics Access Course descriptions for grades 3–8; Access Algebra 1 and Geometry
- Florida Standards and Florida Standards Access Points

Grades 3–5 Reporting Categories:

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

Grades 6–8 Reporting Categories:

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

The aforementioned Reporting Categories and each category's level of emphasis were selected to mirror the Florida Standards Assessment.

Grades 3–8 Mathematics Blueprints

FSAA-PT Grade 3 Mathematics Assessment

Reporting Category	Standards	Number of Items
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	7
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	6

FSAA-PT Grade 4 Mathematics Assessment

Reporting Category	Standards	Number of Items
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	3
Numbers and Operations-Fractions	MAFS.4.NF.1.1 MAFS.4.NF.1.2 MAFS.4.NF.2.3 MAFS.4.NF.3.7	4
Measurement, Data, and Geometry	MAFS.4.MD.1.3 MAFS.4.MD.2.4 MAFS.4.G.1.2 MAFS.4.G.1.3	6

FSAA-PT Grade 5 Mathematics Assessment

Reporting Category	Standards	Number of Items
Operations, Algebraic Thinking, and Fractions	MAFS.5.OA.1.2 MAFS.5.OA.2.3 MAFS.5.NF.1.2 MAFS.5.NF.2.5 MAFS.5.NF.2.6	6
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	5
Measurement, Data, and Geometry	MAFS.5.MD.1.1 MAFS.5.MD.2.2 MAFS.5.MD.3.3 MAFS.5.MD.3.4 MAFS.5.G.1.1 MAFS.5.G.2.4	5

FSAA-PT Grade 6 Mathematics Assessment

Reporting Category	Standards	Number of Items
Ratio and Proportional Relationships	MAFS.6.RP.1.1 MAFS.6.RP.1.3	2 or 3
Expressions and Equations	MAFS.6.EE.1.1 MAFS.6.EE.1.4 MAFS.6.EE.2.5 MAFS.6.EE.3.9	5
Geometry	MAFS.6.G.1.1 MAFS.6.G.1.4	2 or 3
Statistics and Probability	MAFS.6.SP.1.2 MAFS.6.SP.2.4	3
The Number System	MAFS.6.NS.2.4 MAFS.6.NS.3.6 MAFS.6.NS.3.8	3

FSAA-PT Grade 7 Mathematics Assessment

Reporting Category	Standards	Number of Items
Ratio and Proportional Relationships	MAFS.7.RP.1.1 MAFS.7.RP.1.2 MAFS.7.RP.1.3	4
Expressions and Equations	MAFS.7.EE.2.3 MAFS.7.EE.2.4	3
Geometry	MAFS.7.G.1.1 MAFS.7.G.2.4 MAFS.7.G.2.5 MAFS.7.G.2.6	4
Statistics and Probability	MAFS.7.SP.2.3 MAFS.7.SP.3.5 MAFS.7.SP.3.8	2 or 3
The Number System	MAFS.7.NS.1.1 MAFS.7.NS.1.2 MAFS.7.NS.1.3	2 or 3

FSAA-PT Grade 8 Mathematics Assessment

Reporting Category	Standards	Number of Items
Expressions and Equations	MAFS.8.EE.1.2 MAFS.8.EE.1.3 MAFS.8.EE.2.5 MAFS.8.EE.3.8	5
Functions	MAFS.8.F.1.1 MAFS.8.F.1.3	4
Geometry	MAFS.8.G.1.1 MAFS.8.G.1.4 MAFS.8.G.3.9	4
Statistics and Probability and The Number System	MAFS.8.SP.1.4 MAFS.8.NS.1.1 MAFS.8.NS.1.2	3

Access Algebra 1 End-of-Course Reporting Categories:

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

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

FSAA-PT Algebra 1 End-of-Course Assessment

Reporting Category	Standards	Number of Items
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	7
Functions and Modeling	MAFS.912.F-IF.2.4 MAFS.912.F-IF.2.5 MAFS.912.F-IF.2.6	6

Access Geometry End-of-Course Reporting Categories:

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

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

FSAA-PT Geometry End-of-Course Assessment

Reporting Category	Standards	Number of Items
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	7
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	6
Modeling with Geometry	MAFS.912.G-MG.1.1 MAFS.912.G-MG.1.2 MAFS.912.G-MG.1.3	3

English Language Arts

Blueprint Design

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

All newly developed items for ELA will be field-tested and their statistics will be evaluated prior to using the items as common.

Updated assessment blueprints for ELA grades 3–10 were developed for spring 2018. The updated assessment blueprint includes standards for the linking items.

In developing the assessment blueprint for ELA, Measured Progress staff examined the following documents/resources:
- Florida Standards Assessment Test Design Summary and Blueprint: ELA
- ELA Access Course descriptions for grades 3–10
- Florida Standards and Florida Standards Access Points

Grades 3–8:

Key Ideas and Details

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

Craft and Structure

- Grades 3 and 4 focus on decoding literary text and point of view in literary text.
- Grades 3 and 4 focus on text structures in informational text where text structures are more concrete.
- Grades 5–7 will transition to more involved literary texts having more complex plots, multiple characters, and less familiar settings.
- Grade 8 will provide paired informational passages with concrete text and differing viewpoints.

Integration of Knowledge and Ideas

- Grades 3 and 4 focus on use of illustrations, connections in text, and compare and contrast in informational text where the use of illustrations and the connections between the illustrations and the text are clearer and literal, making it easier for students to compare and contrast them.
- Grade 5 will transition from concrete to abstract thinking in literary text. This coincides with L.3.4 and L.3.5, which require abstract thinking.

Language and Editing

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

Text-Based Writing

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

Independent Reading Items Across __All Grades__:

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

Grades 3–8 ELA Assessment Blueprints

FSAA-PT Grade 3 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.3.RL.1.1 LAFS.3.RL.1.2 LAFS.3.RL.1.3	3
Craft and Structure	Literary	LAFS.3.RL.2.4 Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4 LAFS.3.RL.2.6	2 or 3
	Informational	LAFS.3.L.2.3.a LAFS.3.L.3.4 LAFS.3.L.3.5 LAFS.3.RI.2.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.3.SL.1.2 LAFS.3.SL.1.3	2 or 3
	Informational	LAFS.3.RI.3.7 LAFS.3.RI.3.8 LAFS.3.RI.3.9	2 or 3
Language and Editing	Informational	LAFS.3.L1.1 LAFS.3.L.1.2	3

FSAA-PT Grade 4 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.4.RI.1.1 LAFS.4.RI.1.2 LAFS.4.RI.1.3	3
Craft and Structure	Literary	LAFS.4.RL.2.4 Also assesses LAFS.4.RF.3.3 LAFS.4.RF.4.4 LAFS.4.RL.2.6	2 or 3
	Informational	LAFS.4.L.3.4 LAFS.4.L.3.5 LAFS.4.RI.2.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.4.RL.3.7 Also assesses LAFS.4.SL.1.2	2 or 3
	Informational	LAFS.4.RI.3.7 LAFS.4.RI.3.8 LAFS.4.RI.3.9	2 or 3
Language and Editing	Literary	LAFS.4.L.1.1 LAFS.4.L.1.2	3
Text-Based Writing	Informational	LAFS.4.W.1.2 LAFS.4.W.2.4	2

FSAA-PT Grade 5 ELA Assessment

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

FSAA-PT Grade 6 ELA Assessment

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

FSAA-PT Grade 7 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
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	2 or 3
	Informational	LAFS.7.RI.2.4 LAFS.7.L.3.4 LAFS.7.L.3.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.7.SL.1.2	2 or 3
	Informational	LAFS.7.RI.3.8 LAFS.7.RI.3.9	2 or 3
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	2

FSAA-PT Grade 8 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
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	2 or 3
	Informational	LAFS.8.RI.2.5 LAFS.8.RI.2.6	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.8.SL.1.2	2 or 3
	Informational	LAFS.8.RI.3.8 LAFS.8.RI.3.9	2 or 3
Language and Editing	Literary	LAFS.8.L.1.1 LAFS.8.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.8.W.1.1 LAFS.8.W.2.4 LAFS.8.W.1.2	2

Grades 9–10 (ELA 1 and ELA 2)

Key Ideas and Details

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

Craft and Structure

- Grade 9 will focus on balancing skills across the standards using informational text in which text structures are concrete.
- Grade 10 will transition to more abstract literary text with more challenging organization and nuances in language as well as more complex literary elements.

Integration of Knowledge and Ideas

- Grades 9 and 10 are a mix of informational and literary text assessing the most concrete skills.

Language and Editing

- Both standards (1.1 and 1.2) can be assessed at each grade level.
- In each successive grade the genre will alternate between literary and informational text, opposite to Key Ideas and Details.

Text-Based Writing

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

Grades 9–10 (ELA 1 and ELA 2) Assessment Blueprints

FSAA-PT Grade 9 (ELA 1) Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.1.3	2 or 3
Craft and Structure	Informational	LAFS.910.RI.2.4 LAFS910.L.3.4 LAFS.910.RI.2.5 LAFS.910.RI.2.6	3 or 4
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	2 or 3
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.2 LAFS.910.RI.3.8	2 or 3
Language and Editing	Literary	LAFS.910.L.1.1 LAFS.910.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.1.1	2

FSAA-PT Grade 10 (ELA 2) Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.910.RL.1.1 LAFS.910.RL.1.2 LAFS.910.RL.1.3	2 or 3
Craft and Structure	Literary	LAFS.910.RL.2.4 LAFS910.L.3.4 LAFS.910.L.3.5 LAFS.910.RL.2.5	3 or 4
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	2 or 3
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.3 LAFS.910.RI.3.8	2 or 3
Language and Editing	Informational	LAFS.910.L.1.1 LAFS.910.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.910.W.1.1 LAFS.910.W.2.4	2

APPENDIX E—ACHIEVEMENT LEVEL DESCRIPTIONS

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and 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 (FSAA) Performance Task 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, grade and content specific Achievement Level Descriptions were developed. The Descriptions provide more granular information about student performance relative to the content area and grade level. The Definitions and the Descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-PT in February 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 grades; however, there is an increasing progression of expectation across the four 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 DESCRIPTORS, GRADE CONTENT SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for Achievement Level Descriptions (ALDs) to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). The FSAA-PT Achievement Level Descriptions provide performance expectations through demonstration of certain KSAs that is expected in a particular achievement level. These are specific to a particular grade and content area. The information in these is tailored to include the Florida Standards Access Points (FS-APs) and/or Essential Understandings (EUs) in English Language Arts (ELA) and Mathematics, and the Next Generation Sunshine State Standards Access Points (NGSSS-APs) in Science and Social Studies; and performance specific detail within each achievement level. Each achievement level contains some examples of the FS-APs; NGSSS-APs and/or EUs that may be assessed within tasks (Task 1, Task 2, Task 3). These are examples and not an exhaustive list. As a whole, the descriptions are intended to provide description of student performance expectations that increase across the four achievement levels.

Key for text colors within the Achievement Level Descriptions:
English Language Arts (ELA) and Mathematics
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, [1] represents EU information at the Task 1 level, [2] represents EU information at the Task 2 level, and [3] represents AP information at the Task 3 level.

Science and Social Studies
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, [1] represents Participatory AP information at the Task 1 level, [2] represents Supported AP information at the Task 2 level, and [3] represents Independent AP information at the Task 3 level.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 3 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: identify a character's actions in a story; identify who is telling a story in a text; identify frequently used nouns; identify the text features (e.g., charts, illustrations, maps, titles); identify key or the most important points or ideas in a text; capitalize dates; identify questions related to the topic	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify a character's actions in a story[2]; identify who is telling a story in a text[1]; identify high frequency words[2]; locate information in a variety of text features[2]; identify key or the most important points or ideas in a text[1]; capitalize dates; identify questions related to the topic[1]	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify a change that happens to a character by the end of the story[3]; match the point of view to each character in a story[2]; identify grade-level words with accuracy[3]; use text features (captions, maps, illustrations) to locate information relevant to a given topic or question[3]; identify the differences of the key points in two texts[2]; capitalize proper nouns[2]; ask a question about the topic using academic language[2]	unfamiliar words and content specific words • Content specific items that assess tasks, such as: describe how a character changed in a story (e.g., different words, thoughts, feelings, actions); identify narrator's or character's point of view; identify grade-level words with accuracy; use text features (captions, maps, illustrations) to locate information relevant to a given topic or question; contrast the differences of two texts or adapted texts on the same topic or by the same author; capitalize words in holidays, product names, geographic names and appropriate words in a title; ask and answer questions about information from a speaker, offering appropriate elaboration and detail

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 4 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: identify the topic of a text; identify signal words used to identify a text structure for a description or time/order sequence; identify the common topic of two texts; identify the narrator in the story; recognize letter-sound correspondences; identify key ideas from information presented in diverse media; identify places in literary writing where characters talk and quotation marks are used; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words

- Content specific items that assess tasks, such as: identify the location in text that provides evidence of supporting details[2]; identify signal words used to identify a text structure for a description or time/order sequence[1]; compare the evidence presented by two authors on the same key point or idea[2]; identify the narrator in the story[1]; recognize letter-sound correspondences[1]; summarize one main idea and the supporting details for that main idea presented in diverse media[2]; identify places in literary writing where characters talk and quotation marks are used[1]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words

- Content specific items that assess tasks, such as: identify supporting details of an informational text[3]; identify signal words to use when writing text structures for problem/solution or compare/contrast[2]; identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably[3]; with prompting and support, describe point of view[2]; read multisyllabic words in context[2]; paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally[3]; identify places in informational and persuasive writing where research and/or experts are being quoted and quotation marks are used[2]; independently or through selected responses produce a clear, coherent draft (e.g.,

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify supporting details of an informational text; identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions); identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably; determine the author's point of view (first- or third-person) in one story; recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally; use commas and quotation marks in writing; independently produce a clear, coherent draft (e.g.,

		select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

APPROVED - FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 5 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: determine the topic of story or poem; identify an important part of the story (a sentence, event, scene, etc.); identify visual/multimedia elements within a text; identify key information from two or more sources for the same topic; read multisyllabic words in context; identify the main idea of a text; use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonatal nasals, medial vowels, affricates); through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify details from text that support a topic[2]; identify an important part of the story (a sentence, event, scene, etc.)[1]; identify visual/multimedia elements within a text[1]; integrate key information from two sources into one answer/opinion[2]; read multisyllabic words in context[1]; organize key details (graphic organizers, etc.)[2]; use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonatal nasals, medial vowels, affricates)[1]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: determine the theme of a story, drama or poem from details in the text[3]; place an important part of a story into a list of the major events from a story in order[2]; describe the visual/multimedia element found within a text[2]; analyze multiple accounts of the same event or topic[3]; recognize syllabication patterns[2]; summarize the text or a portion of the text read, read aloud or presented in diverse media[3]; use spelling features typically representative of Within Word spellers [long vowel patterns (e.g., ai , ue , oa , ee), long vowel patterns with silent e marker, ambiguous vowel patterns (e.g., ou , ow , oi), r - controlled vowels][2]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to	unfamiliar words and content specific words • Content specific items that assess tasks, such as: determine the theme of a story, drama or poem from details in the text; use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text; describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem); analyze multiple accounts of the same event or topic; use syllabication patterns to decode words; summarize the text or a portion of the text read, read aloud or presented in diverse media; spell words correctly in writing, consulting references as needed; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

		form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 6 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: identify important people, events, or ideas in the text; identify evidence from the text that supports author's point of view; identify the theme or topic of a written story; match the figurative phrase to its meaning; identify a phrase that contains allusion or personification from a list; identify personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing; identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally); through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify a description of an event or individual in a text[2]; identify evidence from the text that supports author's point of view[1]; identify similarities between two texts on the same topic[2]; match the figurative phrase to its meaning[1]; identify a phrase that contains allusion or personification from a list[1]; identify reflexive pronouns (e.g., myself, ourselves) in writing[2]; identify a common topic from two or more diverse sources (e.g., presented visually, quantitatively, orally)[1]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify key individuals, events or ideas in a text[3]; identify the author's point of view[2]; compare texts from different genres that have a similar theme or address the same topic[3]; use context clues to define a figurative phrase[2]; sort a list of statements containing allusions and personification and literal meaning into correct groups[2]; identify and use pronouns accurately in writing[3]; identify common information (e.g., details, ideas, opinions) from multiple diverse sources (e.g., presented visually, quantitatively, orally)[2]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	unfamiliar words and content specific words • Content specific items that assess tasks, such as: identify key individuals, events or ideas in a text; identify the author's point of view; compare texts from different genres that have a similar theme or address the same topic; determine the meaning of figurative phrases as used in text; explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context; identify and use pronouns accurately in writing; explain information learned from various mediums; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 7 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words
- Content specific items that assess basic tasks, such as: identify the theme or central idea of the text; identify a point of view that matches a character from a story; identify a phrase that contains a simile from a list; identify a claim from the text; use a dictionary to define words with similar denotations; use spelling features typically representative of Within Word spellers [long vowel patterns (e.g., ai, ue, oa, ee), long vowel patterns with silent e marker, ambiguous vowel patterns (e.g., ou, ow, oi), r-controlled vowels)]; determine how the information in diverse media and formats clarifies a given topic or text; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify supporting details of the theme or central idea at the beginning of the story[2]; identify a point of view that matches a character from a story[1]; identify a phrase that contains a simile from a list[1]; differentiate a fact vs. a claim[2]; use a dictionary to define words with similar denotations[1]; use spelling features typically representative of Syllables and Affixes spellers (e.g., open/closed syllables, doubling)[2]; determine how the information in diverse media and formats clarifies a given topic or text[1]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: determine the theme or central idea of a text[3]; compare the point of view of one character to the point of view of a different character in a story[2]; sort a list of phrases into three groups - similes, metaphors, and literal (not a simile or a metaphor)[2]; identify an argument or claim that the author makes[3]; from a given list of words with similar denotations, choose an appropriate word to be used in a given context (i.e. short, stubby, petite – which word would you use to describe a friend's mother?)[2]; spell words correctly in writing[3]; identify the media that help to clarify a topic (or contribute to understanding)[2]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is

unfamiliar words and content specific words
- Content specific items that assess tasks, such as: determine the theme or central idea of a text; compare and contrast the points of view of different characters in the same text; determine the meaning of words and phrases as they are used with figurative language; identify an argument or claim that the author makes; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin); spell words correctly in writing; explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

		appropriate to the specific task, purpose and audience for use in developing a permanent product	

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 8 ENGLISH LANGUAGE ARTS (ELA)			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words
- Content specific items that assess basic tasks, such as: identify important people, events, or ideas in text; identify main idea within a paragraph; identify conflicting information from two texts; identify a phrase that contains allusion or personification from a list; identify a sentence that uses a literary device (e.g., similes, metaphors, hyperbole, personification, imagery); identify the meaning of various punctuation marks (e.g. commas, ellipses, dashes) for a text (e.g., tells how a reader reads a text); identify the purpose of the text; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify the relationship between people, events, or ideas in a text from a list[2]; identify supporting details within a paragraph[2]; identify conflicting information from two texts[1]; identify a phrase that contains allusion or personification from a list[1]; identify a sentence that uses a literary device (e.g., similes, metaphors, hyperbole, personification, imagery)[1]; identify the meaning of various punctuation marks (e.g. commas, ellipses, dashes) for a text (e.g., tells how a reader reads a text)[1]; identify the purpose of a visual representation such as a graph or a map[2]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task,

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: use comparisons provided by the text to identify relationships between people or events[3]; outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph[3]; distinguish identified statements as fact or interpretation[2]; identify a requested figure of speech (i.e., hyperbole, oxymoron, irony, pun, alliteration, allusion, personification, simile, metaphor, analogy) within a list of phrases and sentences[2]; write a sentence using a literary device (e.g., similes, metaphors, hyperbole, personification, imagery)[2]; determine which punctuation marks should be used to determine how a reader reads a text[2]; analyze the purpose of information presented in diverse media (e.g., visually, personal

unfamiliar words and content specific words
- Content specific items that assess tasks, such as: use comparisons provided by the text to identify relationships between people or events; outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph; analyze a case in which two or more texts provide conflicting information on the same topic; determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings; use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing; use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break; analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media); independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific

	purpose and audience for use in developing a permanent product	communication, periodicals, social media)[3]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	task, purpose and audience for use in developing a permanent product

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 9 ENGLISH LANGUAGE ARTS (ELA) I			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: identify key ideas in a text; identify figurative, connotative, or technical language used in text; find a claim the author makes in the text; identify, from print sources, information about the topic of the informational report; identify the definition of a word when presented with the entire listing of a word from a dictionary; identify phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) to convey meaning and add interest to writing; list the various findings from the sources; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify the type of signal words that connect key points[2]; identify figurative, connotative, or technical language used in text[1]; find a claim the author makes in the text[1]; identify similar information about the topic in two accounts about a subject[2]; identify the part of speech of a word when presented with the entire listing of a word from a dictionary[2]; identify phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) to convey meaning and add interest to writing[1]; list the various findings from the sources[1]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify connections between key points[3]; identify meaning or tone derived from figurative, connotative, or technical language used in text[2]; list/highlight one or more sentences that support the claim[2]; compare and contrast various accounts of a subject in two or more mediums[3]; find the precise meaning of a word[3]; identify clauses (independent, dependent[2]; noun, relative, adverbial) to convey meaning and add interest to writing[2]; identify characteristics of credible sources of information[2]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify connections between key points; analyze the use of figurative, connotative or technical terms on the meaning or tone of text; analyze in detail how an author's ideas or claims are developed; compare and contrast various accounts of a subject in two or more mediums; find the precise meaning of a word; use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing; analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS DESCRIPTORS – GRADE 10 ENGLISH LANGUAGE ARTS (ELA) II			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: identify theme of a text from a list; identify the author's effect (e.g., tension, suspense, surprise) for a text; identify a claim/argument in the text; recall the meaning of frequently used nouns; identify sentences that need a semicolon and/or colon; identify why a credible source of information is important; identify the topic of the passage; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: identify theme of a text from a list[1]; identify evidence from the text that contributes to either mystery, tension, or surprise[2]; list/highlight one or more sentences that support the author's claim/argument[2]; recall the meaning of frequently used nouns[1]; identify sentences that need a semicolon and/or colon[1]; identify why a credible source of information is important[1]; identify the author's opinion about the topic[2]; through selected responses produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: map a theme throughout text using evidence to understand how the theme develops[2]; identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing)[3]; delineate/trace the authors argument and specific claims[3]; use various types of context clues like definition/explain, restatement/synonym, contrast/antonym, inference, and punctuation[2]; use semicolons or colons correctly in a given or provided paragraph[2]; determine the accuracy of a statement in text using a provided resource[2]; determine the speaker's point of view or purpose in a text[3]; independently or through selected responses produce a clear, coherent draft (e.g., select/generate responses to	unfamiliar words and content specific words • Content specific items that assess tasks, such as: determine the theme or central idea of an adapted grade-appropriate text; identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing); delineate/trace the authors argument and specific claims; use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase; use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing; analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text; determine the speaker's point of view or purpose in a text; independently produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product

		form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product	

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 - Performance Task (FSAA-PT) 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, grade and content specific Achievement Level Descriptors were developed. The Descriptors provide more granular information about student performance relative to the content area and grade level. The Definitions and the Descriptors are intended to guide (a) participants during the standard-setting process for the FSAA-PT in February 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 grades; however, there is an increasing progression of expectation across the four 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 DESCRIPTORS, GRADE CONTENT SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptors should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for Achievement Level Descriptions (ALDs) to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). The FSAA-PT Achievement Level Descriptors provide performance expectations through demonstration of certain KSAs that is expected in a particular achievement level. These are specific to a particular grade and content area. The information in these is tailored to include the Florida Standards Access Points (FS-APs) and/or Essential Understandings (EUs) in English Language Arts (ELA) and Mathematics, and the Next Generation Sunshine State Standards Access Points (NGSSS-APs) in Science and Social Studies; and performance specific detail within each achievement level. Each achievement level contains some examples of the FS-APs; NGSSS-APs and/or EUs that may be assessed within tasks (Task 1, Task 2, Task 3). These are examples and not an exhaustive list. As a whole, the descriptors are intended to provide description of student performance expectations that increase across the four achievement levels.

Key for text colors within the Achievement Level Descriptors:
English Language Arts (ELA) and Mathematics
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, [1] represents EU information at the Task 1 level, [2] represents EU information at the Task 2 level, and [3] represents AP information at the Task 3 level.

Science and Social Studies
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, [1] represents Participatory AP information at the Task 1 level, [2] represents Supported AP information at the Task 2 level, and [3] represents Independent AP information at the Task 3 level.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 3 MATHEMATICS			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words - Content specific items that assess basic tasks, such as: understand same and different; understand that 60 minutes = 1 hour; count the number of tiles on all sides (the outer ring) and combine to determine the perimeter; identify ones, tens, and hundreds in bundled sets; multiply (x) and divide (÷) with concrete objects by making arrays; use counting and grouping to get the answers; group a set of objects into equal sets (division); count the number of the parts selected (e.g., three of the four parts; have fraction present but not required to read ¾)	- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words - Content specific items that assess tasks, such as: count the number of sides a shape has[2]; use an analog clock to demonstrate the fractions of an hour[1]; count the number of tiles on all sides (the outer ring) and combine to determine the perimeter[1]; identify ones, tens, and hundreds in bundled sets[1]; identify related problems (2 x 3 = 3x 2)[2]; group a set of objects into equal sets (division)[1]; recognize that fraction bars of equal lengths can be divided into different numbers of equal parts/units[2]	- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words - Content specific items that assess tasks, such as: identify different examples of quadrilaterals[3]; match numerical time to shaded analog clocks[2]; understand the vocabulary and concepts of perimeter, sides, addition, +, gaps, and overlaps[2]; match vocabulary of ones, tens, and hundreds to digits in a number[2]; recognize multiplication as communicative and associative[3]; identify or draw a pictorial representation of an array that matches the set[2]; identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths[3]	unfamiliar words and content specific words - Content specific items that assess tasks, such as: identify different examples of quadrilaterals; determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line; use addition to find the perimeter of a rectangle; use place value to round to the nearest 10 or 100; recognize multiplication as communicative and associative; model division as the inverse of multiplication for quantities less than 10; identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 4 MATHEMATICS			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: identify attributes within a two-dimensional figure (e.g., rectangles have sides: student identifies sides of rectangle- and angles, student identifies angles in rectangle); use real-world objects and manipulatives to create a line plot; given two decimals, identify which decimal is greater than the other; given a fraction (with a denominator of 10 or less), model the fraction with manipulatives in a rectangle or circle; create an array of sets (e.g., three rows of two objects) from a group of objects; identify ones, tens, hundreds, and thousands when given a number card; use manipulatives to combine sets and skip count to find the product

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify parallel and perpendicular lines within two-dimensional shapes[2]; use real-world objects and manipulatives to create a line plot[1]; apply understanding of the symbols of <, >, and = with whole numbers[2]; given a fraction (with a denominator of 10 or less), model the fraction with manipulatives in a rectangle or circle[1]; create or identify an array that has up to five columns and up to five rows[2]; identify multiples of whole numbers using a hundreds chart[2]; identify ones, tens, hundreds, and thousands when given a number card[1]; use manipulatives to combine sets and skip count to find the product[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify and sort objects based on parallelism, perpendicularity, and angle type[3]; use visual representations of fractions to add or subtract[2]; use =, <, or > to compare two decimals (decimals in multiples of .10)[3]; compare the two models to determine if they are greater than, less than, or equal to one another[2]; use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models[3]; identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10…)[3]; using a number line or hundreds chart, locate a given number, then identify the closest 10, 100, 1000[2]; make rectangular arrays using base ten blocks (use a template as needed)-count base ten blocks to solve[2]

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify and sort objects based on parallelism, perpendicularity, and angle type; solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots; use =, <, or > to compare two decimals (decimals in multiples of .10); compare 2 given fractions that have different denominators; use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models; identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10…); use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands); solve a two-digit by one-digit whole number multiplication problem using two different strategies

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 5 MATHEMATICS			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: identify a line plot; identify the origin (i.e., point of intersection of perpendicular lines); recognize part/whole when materials are divided into tenths; use change to represent less than one, with one being a dollar; understand that the numerator tells the number of parts and the denominator tells the type of parts (e.g., fourths, halves); show what happens to set when multiplied by 1 (1×) or some other whole number (2×); complete a pattern in a table

recall with some successful performance

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify a line plot[1]; identify the x- and y-axes[2]; count tenths to determine how many [e.g., four tenths; 0.4 (decimal present but need not be read)][2]; use change to represent less than one, with one being a dollar[1]; understand that the numerator tells the number of parts and the denominator tells the type of parts (e.g., fourths, halves)[1]; show what happens to set when multiplied by 1 (1×) or some other whole number (2×)[1]; identify a numeric pattern given a data set in a table[2]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify correct data display on a line plot[2]; graph ordered pairs (coordinates)[3]; read, write, or select a decimal to the hundredths place[3]; understand that numbers to the right of the decimal represent a value less than one[2]; solve fraction problems using a picture, models, representation cards, number sentences, mathematical word problems, or a graphic representation[2]; recognize that when a number is multiplied by a number greater than one, the product will increase[2]; given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values[3]

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week); graph ordered pairs (coordinates); read, write, or select a decimal to the hundredths place; round decimals to the next whole number; solve word problems involving the addition and subtraction of fractions using visual fraction models; determine whether the product will increase or decrease based on the multiple using visual fraction models; given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 6 MATHEMATICS			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: use objects or visual representations to determine if both sides of an equation are equal; use objects or pictures to solve equations with whole numbers; match a side of the net to its corresponding side on the three-dimensional shape; recognize the coordinates of labeled points on a coordinate plane; multiply using concrete objects; identify the smallest number and the largest number in the range; identify what a data point represents

recall with some successful performance

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify equivalent number sentences[2]; use objects or pictures to solve equations with whole numbers[1]; match a side of the net to its corresponding side on the three-dimensional shape[1]; multiply a number by a whole number[1]; use coordinates to identify points that have been plotted on a coordinate plane[2]; use a ratio to solve a measurement conversion problem[2]; use a number line to record responses in numerical order[2]; display the frequency of a data set on a line plot[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: evaluate whether sides of an equation are equal using models[3]; evaluate an expression using substitution (For example, using manipulatives, find the value of $x + 4$ when $x = 2$)[2]; demonstrate the surface area of rectangular prisms using visuals[2]; identify multiples of whole numbers using a hundreds chart with markers[2]; graph or identify points in all four quadrants of the coordinate plane, given a coordinate plane on graph paper[3]; solve one-step real-world measurement problems involving whole number unit rates when given the unit rate ("Three inches of snow falls per hour, how much falls in six hours?")[3]; find the range of a given data set[3]; plot a data point on a partially completed line plot (i.e., histogram, dot plot, stem and leaf) from a frequency table[2]

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: evaluate whether sides of an equation are equal using models; solve an equation using substitution; find the surface area of the three dimensional figure by adding the areas of the shapes forming the two-dimensional nets; find the least common multiple of two whole numbers that are less than or equal to 10; graph or identify points in all four quadrants of the coordinate plane, given a coordinate plane on graph paper; solve one-step real-world measurement problems involving whole number unit rates when given the unit rate ("Three inches of snow falls per hour, how much falls in six hours?"); find the range of a given data set; display data on a line plot, such as dot plots, histograms or box plot

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 7 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.); use a grid placed over a circle to count the estimated area of the circle; given a scenario, students can use operations to solve problems. (For example: 10 students can fit on a school bus; 35 students have signed up for a field trip. How many buses do they need?); identify the placement of numbers in a ratio to the given context (the meaning of 5:1; five pencils each week); identify points on a graph in relationship to their situation; match the description to the image (normal, positive skew, negative skew); use items like coins to determine the probability of an outcome (1/2 heads)

recall with some successful performance

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: create a pictorial array for the mathematical equation and match the answer symbol (+ or −), following multiplication or division rules for an equation[2]; use a grid placed over a circle to count the estimated area of the circle[1]; solve real-world problems involving operations with rational numbers 0 to 100 [2]; given a scenario, find the two quantities in a ratio and answer a question. (For example: Reece has 25 pencils that must last five weeks. How many pencils may he use each week?)[2]; identify points on a graph in relationship to their situation[1]; match the description to the image (normal, positive skew, negative skew)[1]; use items like coins to determine the probability of an outcome (1/2 heads)[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions and decimals)[3]; given a grid placed over a circle, have students count the number of squares that cover the circle. (have students combine partial squares as a part of the count)[2]; solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100 [3]; solve one-step problems involving unit rates associated with ratios of fractions[3]; match a line with its proportional relationship[2]; given a graphed distribution of a set of data, identify a statement that describes the distribution[2]; identify or apply the formula for finding probability of an event (probability of an event

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions and decimals); estimate the area of a circle using graph paper; solve real-world and mathematical problems involving the four operations with rational numbers from -100 to 100; solve one-step problems involving unit rates associated with ratios of fractions; identify lines plotted on a coordinate plane that represent a proportional relationship; given graphed distributions of two sets of data, make statements comparing the two sets of data; determine the theoretical probability of compound events (e.g., two coins or two dice)

		happening = number of ways it can happen/total number of outcomes)^2	

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 8 MATHEMATICS			
Level 1	Level 2	Level 3	Level 4
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: use base ten blocks to multiply a single digit number by 10; identify parts of a line graph; use manipulatives or a graphic organizer to solve a problem; use the vertical line test to determine whether a line is a function or non-function; identify a linear function on a graph as one that forms a straight line; use manipulatives to demonstrate rotations, reflections, or translations; recognize corresponding points and sides in figures (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes); locate whole numbers on a number line	recall with some successful performance • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: use base ten blocks to multiply a single digit number by 100 or 1000 [2]; identify parts of a line graph[1]; identify the solution to a system (i.e., find when the two lines on the same graph cross)[2]; locate input and output on a T-chart or function table[2]; identify a linear function on a graph as one that forms a straight line[1]; match or identify when a two-dimensional drawing has been rotated, reflected, or translated[2]; describe circles, squares, rectangles, and triangles by telling about their shape, sides, lines, and angles[2]; locate whole numbers on a number line[1]	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: multiply single digits by the power of 10 using a calculator[3]; identify given coordinates (x, y) as a point on a graph[2]; use a T-chart or function table to determine at least four values of an equation[2]; identify a non-linear function on a graph as one that does not make a straight line[2]; perform rotations, reflections, and translations using pattern blocks[3]; recognize congruent and similar figures[3]; locate a decimal (or a fraction) on a number line[2]	unfamiliar words and content specific words • Content specific items that assess tasks, such as: multiply single digits by the power of 10 using a calculator; define rise/run (slope) for linear equations plotted on a coordinate plane; identify the coordinates of the point of intersection for two linear equations plotted on a coordinate plane; graph the points of a function given the rule of a simple function and identifying four values of x and y; identify graphed functions as linear or not linear; perform rotations, reflections, and translations using pattern blocks; recognize congruent and similar figures; locate approximations of irrational numbers on a number line

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – ALGEBRA 1 EOC			
Level 1	Level 2	Level 3	Level 4
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

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- the use of familiar words or basic content specific words
- Content specific items that assess basic tasks, such as: match an equation with one variable to a real-world context; identify the point of intersection between two graphs (of a two-variable equation); translate word problems into equations or inequalities; match individual key features with the relationship between x and y values in a graph; pair domain numbers to positions on the x-axis of a coordinate plane; identify the concepts of steepness, rise and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators); identify the highest and lowest value in a data set given a number line and matching symbols (concept of range)

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recall with some successful performance
- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify a graphed inequality that represents a real-world situation[2]; identify the point of intersection between two graphs (of a two-variable equation)[1]; understand the following related vocabulary: more than, less than, equal, equation, inequality[2]; understand related vocabulary (increasing, decreasing, positive, negative; maximum, minimums, symmetry)[2]; understand coordinate planes[2]; identify the concepts of steepness, rise and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators)[1]; identify the highest and lowest value in a data set given a number line and matching symbols (concept of range)[1]

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- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems[3]; match the equation to its graph[2]; solve an equation with at least one variable[2]; select the graph that matches the description of the relationship between two quantities in the function[3]; given the graph of a function, determine the domain[3]; understand that "rise over run" means vertical change over horizontal change ($\Delta y / \Delta x$ [2]; identify the mode and the spread of the data using a line drawing of the distribution[2]

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unfamiliar words and content specific words
- Content specific items that assess tasks, such as: create linear, quadratic, rational, and exponential equations and inequalities in one variable and use them in a contextual situation to solve problems; graph equations in two or more variables on coordinate axes with labels and scales; identify and interpret the solution of a system of linear equations from a real-world context that has been graphed; select the graph that matches the description of the relationship between two quantities in the function; given the graph of a function, determine the domain; describe the rate of change of a function using numbers; describe a distribution using center and spread

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Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a limited level of success with the Florida Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTORS – GEOMETRY EOC			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases/shapes directly from the stimulus with successful performance and some level of inference or calculation beyond	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences or calculations beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: use coordinates to draw plane figures in a coordinate plane; match a model to the term rotations, reflections. and translations; select two objects that are the same shape; given two circles and a non-circle (oval, egg shape, etc.), identify the circles as similar; match a picture of the side with a picture of the shape; given a triangle or rectangle, determine the perimeter; identify a figure that represents a change in the original figure	recall with some successful performance • Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: distinguish between translations, rotations, and reflections[2]; match a model to the term rotations, reflections. and translations[1]; describe the characteristics of the two figures that are similar[2]; given two circles and a non-circle (oval, egg shape, etc.), identify the circles as similar[1]; match a picture of the side with a picture of the shape[1]; given a triangle or rectangle, determine the perimeter[1]; identify which attribute has been changed when shown the original figure[2]	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself[3]; identify a transformation shown on a coordinate plane[2]; use proportions to compare figures based on side lengths to determine similarity[2]; using two circles of different sizes, place one on top of the other (translations) to prove the circles are similar by stretching or shrinking (dilations)[2]; identify the shape of a side(s) of a three-dimensional object[2]; using the identified formula and given coordinates, calculate the perimeter or area[2]; find the area or volume of a figure[2]	unfamiliar words and content specific words • Content specific items that assess tasks, such as: describe the rotations and reflections of a rectangle, parallelogram, trapezoid, or regular polygon that maps each figure onto itself; using previous comparisons and descriptions of transformations, develop and understand the meaning of rotations, reflections, and translations based on angles, circles, perpendicular lines, parallel lines, and line segments; determine if two figures are similar; compare the ratio of diameter to circumference for several circles to establish all circles are similar; identify shapes created by cross sections of two-dimensional and three-dimensional figures; use the distance formula to calculate perimeter and area of polygons plotted on a coordinate plane; describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and 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 - Performance Task (FSAA-PT) 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, grade and content specific Achievement Level Descriptions were developed. The Descriptions provide more granular information about student performance relative to the content area and grade level. The Definitions and the Descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-PT in February 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 grades; however, there is an increasing progression of expectation across the four 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, GRADE CONTENT SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for Achievement Level Descriptions (ALDs) to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). The FSAA-PT Achievement Level Descriptions provide performance expectations through demonstration of certain KSAs that is expected in a particular achievement level. These are specific to a particular grade and content area. The information in these is tailored to include the Florida Standards Access Points (FS-APs) and/or Essential Understandings (EUs) in English Language Arts (ELA) and Mathematics, and the Next Generation Sunshine State Standards Access Points (NGSSS-APs) in Science and Social Studies; and performance specific detail within each achievement level. Each achievement level contains some examples of the FS-APs; NGSSS-APs and/or EUs that may be assessed within tasks (Task 1, Task 2, Task 3). These are examples and not an exhaustive list. As a whole, the Descriptions are intended to provide description of student performance expectations that increase across the four achievement levels.

Key for text colors within the Achievement Level Descriptions:
English Language Arts (ELA) and Mathematics
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, [1] represents EU information at the Task 1 level, [2] represents EU information at the Task 2 level, and [3] represents AP information at the Task 3 level.

Science and Social Studies
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, [1] represents Participatory AP information at the Task 1 level, [2] represents Supported AP information at the Task 2 level, and [3] represents Independent AP information at the Task 3 level.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 5 SCIENCE			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: recognize that people use observation and actions to get answers to questions about the natural world; recognize the importance of making careful observations; recognize the weather conditions including hot/cold and raining/not raining during the day; recognize a source of light energy (Sun, light bulb); recognize a way to stop an object from moving; observe plants and animals and recognize how they are alike in the way they look; match common living things with their habitats

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify the result of a simple experiment[2]; recognize the importance of making careful observations[1]; identify different types of precipitation, including rain and snow[2]; recognize a source of light energy (Sun, light bulb)[1]; recognize a way to stop an object from moving[1]; recognize the functions of the major parts of plants and animals[2]; match common living things with their habitats[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify the basic purpose of an experiment[3]; recognize that science knowledge is based on careful observations[2]; describe types of precipitation, including rain, snow, and hail[3]; recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle)[2]; recognize the source of a force (push or pull) used to stop an object from moving[2]; identify functions of plant and animal structures; for example, plant stem transports food to leaves, and heart pumps blood to parts of the body[3]; recognize that many different kinds of living things are found in different habitats[2]

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify the basic purpose of an experiment; identify that science knowledge is based on observations and evidence; describe types of precipitation, including rain, snow, and hail; identify forms of energy, including heat, light, sound, electrical, and mechanical; identify that an opposing force (push or pull) is needed to prevent an object from moving; identify functions of plant and animal structures; for example, plant stem transports food to leaves, and heart pumps blood to parts of the body; identify features of common plants and animals that enable them to survive in different habitats (environments)

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – GRADE 8 SCIENCE			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance • Item setting that may reference home, school, and/or global community with the use of familiar	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: recognize science as a way to solve problems about the natural world; recognize a way science is used in the community; recognize the Sun and stars as objects in space; recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold); recognize common acids as safe or harmful; recognize an example of a physical change, such as ice changing to water; recognize that food provides energy	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: recognize science as a way to solve problems about the natural world[1]; recognize that science processes can be used to help people in the community and state make wise choices[2]; recognize the Sun and stars as objects in space[1]; recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold)[1]; recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties[2]; observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter[2]; recognize that food provides energy[1]	words and/or content specific words • Content specific items that assess tasks, such as: recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results[2]; identify ways that science processes can be used to make informed decisions in the community, state, and nation[3]; recognize that conditions on other planets in the Solar System are different than those on Earth[2]; observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties[2]; identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties[3]; observe and classify changes in matter as physical (reversible) or chemical (irreversible)[3]; recognize that plants and animals get energy from food[2]	or unfamiliar words and content specific words • Content specific items that assess tasks, such as: identify a possible explanation (hypothesis) for a science problem; identify ways that science processes can be used to make informed decisions in the community, state, and nation; compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere; observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties; identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties; observe and classify changes in matter as physical (reversible) or chemical (irreversible); recognize that cells break down food to release energy

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and Achievement Level Descriptions

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – BIOLOGY 1 EOC			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words • Content specific items that assess basic tasks, such as: recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results; match parts of common living things to their functions; recognize that plants and animals change as they age; recognize a food; recognize that living things produce offspring (reproduce); recognize what happens to plants and animals when they don't get enough food or water; recognize that plants and animals use water to live	• Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words • Content specific items that assess tasks, such as: recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results[1]; match parts of common living things to their functions[1]; match fossils to related species[2]; recognize that new medicines and foods can be developed by science (biotechnology)[2]; recognize that living things produce offspring (reproduce)[1]; recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate[2]; recognize that plants and animals use water to live[1]	• Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words • Content specific items that assess tasks, such as: identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results[2]; recognize that cells have different parts and each has a function[2]; identify that prehistoric plants and animals changed over time (evolved) or became extinct[3]; identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques[3]; recognize that cells reproduce by dividing[2]; identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators[3]; identify the important role of water in	unfamiliar words and content specific words • Content specific items that assess tasks, such as: identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions; identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions; identify that prehistoric plants and animals changed over time (evolved) or became extinct; identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques; recognize that

		sustaining life of plants and animals[2]	cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis); identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators; identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth

Florida Standards Alternate Assessment-Performance Task Achievement Level Policy Definitions and 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 - Performance Task (FSAA-PT) 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, grade and content specific Achievement Level Descriptions were developed. The Descriptions provide more granular information about student performance relative to the content area and grade level. The Definitions and the Descriptions are intended to guide (a) participants during the standard-setting process for the FSAA-PT in February 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 grades; however, there is an increasing progression of expectation across the four 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, GRADE CONTENT SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptors should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for Achievement Level Descriptions (ALDs) to be the foundation of test score interpretation, they should reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). The FSAA-PT Achievement Level Descriptions provide performance expectations through demonstration of certain KSAs that is expected in a particular achievement level. These are specific to a particular grade and content area. The information in these is tailored to include the Florida Standards Access Points (FS-APs) and/or Essential Understandings (EUs) in English Language Arts (ELA) and Mathematics, and the Next Generation Sunshine State Standards Access Points (NGSSS-APs) in Science and Social Studies; and performance specific detail within each achievement level. Each achievement level contains some examples of the FS-APs; NGSSS-APs and/or EUs that may be assessed within tasks (Task 1, Task 2, Task 3). These are examples and not an exhaustive list. As a whole, the descriptions are intended to provide description of student performance expectations that increase across the four achievement levels.

Key for text colors within the Achievement Level Descriptions:
English Language Arts (ELA) and Mathematics
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the FS-APs and EUs. For each grade, [1] represents EU information at the Task 1 level, [2] represents EU information at the Task 2 level, and [3] represents AP information at the Task 3 level.

Science and Social Studies
Within achievement levels 2 and 3 some of the text has a number (1, 2, or 3) that is superscript. This differentiation is specific to the NGSSS-APs. For each grade, [1] represents Participatory AP information at the Task 1 level, [2] represents Supported AP information at the Task 2 level, and [3] represents Independent AP information at the Task 3 level.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – CIVICS EOC			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: ● Basic recall of previously learned information or pulling words/phrases directly from the stimulus ● Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: ● Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: ● Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: ● Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance ● Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: recognize that the government has different parts; recognize a right of citizens guaranteed by law; recognize an authority to respond to a problem; recognize that the Supreme Court recognizes that all citizens are equal; recognize that the United States government has three parts; recognize that local, state, and federal governments provide services; recognize that the United States helps other countries

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: recognize the powers of the branches of government of the United States[2]; recognize a right of citizens guaranteed by law[1]; recognize an authority to respond to a problem[1]; recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education[2]; recognize the major function of the three branches of the United States government[2]; recognize that local, state, and federal governments provide services[1]; recognize that the United States helps other countries[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government[3]; recognize the rights of individuals in the Bill of Rights[2]; recognize a problem in the local community and an authority to respond to that problem[2]; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona[3]; identify the major function of the three branches of the United States government established by the Constitution[3]; recognize major obligations and services of local, state, and federal governments[2]; recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps[2]

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify examples of separation of powers in the Constitution, such as the three branches of government; identify the rights of individuals in the Bill of Rights and other amendments to the Constitution; recognize a problem in the local community and the appropriate governmental agency to respond to that problem; identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona; identify the major function of the three branches of the United States government established by the Constitution; identify obligations and services of local, state, and federal governments; identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization

FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL POLICY DEFINITIONS			
Level 1	**Level 2**	**Level 3**	**Level 4**
Students at this level do not demonstrate an adequate level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a limited level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate a satisfactory level of success with the Next Generation Sunshine State Standards Access Points.	Students at this level demonstrate an above satisfactory level of success with the Next Generation Sunshine State Standards Access Points.
FLORIDA STANDARDS ALTERNATE ASSESSMENT- PERFORMANCE TASK (FSAA-PT) ACHIEVEMENT LEVEL DESCRIPTIONS – U.S. HISTORY EOC			
Level 1	**Level 2**	**Level 3**	**Level 4**
This category represents beginning academic awareness and emerging academic achievement. Students scoring in this category are developing rudimentary knowledge and basic concepts of specific academic skills derived from instruction and practice. At this level, the student does not demonstrate an adequate level of success when performing specific and increasingly complex grade level academic tasks on demand. Students may or may not independently demonstrate beginning academic awareness and emerging academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus • Item setting that may reference home and school activities with	This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates limited success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Basic recall of previously learned information or pulling words/phrases directly from the stimulus with successful performance and some level of inference beyond recall with some successful performance	This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice. At this level the student demonstrates moderate success when performing specific and increasingly complex grade level academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall with successful performance and ability to reason, plan, or sequence steps to formulate a response with some successful performance	This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, differentiate, and generalize specific academic skills derived from instruction and practice. At this level the student consistently demonstrates a high level of success performing specific and increasingly complex academic tasks on demand. Students independently demonstrate academic achievement on skills, related to: • Making inferences beyond recall and ability to reason, plan, make connections, or sequence steps to formulate a response with successful performance • Item setting that may reference home, school, and/or global community with the use of familiar or

the use of familiar words or basic content specific words

- Content specific items that assess basic tasks, such as: recognize that historians write about events; recognize characteristics of life during the Civil War; recognize employment options in America; recognize a contribution of Florida as it relates to American history; recognize that countries want to prevent wars; recognize a development in Florida, such as the space program; recognize that people act in violent and nonviolent ways to bring about change

- Item setting that may reference home, school, and/or community with the use of familiar words or basic content specific words
- Content specific items that assess tasks, such as: identify the importance of the use of authentic sources by historians to write about events[2]; recognize the major causes and consequences of the Civil War[2]; recognize employment options in America[1]; recognize a contribution of Florida as it relates to American history[1]; recognize that countries want to prevent wars[1]; recognize key events in Florida, such as the construction of military bases and the development of the space program[2]; recognize that people act in violent and nonviolent ways to bring about change[1]

- Item setting that may reference home, school, and/or global community with the use of familiar words and/or content specific words
- Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events[3]; identify the major causes and consequences of the Civil War[3]; recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture[2]; recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War[2]; recognize that the League of Nations was formed to prevent wars[2]; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA[3]; recognize

unfamiliar words and content specific words

- Content specific items that assess tasks, such as: identify the importance of the use of authentic sources and critical review by historians to write about events; identify the major causes and consequences of the Civil War; identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture; identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War; identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations; identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA; identify important acts of key persons and organizations in

		important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X [2]	the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X

APPENDIX F—SURVEYS AND RESULTS

FSAA-Performance Task

2017-18 Administration Update Training
Feedback Survey

Q1 The FSAA Administration Modules were easy to access.

Answered: 3,286   Skipped: 0
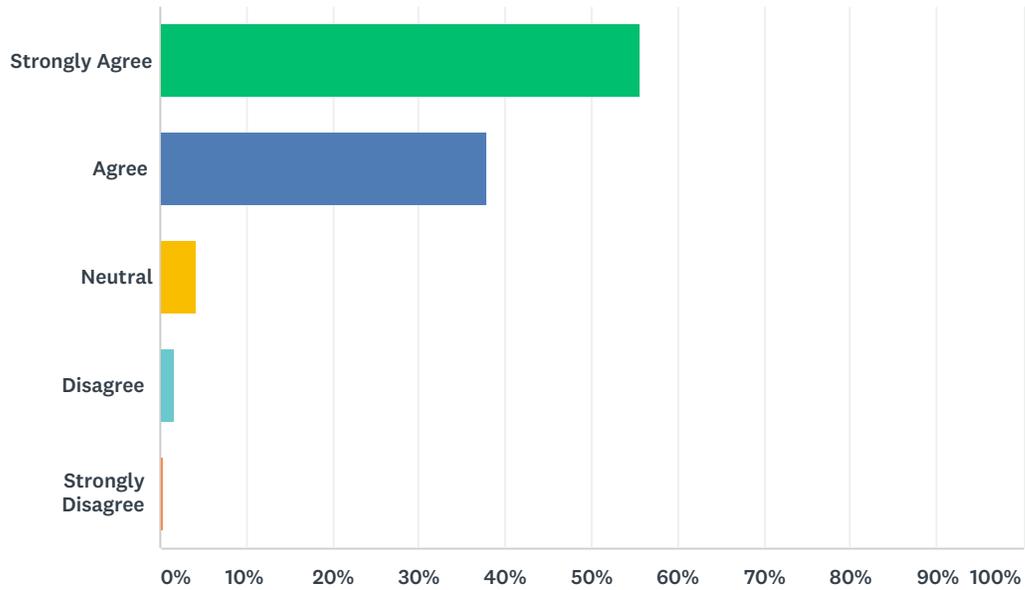
ANSWER CHOICES	RESPONSES	
Strongly Agree	55.75%	1,832
Agree	37.92%	1,246
Neutral	4.17%	137
Disagree	1.73%	57
Strongly Disagree	0.43%	14
TOTAL		3,286

Q2 The FSAA Administration Modules were clear, concise, and easy to understand.

Answered: 3,274   Skipped: 12
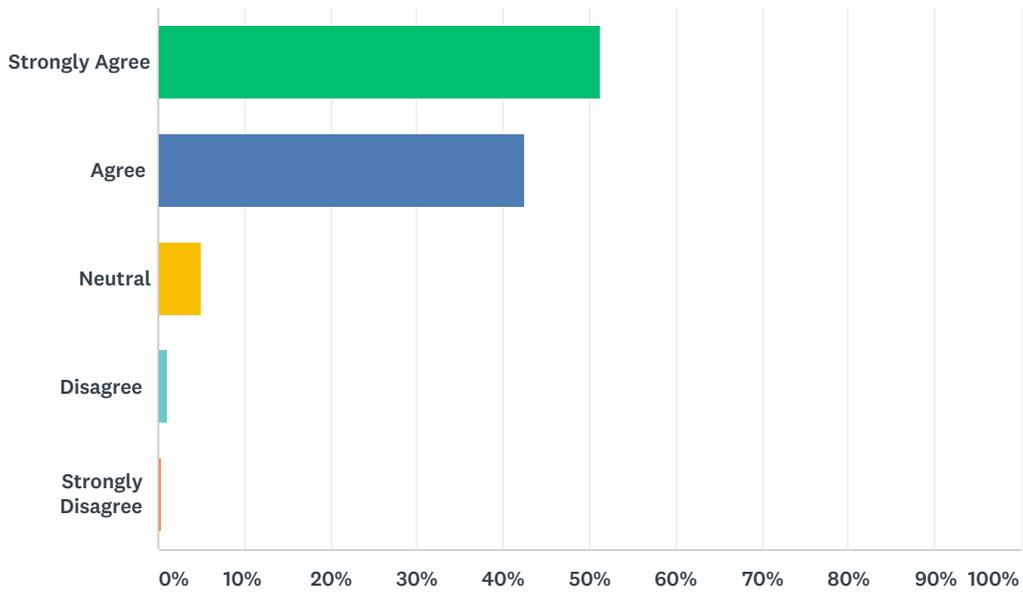
ANSWER CHOICES	RESPONSES	
Strongly Agree	51.16%	1,675
Agree	42.46%	1,390
Neutral	4.98%	163
Disagree	0.95%	31
Strongly Disagree	0.46%	15
TOTAL		3,274

Q3 Overall, FSAA Administration Modules helped prepare me for administering the Florida Standards Alternate Assessment.

Answered: 3,265   Skipped: 21
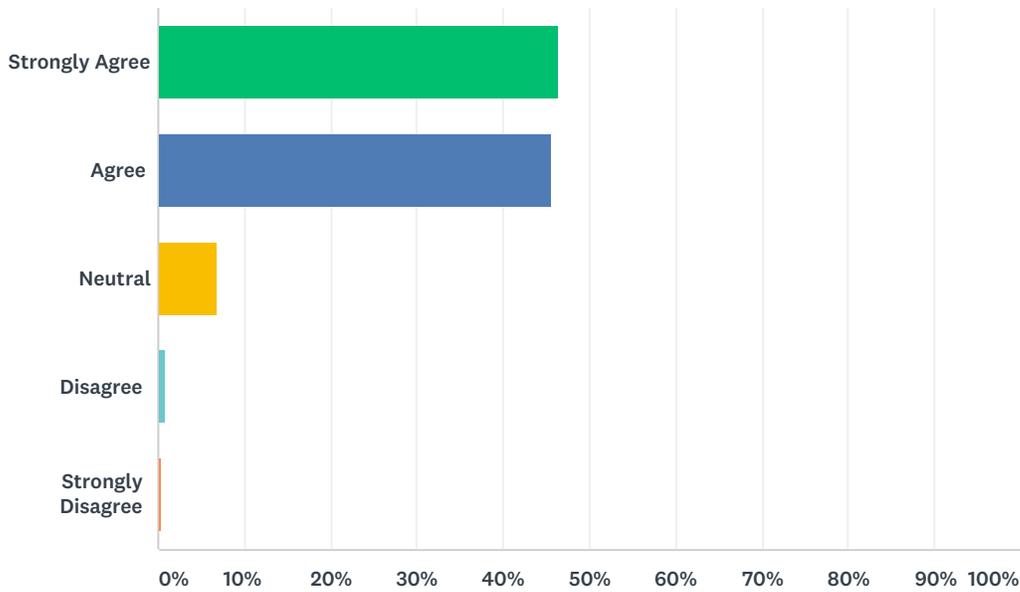
ANSWER CHOICES	RESPONSES	
Strongly Agree	46.34%	1,513
Agree	45.67%	1,491
Neutral	6.92%	226
Disagree	0.74%	24
Strongly Disagree	0.34%	11
TOTAL		3,265

Q4 The amount of information covered in the FSAA Administration Modules was…

Answered: 3,261   Skipped: 25
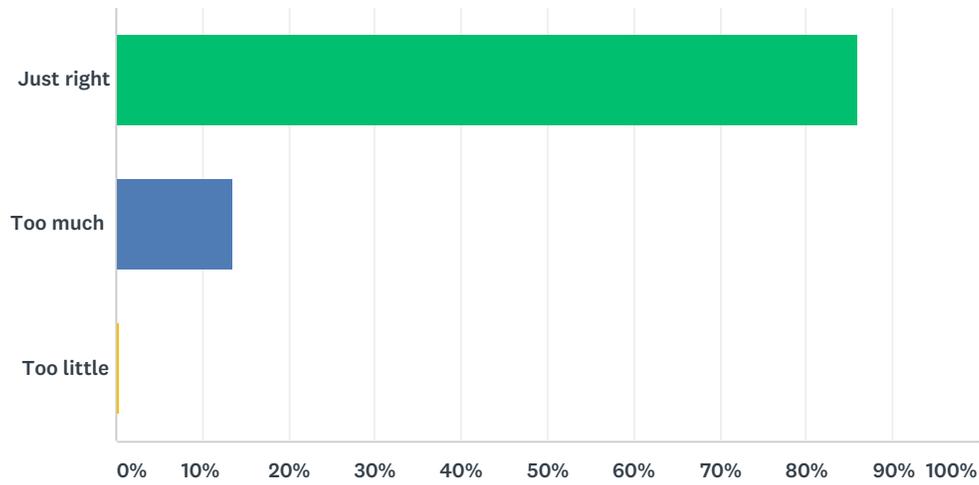
ANSWER CHOICES	RESPONSES	
Just right	85.99%	2,804
Too much	13.52%	441
Too little	0.49%	16
TOTAL		3,261

Q5 Please indicate your type of FSAA administration training for 17-18.Indicate all that apply:

Answered: 3,257   Skipped: 29
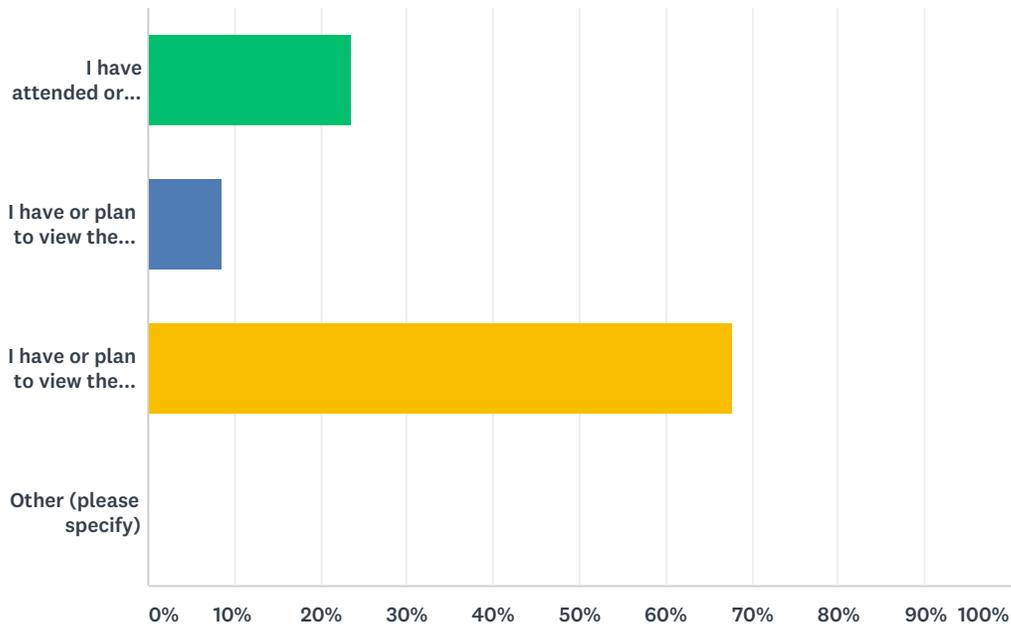
ANSWER CHOICES	RESPONSES	
I have attended or will attend a face-to-face training.	23.55%	767
I have or plan to view the FSAA Administration Modules as a group in my school/district.	8.60%	280
I have or plan to view the FSAA Administration Modules on my own.	67.85%	2,210
Other (please specify)	0.00%	0
TOTAL		3,257

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

FSAA-Performance Task

2017-18 Administration Survey Results

Q1 Please select your school district.

Answered: 558   Skipped: 4

ANSWER CHOICES	RESPONSES	
Alachua - 01	3.94%	22
Baker - 02	0.90%	5
Bay - 03	3.41%	19
Bradford - 04	0.90%	5
Brevard - 05	5.38%	30
Broward - 06	0.18%	1
Calhoun - 07	0.90%	5
Charlotte - 08	0.18%	1
Citrus - 09	0.00%	0
Clay - 10	0.00%	0
Collier - 11	3.23%	18
Columbia - 12	1.97%	11
Dade - 13	8.78%	49
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.36%	2
Escambia - 17	2.87%	16
Flagler - 18	0.90%	5
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.36%	2
Glades - 22	0.00%	0
Gulf - 23	1.08%	6
Hamilton - 24	0.18%	1
Hardee - 25	1.43%	8
Hendry - 26	0.00%	0
Hernando - 27	2.51%	14
Highlands - 28	0.00%	0
Hillsborough - 29	7.17%	40
Holmes - 30	0.00%	0

Indian River - 31	0.00%	0
Jackson - 32	1.61%	9
Jefferson - 33	0.18%	1
Lafayette - 34	0.00%	0
Lake - 35	1.61%	9
Lee - 36	8.78%	49
Leon - 37	5.56%	31
Levy - 38	0.36%	2
Liberty - 39	0.00%	0
Madison - 40	0.72%	4
Manatee - 41	3.23%	18
Marion - 42	2.69%	15
Martin - 43	3.05%	17
Monroe - 44	0.18%	1
Nassau - 45	0.00%	0
Okaloosa - 46	0.00%	0
Okeechobee - 47	0.00%	0
Orange - 48	8.24%	46
Osceola - 49	3.41%	19
Palm Beach - 50	3.41%	19
Pasco - 51	0.18%	1
Pinellas - 52	0.00%	0
Polk - 53	0.00%	0
Putnam - 54	2.87%	16
St. Johns - 55	0.36%	2
St. Lucie - 56	0.00%	0
Santa Rosa - 57	0.00%	0
Sarasota - 58	0.36%	2
Seminole - 59	1.43%	8
Sumter - 60	0.54%	3
Suwannee - 61	0.90%	5
Taylor - 62	0.00%	0
Union - 63	1.61%	9
Volusia - 64	1.61%	9
Wakulla - 65	0.00%	0

Walton - 66	0.54%	3
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		558

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

Answered: 557   Skipped: 5
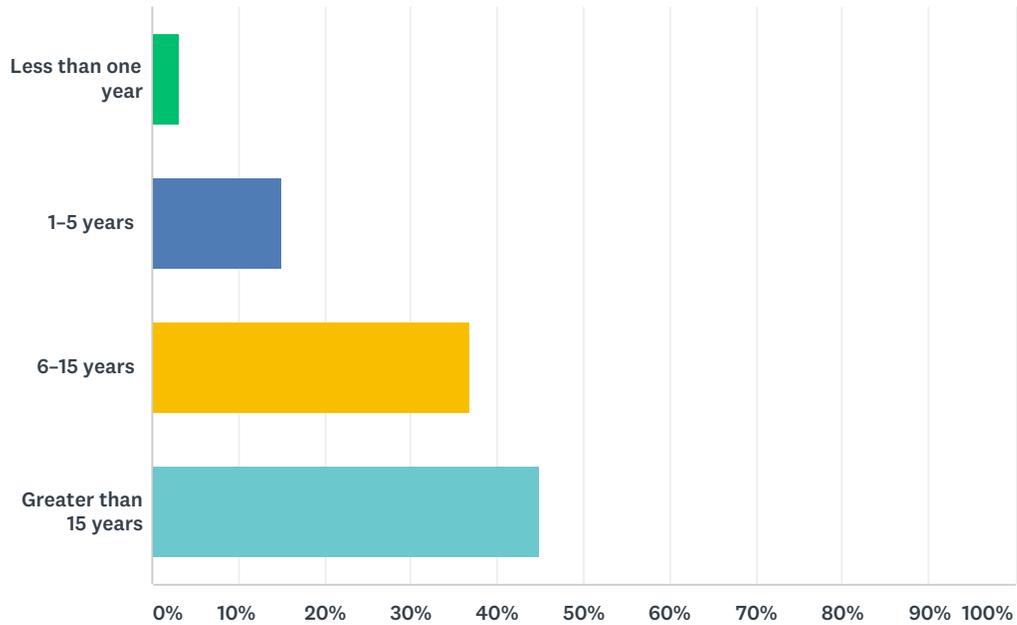
ANSWER CHOICES	RESPONSES	
Less than one year	3.05%	17
1–5 years	15.08%	84
6–15 years	36.80%	205
Greater than 15 years	45.06%	251
TOTAL		557

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

Answered: 556   Skipped: 6
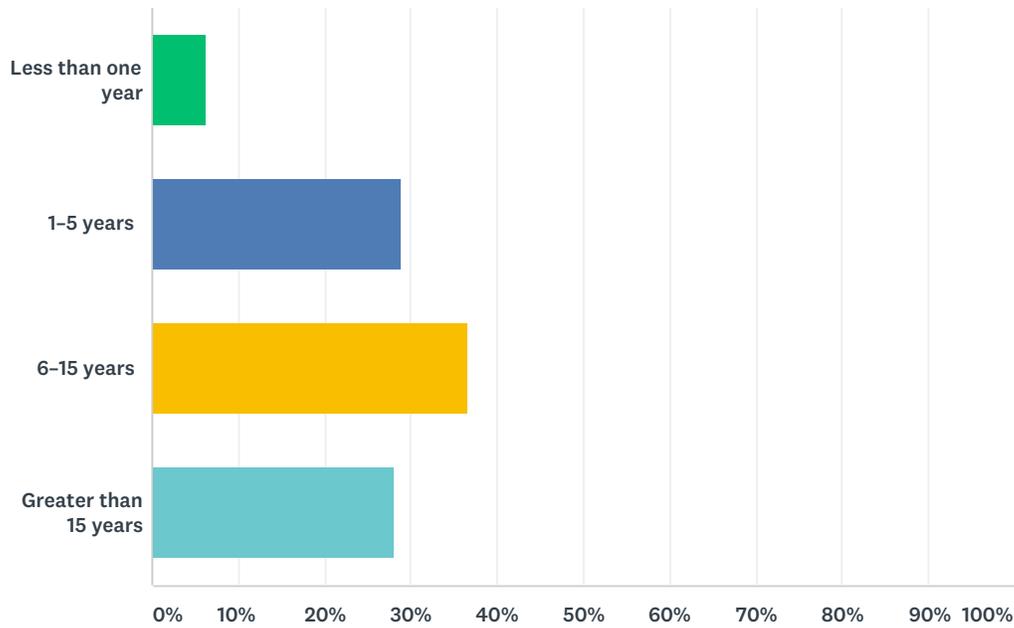
ANSWER CHOICES	RESPONSES	
Less than one year	6.29%	35
1–5 years	28.96%	161
6–15 years	36.69%	204
Greater than 15 years	28.06%	156
TOTAL		556

Q4 Did you participate in the administration of the Florida Standards Alternate Assessment – Performance Task last year?

Answered: 561   Skipped: 1
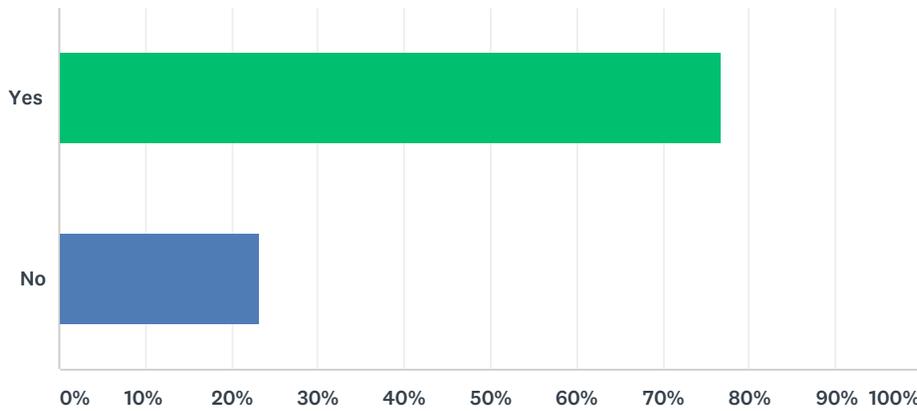
ANSWER CHOICES	RESPONSES	
Yes	76.83%	431
No	23.17%	130
TOTAL		561

Q5 Did you participate in the Administration Training modules posted to the FSAA–PT Portal?

Answered: 557   Skipped: 5
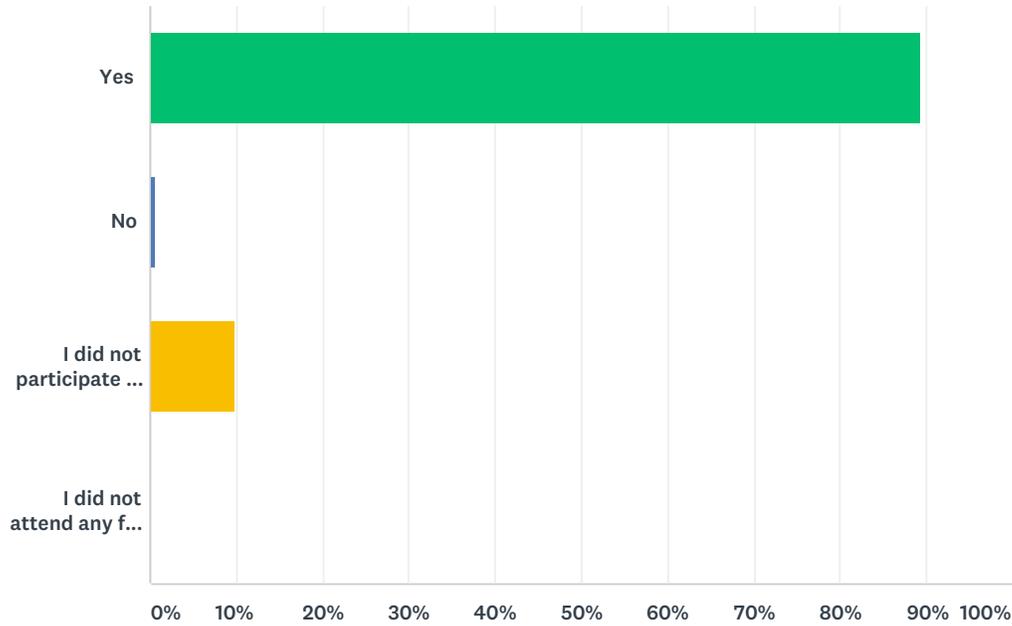
ANSWER CHOICES	RESPONSES	
Yes	89.41%	498
No	0.54%	3
I did not participate in the online modules Administration Training because I attended a face-to-face training within my district.	9.87%	55
I did not attend any form of Administration Training (online or face-to-face) prior to administering the FSAA–PT to my student(s).	0.18%	1
TOTAL		557

Q6 Were the Administration Training modules comprehensive enough for you to understand FSAA–PT assessment practices?

Answered: 496   Skipped: 66
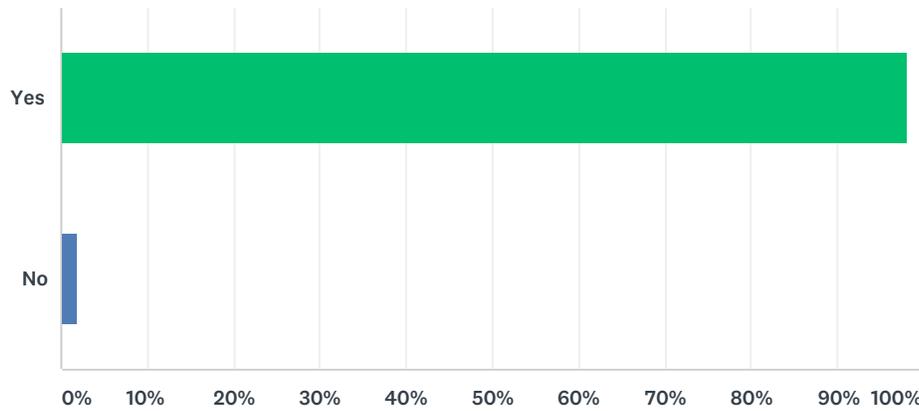
ANSWER CHOICES	RESPONSES	
Yes	98.19%	487
No	1.81%	9
TOTAL		496

Q7 FSAA-PT Administration Training Videos were newly made available to teachers this year. These live action videos modeled Scaffolding and Writing Prompt 2 administrations. Did the videos help you gain a clearer understanding of the administration procedures?

Answered: 488   Skipped: 74
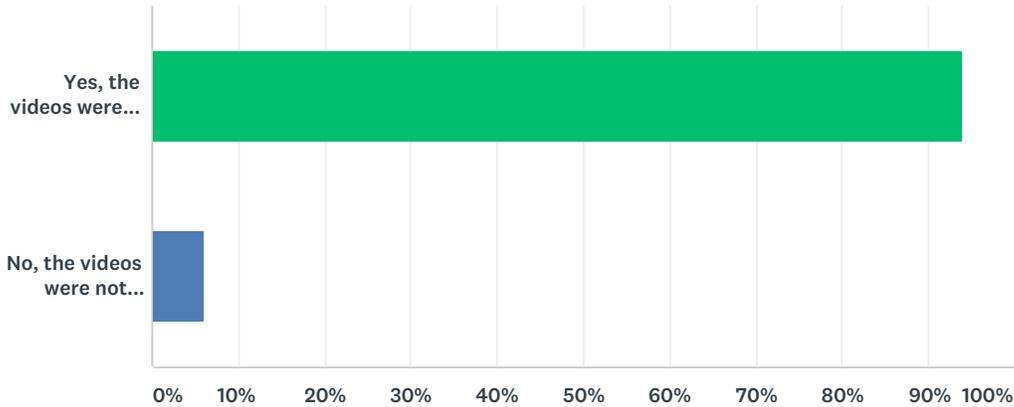
ANSWER CHOICES	RESPONSES	
Yes, the videos were helpful.	93.85%	458
No, the videos were not helpful.	6.15%	30
TOTAL		488

Q8 Based on your experience with FSAA–PT Administration Training, please indicate whether you would like more information on any of the administration topics listed below. You will have an opportunity to provide feedback on the FSAA–PT Online System at a later point in this survey. (Check all that apply.)

Answered: 498   Skipped: 64
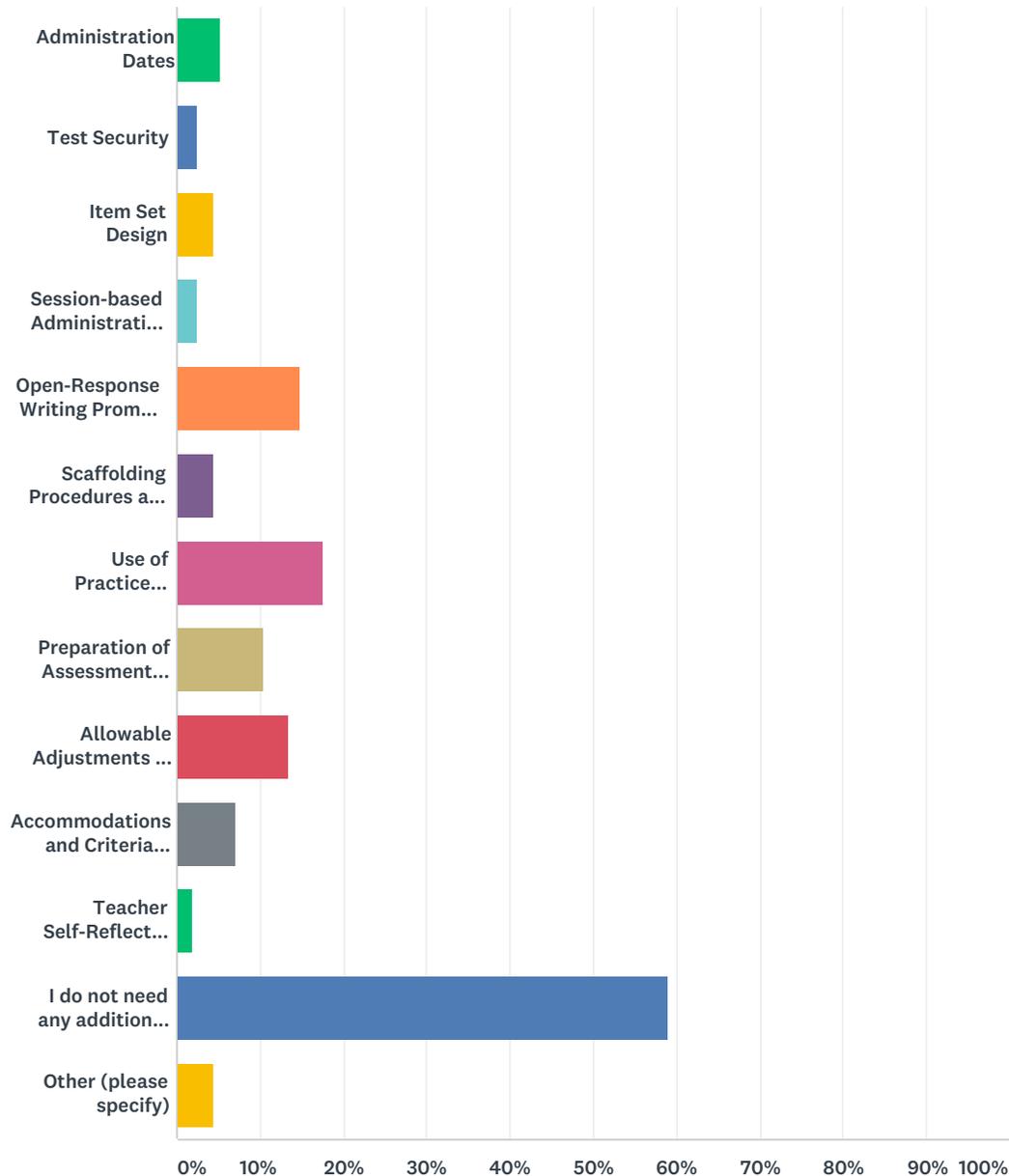
ANSWER CHOICES	RESPONSES	
Administration Dates	5.22%	26
Test Security	2.61%	13
Item Set Design	4.42%	22

Session-based Administration Procedures	2.61%	13
Open-Response Writing Prompt Administration Procedures	14.86%	74
Scaffolding Procedures at the Task 1 Level	4.42%	22
Use of Practice Materials Before the Assessment	17.47%	87
Preparation of Assessment Materials Before the Assessment	10.44%	52
Allowable Adjustments and Supports	13.45%	67
Accommodations and Criteria for Use	7.03%	35
Teacher Self-Reflection Form	1.81%	9
I do not need any additional information.	59.04%	294
Other (please specify)	4.42%	22
Total Respondents: 498		

#	OTHER (PLEASE SPECIFY)	DATE
1	The videos give all the information needed	5/10/2018 3:45 PM
2	Please note that the sound on the videos came through very low!	5/4/2018 2:27 PM
3	When non verbal student scaffold the same covered wrong answer, how to show when inputting in the system because it takes the incorrect one away the first time.	5/4/2018 11:17 AM
4	Materials need to be made available sooner	5/4/2018 11:11 AM
5	Teacher-student assignment	5/1/2018 4:02 PM
6	More on the writing outline and transfering to the lined paper for 8th-10th grade students.	4/30/2018 3:17 PM
7	writing prompt documentation for scribes etc/	4/30/2018 9:40 AM
8	Additional examples for practice in all subjects & writing prompt	4/26/2018 10:01 AM
9	The videos/modules were very difficult to hear.	4/25/2018 12:11 PM
10	Last module was not audible had to red closed caption	4/23/2018 12:02 PM
11	Quality of training videos was poor. Even with the volume on the highest setting at school and on my home computer, it was difficult to hear the instructors. That made it hard to take notes and understand everything before the module test.	4/18/2018 4:24 PM
12	repackaging after the assessment	4/18/2018 8:18 AM
13	It would be nice to know the standards being tested so we can cover them early in the year.	4/12/2018 2:35 PM
14	Teacher Script	4/12/2018 12:53 PM
15	signing on	4/12/2018 9:00 AM
16	Class Coverage for one on one testing	4/12/2018 7:32 AM
17	How much translation we can offer to a student who speaks very little English.	4/11/2018 3:18 PM
18	sound quality of modules terrible, also they need to be released earlier	4/11/2018 1:38 PM
19	its all ok	4/11/2018 12:29 PM
20	Volume on module 4 was VERY poor	4/11/2018 11:54 AM
21	for Datafolio	4/3/2018 1:16 PM
22	Can there be more practice materials?	3/26/2018 3:24 PM

Q9 The Teacher Administration Manual (TAM) outlined administration procedures, accommodations, and related assessment protocols. Please select the consideration that applies to you:

Answered: 531   Skipped: 31
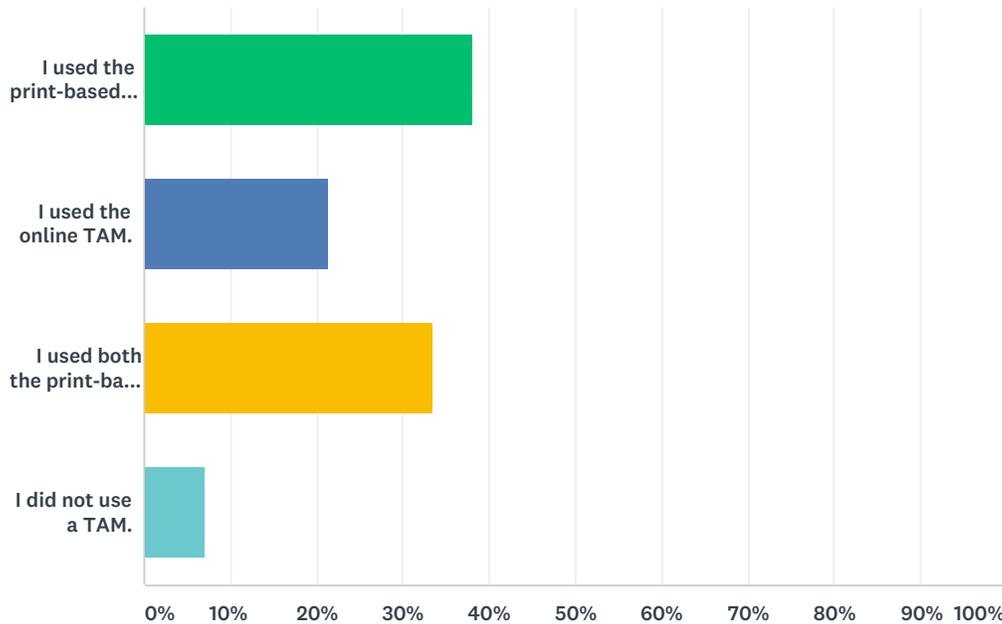
ANSWER CHOICES	RESPONSES	
I used the print-based TAM.	38.04%	202
I used the online TAM.	21.28%	113
I used both the print-based TAM and the online TAM.	33.52%	178
I did not use a TAM.	7.16%	38
TOTAL		531

Q10 Did you use Practice Materials with your student(s) prior to administering the FSAA-PT?

Answered: 528   Skipped: 34
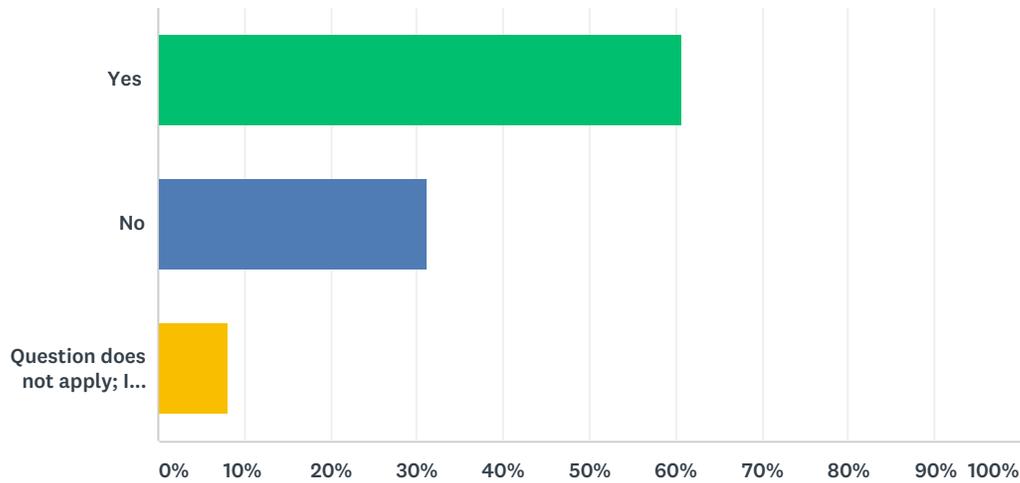
ANSWER CHOICES	RESPONSES	
Yes	60.61%	320
No	31.25%	165
Question does not apply; I did not administer the FSAA-PT.	8.14%	43
TOTAL		528

Q11 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: 518   Skipped: 44
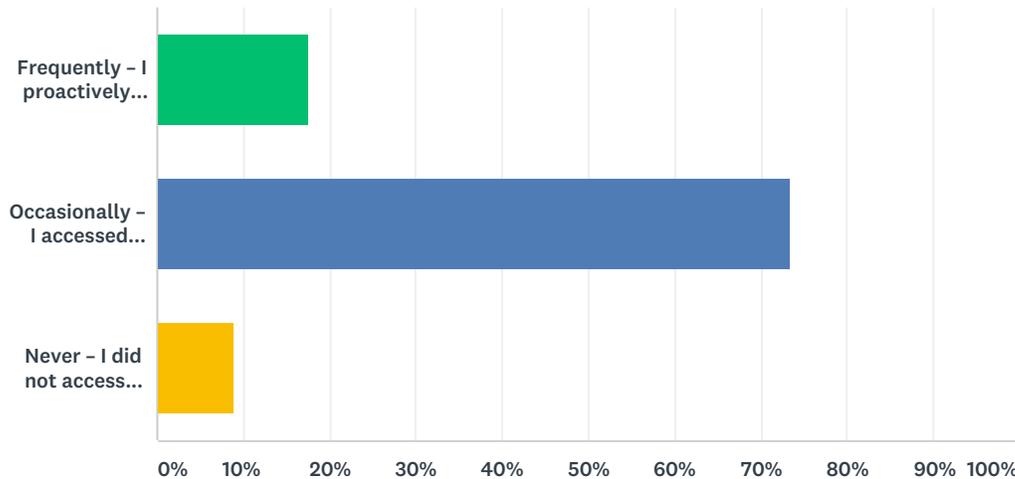
ANSWER CHOICES	RESPONSES	
Frequently – I proactively checked the website for updates and accessed a variety of resources on a regular basis.	17.57%	91
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	73.36%	380
Never – I did not access resources on the FSAA Portal.	9.07%	47
TOTAL		518

Q12 Which of the following resources did you access on the FSAA–PT Portal? (check all that apply)

Answered: 513   Skipped: 49
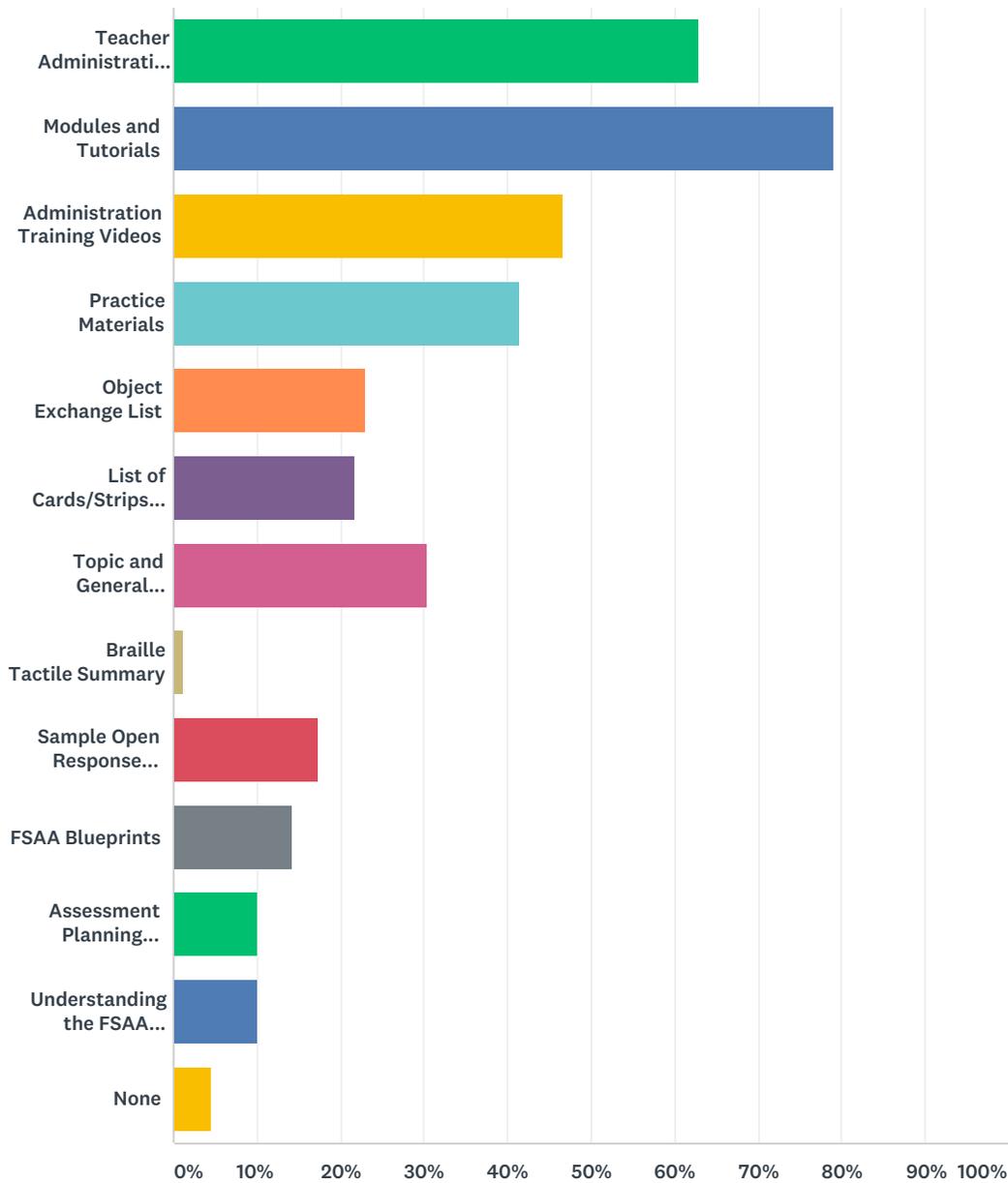
ANSWER CHOICES	RESPONSES	
Teacher Administration Manual	62.96%	323
Modules and Tutorials	79.14%	406
Administration Training Videos	46.59%	239
Practice Materials	41.52%	213
Object Exchange List	23.00%	118

List of Cards/Strips and Teacher Gathered Materials	21.83%	112
Topic and General Vocabulary List	30.41%	156
Braille Tactile Summary	1.17%	6
Sample Open Response Writing Rubrics	17.35%	89
FSAA Blueprints	14.23%	73
Assessment Planning Resource Guide for IEP Teams 2017–2018	10.14%	52
Understanding the FSAA Reports 2017	9.94%	51
None	4.68%	24
Total Respondents: 513		

Q13 Are there any additional resources that would enhance your experience using the FSAA Portal?

Answered: 94   Skipped: 468

#	RESPONSES	DATE
1	none	5/7/2018 9:39 AM
2	no	5/4/2018 3:29 PM
3	Not at this time	5/4/2018 11:25 AM
4	more practice questions	5/4/2018 11:18 AM
5	I understand better with hands on materials.	5/4/2018 11:18 AM
6	NA	5/2/2018 4:24 PM
7	The training video the instructions need to be of better quality. They were difficult to hear	5/2/2018 3:15 PM
8	No	5/2/2018 2:45 PM
9	none	5/2/2018 1:17 PM
10	no	5/2/2018 12:27 PM
11	no	5/2/2018 12:15 PM
12	I would like to have more passages, writing templates and word list to practice with my students. One example is not enough. I found myself having to find simple passages and create my own writing template and vocabulary list to teach my students and prepare them for this part of the test.	5/2/2018 11:46 AM
13	no	5/2/2018 10:47 AM
14	I am no sure	5/2/2018 9:47 AM
15	Additional practice materials for the sudents	5/2/2018 8:24 AM
16	1. To delay frustration, student who are alternately assessed should be upload on the TOA roster based on the current roster of the test administrator. This includes the course that the student is enrolled in on FOCUS roster. The course enrollment should match the FSAA tests. 2. FSAA reports should be PDF form on FOCUS SCHOOLS Roster and be sent home in paper form. Teachers need to be able to print FSAA scores and file them in students cum files.	5/2/2018 7:54 AM
17	it has improved over the years TY	5/2/2018 7:53 AM
18	no	5/2/2018 7:27 AM
19	No it was very thorough.	5/1/2018 6:30 PM
20	It would be nice to have more practice materials available to us.	5/1/2018 2:38 PM
21	None.	5/1/2018 2:30 PM
22	No	4/30/2018 3:20 PM
23	Shorter tests	4/30/2018 8:23 AM
24	no	4/29/2018 2:28 PM
25	I tested 13 students over the test dates two weeks ...each student took on average 2 hours. This included getting things set-up...making the rest of students were on task with something to do. I used three of my planning periods to test students. Just should have some other form for administering testing to students.	4/28/2018 6:22 PM
26	making entering the information easier...putting one item per screen making it very time consuming to complete	4/27/2018 3:24 PM
27	I am more concerned about enhancing students with severe cognitive disabilities'experience.	4/27/2018 12:38 PM

28	n/a	4/26/2018 12:08 PM
29	More videos with various examples of administration procedures of varying subjects & varying ability levels. More concrete examples of picture selection. Perhaps you could provide pictures for the word lists for writing.	4/26/2018 10:08 AM
30	This was a wonderful experience. My district did a great job providing me with the training for me to be successful.	4/26/2018 7:34 AM
31	no	4/25/2018 12:12 PM
32	no	4/25/2018 11:55 AM
33	A library of previous years' of FSAA practice materials at all grade levels. It would provide a 'library' of materials and practice opportunities for students to become more familiar with the format; in particular, as it aligns to standards. For example, although I teach middle school, my students have a wide range of abilities - it would be educationally beneficial to be able to use materials from 3rd grade to high school level.	4/25/2018 7:38 AM
34	n/a	4/23/2018 2:03 PM
35	This year I was not given paper practice tests. Maybe they were not available and I should have tried to access it on line, but I didn't think to do that because I was looking for the format of the large books. The practice materials are helpful.	4/23/2018 11:19 AM
36	More practice materials for each grade level.	4/23/2018 10:55 AM
37	No	4/19/2018 2:16 PM
38	None at this time	4/17/2018 9:37 PM
39	N/A	4/17/2018 3:59 PM
40	More practice materials for students by grade level, I only teach 6th grade students, so 2 practice items for Math and Reading are not enough.	4/17/2018 2:24 PM
41	Additional practice materials.	4/17/2018 12:16 PM
42	No	4/17/2018 11:26 AM
43	no	4/17/2018 11:08 AM
44	not at this time	4/17/2018 10:34 AM
45	no	4/13/2018 2:32 PM
46	Training on how to administer the open response writing portion if you do not choose to use picture cards as shown in the video. Also, knowing in advance of the test what items are required to be collected by the teacher that MUST be used as part of the actual presentation of test. There were several items that were to be put out that were not listed as mandatory for us to have for the test. It would be helpful for them to be listed on the portal before the exam so that we could be better prepared.	4/13/2018 12:15 PM
47	N/A	4/13/2018 10:14 AM
48	No, I'm good.	4/13/2018 9:40 AM
49	When going through the modules, the volume was very low and could have been louder.	4/12/2018 2:32 PM
50	no	4/12/2018 1:42 PM
51	a better understanding of the scaffolding and which sessions require each.	4/12/2018 1:02 PM
52	I always have to go back and find the address to start recording the results. It would be nice if that address was on the booklet or answer sheet.	4/12/2018 1:02 PM
53	Module 4 should be redone, it was not helpful.	4/12/2018 11:45 AM
54	This test is very easy to administer and report.	4/12/2018 11:36 AM
55	none	4/12/2018 11:35 AM
56	None	4/12/2018 10:11 AM
57	The modules are dry and boring. The voice is monotone. A live speaker would be better.	4/12/2018 10:03 AM
58	.	4/12/2018 10:00 AM

59	N/A	4/12/2018 9:45 AM
60	No	4/12/2018 9:37 AM
61	n/a	4/12/2018 9:06 AM
62	Links for easier access to information	4/12/2018 6:28 AM
63	None at this time.	4/12/2018 1:54 AM
64	Not at this time.	4/12/2018 1:18 AM
65	I could not hear the one module I was required to listen to, so I had to guess at the answers to the quiz at the end.	4/11/2018 9:38 PM
66	no	4/11/2018 8:31 PM
67	The sound was very poor	4/11/2018 6:41 PM
68	Not sure	4/11/2018 5:31 PM
69	No	4/11/2018 4:38 PM
70	The modules should be ready by a specific date and the recording of the administration of such should not require to re-take, due to glitches in system.	4/11/2018 4:31 PM
71	It would be amazing if we would be able to view the training modules (inputting and reporting) and and be able to complete the required quiz well before the dates of testing window were available. Very frustrating having to wait until the testing dates were available to view needed information. Attended face to face training, and the presenter was unable to communicate certain procedures due to the inability to access needed materials. This was the same for the 2016-2017 and 2017-2018 school year. I also appreciated the printed practice materials that were once distributed, however, were unavailable this year.	4/11/2018 3:50 PM
72	no	4/11/2018 3:16 PM
73	no	4/11/2018 3:03 PM
74	no	4/11/2018 2:58 PM
75	It would be helpful if Module 4 for the FSAA Online System would be available when the other modules are. The last two years it wasn't available until March.	4/11/2018 2:54 PM
76	no	4/11/2018 2:29 PM
77	We were told the materials would be here for us to start testing at the end of January/first of February. They did not arrive until mid-March. Having the materials earlier would have been helpful for my autistic students who are non verbal. They have good days and bad days. Having a little more time to complete the testing would be very helpful and more accurate picture of what they know and can do.	4/11/2018 2:21 PM
78	For non verbal students it would be nice to have pictures with words to choose from to do the writing test.	4/11/2018 2:14 PM
79	no	4/11/2018 2:12 PM
80	No	4/11/2018 2:11 PM
81	na	4/11/2018 2:10 PM
82	No	4/11/2018 2:07 PM
83	it would be helpful if materials were released earlier	4/11/2018 1:39 PM
84	its ok for me	4/11/2018 12:32 PM
85	Stories for the writing portion for practice.	4/11/2018 12:12 PM
86	no	4/11/2018 11:48 AM
87	There are no additional resources at this time	4/5/2018 10:50 AM
88	NO	4/4/2018 1:30 PM
89	no	4/2/2018 2:33 PM

90	I would like to directly input answers into computer, from students to computer. eliminating chances for errors.	4/2/2018 9:17 AM
91	I love the Unique Program, I have been administering for 11 years now, most of it has been in Volusia County and it is definitely beneficial in testing our ESE students and getting accurate results	4/2/2018 8:12 AM
92	None	3/16/2018 1:05 PM
93	Yes - more variety in the FSAA practice tests	2/28/2018 9:27 AM
94	No	2/27/2018 3:50 PM

Q14 How many students did you administer the FSAA–PT to?

Answered: 501   Skipped: 61
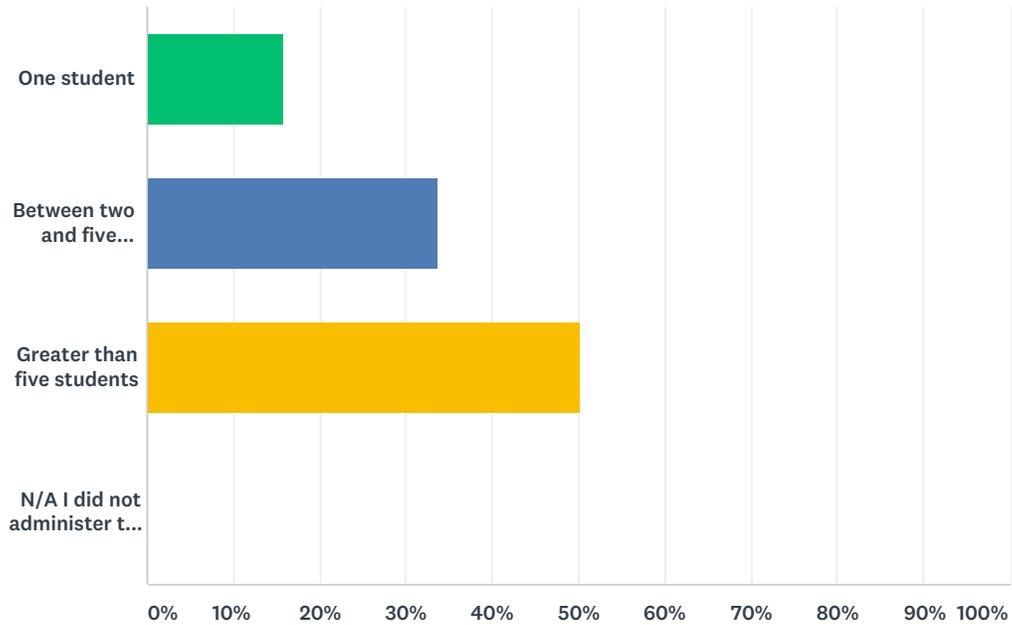
ANSWER CHOICES	RESPONSES	
One student	15.97%	80
Between two and five students	33.73%	169
Greater than five students	50.30%	252
N/A I did not administer the FSAA–PT	0.00%	0
TOTAL		501

Q15 Did the school provide a substitute teacher(s) to cover your classroom while you administered the FSAA-PT?

Answered: 508   Skipped: 54
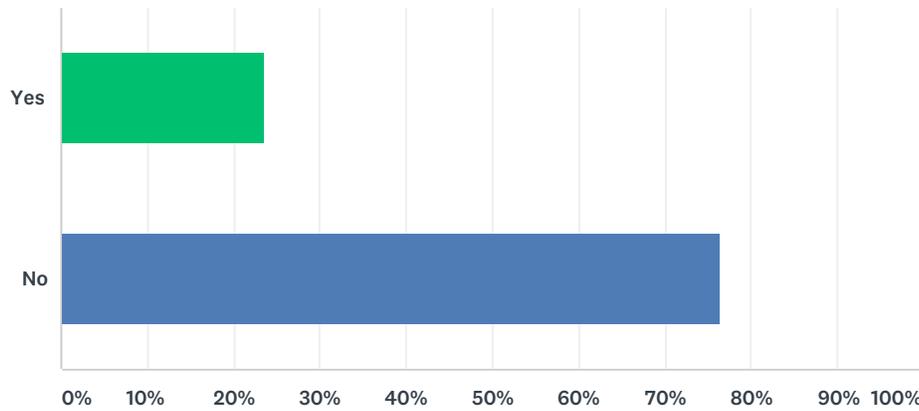
ANSWER CHOICES	RESPONSES	
Yes	23.62%	120
No	76.38%	388
TOTAL		508

Q16 Reflecting on your administration experience(s), how many hours did you spend administering the following assessments per student? If you administered to more than one student, please indicate average number of hours per student.

Answered: 499   Skipped: 63
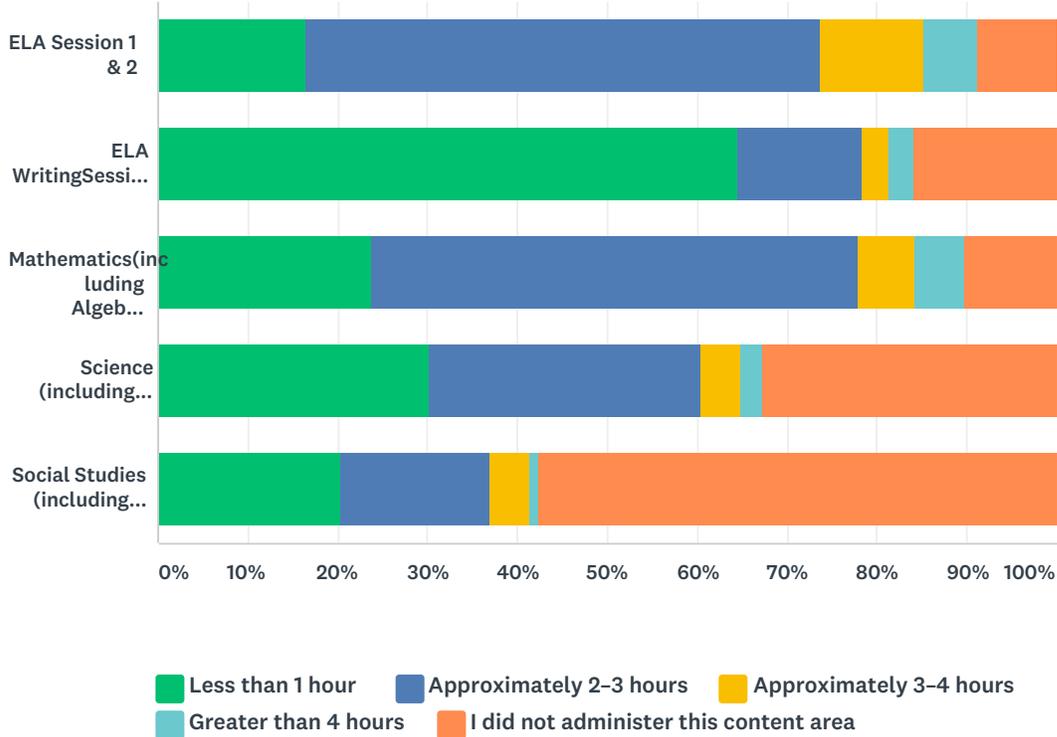
	LESS THAN 1 HOUR	APPROXIMATELY 2–3 HOURS	APPROXIMATELY 3–4 HOURS	GREATER THAN 4 HOURS	I DID NOT ADMINISTER THIS CONTENT AREA	TOTAL
ELA Session 1 & 2	16.43% 80	57.29% 279	11.50% 56	5.95% 29	8.83% 43	487
ELA WritingSession 3	64.45% 301	13.92% 65	3.00% 14	2.78% 13	15.85% 74	467
Mathematics(including Algebra 1 and Geometry)	23.64% 113	54.18% 259	6.28% 30	5.65% 27	10.25% 49	478
Science (including Biology 1)	30.09% 133	30.32% 134	4.52% 20	2.26% 10	32.81% 145	442
Social Studies (including Civics and U.S. History)	20.32% 89	16.67% 73	4.34% 19	1.14% 5	57.53% 252	438

Q17 Approximately how many days did it take to administer the following assessments? If you administered to more than one student, please indicate average number of hours per student.

Answered: 485   Skipped: 77
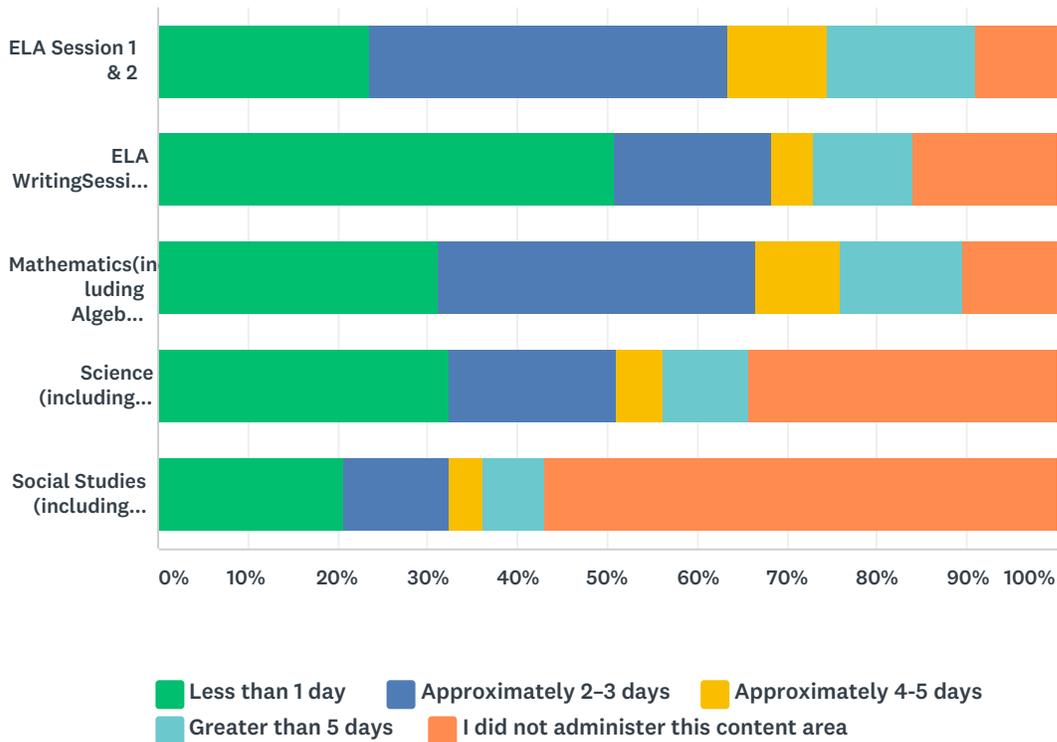
Legend:
- Less than 1 day
- Approximately 2–3 days
- Approximately 4-5 days
- Greater than 5 days
- I did not administer this content area

	LESS THAN 1 DAY	APPROXIMATELY 2–3 DAYS	APPROXIMATELY 4-5 DAYS	GREATER THAN 5 DAYS	I DID NOT ADMINISTER THIS CONTENT AREA	TOTAL
ELA Session 1 & 2	23.58% 112	39.79% 189	11.16% 53	16.42% 78	9.05% 43	475
ELA WritingSession 3	50.87% 234	17.39% 80	4.57% 21	11.09% 51	16.09% 74	460
Mathematics(including Algebra 1 & Geometry)	31.13% 146	35.39% 166	9.38% 44	13.65% 64	10.45% 49	469
Science (including Biology 1)	32.42% 142	18.49% 81	5.25% 23	9.59% 42	34.25% 150	438
Social Studies (including Civics and U.S. History)	20.75% 88	11.56% 49	3.77% 16	6.84% 29	57.08% 242	424

Q18 Was there enough time within the administration window for you to administer the FSAA–PT to all of your students?

Answered: 483   Skipped: 79
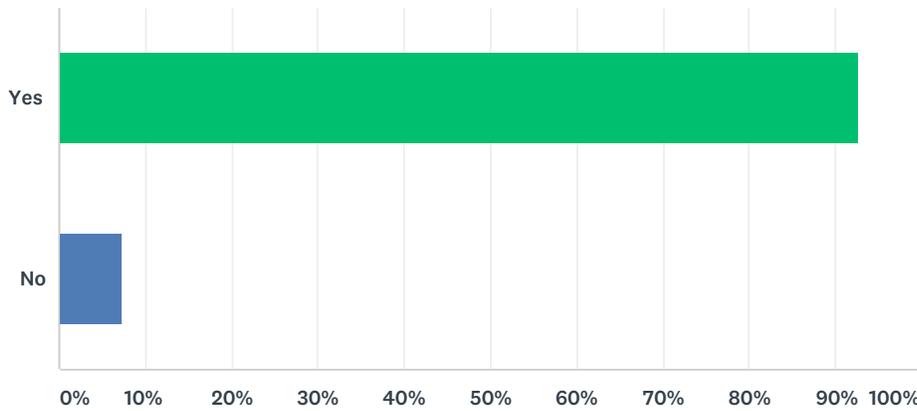
ANSWER CHOICES	RESPONSES	
Yes	92.75%	448
No	7.25%	35
TOTAL		483

Q19 How did you ensure that all of your students had the opportunity to participate in the assessment process?

Answered: 307   Skipped: 255

#	RESPONSES	DATE
1	I planned 3 possible time to administer assessment to each child. If the student has a history of truancy, they were selceted to test first.	5/10/2018 4:00 PM
2	Other students did not get the one on one attention from me that they usually get because of the amount of testing I had to complete.	5/8/2018 12:12 PM
3	They were instructed to be in school for testing and they were.	5/7/2018 4:29 PM
4	o.k.	5/7/2018 11:05 AM
5	Scheduled them to be tested.	5/7/2018 9:50 AM
6	not sure I understand what your asking	5/7/2018 9:41 AM
7	I scheduled my time over the course of the 6 weeks available & accounted for potential absences & sickness.	5/4/2018 4:18 PM
8	Schedule time for each parent	5/4/2018 3:31 PM
9	We made a dept schedule to follow and make sure each teacher had sufficient time to test their students.	5/4/2018 2:47 PM
10	I followed the list. I tested the students until completion. I rotated depending on the students that were present and absent.	5/4/2018 12:51 PM
11	I followed the list on the site. I tested each student until completion. If the student was absent, I continued to test them upon their return. I entered answers until each students information showed "completed".	5/4/2018 12:08 PM
12	Scheduled during maximum attention time and when in attendance.	5/4/2018 11:43 AM
13	Each day I focused on one student and made them feel confident. We completed as much testing as they could while being engaged in the testing.	5/4/2018 11:30 AM
14	Gathered all names of participating students to ensure everyone was tested.	5/4/2018 10:18 AM
15	Practice	5/4/2018 10:03 AM
16	I was the school testing coordinator and did all that I could to ensure that the correct students were identified and assessed.	5/4/2018 9:12 AM
17	a	5/3/2018 2:01 PM
18	I teach one on one on and only had one student this year to test.	5/3/2018 11:42 AM
19	By ensuring that I had supplies and plenty of time to test them.	5/3/2018 10:14 AM
20	All my students took either the Performance Task or Data Folio. I would much rather use the Performance Task. Data Folio is too time consuming and there is too much room for error. ALL testing materials should be provided. Teachers can make adaptations as needed, but should not be responsible for creating these tests.	5/3/2018 9:46 AM
21	N/A	5/3/2018 7:33 AM
22	I am at a regular school, I was moved from my classroom many times during the administration of this test, which made it VERY difficult. I was also given my material late by my administrator. I also signed out my materials on a piece of notebook paper while all the FSA teachers had documented papers. The FSAA was treated as a joke at this school. I tried my best.	5/3/2018 7:11 AM
23	Incentives for coming to school	5/2/2018 4:23 PM
24	Tested as many students as possible per day, students that have a history of attendance problems were tested on the days that they were present at school	5/2/2018 4:14 PM

25	Each grade had an assigned 2 weeks. Each student was assigned a couple of days, when they were going to be given the test	5/2/2018 3:18 PM
26	testing was done one on one, with breaks given.	5/2/2018 3:00 PM
27	they were tested while in attendance at school	5/2/2018 2:46 PM
28	I administered testing during times that the students are most alert and engaged.	5/2/2018 2:17 PM
29	By testing them.	5/2/2018 1:33 PM
30	time management	5/2/2018 1:33 PM
31	I only had one student and planned (used practice materials, secured space, scheduled sub) well in advance for his participation.	5/2/2018 1:23 PM
32	Made sure teachers were aware to allow student to come without disrupting learning.	5/2/2018 1:18 PM
33	Started immediately and did not waste a second	5/2/2018 1:17 PM
34	Scheduled times	5/2/2018 1:09 PM
35	Call their parents to ensure they came to school.	5/2/2018 1:08 PM
36	I pulled them extra times during the day.	5/2/2018 12:41 PM
37	Each student had ample time to respond to the questions asked. Students were provided with frequent breaks to avoid overstimulation.	5/2/2018 12:33 PM
38	My intern covered other students in the class while I tested, I used time when other students in the class (non-FSAA) were independently working.	5/2/2018 12:28 PM
39	I made a list and schedule for the 14 students tested and followed it with minor adjustments.	5/2/2018 12:18 PM
40	I created a testing schedule using a calendar.	5/2/2018 11:56 AM
41	I tested students everyday until I was done.	5/2/2018 10:52 AM
42	By following the schedule that was created	5/2/2018 10:11 AM
43	Practice	5/2/2018 10:09 AM
44	Planned it out with other team members	5/2/2018 10:03 AM
45	Tested certain kids on certain days and times.	5/2/2018 9:17 AM
46	Cover each other in class. Adhere to strict schedule.	5/2/2018 8:55 AM
47	Diestributing the students in a timely manner.	5/2/2018 8:23 AM
48	I don't understand the question... all students take the test, that is their participation.	5/2/2018 8:22 AM
49	Making the correct distribution of students based on the time the district gave us.	5/2/2018 8:19 AM
50	I gave my other students work to do while I sat at the back of the classroom and administered the tests. I had 27 exams to administer.	5/2/2018 8:11 AM
51	I only had one.	5/2/2018 8:08 AM
52	By coordinating effectively with my schools administration and testing administrator as well as my SPED department.	5/2/2018 8:03 AM
53	It was a lot of creative scheduling, very intensive and time consuming...	5/2/2018 7:56 AM
54	I administered the test over 2 weeks. I gave the parts to the kids that were there that day.	5/2/2018 7:53 AM
55	I tested them on the days they attended school	5/2/2018 7:34 AM
56	time management	5/2/2018 7:30 AM
57	tested in classroom with no distractions and a familiar person.	5/2/2018 7:28 AM
58	scheduling	5/2/2018 7:05 AM
59	Alll student's were determined at IEP to take the PT test. They all were given the test individually with a known person trained in the FSAA in a familiar place.	5/2/2018 6:59 AM
60	I had a substitute teacher.	5/2/2018 6:53 AM

61	I thought it was mandatory.	5/2/2018 6:17 AM
62	Offerings accomodations	5/1/2018 9:15 PM
63	If a student did not want to test at the time he was asked, then I said, Would you like to test today at 10:00 or tomorrow at 9:00 ? The students like to feel that they are in control and they are making the decision. I had 3 students to do this and they each were ready at the time they selected.	5/1/2018 6:34 PM
64	I only had one students and I have two co teachers so I was able to assess in brief sessions over multiple days to give the student time in between	5/1/2018 6:33 PM
65	Started administering assessments soon after testing window opened.	5/1/2018 4:57 PM
66	Scheduled subs to cover while I tested students Students used practice materials to familiarize themselves with the test presentation Documented the need for the test during the IEP process	5/1/2018 4:28 PM
67	Besides testing my students during their regularly assigned classes, I also took some of them out of their Electives classes and tested them during my Planning time.	5/1/2018 4:22 PM
68	By following their IEP and protocols.	5/1/2018 2:47 PM
69	I only had one student.	5/1/2018 2:40 PM
70	I personally worked with the student and used the accommodations necessary.	5/1/2018 2:35 PM
71	I have just one student.	5/1/2018 2:32 PM
72	All the students had extended time.	5/1/2018 1:56 PM
73	check list	5/1/2018 1:36 PM
74	Students were pulled from their normal schedules.	5/1/2018 1:35 PM
75	Through sign -in and out logs, security logs.	5/1/2018 12:21 PM
76	Email from ESE Director, and staffing specialist	5/1/2018 10:41 AM
77	given at times when students were available	5/1/2018 8:07 AM
78	Each student was provided the necessary amount of time and given a quiet place to have the test administered to them by their teacher.	4/30/2018 3:36 PM
79	NA - I did not administer to students.	4/30/2018 3:21 PM
80	Informed student 3 days before scheduled testing day for each subject area. then 2, 1 reminders	4/30/2018 2:44 PM
81	I created a schedule across the testing window and was able to assess all 16 of my students and input the test into the system	4/30/2018 2:40 PM
82	I scheduled the testing time so that it would not interfere with the students schedule. It was planned well in advance and the student was very calm and relaxed during the test.	4/30/2018 11:41 AM
83	Scheduled the students before assessment period began	4/30/2018 10:30 AM
84	One-on-one during my planning and lunch time	4/30/2018 10:14 AM
85	Time management and accommodations as made in class to match student need.	4/30/2018 9:42 AM
86	Through testing	4/30/2018 8:20 AM
87	IEP goals	4/30/2018 7:27 AM
88	planned out a schedule to break down sessions over different days	4/29/2018 8:02 PM
89	I used my classroom aide to teach the other students as I administered the FSAA one at a time. I had 16 students to test:(	4/29/2018 2:31 PM
90	I averaged out two students per day one before lunch and one student after lunch...I hope it was fair to all students because I felt mornings my students are more alert than compared to afternoon.	4/28/2018 6:26 PM
91	All age appropriate students weee taken individually to another area	4/27/2018 7:32 PM
92	I scheduled time when students and classroom coverage were available. I checked with other teachers to make sure all students were tested.	4/27/2018 3:39 PM
93	I scheduled them on my own using only my classroom aide to teach the class while I was testing	4/27/2018 3:25 PM

94	All of my students were Hospital/Home-bound with one to one instruction.	4/27/2018 12:43 PM
95	Schedules reflected time for testing.	4/27/2018 11:26 AM
96	Three classes were placed in one classroom with one sub for three teachers. The sub was there because one teacher was out for surgery. The para's were placed in the same room and two of us teachers pulled students for two weeks until we were finished testing all of our students.	4/26/2018 1:14 PM
97	I developed a calendar based on student's schedules that also fit my schedule and I followed that schedule.	4/26/2018 11:15 AM
98	I tested each of my students twice a day for 15 minutes each time to ensure everyone had the opportunity to participate in the assessment process in the time allotted. It also allowed me to give the students frequent breaks if they needed it with still having enough time to complete the assessment by the assessment end date.	4/26/2018 10:53 AM
99	By providing the appropriate accommodations for each student (i.e., time of day, space, varying needs & circumstances). Preparing & planning what would be best for each student to help them succeed. Sacrificing personal time to ensure students had what they needed to the best of my ability.	4/26/2018 10:19 AM
100	Provided a comfortable quiet place to give the test with plenty of time to complete	4/26/2018 8:58 AM
101	I tested the students.	4/26/2018 8:13 AM
102	I provided several breaks.	4/26/2018 7:36 AM
103	It was built in the student's schedule during their typical rotation time (when we work on student's individual goals)	4/25/2018 12:16 PM
104	Flexible scheduling and opportunities for students to take breaks from the testing as needed and to break the test into sessions over multiple days.	4/25/2018 12:15 PM
105	You have to get very creative to set up independent centers for students.	4/25/2018 11:58 AM
106	Scheduled them prior to spring break	4/23/2018 4:52 PM
107	All students grade 3-5 were assessed.	4/23/2018 3:48 PM
108	Plan accordingly	4/23/2018 2:19 PM
109	I created a schedule	4/23/2018 2:03 PM
110	Students to be tested were divided by equal number of student per teachers to ensure covering all them with the correspondent test. My paraprofessional took over my class while I was testing my students.	4/23/2018 12:13 PM
111	all students were in school, test was started after the administration window opened so if a student became sick later or?? that student would already have been assessed.	4/23/2018 11:22 AM
112	I mapped out a testing schedule with my behavior specialist.	4/23/2018 11:09 AM
113	I didn't think I had a choice.	4/23/2018 8:20 AM
114	Team ensured participation at IEP meetings and collaborated with testing coordinator to make sure all students had the opportunity to participate.	4/20/2018 2:22 PM
115	I scheduled time in per day to administer the assessment.	4/20/2018 2:14 PM
116	spend all month on assessments	4/20/2018 11:33 AM
117	Continued to test until all had taken them.	4/20/2018 11:14 AM
118	Rearranged classroom schedules and gave up 9 of my planning periods to administer 12 total tests to 8 students.	4/20/2018 10:10 AM
119	Administering one subject area at a time per a grade level.	4/20/2018 9:46 AM
120	Planning and scheduling	4/19/2018 6:20 PM
121	My paraprofessionals worked with the students not testing, while I administered the test to each student.	4/19/2018 4:36 PM
122	I tested each student each day for 30-45 min. until they were done.	4/19/2018 2:55 PM
123	Worked with other teachers and administration	4/19/2018 2:17 PM

124	My students look forward to "their turn to test". I tried to take turns and would ask the students when they wanted to test and would them decide when it was time to start.	4/19/2018 12:04 PM
125	I have 2 classroom paraprofessionals.	4/19/2018 7:28 AM
126	I only had one student, so this was not an issue.	4/18/2018 4:28 PM
127	Teachers split subject areas to test.	4/18/2018 8:20 AM
128	schedueled	4/18/2018 8:03 AM
129	I made sure I secured a testing area and the area was set up appropriately for the individual student. I also gathered all necessary additional items prior to testing and I set up a schedule to begin testing after the student had a good breakfast.	4/17/2018 9:45 PM
130	I scheduled testing ahead of time.	4/17/2018 9:35 PM
131	I had just one student that qualified for the FSAA-PT, so it was not hard to do so.	4/17/2018 4:01 PM
132	Because I did not have a substitute teacher, I assessed each student in an inner room within my pod. I worked with each student until they ended a break, then I would test with another student. I began assessment the day the testing window opened.	4/17/2018 3:59 PM
133	I had just one student who needed to take the FSAA-PT this year so it was not difficult to assess him.	4/17/2018 3:40 PM
134	I combined my class with another participatory class and we took turns taking the student who is testing into the empty classroom.	4/17/2018 2:44 PM
135	I did nothing but test students.	4/17/2018 2:41 PM
136	Worked on testing students every day during the testing window for 1/2 the day.	4/17/2018 2:26 PM
137	I scheduled one entire day for each student.	4/17/2018 2:00 PM
138	preparation	4/17/2018 1:46 PM
139	Each student was scheduled ahead of time and a letter went home with them. If absent, the day was adjusted.	4/17/2018 12:19 PM
140	Double checked list.	4/17/2018 12:08 PM
141	I had to take one student at a time to test and leave the rest of the class with my assistant.	4/17/2018 11:39 AM
142	Used the time allowed and paced myself.	4/17/2018 11:23 AM
143	Another Teacher and myself starting Testing as soon as we got all the testing supplies	4/17/2018 11:13 AM
144	made a list of the courses they had taken and made sure that they were aware of the tests they needed to take	4/17/2018 11:06 AM
145	I tested all of them.	4/17/2018 10:47 AM
146	I planned to test 2 students per day for a 3 week period. My aids covered my class to allow me to test for this period of time.	4/17/2018 10:38 AM
147	Administered 1:1 as soon as I had my materials.	4/17/2018 10:36 AM
148	I only had to give the test to one student (a student in the Intermediate class. I teach primary age students). I helped my colleague because she has 9 students. She would not have had time to administer the test to all her students if I and another teacher had not helped her.	4/17/2018 7:55 AM
149	I had to pull my students from PE and music to take their assessment.	4/17/2018 7:45 AM
150	I was testing my students by grade to be sure that all my students participated in the test.	4/16/2018 4:36 PM
151	Planning	4/15/2018 12:01 PM
152	I scheduled a 2.5 hour block every morning with my Paras managing the classroom while I was in a side room, and rotated through all students, giving breaks as needed.	4/14/2018 10:31 AM
153	created a testing schedule to allow for testing with allowable accommodations as per the IEP	4/13/2018 2:35 PM
154	I made the parents aware that the students needed to be in school for the testing days or they should give me advance notice if the student would be absent. I scheduled and timed the amount of time it would be necessary to test all students. I also had a co teacher that also tested students.	4/13/2018 12:31 PM

155	I used the substitutes that I received for 3 days, then I tested when my SLP was in the room and during my planning time.	4/13/2018 12:21 PM
156	I used my time wisely.	4/13/2018 10:15 AM
157	By testing them when they were present in school and testing them according to their IEPs	4/13/2018 9:58 AM
158	For best test results for students with ASD that have a higher chance of regression over Spring Break, I tested my 4th and 5th grade students prior to break, 3rd graders after. NO break during testing period would be BETTER!	4/13/2018 9:42 AM
159	Each student that was required to take the assessment worked with me 1-1 over the course of several days. I took each student out of the classroom for about an hour each day.	4/13/2018 9:24 AM
160	Made a list to keep track	4/13/2018 9:01 AM
161	Time and support were given.	4/13/2018 7:57 AM
162	All my students were mark completed in the online system	4/12/2018 10:40 PM
163	I tested all students as they were all in attendance, even if using hand over hand.	4/12/2018 7:16 PM
164	I am the ESE Specialist at my school, so I provided extra para support in the classroom so that my teachers could focus on testing students. My teachers rotated testing by the ELA and Math small groups.	4/12/2018 6:37 PM
165	I set up a secure testing site in a separate classroom. I administered the assessment over a 2 week period.	4/12/2018 5:28 PM
166	Providing them with breaks when needed, using practice materials and the vocabulary list ahead of time.	4/12/2018 4:13 PM
167	Followed and maintained a schedule.	4/12/2018 4:01 PM
168	started as soon as the testing coordinator allowed us to check out testing materials and tested continuously until I finished	4/12/2018 3:43 PM
169	I had a substitute for one day and then I used my planning time to pull the students and test each one individually.	4/12/2018 3:40 PM
170	I had to miss a lot of instructional time in order to get my students tested. It was not ideal to have Spring Break in the middle of the testing window. I had to give up my planning time as well.	4/12/2018 3:28 PM
171	I used any available time and just assessed someone every minute until I was finshed.	4/12/2018 3:13 PM
172	I was able to have enough time to assess all of my students.	4/12/2018 3:05 PM
173	All I did was test students all day long for a week	4/12/2018 2:38 PM
174	I worked with one student at a time and spaced my time so students that needed extra time would be able to have it.	4/12/2018 2:35 PM
175	Kept parents informed and made changes to my classroom schedule	4/12/2018 2:30 PM
176	I had the paras teach my class while I tested individual students.	4/12/2018 2:29 PM
177	I scheduled sessions with them daily within my academic small group blocks to ensure that they had specific times throughout the day to complete what they could for the day. My students needed short sessions (no more than 15 minutes) due to their specific needs and stamina.	4/12/2018 2:25 PM
178	We pulled one student at a time for each subject area until they were done with it, then we continued on with the whole class before going back to the first student to start the next subject area. This allowed then down time before testing again	4/12/2018 1:47 PM
179	coordinated with assessment coordinator	4/12/2018 1:44 PM
180	I worked through my planning period each of the 5 days to make sure they both were tested.	4/12/2018 1:08 PM
181	by making sure I did nothing but testing all day every day prior to testing.	4/12/2018 1:05 PM
182	I tested them myself.	4/12/2018 1:05 PM
183	Used their every-day accommodations	4/12/2018 1:02 PM
184	I provided they with ample time to complete assessment.	4/12/2018 1:01 PM
185	There was no "opportunity." It's required.	4/12/2018 12:54 PM

186	Gave them the test	4/12/2018 12:49 PM
187	scheduled	4/12/2018 12:46 PM
188	I used augmentative communication boards with my students who use them on a daily basis in the classroom. I also used the scribing protocol during the writing section for some students.	4/12/2018 12:30 PM
189	I had to stop teaching my classes so I would have enough time to test all of them	4/12/2018 12:19 PM
190	I started at the beginning of the testing window.	4/12/2018 11:59 AM
191	I tested each one individually, and I made sure I came back to school ion time as I had been very sick.	4/12/2018 11:48 AM
192	Rotation of students throughout the days.	4/12/2018 11:45 AM
193	Relied on my great teammate and great IA to provide supervision to students not being tested.	4/12/2018 11:42 AM
194	Check list prepared by text admin person	4/12/2018 11:41 AM
195	I tested them one-on-one while my assistant taught the rest of the class.	4/12/2018 11:41 AM
196	I assessed the entire school day from when the testing window opened to when it closed due to my large class size.	4/12/2018 11:38 AM
197	I kept a spreadsheet	4/12/2018 11:36 AM
198	pre-planning, scheduling, start immediately upon materials arrival	4/12/2018 11:35 AM
199	Checked with my Test Administrator and online access	4/12/2018 11:33 AM
200	I used the accommodations that I use daily in classroom	4/12/2018 11:06 AM
201	I pulled them one on one during our small group rotation, fine arts, and after school.	4/12/2018 10:43 AM
202	IEP information, classroom performance	4/12/2018 10:29 AM
203	I tested 6th graders first, since their test was the shortest. I then administered tests to the students who have frequent absences to make sure that they did not miss the test.	4/12/2018 10:25 AM
204	I pulled them for one on one practice throughout the school year.	4/12/2018 10:22 AM
205	Planning and Scheduling	4/12/2018 10:13 AM
206	I made sure that I tested every opportunity that I could.	4/12/2018 10:12 AM
207	I tested all my students who qualified. (Some are taking the FSA)	4/12/2018 10:06 AM
208	I only had one student who uses eye gaze. He used a one sided materials that were cut up	4/12/2018 10:02 AM
209	Planning	4/12/2018 10:01 AM
210	I simply pulled my students from their inclusion classes and administered the test to them as needed.	4/12/2018 9:54 AM
211	A student checklist	4/12/2018 9:47 AM
212	I planned practice time into the school day, then planned scheduled 8 days for testing, allowing students to participate as able at different times of days, and at times on different days.	4/12/2018 9:41 AM
213	My class went to the Life Lab for three days while I administered the assessments in my classroom. My class also went and did activities around campus while I administered assessments in my classroom.	4/12/2018 9:40 AM
214	I scheduled a place and time on the campus to assess the student. I had one student to assess.	4/12/2018 9:13 AM
215	Plan accordingly	4/12/2018 9:11 AM
216	planning	4/12/2018 9:03 AM
217	I scheduled each grade level prior to testing, which also allowed a day for makeup. I used half days instead of whole days, which gave me more time overall	4/12/2018 9:01 AM
218	practice tests, using accommodations from IEP to be able to respond, administer in smaller chunks-	4/12/2018 8:52 AM
219	I tested the students that were frequently absent first.	4/12/2018 8:41 AM

220	I tested them one by one. I had a student whose mom is trying to place him in hospital home-bound. My ESE specialist and I called to see if mom was willing to bring him in to assess since she hadn't submitted the application, yet. The student came in and I was able to assess him.	4/12/2018 7:44 AM
221	Case load	4/12/2018 6:59 AM
222	Made certain that I had scheduled them with enough time to complete the test.	4/12/2018 6:46 AM
223	Frequently assured them we didn't need to rush and asked often if they needed a break	4/12/2018 6:32 AM
224	To ensure all students the the opportunity to participate in the assessment process I assessed the higher fuctioning student first.	4/12/2018 2:12 AM
225	My student/teacher direct instuction consists of grades 5-8th Various Exceptionalities. To ensure all of my students the opportunity to participate I had the higher functioning academic students take the assessment first,	4/12/2018 1:35 AM
226	we scheduled a time to administer the test and we gave it to them	4/11/2018 10:00 PM
227	Let other duties go.	4/11/2018 9:40 PM
228	I spent most of a weekend doing a month of lesson planning to ensure that my Paraprofessionals could run my classroom in my absence (knowing we would not get sub coverage) so that I could focus on testing my students at their pace and tolerance.	4/11/2018 9:36 PM
229	I spent 2 hours a day testing a student until all students were complete.	4/11/2018 8:49 PM
230	I only had one student assigned to take the FSAA	4/11/2018 8:32 PM
231	We had a schedule made	4/11/2018 6:42 PM
232	I planned 3 testing days for each student. I started the testing so I would have a week left to test any student that was out. It only took 2 days per student therefore the students completed the testing in less time than I allowed.	4/11/2018 5:37 PM
233	I sent note home and made phone calls to remind parents about the upcoming testing.	4/11/2018 4:42 PM
234	Based on IEPs	4/11/2018 4:40 PM
235	Used picture symbols for the writing section.	4/11/2018 4:39 PM
236	I gave the assessment to my student while the paraprofessional review the work I had prepared with my other students (FSA students)	4/11/2018 4:38 PM
237	Test during my planning time, student pulled out of class	4/11/2018 4:24 PM
238	I had a checklist I made of all the students that needed to be tested	4/11/2018 4:12 PM
239	I pulled the students throughout 3 days to get through all the test areas while providing my students with breaks	4/11/2018 4:03 PM
240	BEGAN AS SOON AS WINDOW OPENED TO START TESTING.	4/11/2018 3:48 PM
241	Work individually with them	4/11/2018 3:40 PM
242	I had to spend all day every school day from Feb. 27th until April 10 working on the test with students from 3 to four hours each day.	4/11/2018 3:37 PM
243	I used the practice materials. I also let their mood, health, and hyperness dictate when and how long we tested. I told them they could also tell me when they needed a break. I tested the students that I knew have many absences first, so that I would have plenty of time to complete the entire assessment in the event that they missed a lot of school.	4/11/2018 3:31 PM
244	Had to have paraprofessionals take the rest of my classroom to a alternate location to be able to test one on one with each student participating in the assessment process.	4/11/2018 3:20 PM
245	My paraprofessional stayed with my class while I took each student into the library in a separate room and tested one on one.	4/11/2018 3:04 PM
246	Students worked on the test in non-consecutive days.	4/11/2018 3:02 PM
247	We started assessments prior to Spring Break to ensure all students were assessed.	4/11/2018 2:55 PM
248	N/A	4/11/2018 2:55 PM

249	I had one student take the FSAA, as my other two students on ACCESS points were either in the process of transferring schools or too young to take it. She did a great job participating and trying her best. She was actively involved in talking out her answer choices and trying to determine the correct choice. She did a great job with the written portion, as she wrote it independently. I had her write out the mathematics problems to solve.	4/11/2018 2:43 PM
250	The IEP Team made the decision as a whole including the parent.	4/11/2018 2:42 PM
251	Discussed a schedule with administration and made lesson plans in the necessary weeks to complete the tests.	4/11/2018 2:37 PM
252	Testing was done throughout the testing window, according to each students individual and unique needs.	4/11/2018 2:35 PM
253	n/a	4/11/2018 2:33 PM
254	Pulled each student from class	4/11/2018 2:31 PM
255	I tested everyday for a few weeks at the beginning of the day.	4/11/2018 2:23 PM
256	I picked one subject per day and tested each student in that subject area until we completed the subject. If it took 2 days we stayed with it until completed.	4/11/2018 2:17 PM
257	I had a schedule for the students and the days they would be testing.	4/11/2018 2:17 PM
258	I took the number of days to administer and separated it by grade and student. I only had 12 students that were assessed.	4/11/2018 2:14 PM
259	planning ahead	4/11/2018 2:13 PM
260	I pulled them first thing after lunch each day until they were finished.	4/11/2018 2:13 PM
261	rearranged my schedule and had the counselor cover my reading group	4/11/2018 2:11 PM
262	I had a substitute in my classroom. I used a checklist with the assessments listed required for each student. I checked off the list after I administered the assessment.	4/11/2018 2:08 PM
263	I tested one student and was given a quiet room in which to administer the tests.	4/11/2018 2:05 PM
264	I do not under stand the question, I scheduled my students to take each session of the test over a 2 week time period. Allowing extra time in case someone was having an off day or needed a break.	4/11/2018 2:01 PM
265	I made up a schedule for my students.	4/11/2018 1:56 PM
266	We held a spring FSAA clinic for all site based ESE contacts.	4/11/2018 1:48 PM
267	I worked all year long practicing every Friday skills of the test so that when this moment arrived they would feel comfortable with the type of exercises	4/11/2018 12:42 PM
268	Not sure what is being asked. All my students grades 3-5 participated.	4/11/2018 12:21 PM
269	I planned out days and times.	4/11/2018 11:50 AM
270	I administered each student individually. I tested one student a day on average.	4/11/2018 11:50 AM
271	scheduled a time for each and no one was absent during the administration time	4/11/2018 11:41 AM
272	I provided ample time for practice and preparation.	4/11/2018 11:41 AM
273	I checked the assessment per grade level chart. I started as soon as the window opened. I tested students that are frequently absent first or on the day they were here.	4/11/2018 11:30 AM
274	Taking our time and frquent breaks.	4/11/2018 11:07 AM
275	center time one on one	4/9/2018 2:52 PM
276	Each student was tested one to one.	4/5/2018 10:54 AM
277	allotted the time needed	4/5/2018 8:04 AM
278	I scheduled them to test for various blocks of time on various days.	4/4/2018 1:33 PM
279	I altered days and times to ensure the student was alert and prepared to be tested. I took breaks when the student was fatigued. I used all accommodations available to the student to assist them in participation.	4/3/2018 1:25 PM

280	I used my planning time to administer the test.	4/3/2018 9:16 AM
281	I was in frequent contact with our test coordinator.	4/3/2018 5:49 AM
282	WE set up a schedule with the testing coordinator so we could test in the most efficient manner.	4/2/2018 2:35 PM
283	The school system that I teach, has two personal, a Test coordinator off site and Assistance Principal on site. That are responsible for distribution and accountability of the FSAA test.	4/2/2018 9:49 AM
284	para instructed small groups while I went to our guidance room to where it was quiet and one on one	4/2/2018 8:16 AM
285	I tested everyone of my students in sections.	4/2/2018 8:08 AM
286	By attempting to cover all of the academic topics for ELA and mathematics. Also by reviewing the skills that will be covered.	3/27/2018 3:54 PM
287	created a schedule based on student's work ability	3/27/2018 7:49 AM
288	I worked with my school testing coordinator to make sure all students had the opportunity to participate in the assessment process.	3/26/2018 3:26 PM
289	I scheduled each student separately and staggered throughout the days until they were finished with their subject matter assessment.	3/19/2018 2:50 PM
290	We pulled students one on one with other teacher supports in place.	3/16/2018 3:21 PM
291	scheduling	3/16/2018 3:07 PM
292	Through planning and preparation	3/16/2018 2:43 PM
293	Provided time in my shedule to accommodate their testing.	3/16/2018 2:01 PM
294	Communicated with parents to ensure students would be in school; avoided unnecessary absences.	3/16/2018 1:08 PM
295	I used their IEP to make sure they participated in the assessment. I provided my students with the practice materials.	3/3/2018 7:28 PM
296	I tested several students in one day until they showed signs of fatigue.	3/1/2018 4:03 PM
297	Scheduling of students	3/1/2018 11:30 AM
298	Made a schedule a head of time and "tried" to stick with it as much as possible.	3/1/2018 11:22 AM
299	made a testing schedule and tested one student each day	2/28/2018 1:39 PM
300	Worked with administration to schedule enough time	2/28/2018 9:29 AM
301	Worked with them one on one.	2/28/2018 8:27 AM
302	We made sure all the students were aware of the testing window. If a student was absent, we moved on to the next student. We also called parents when their child was absent to make them aware of the testing.	2/28/2018 8:19 AM
303	Due to limited testing areas at school, we took turns using available testing rooms. Priorities were given to teachers who had the most students to be tested.	2/27/2018 3:58 PM
304	The IEP planned ahead using guidance to determine the assessment appropriate for the student. Schedules were made with the team to provide the time necessary for the student to perform the exams. Coverage for my classes was made in a timely manner.	2/27/2018 2:47 PM
305	Students were aware they had to attend school to take their test.	2/27/2018 2:23 PM
306	N/A	2/27/2018 1:55 PM
307	Scheduled them all ahead of time and had make up days scheduled as well in case of absences.	2/27/2018 7:44 AM

Q20 Please indicate whether you needed to administer the FSAA–PT with any of the accommodations outlined below. (Check all that apply.)

Answered: 366   Skipped: 196
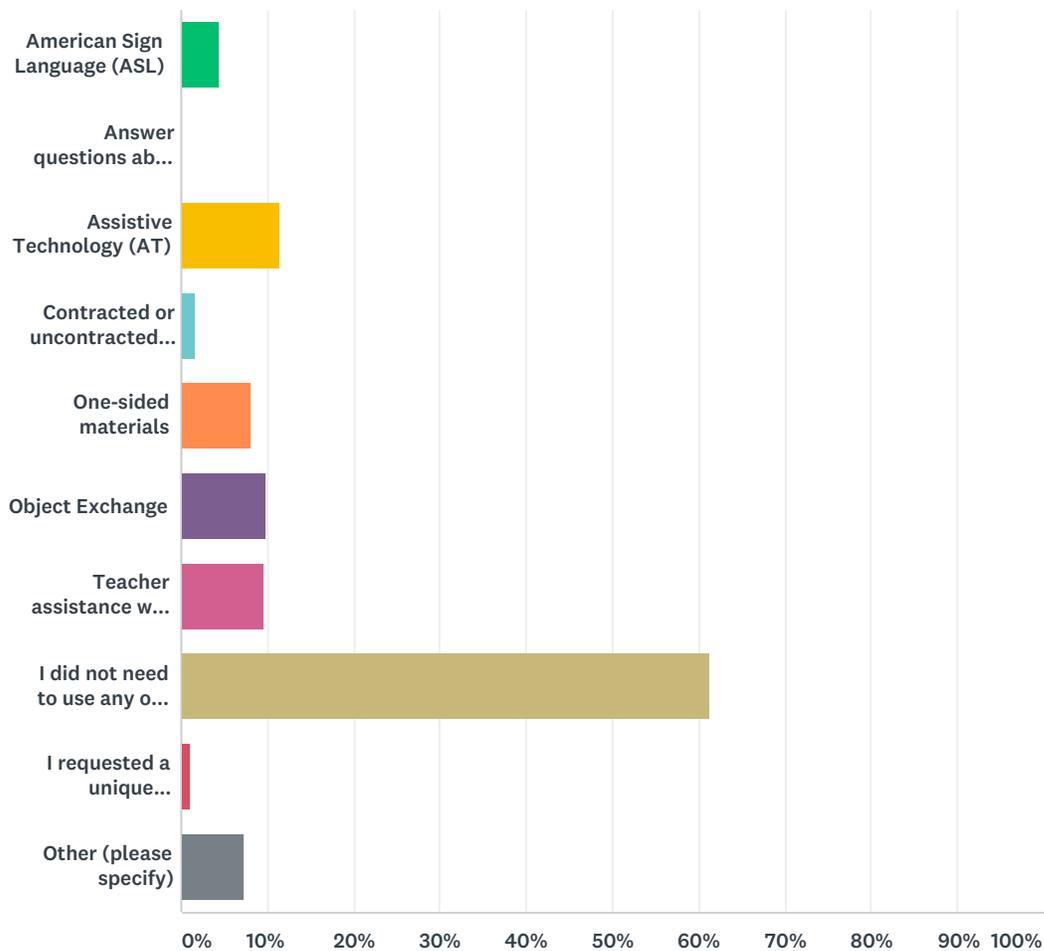
ANSWER CHOICES	RESPONSES	
American Sign Language (ASL)	4.37%	16
Answer questions about the FSAA–PT in the student's heritage language	0.27%	1
Assistive Technology (AT)	11.48%	42
Contracted or uncontracted Braille/tactile graphics	1.64%	6
One-sided materials	8.20%	30
Object Exchange	9.84%	36
Teacher assistance with materials (e.g., student may have limited mobility)	9.56%	35
I did not need to use any of the accommodations for my student(s)	61.20%	224
I requested a unique accommodation to adapt the test for my student.	1.09%	4
Other (please specify)	7.38%	27

Total Respondents: 366

#	OTHER (PLEASE SPECIFY)	DATE
1	n/a	5/2/2018 4:23 PM
2	hearing amplification device	5/2/2018 8:11 AM
3	only the accommodations specified on their IEP, which are none of the above.	5/1/2018 12:22 PM
4	writing prompts and symbolic vocabulary	4/30/2018 12:50 PM
5	Frequent breaks	4/28/2018 1:29 PM
6	slant board & pictures	4/26/2018 10:22 AM
7	Picture symbol cards	4/18/2018 1:01 PM
8	teacher made pictures for writing	4/17/2018 11:39 AM
9	Picture supports.	4/17/2018 11:24 AM
10	picture exchange for writing	4/12/2018 2:30 PM
11	questions repeated and wait time	4/12/2018 2:26 PM
12	use of a hundreds chart, which they use in class	4/12/2018 11:49 AM
13	none	4/12/2018 11:07 AM
14	cut test up to be able to use with a Tobii eye gaze computer that was mounted above the student	4/12/2018 10:03 AM
15	extra time, read aloud, visual cues	4/12/2018 9:29 AM
16	Did not administer test	4/12/2018 9:12 AM
17	light board, pointer, scribe, adaptive furniture,	4/12/2018 8:55 AM
18	used only the original materials sent	4/11/2018 5:39 PM
19	Quiet place, extended time to respond	4/11/2018 4:33 PM
20	pictures for vocabulary for non-readers/non-verbal students for writing	4/11/2018 3:03 PM
21	As the District Assessment Coordinator I don't administer any assessments.	4/11/2018 2:12 PM
22	Did not administer PT	4/11/2018 1:48 PM
23	picture cards for writing	4/4/2018 1:33 PM
24	symbols	4/3/2018 1:26 PM
25	extra time to respond to the questions	4/2/2018 8:10 AM
26	picture cards for writing	3/9/2018 4:08 PM
27	None	2/28/2018 8:28 AM

Q21 Did you administer the FSAA–PT to a student with visual impairments?

Answered: 439   Skipped: 123
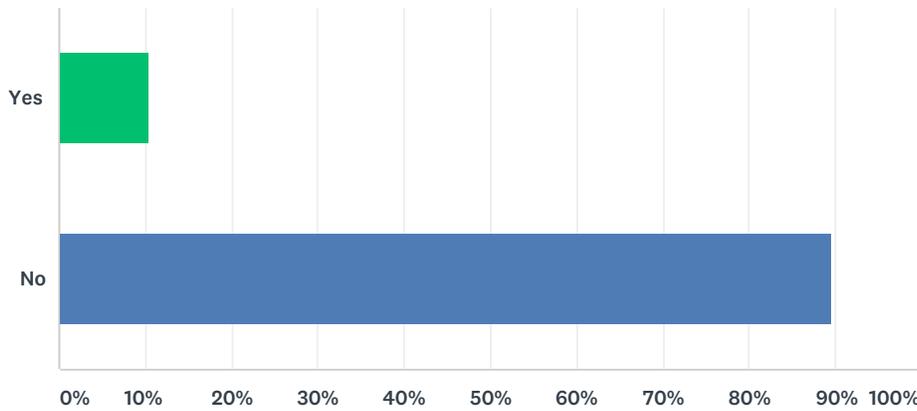
ANSWER CHOICES	RESPONSES	
Yes	10.48%	46
No	89.52%	393
TOTAL		439

Q22 Did you utilize the Braille/tactile version of the test or request unique accommodations?

Answered: 41   Skipped: 521
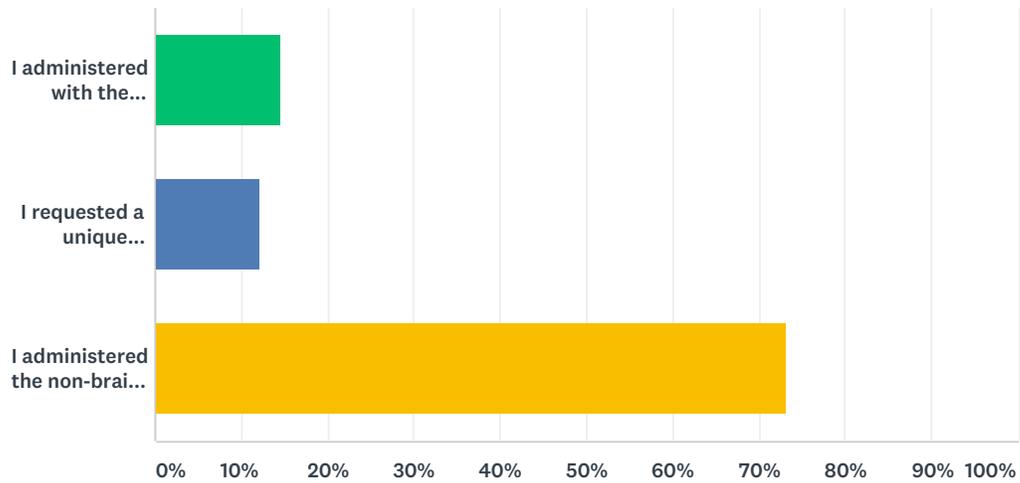
ANSWER CHOICES	RESPONSES	
I administered with the Braille/tactile version	14.63%	6
I requested a unique accommodation to adapt the test using tactile materials.	12.20%	5
I administered the non-braille version of the text without accommodations.	73.17%	30
TOTAL		41

Q23 Prior to administering the ELA Open-Response Writing Prompt, did you prepare materials (e.g., communication boards) using the vocabulary indicated in the Grade Specific Vocabulary List? If so, how long did this preparation take?

Answered: 463   Skipped: 99
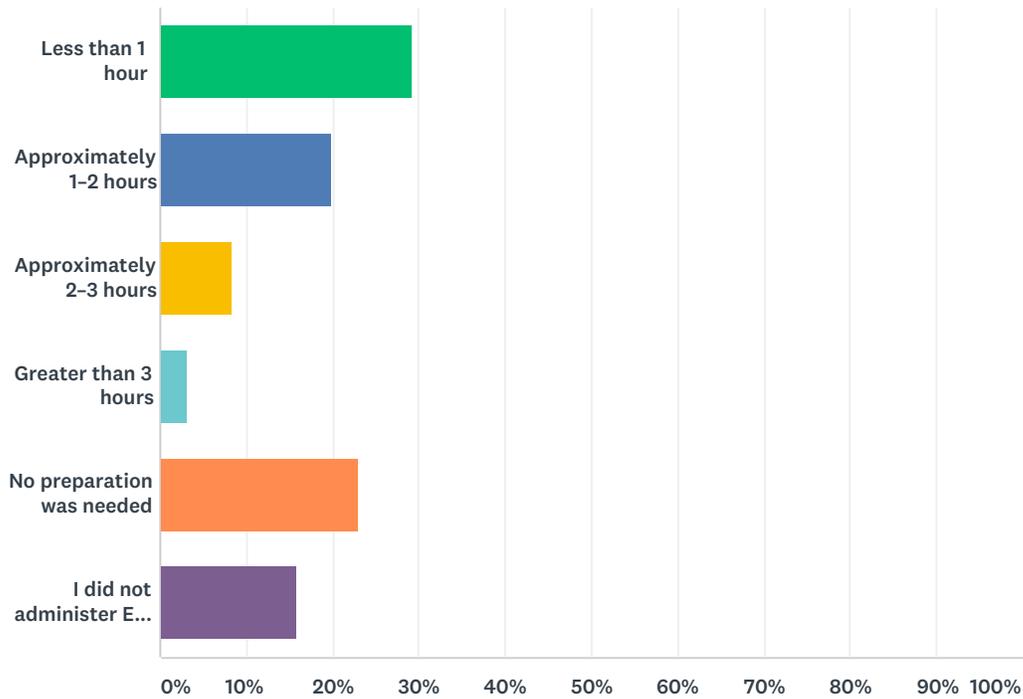
ANSWER CHOICES	RESPONSES	
Less than 1 hour	29.37%	136
Approximately 1–2 hours	19.87%	92
Approximately 2–3 hours	8.42%	39
Greater than 3 hours	3.24%	15
No preparation was needed	23.11%	107
I did not administer ELA to my students.	15.98%	74
TOTAL		463

Q24 Did you participate in the FSAA–PT Online System Module 4: Submitting Student Responses prior to entering student responses?

Answered: 463   Skipped: 99
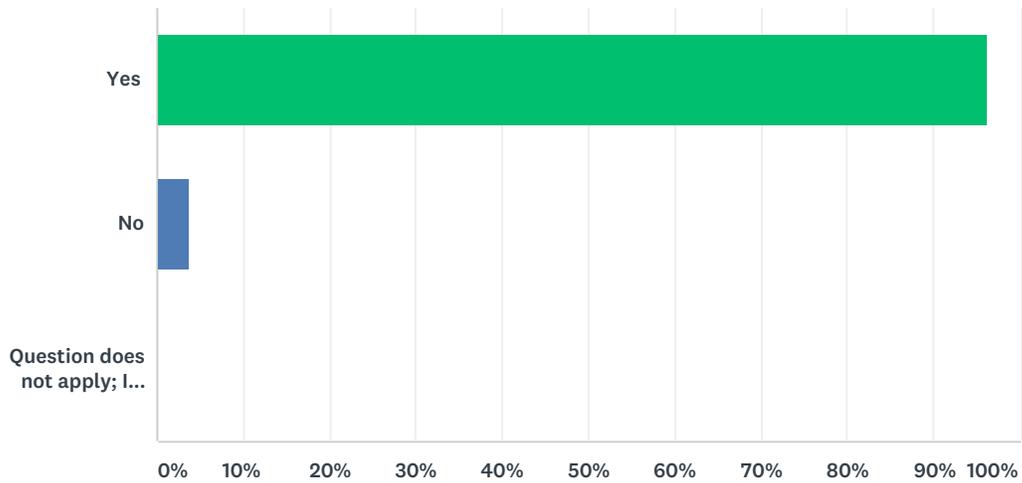
ANSWER CHOICES	RESPONSES	
Yes	96.33%	446
No	3.67%	17
Question does not apply; I did not need to work in the FSAA–PT Online System	0.00%	0
TOTAL		463

Q25 Did you utilize the FSAA–PT Online System User Guide to complete work in the FSAA–PT Online System?

Answered: 446   Skipped: 116
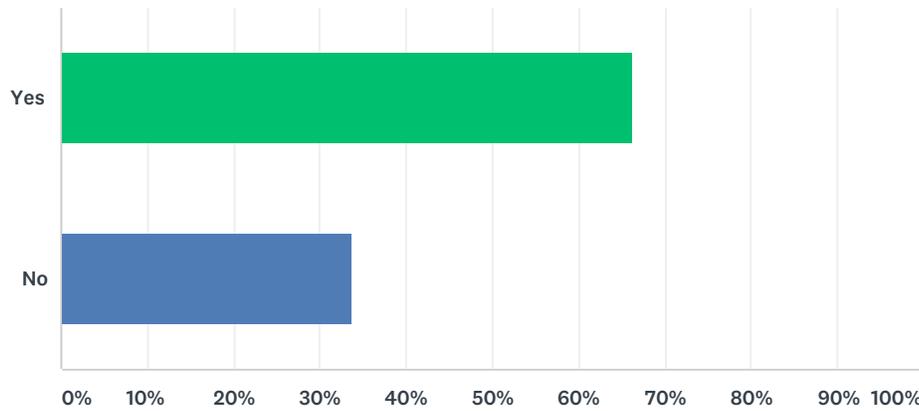
ANSWER CHOICES	RESPONSES	
Yes	66.37%	296
No	33.63%	150
TOTAL		446

Q26 Based on your experience using the FSAA–PT Online System training materials (training modules, tutorials, and/or user guide), please indicate whether you would benefit from additional training on any of the topics below. (Check all that apply.)

Answered: 421   Skipped: 141
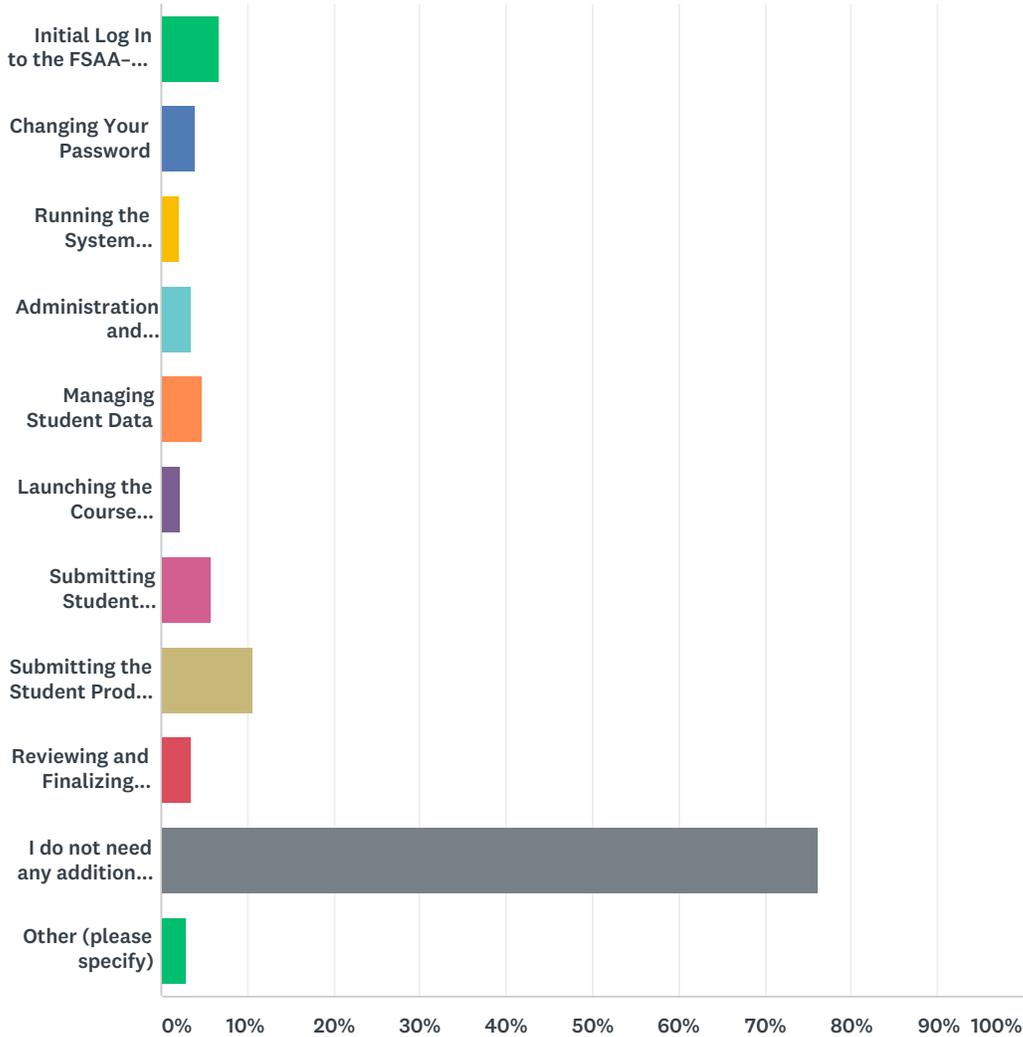
ANSWER CHOICES	RESPONSES	
Initial Log In to the FSAA–PT Online System	6.65%	28
Changing Your Password	4.04%	17
Running the System Diagnostic Tool	2.14%	9
Administration and Registration Tool (e.g., How to Browse and Manage Student Information and How to Assign a Test Form to a Student)	3.56%	15
Managing Student Data	4.75%	20
Launching the Course Assessment	2.38%	10

Submitting Student Responses	5.94%	25
Submitting the Student Product for the Open-Response for Writing Prompt	10.69%	45
Reviewing and Finalizing Tests	3.56%	15
I do not need any additional training information.	76.25%	321
Other (please specify)	2.85%	12

Total Respondents: 421

#	OTHER (PLEASE SPECIFY)	DATE
1	Need to be clear instructions on whether the outline and/or just the final draft needs to be uploaded and sent.	5/4/2018 12:23 PM
2	non-verbal will response with markings but, if scaffolding is done they will pick the same wrong answer that is covered up. Even if teacher place the same white paper. The computer will not let you select the wrong answer again because the system takes it away leaving the other two answer to select.	5/4/2018 11:25 AM
3	please make materials available earlier	5/4/2018 11:14 AM
4	Did not test students	5/2/2018 9:49 AM
5	what test scores tell you	5/1/2018 8:08 AM
6	this survey is too long.	4/26/2018 12:10 PM
7	adding students to list	4/20/2018 11:36 AM
8	none	4/17/2018 10:40 AM
9	the volume of the lady was horrible and the CC did not work	4/12/2018 1:04 PM
10	I would just like to be able to hear what is already there.	4/11/2018 9:43 PM
11	Training on how to assess a child with very limited verbal, visual, physical and independent functioning skills	4/11/2018 3:56 PM
12	School Level Coordinator training	4/6/2018 12:42 PM

Q27 Search/Filter: When viewing your student list, you were able to enter search criteria in one or more of the search/filter boxes and receive results that match all the submitted criteria. How satisfied were you with these features?

Answered: 437   Skipped: 125
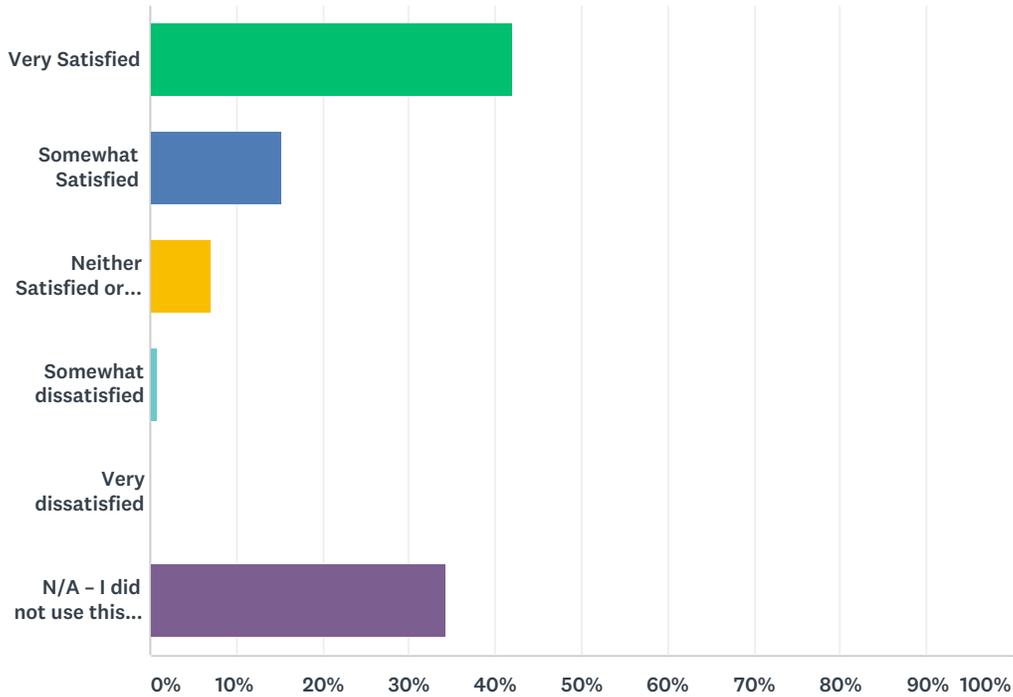
ANSWER CHOICES	RESPONSES	
Very Satisfied	42.11%	184
Somewhat Satisfied	15.33%	67
Neither Satisfied or Dissatisfied	7.09%	31
Somewhat dissatisfied	0.92%	4
Very dissatisfied	0.23%	1
N/A – I did not use this feature.	34.32%	150
TOTAL		437

Q28 Progress Status Indicators: When viewing your student list, you were able to determine information regarding each student's testing status. How satisfied were you this feature?

Answered: 437   Skipped: 125
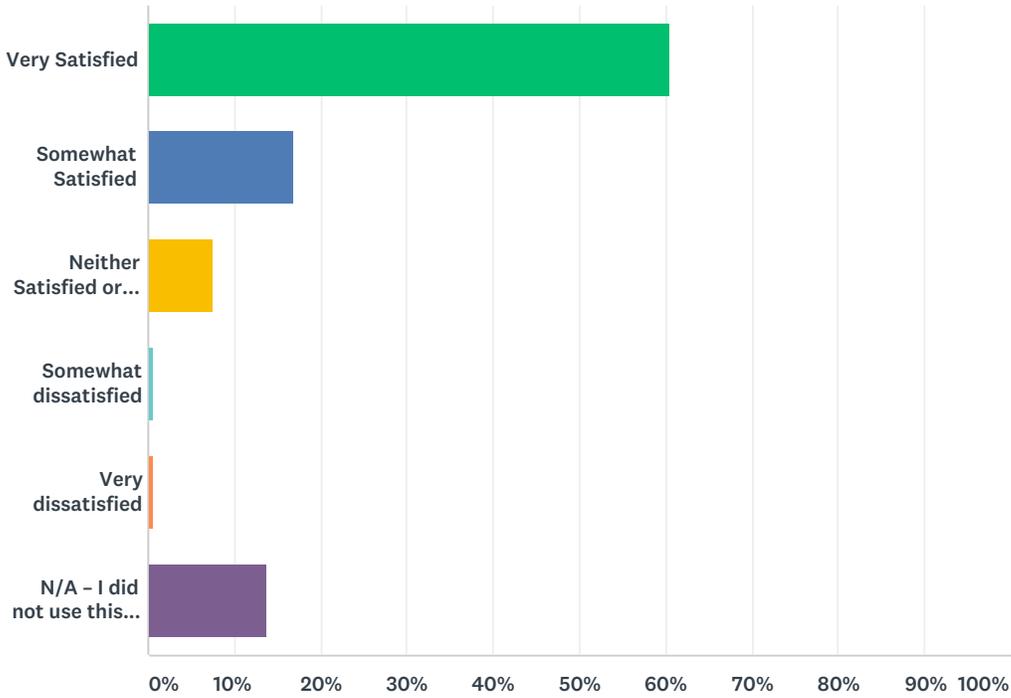
ANSWER CHOICES	RESPONSES	
Very Satisfied	60.41%	264
Somewhat Satisfied	16.93%	74
Neither Satisfied or Dissatisfied	7.55%	33
Somewhat dissatisfied	0.69%	3
Very dissatisfied	0.69%	3
N/A – I did not use this feature.	13.73%	60
TOTAL		437

Q29 Assignment Export: You were able to download a report and view your assigned student information and progress. For each student, the export provided student information, teacher information, school and district information, the course assessment assigned, and the status of each course assessment. How satisfied were you with this report?

Answered: 438   Skipped: 124
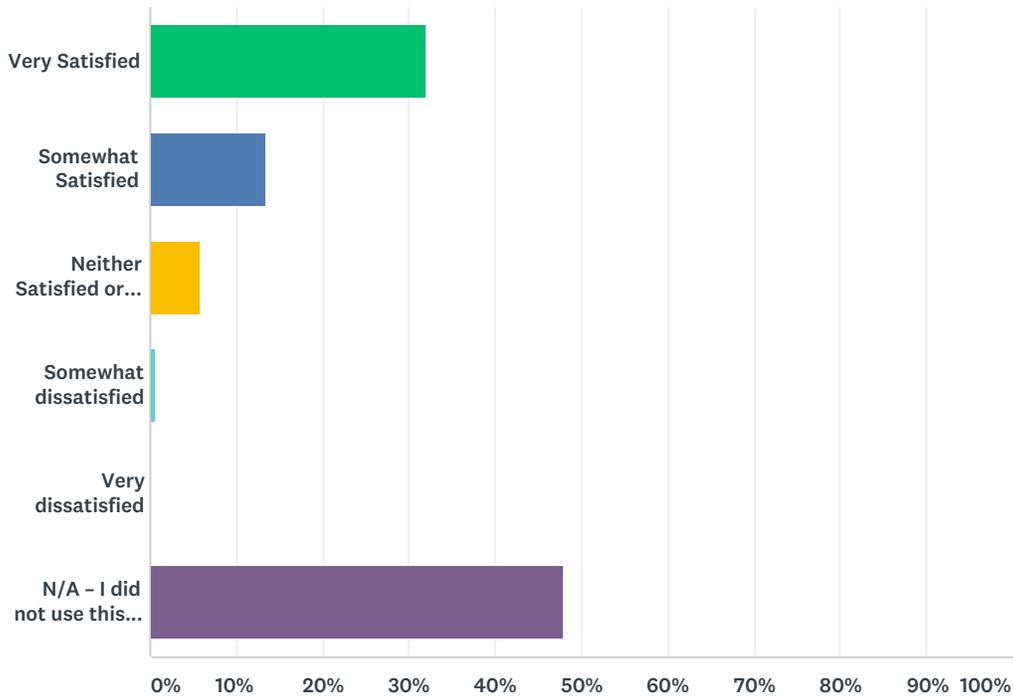
ANSWER CHOICES	RESPONSES	
Very Satisfied	31.96%	140
Somewhat Satisfied	13.47%	59
Neither Satisfied or Dissatisfied	5.94%	26
Somewhat dissatisfied	0.68%	3
Very dissatisfied	0.00%	0
N/A – I did not use this feature.	47.95%	210
TOTAL		438

Q30 Request Update Fillable Form: The request update functionality incorporated pre-constructed request features that allowed you to select from dropdown categories and tailor your request prior to submitting it for resolution. How satisfied were you with these features?

Answered: 433   Skipped: 129
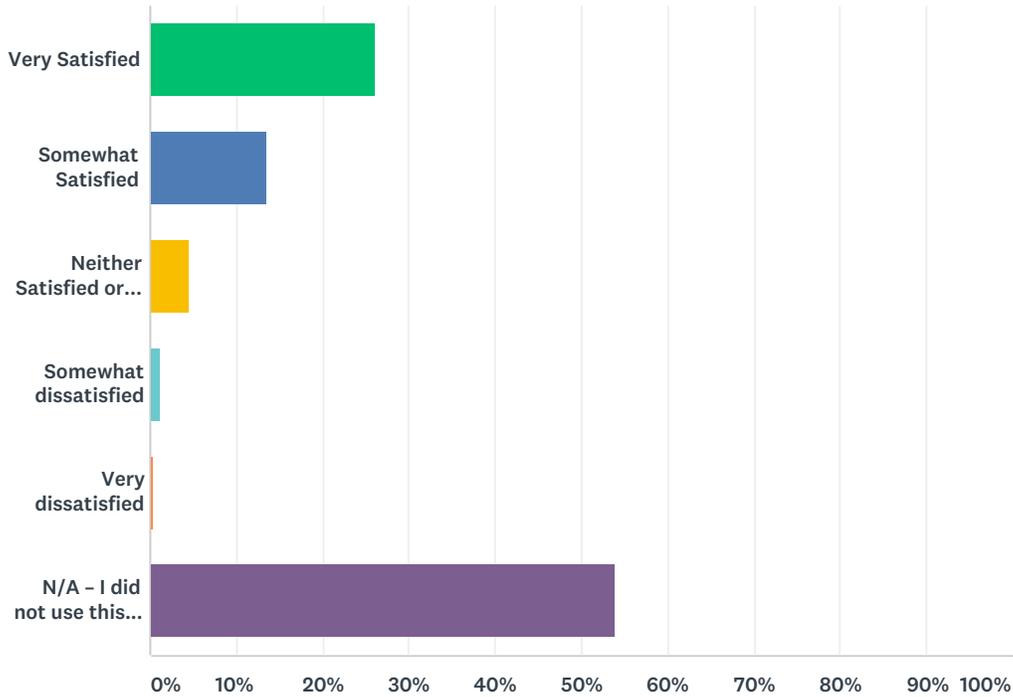
ANSWER CHOICES	RESPONSES	
Very Satisfied	26.10%	113
Somewhat Satisfied	13.63%	59
Neither Satisfied or Dissatisfied	4.62%	20
Somewhat dissatisfied	1.15%	5
Very dissatisfied	0.46%	2
N/A – I did not use this feature.	54.04%	234
TOTAL		433

Q31 Update Request Page: You were able to access requests that were submitted and returned by your system administrator. This allowed you to provide more details as requested and support efforts to complete your update request. How satisfied were you with this feature?

Answered: 432   Skipped: 130
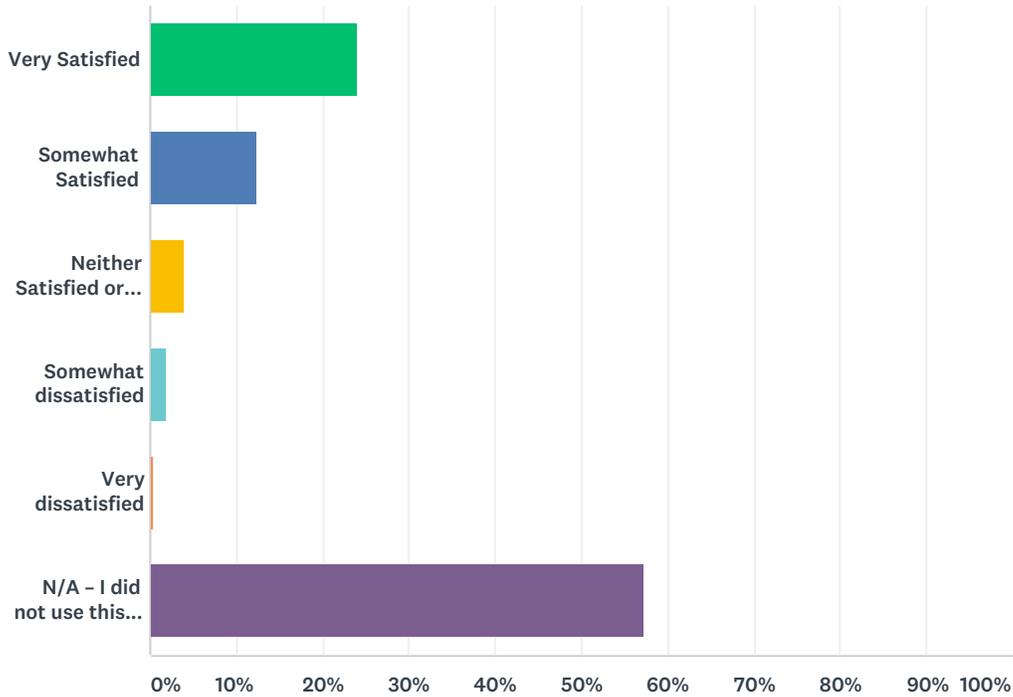
ANSWER CHOICES	RESPONSES	
Very Satisfied	24.07%	104
Somewhat Satisfied	12.27%	53
Neither Satisfied or Dissatisfied	3.94%	17
Somewhat dissatisfied	1.85%	8
Very dissatisfied	0.46%	2
N/A – I did not use this feature.	57.41%	248
TOTAL		432

Q32 Assigning Forms: Once forms were assigned and before the assessment was launched, you received a message notification that displayed the student name, assessment grade, content, and form that you assigned. This allowed you to correct these selections prior to beginning the course assessment. How satisfied were you these features?

Answered: 433   Skipped: 129
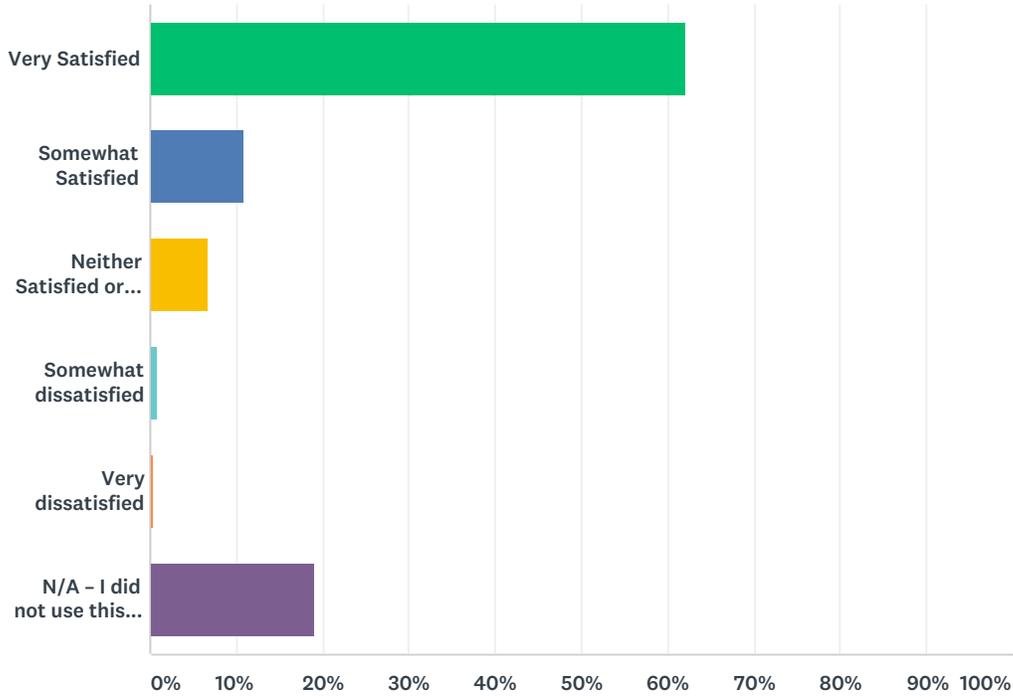
ANSWER CHOICES	RESPONSES	
Very Satisfied	62.12%	269
Somewhat Satisfied	10.85%	47
Neither Satisfied or Dissatisfied	6.70%	29
Somewhat dissatisfied	0.92%	4
Very dissatisfied	0.46%	2
N/A – I did not use this feature.	18.94%	82
TOTAL		433

Q33 Item Display Presentation: The item display in the online system was streamlined to only display the question presented to the student and the response options. How satisfied were you with this presentation?

Answered: 429   Skipped: 133
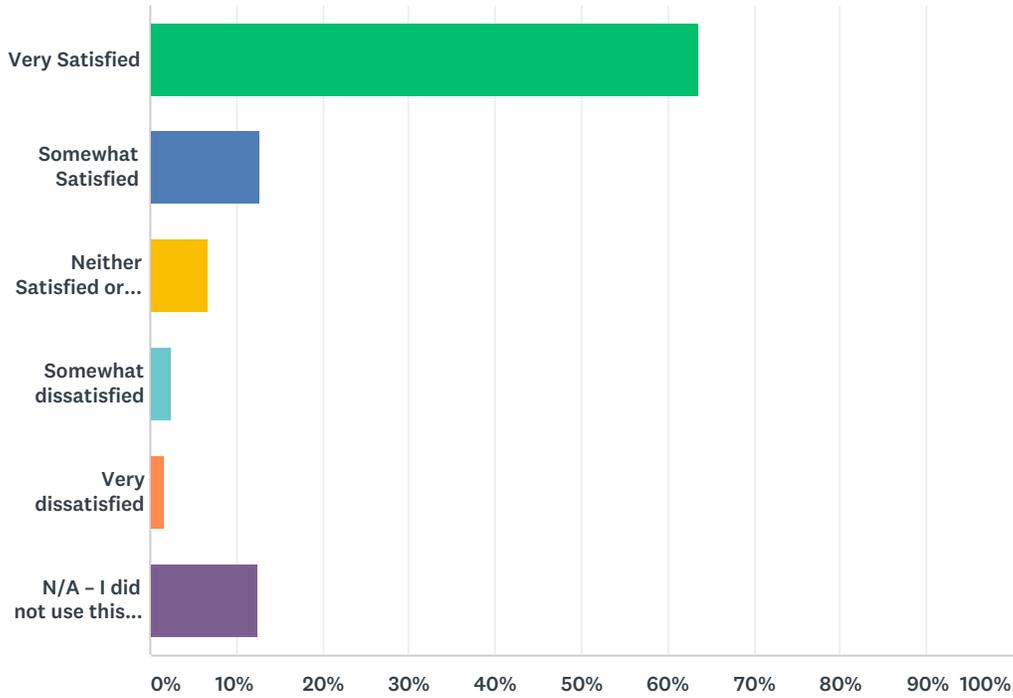
ANSWER CHOICES	RESPONSES	
Very Satisfied	63.64%	273
Somewhat Satisfied	12.82%	55
Neither Satisfied or Dissatisfied	6.76%	29
Somewhat dissatisfied	2.56%	11
Very dissatisfied	1.63%	7
N/A – I did not use this feature.	12.59%	54
TOTAL		429

Q34 Previous Button Movement: You were able to select previous and return to the previous question. How satisfied were you these features?

Answered: 430   Skipped: 132
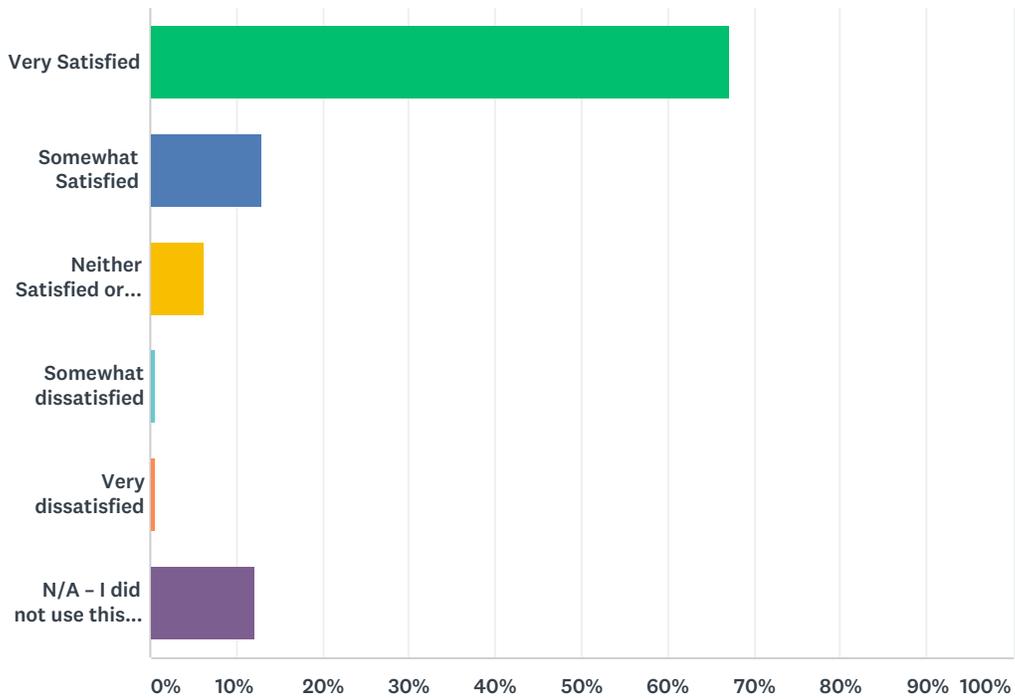
ANSWER CHOICES	RESPONSES	
Very Satisfied	67.21%	289
Somewhat Satisfied	13.02%	56
Neither Satisfied or Dissatisfied	6.28%	27
Somewhat dissatisfied	0.70%	3
Very dissatisfied	0.70%	3
N/A – I did not use this feature.	12.09%	52
TOTAL		430

Q35 Submitting Assessments: After you completed entering a student's responses and before submitting the course assessment as final, you received a warning notification. This notification warned that submitted tests cannot be accessed after submission. You could submit or cancel and return to the assessment. How satisfied were you these features?

Answered: 431   Skipped: 131
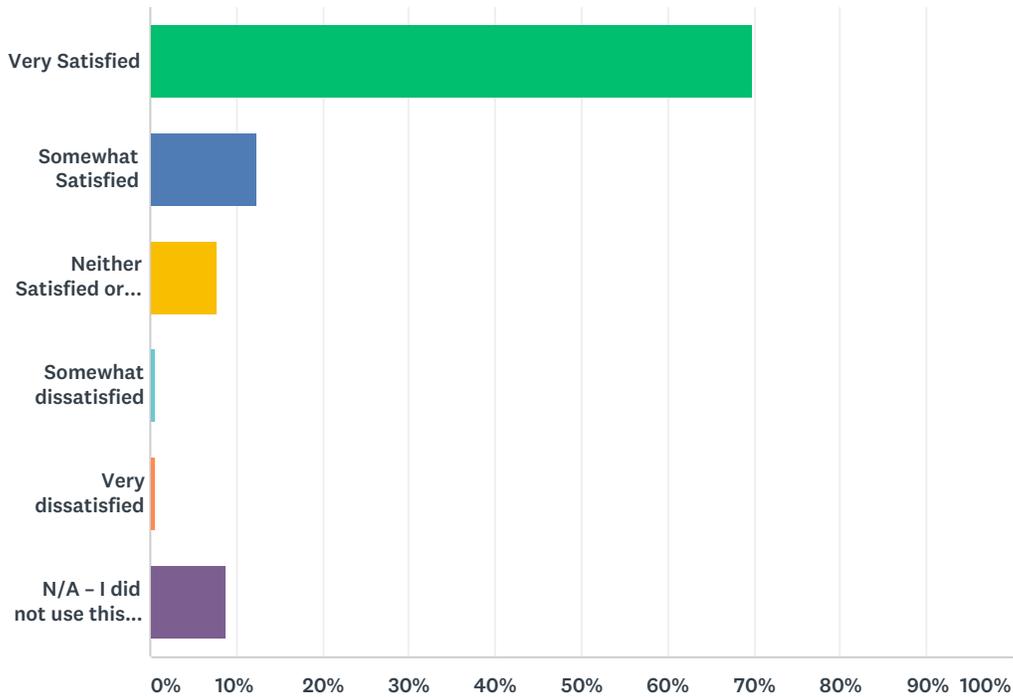
ANSWER CHOICES	RESPONSES	
Very Satisfied	69.84%	301
Somewhat Satisfied	12.30%	53
Neither Satisfied or Dissatisfied	7.66%	33
Somewhat dissatisfied	0.70%	3
Very dissatisfied	0.70%	3
N/A – I did not use this feature.	8.82%	38
TOTAL		431

Q36 Writing Prompt 2—PDF: The submission of student responses in either PDF or JPG format are allowed. How satisfied were you with this feature?

Answered: 429   Skipped: 133
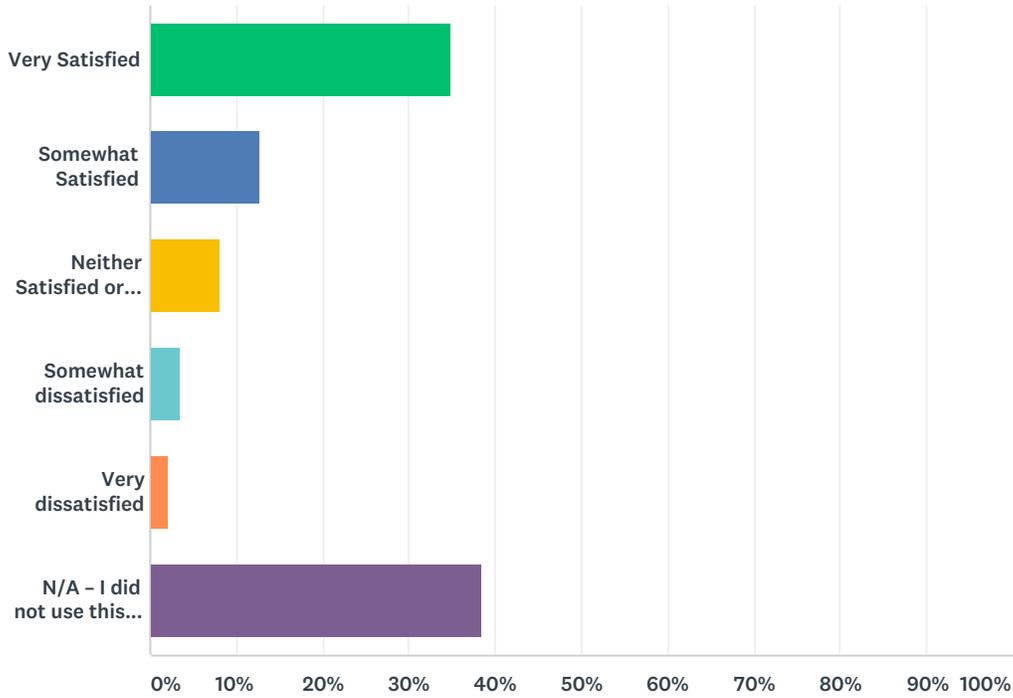
ANSWER CHOICES	RESPONSES	
Very Satisfied	34.97%	150
Somewhat Satisfied	12.82%	55
Neither Satisfied or Dissatisfied	8.16%	35
Somewhat dissatisfied	3.50%	15
Very dissatisfied	2.10%	9
N/A – I did not use this feature.	38.46%	165
TOTAL		429

Q37 Writing Prompt 2—Text Entry: Writing Prompt 2 student responses are allowed to be captured in a series of 5 text entry fields which aligned with the templates. How helpful was this feature?

Answered: 429   Skipped: 133
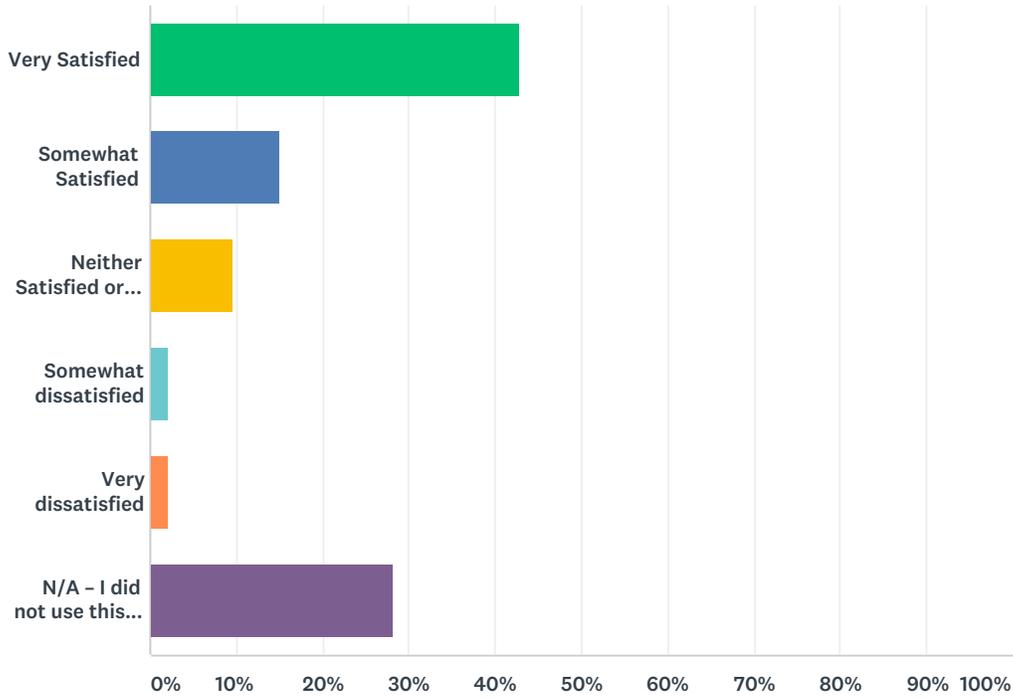
ANSWER CHOICES	RESPONSES	
Very Satisfied	42.89%	184
Somewhat Satisfied	15.15%	65
Neither Satisfied or Dissatisfied	9.56%	41
Somewhat dissatisfied	2.10%	9
Very dissatisfied	2.10%	9
N/A – I did not use this feature.	28.21%	121
TOTAL		429

Q38 Did you contact the FSAA Service Center by phone or email with any questions related to the FSAA-PT? (Check all that apply.)

Answered: 427   Skipped: 135
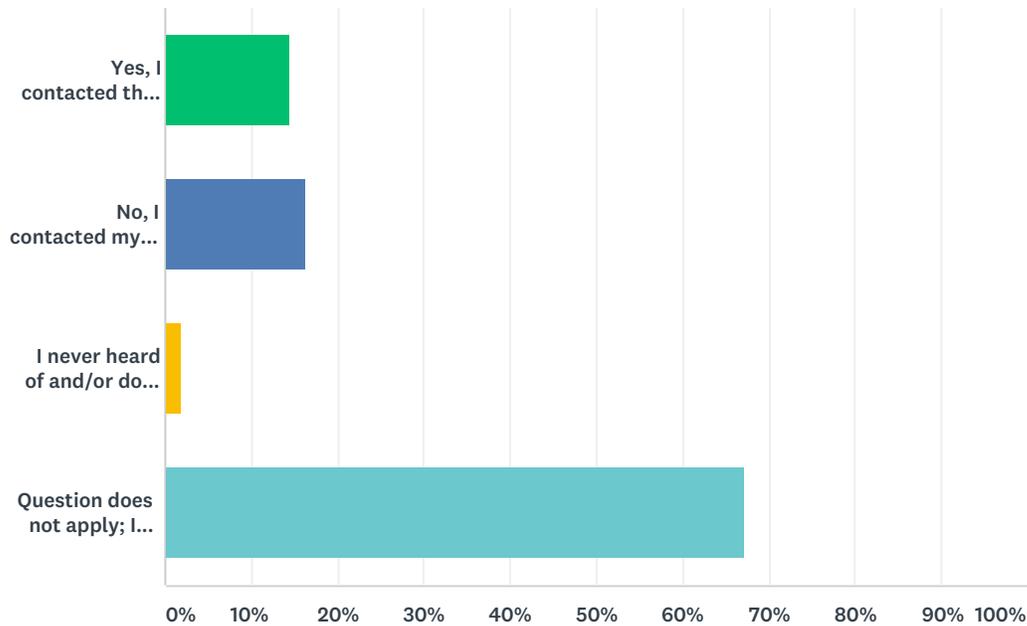
ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA-PT.	14.52%	62
No, I contacted my Alternate Assessment Coordinator or the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA-PT.	16.39%	70
I never heard of and/or do not know how to contact the FSAA Service Center.	1.87%	8
Question does not apply; I had no questions.	67.21%	287
TOTAL		427

Q39 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

Answered: 418   Skipped: 144
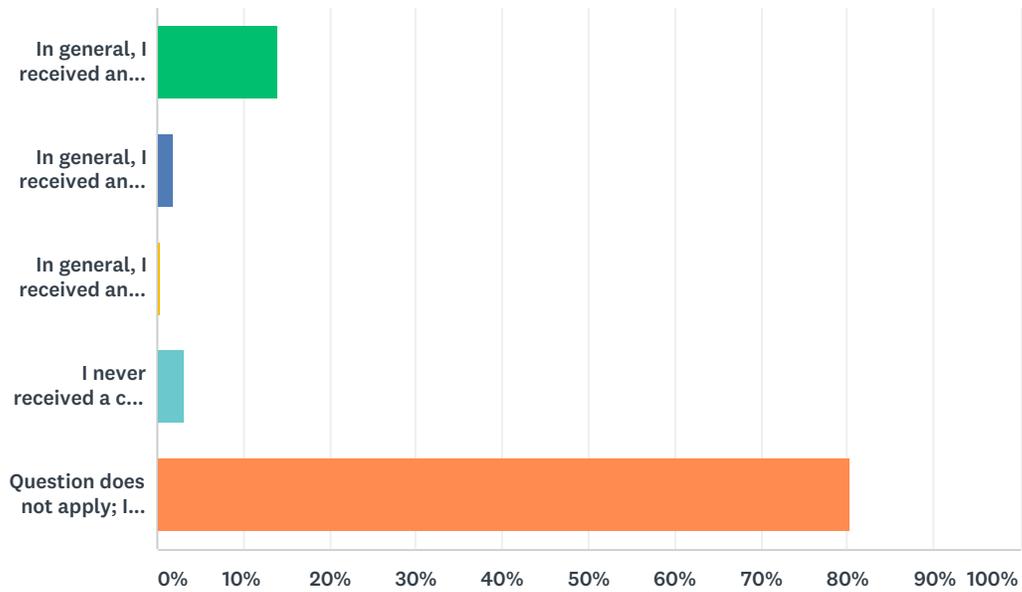
ANSWER CHOICES	RESPONSES	
In general, I received an initial call back or email response within one business day.	14.11%	59
In general, I received an initial call back or email response within two to three business days.	1.91%	8
In general, I received an initial call back or email response in greater than three business days.	0.48%	2
I never received a call or email response from the FSAA Service Center.	3.11%	13
Question does not apply; I did not contact the FSAA Service Center.	80.38%	336
TOTAL		418

Q40 Information collected from this survey will be used to improve administration resources, training, and other areas of the FSAA–PT program. The text box below is for educators to provide feedback on any general, student-specific, or item-specific considerations. Please limit your response to 100 words.

Answered: 197   Skipped: 365

#	RESPONSES	DATE
1	Video presenter voice: TOO well-modulated=nap time. TMI; simplify the graphics. Way too many stories in ORAL LISTENING COMPREHENSION test—seriously is not a 'reading test' by any means. SHORTER passages=same results. Ludicrous-page after page after page after page. Math test? Not much applied to real life skills. Scatter plots? Useful? Not. Real life skills-few in this rather obtuse test. Test writer-infinity for 'tails to the right/tails to the left'? Telling time, making change, following directions--necessary skills to succeed in the real world, not right-skewed distribution graphs. And we get limited to 100 words here…SMH.	5/7/2018 4:55 PM
2	Very hard to have to scan items and upload to the system.	5/7/2018 3:17 PM
3	The help line was not helpful. The district had to restart a student for the response section and it delayed me a day. I would like to be able to be restarted faster.	5/7/2018 10:05 AM
4	I like the fact that we are testing our IND kids , But it is very hard to test and not have sub to teach while we are testing for the other students not testing.	5/7/2018 9:50 AM
5	none	5/4/2018 3:41 PM
6	I had difficulty hearing some of the presenters for the training modules. The female's voice was too soft and gentle. Would have been great to use for falling asleep at night. I turned my volume fully up on my computer and it was still too soft. I recommend it be re-recorded.	5/4/2018 2:54 PM
7	Please for the future try to make sure the sound/volume is clear and concise. That was a major problem. Thank you!	5/4/2018 2:32 PM
8	The questions need to be written above the answer choices so that the question is visible at all times, just like the answer choices. There were too many wordy graphs and charts. This format makes it too difficult for the student to extrapolate the information. It would be better to make more questions to test their abilities rather than clutter content in a wordy graph.There was one graph that used the word "increase". Both x and y sides increased, the question was confusing and not fair. The teacher test booklet needs to be more user friendly. A tent type of set up (an object that interchanges with all test response booklets) needs to be provided so that the teacher can mark the student response without trying to conceal the next questions. It would be helpful if the student progress indicator showed actual progress on the screen. When submitting the writing prompt uploads, should only the final draft or the outline and final draft be uploaded?	5/4/2018 12:55 PM
9	I feel the teacher they are using for our testing site should be a trained administrator assistant principal over our FSAA or any other testing not a certified teacher they assign. Just a concern!	5/4/2018 12:22 PM
10	i wish that there was a pop up box that warned about submission of tests INSTEAD of just warning on page. a box that teachers would need to click.	5/4/2018 11:18 AM
11	Been doing it for a while so I'm familiar with the procedures. Knowing what to sign and don't sign is helpful, allow writing to be involved with picture drawing as my students have difficulty with writing skills.	5/4/2018 10:07 AM
12	I work at a center school in the panhandle of Florida and it would be fabulous if Datafolio training were provided in a closer and more convenient location. We have lots of teachers at my school that would love to be trained but who are unable to travel. We have a good number of students who would be much more successful with Datafolio rather than taking the FSAA. The video for Training Module 4 was terrible produced. The sound was so low, I had to wear headphones to be able to hear it. Upon thinking it was my computer's issue, I asked some colleagues and they reported the same issue.	5/4/2018 9:21 AM

13	The content is extremely difficult for my students.	5/3/2018 10:55 PM
14	Again, I would prefer to give this assessment rather than the Data Folio. Data Folio is too time consuming to make up a test, give it, scan it, transfer it to a PDF form and upload and grade responses. All state assessment materials should be pre made and provided to teachers to administer.	5/3/2018 9:55 AM
15	We had alot of training and everything went very smoothly.	5/3/2018 7:37 AM
16	Train administrators on the importance of the FSAA. We need the support from administrators!	5/3/2018 7:15 AM
17	It was a very well prepared test.	5/2/2018 4:29 PM
18	NA	5/2/2018 4:27 PM
19	Some students were able to reach the independent level on some questions just because they chose the answer that was in the same location (example - far right) when I knew the student did not have knowledge of the correct answer of the subject matter presented	5/2/2018 4:20 PM
20	I had to break it up a lot, due to the length of the passages. I did find that it correlated to the state standards, better than I thought it would. I was impressed with this test. I wish there was something in the middle of FSA and FSAA though that better met my kids needs and showed all my students growth.	5/2/2018 3:19 PM
21	Test is too long, too difficult and inappropriate for many students with significant cognitive disabilities. It does not best reflect their abilities.	5/2/2018 2:28 PM
22	The FSAA is a complete waste of time with my student population, severely intellectually and physically deficient. I hope one day somebody reading this will realize that.	5/2/2018 1:39 PM
23	No suggestions	5/2/2018 1:22 PM
24	There is a lot of paper. Reduce the paper. Allow teachers to enter responses in without having to pencil them in first. Too many envelopes, cards, plastic wrap, paper is unnecessary and costly.	5/2/2018 1:16 PM
25	When the first paragraph or first couple of sentences are read in Task 1, do you have to repeat that part again for Task 2 when it tells you to read the entire passage?	5/2/2018 12:56 PM
26	The training modules were very hard to hear and listen to. The voice was monotone and I could barely hear it even with my volume turned to the highest level. Other than that, administering the FSAA was a great experience.	5/2/2018 12:47 PM
27	More practice materials for the open response writing portion of the test. To practice with my students, I had to find my own passages, create the template and communication board.	5/2/2018 12:45 PM
28	On the Biology EOC, there was a question about movement. The answers had the words movement and activities regarding the cell. Unless specified, my students seem to think "movement" and "activity" are synonymous. A good portion of the test-takers got it wrong due to the similarity and ambiguity of the word activity. Moving forward, maybe that word can be replaced with a word indicating what the nucleus does.	5/2/2018 12:24 PM
29	I was pleased with the ease of submitting answers. The screen moved quickly from one question to the next.	5/2/2018 12:04 PM
30	N/A	5/2/2018 10:15 AM
31	It was very clear and understandable.	5/2/2018 8:29 AM
32	Results are meaningless, a huge waste of time and takes away valuable instruction from our students. Any quality educator would be outspoken about this.	5/2/2018 8:25 AM
33	I think that the FSAA-PT and Datafolio should not have the same timelines. If you have students who take both it is difficult to manage. It was very easy to enter online responses for students. It is helpful to have the online manual to refer to as needed and the modules. I also find it helpful to have a hard copy to use as needed.	5/2/2018 8:16 AM
34	Everything went well. the only thing I would change is actually releasing module four of the training tutorials on time so teachers could start testing on time. Thankfully I only had 3 students to test and was able to complete everything on time despite being unable to complete my modules in the allocated time frame.	5/2/2018 8:15 AM
35	Please upload students PDF version FSAA scores on FOCUS SCHOOLS portal and or FLDOE SSO in students tap in order for teachers to print and file in students cum file.	5/2/2018 8:10 AM

36	It is difficult to assess progress of students with severe developmental challenges in advanced general education courses such as Algebra. As a professional with 3 advanced degrees and almost 40 years in the profession, it seems as though the emphasis on standardization and achievement detracts from the mission of special education for these learners.	5/2/2018 7:46 AM
37	I think it is ridiculous that we had to code the writing portion of the FSAA. That should be left to the scorers. It is also ridiculous that the whole process isn't a scan tron that we just submit, that teachers are expected give and score and submit all entries. General education teachers do not have to do this. We do not get paid extra, yet we are burdened with more work for a test that NO PARENT or STUDENT with special needs even cares about or is even relevant to. This test is meaningless to all students involved.	5/2/2018 7:41 AM
38	Biology test is not appropriate. Expounding your pro life religious bias is to be done in church not in public school. Our US Constitution not the Trumpite religious right establishes a separation of church and state which you also did not cover in the US history test. Who is writing these test, the NAZIS!	5/2/2018 7:41 AM
39	has greatly improved!	5/2/2018 7:11 AM
40	Module 4 release sometime in February should not mean Feb. 28.	5/2/2018 6:21 AM
41	yes	5/1/2018 9:16 PM
42	No Response	5/1/2018 6:52 PM
43	I thought online was very user friendly and easy to submit answers and complete assessment. Trainings were easy to understand and very helpful to see the modules as a refresher.	5/1/2018 6:39 PM
44	Thank you for all of the teacher time respectful changes! Please do not close the testing window for Datafolio and Performance Task in the same week in the future. Keeping up with the different processes for submitting responses/data, the differences between the AVS & FSAA Online system expectations and many 'other' responsibilities for teachers proved to be a challenge for many. In reasons not assessed, it would be helpful to include something like, "Testing Attempted, Student Refused to Test	5/1/2018 4:11 PM
45	It would have been beneficial to have a paper copy of the Online guide to submitting student tests. I used the portal, however, I work better with paper copies.	5/1/2018 10:56 AM
46	none	5/1/2018 8:12 AM
47	Question # 17 in the survey is not really clear. Last year we had more time which enabled me to test my students when they were focused and ready. Also, it helped me plan my day better. This year the window was tighter and I had 4 more students than last year so I had to test when students were not at their best and some struggled with it. In the training I have taken we are told to test in ideal or the best conditions, the shorter window did not allow for that.	4/30/2018 4:05 PM
48	Update Requests that go to SLCs should also go to AAC. Some sat for a long time because the SLCs don't have the time to check in daily. Teacher submitted Update Request to "reset" a test but the SLC wasn't able to reset it (should also come to AAC). Teachers don't understand the different Update Requests" and which ones escalate to AAC and which stay at the school. When I submit a General Update Request it does not show in my list of Update Requests until it is returned-it would be nice if some kind of marker was there to remind you that it was submitted. Transfer requests show as Update requests and cannot be marked as "resolved" when they are "accepted by the district. Keeps my number high and I always think I have something new in the que. As AAC I could not filter to export just one school or a group of schools, i.e.: elementary and middle only, or high school only. The sound quality on the Online Modules, especially Module 4 was poor. Module 4 was almost impossible to hear. We worked with our IT department and MP and they could not fix the issue. All other websites, videos, sounds worked fine EXCEPT Module 4. Many teachers complained that they could not hear it. Some of them are speakers of other languages and had a very hard time. The speaker talks very softly, very fast and has a monotone voice. We need more practice items! 2 items per content area is just not enough. The students need practice in sitting and participating in at least 5-6 items at a time and the teachers need to practice having a smooth flow from item to item. This year we did not even receive new practice items...they have used the ones from last year. The assessment should be made accessible on the computer for students that access their instruction electronically.	4/30/2018 4:04 PM
49	The system is inefficient due to the differences in how students responses are recorded. The online system looks very different from the test booklet, rather looks like the response booklet when giving the test. It makes it more time consuming to enter the tests when all parts don't appear the same.	4/30/2018 9:46 AM

50	When presenting the choices for the online data entries, please add the letters A) B) C) D) this is how they're presented in student answer book.	4/30/2018 9:43 AM
51	Shorter tests	4/30/2018 8:31 AM
52	Online module 4 occurred a problem multiple times during my test. Therefore I needed to start the test over.	4/29/2018 8:06 PM
53	A lot of the writing/reading passages and questions used vocabulary that was much higher than student cognitive levels. Some questions were too wordy.	4/29/2018 2:44 PM
54	The training was helpful, but the practice at the training was confusing. However, I got the hang of it while giving the actual test. It was very difficult not having a sub though.	4/27/2018 8:17 PM
55	I teach a low functioning IND class. The questions asked are ridiculous! Much too high for my kids. My students function at around a 16 month old level. Would you ask a 16 month old to find the plotted y axis? It's a waste of time for the student and teacher.	4/27/2018 7:35 PM
56	Make the item display small enough that scrolling isn't necessary. Give scratch paper. I think the question was what the perimeter of a 2 by 3 picture is. Students taking FSAA might need to work that out. Add a sign like' go to the next item' in the scaffolding box on session 1. There was a reminder to give all tasks on session 2 but no reminder for session 1. This survey is a bit long.	4/27/2018 3:51 PM
57	My concern is for students with limited cognitive abilities who are in no way prepared to take certain tests because they simply aren't at a level that's congruent with a test that's administered.	4/27/2018 1:03 PM
58	It would be very beneficial if the one sided materials had the session and item number printed on the material to be cut out. It took several hours to label every piece, cut it out and implement an organization system to ensure ease of use during testing. Having the items pre-labeled would be a huge help.	4/27/2018 11:30 AM
59	I administered 24 student test for higher functioning students. Many of these students had the same test with the same form numbers - especially ELA. I think maybe for the higher functioning students an allowance of reading the passages with a small group of about two - to - four, with the assistance of a proctor (similar to mainstream ESE practices) may help decrease the time needed for testing, as it took me almost the entire month of April.	4/26/2018 5:02 PM
60	If different teachers are on record for different subjects, the complete status is not filled in until all teachers have entered their test answers for their student. This indicator does not apply for each teacher is this situation. Therefore, it does not provide useful information.	4/26/2018 1:21 PM
61	This survey is too long.	4/26/2018 12:11 PM
62	Would appreciate more precise feedback, additional video examples that demonstrate effective teachers completing various grade, course & ability level for questions & writing prompts. Would like workshops that spend more time training teachers to create materials when necessary and further practice giving the assessment of all topics. An increased number of previously used questions & practice materials that demonstrate effective practices of varying needs, levels, & subjects.	4/26/2018 10:44 AM
63	Went very smoothly with all my students	4/26/2018 9:02 AM
64	My only input regarding what might be improved is that the speed of the program to refresh from one item question to the next being entered could increase. The wait time necessary between each item entered was a bit frustrating.	4/25/2018 12:22 PM
65	The video modules were very difficult to hear (even with a head set on). I had the volume at the highest it could go and couldn't hear the modules very well. My experience from the past and reading the text and the visuals on the modules helped me prepare for the assessment this year. Other teachers informed me that they had a very difficult time hearing the videos as well.	4/25/2018 12:22 PM
66	Please consider making this test computer based. My students are used to being tested on the computer, through Unique Benchmark Assessments, pre/post checkpoints. The time it takes to transfer the response booklet takes away from precious teaching time with my students.	4/25/2018 12:06 PM

67	Consider IEP Instructional and Testing Accommodations: Questions in the Test Booklet (in bold) - should also be available for students to read in their Student Response Booklet - otherwise, assessment is very auditory based. Gen ed students taking the FSA, with IEP accommodations, can listen to text by clicking on the 'speaker icon' and read text. Some of the FSAA questions / instructions in bold can only be read to students are quite lengthy, but as appropriate, a student should be able to read along as well as a teacher reading aloud. Students only have the opportunity to listen, not read questions. We teach our kids to use close reading strategies, to include the passage text and questions - it is also about meeting IEP testing accommodations and giving students the opportunity to show what they know to the best of their abilities. Also, an online testing option, with audio, would be beneficial to many students, as is for gen ed students. Thank you.	4/25/2018 8:03 AM
68	No response option should be included as a choice when entering student responses rather than just moving to the next item. It was some what confusing when reviewing student responses and I would have liked to see it clearly indicated that the student did not respond to a question.	4/24/2018 5:57 AM
69	I teach non-verbal students with severe cognitive disabilities. I used single sided materials so that I could provide them with the mode of communication we use daily in the classroom - a low tech voice output device (big mac, twin talk) with a picture affixed. Much of the test did not lend itself to this mode of communication as there were sentence strips and all others shapes of response options. The test was incredibly long for my students. It took me 4 weeks to test 3 students. So, my primary feedback is the test is WAY TOO LONG!! I feel like my students lost a month of instruction. It was also a mess to cut out and manage all those pieces.	4/23/2018 4:04 PM
70	The only thing I might change is on the page where you see the student list, it might be helpful to tweak the column that states "in Process" or "completed" or checkmark. At times I would get confused because I had finished entering the responses for a student and it still appeared as if it was not completed, but I realized it was because another teacher had not entered their responses for a separate test for the same student.	4/23/2018 2:25 PM
71	You really need to limit the reading in the ELA; my students (ASD, InD, OHI, and vision impaired) cannot process the amount of material required to answer the questions. Either they tune me out and guess, or, as one did, sat there and recited over and over as I read, "Oh my God!" indicating that he cannot stand to listen to the reading. Also, I took a very forceful elbow to the diaphragm and left rib, without precursor, which left me not only hurt and sick feeling but ended the session for that day. Then, I was in pain during the week end, and had to engage with him again to finish the test. The amount of reading you require us to do for these tests for Access students is WORSE than the FCAT ever was!!! My other students have lost a month's worth of instruction! It would at least be somewhat better, to input answers on a computer based assessment; the Unique curriculum assessments are completed this way. Please, get some sanity and change this assessment.	4/23/2018 2:13 PM
72	It would be very helpful if we could administer the test online so that we do not waste time administering it with the student and then entering the same response online. The scaffolding feature online is very helpful also online. If we could administer this test on a touchscreen tablet or laptop it would save so much time.	4/23/2018 1:10 PM
73	N\A	4/23/2018 12:20 PM
74	The questions (the part the teacher would read to the students) and the student passages WERE WAY, WAY TO WORDY FOR STUDENTS WITH AUTISM. Since one of the characteristics of students with autism is difficulty with receptive language, the more wordy something is, the less students can understand it. My students would have done better with shorter, to the point questions. If you want to assist students with autism - say it with as few words as possible!	4/23/2018 11:32 AM
75	1) Module four: the volume was to low and it was extremely hard to hear the presenter. 2) Questions should be printed on the student response, not all students do best with audio. Some of my students are able to read questions and do better when they can read the question themselves, instead of hearing them. 3) Not sufficient practice materials for the grade levels are available to practice with. 4) Many higher tier 2 and 3 questions are two wordy, especially in math. Students lose focus on these questions. 5) administering the test and entering the test should all be done on the computer. This would save time and decrease the loss of instructional time due to testing.	4/23/2018 11:22 AM
76	No concerns. Modules were very helpful.	4/23/2018 10:21 AM
77	I feel that this test can be biased and have actually seen it given improperly. I have been teaching for many years and feel that most of these students require/need functional skills way more than academic.	4/23/2018 8:31 AM

78	I think it would be beneficial for a communication board to be pre-created for the writing portion of the ELA assessments. I also think that the questions for each item should be printed in the booklet so that the students can see and follow along. Many students forget the question by the time I am done reading the answer choices. Many of the answer choices are very lengthy.	4/20/2018 2:26 PM
79	Please, please have some people that actually work with students with significant cognitive disabilities help with the questions/ terminology used (and development of a "meaningful" assessment). Many times it was hard enough reading the question to the students, much less students with cognitive and language disabilities being able to follow along. Examples include: ELA (high school) questions on active and passive verbs, biology questions using a archaic terms instead of something "real life". And the math...not relevant to the their actual lives.	4/20/2018 11:56 AM
80	If we are going to be required to give FSAA ELA and end of course exams at the high school level, the EOC's should be given on a computer instead of one-on-one as an oral exam. I have spent three weeks out of the classroom (in my walk-in closet) giving exams, without a substitute for the class. I tested 4 students on the 10 grade ELA, 15 students for Biology, and 13 students for Algebra. For my students, who are exposed to a much more rigorous curriculum than is tested on the EOC, a multiple choice computerized exam would have been much more appropriate. That would also allow the EOC to be given later in the school year so that we could cover all of the curriculum. The verbage on the Algebra EOC was very difficult to understand for our students. Due to the complexity of the concepts in the Algebra curriculum, more test questions should involve the Essential Understandings rather than the Algebra vocabulary. In order to complete the class portfolios, teachers need a list of concepts covered on the EOC's at the beginning of the year.	4/20/2018 11:27 AM
81	ELA: I am not sure why there needs to be cut outs and strips! This is confusing and distracts the student when the administrator has to fumble through to make sure the cutouts are the correct ones. ALGEBRA: This test is absurd! These students are supported level with intellectual disabilities. I counted one question had 139 words to be read BEFORE the question. What student (IND or not) could pay attention to 139 words? THEN...there was a question that had 107 words AFTER the question. WHAT?? As an educated person, I couldn't even remember what the question was!	4/20/2018 10:53 AM
82	The administrator training videos were painful to complete. I am an adult and don't need games and songs and such, but there has to be a better and less dry, boring way to do it. Just because we have to watch hours of videos doesn't mean we should suffer.	4/19/2018 3:02 PM
83	I administered the Biology and ELA for 9th/10th grades. The Biology test was fine but the ELA tests were too complex. I believe that they need to be about half as long as they are. I did enjoy the addition of the writing section, but combined with the rest of the test, the assessment took 2-3 hours. That is a strenuous day for the students.	4/19/2018 2:25 PM
84	As the teacher of the students we know them pretty well. On a few occasions a couple of my students guessed and they got it right - but the reality is - it was just a lucky guess.	4/19/2018 12:17 PM
85	I called several times to discuss an error in the Grade 5 Science portion of the test. It has been a while since I assessed my student and my materials have already been mailed back, but the error was with Session 1 Science, Item 10, Task 2. There were three graphs with plants labeled A, B, and C. However, the question response cards were labeled A, B, and F. The student was asked to choose which graph had the tallest plant, if I'm remembering correctly. The script had the same issue - the teacher reads verbatim that the plants are labeled A, B, and C. Then it tells the student to point to A, B, or F. Fortunately for me, my student chose the correct answer (B), so it wasn't a problem. However, it would've been a problem if a student questioned the teacher about there not being an F. FSAA doesn't normally try to "trick" students by giving them an answer that is not there, so I don't think it was intended. Hopefully, someone will look at this item and correct it for next year. Overall, the test was a positive experience, as in all the years I've administered it. My only other complaint was the volume of the training videos. I would greatly appreciate improved videos with better and clearer sound. The speaker's voice was somewhat muffled.	4/18/2018 4:40 PM
86	My students are non-verbal and do not write. I used picture symbols for the writing portion. It would be helpful if picture symbols were already available to download instead of having to find the pictures on my own. Some of the pictures were difficult to find and some words have multiple symbols. I think it would make more sense for the picture symbols to be made and available for download so that there is no confusion and all students have the same response options.	4/18/2018 1:08 PM
87	A video detailing exactly how to repack the materials to return after testing would be very helpful.	4/18/2018 8:22 AM
88	Graphing questions were too long. Most of these students have language issues so questions really need to be short and to the point.	4/18/2018 8:09 AM

89	Nearly all of my students would be able to take the test on the computer and choose their correct response, it would be much more time efficient to allow the students who are able to submit responses independently to do this while the teacher just reads the information necessary if it can't already be recorded into the system. Multiple students could then be assessed at one time and it would eliminate the teachers need to submit the responses of the students. All middle schools this next year will be one-on-one device schools where every student is expected to use laptops and will have one every day. Testing could then be completed in many less days and student's could then continue to receive instruction by a qualified teacher after. Also I only have 6th grade students in my ESE self-contained class and would appreciate having more materials to practice the benchmarks with. Two per subject area each year is not enough. Also more details regarding the benchmarks assessed would be appreciated, the only time I get a really good idea about what I needed to teach regarding the benchmarks is during the test window, when the benchmarks are presented at a much lower level then I thought while teaching, more information regarding specifically what to focus on would be appreciated.	4/17/2018 3:06 PM
90	I cannot believe that the pictures that are needed for the writing prompts are not included with the testing materials. I had to ask someone else to make the pictures for me as I do not have access to Boardmaker. I'm offended that I am asked to make these pictures for my students but a Gen. Ed. teacher would never be asked to provide his/her own materials for a test they are forced to administer.	4/17/2018 2:54 PM
91	Creating the pictures that are needed for the writing prompts but are not included with the testing materials was very problematic. I have Boardmaker program, but many of the vocabulary words are not on that program. This had an affect on which vocabulary words my students were able to use. I wonder what would happen if a Gen. Ed. teacher was asked to provide his/her own materials for a test they are forced to administer. The variability of photos used would reduce the reliability of the results since every teacher would potentially use different pictures. I also found it very time consuming to come up with all the objects since I have students 3-7 in my participatory classroom.	4/17/2018 2:52 PM
92	I found that when I read the prompt to some of the students, they seemed to lose focus because some of the teacher scripts we rather lengthy.	4/17/2018 2:08 PM
93	Additional practice resources are always appreciated. On some math problems, the script is very "wordy". This can cause the student to miss or forget the overall question by the time the teacher finished reading the script. An effort should be made to streamline the scripts and the question should be repeated at the end.	4/17/2018 12:27 PM
94	The lady doing the video training was to soft spoken. I could not hear her well.	4/17/2018 12:16 PM
95	I cannot believe that the pictures that are needed for the writing prompts are not included with the testing materials. I had to ask someone else to make the pictures for me as I do not have access to Boardmaker. I'm offended that I am asked to make these pictures for my students but a Gen. Ed. teacher would never be asked to provide his/her own materials for a test they are forced to administer. I would think since I have to administer this test to students who are in a Participatory class that this lack of materials needed for testing purposes is in violation of The Americans With Disabilities Act.	4/17/2018 11:49 AM
96	This takes us classroom Teachers away from our daily instruction for a long time. I wish we could use help from Para's to help administer the test.	4/17/2018 11:20 AM
97	none at this time	4/17/2018 10:41 AM
98	As an AAC, I wish I had a way to know if a teacher has logged on to the system to verify their students. Again this year, I had teachers wait until the very last day of the window to log in and upload student responses to the assessment. I had no way of knowing that they had not even logged on or verified their student list until they contacted me with problems. I also had many reports that the scrolling option was not clear on many of the screens...for example, it was not obvious and clear that the teacher could scroll through a list of reasons not assessed...the teacher kept telling me the reason not assessed that they needed was not available to them. Also, three teachers in my district did not see that the last page of the ELA assessment was scrollable and did not submit the writing sample as they thought it would be on the next screen after clicking complete. Only after they clicked did they realize that the writing was to be submitted on the last, scrollable screen, but did not see the information to upload on the last screen because they didn't notice that they had to scroll down. Making the scroll option more clear, or putting a notice at the top of the last page of an ELA assessment to ensure they upload the writing sample would be helpful. Thanks for all you do to help us succeed!!!	4/17/2018 10:26 AM

99	I have to say that this test simply is not an appropriate tool to use with a student whose IQ falls between 30-50. The questions asked are not relevant to their life. The test is much better used with the higher functioning Intellectually Disabled students.	4/17/2018 8:06 AM
100	The FSAA Writing prompt 2 is not a fair way to administer a standardized test. Each teacher comes up with their own pictures, symbols or sentence strips to give to their students. Who knows what choices are given or if their is even a wrong answer choice. The teachers can also manipulate the answer that the students chooses. Example: If a student mostly picks the last answer choice, the teacher can put the correct answer in the last answer choice place so the student gets the correct answer. I do not agree with the way writing prompt 2 is given to these students.	4/17/2018 7:54 AM
101	I find this test to be very time consuming and forces me out of the classroom for an extended period of time. I feel that the online score procedure needs to be re-thought. It is very time consuming to enter in all of the student responses. Teachers who teach regular education are not spending hours imputing their students responses.	4/16/2018 11:16 AM
102	I do not like the format of the Open Writing Response. Since teachers must prepare these materials themselves, there must be a huge difference in the quality of outcomes. I don't see how this could possibly be part of a standardized assessment. The state should provide us with communication boards or visuals to aid in this part of the assessment, so everyone is using the same materials. I found some of the math assessment explanation too wordy for my language impaired students. Particularly the verbiage describing the line plot graphs (at either 3rd, 4th or 5th grade level). It was silly for me to have to have some of the physical materials to show students - on one of the items I had to put a pencil, a cup and a dime on the table. This could just as effectively been put in a graphic. Also, there were instances when I had to put out cut out cards on the table for the students to look at while I was reading a story or for the students to point to in order to answer. Even one of my students asked why they had separate cards and didn't just print the pictures on the page.	4/14/2018 10:48 AM
103	Not advised of mandatory teacher gathered materials for sections of the test Need more examples of administration of writing prompt 2; correct example in the training video-student gave teacher correct response-then the teacher asks for more student responded w/more rendering the answer incorrect. There were items tested that were not on the blueprint and are not even standards for those grade levels. Update item not user friendly.	4/13/2018 2:53 PM
104	My school was in need of testing materials and it took almost 3 weeks to receive the materials. We were finally able to pick up the materials April 11, 2 days before all testing needed to be completed and entered into the system. Material pick up is very inconvenient. Materials should be delivered to the schools. Personnel is not reimbursed for gas or tolls, when having to pick up materials. Testing results should also be on a scan tron sheet so that test can be scanned and automatically entered, instead of manually placed into the FSAA system. Students are loosing class time with their teachers because of giving and then inputting the test.	4/13/2018 2:18 PM
105	On the 8th grade math assessment at the task 2 and task 3 level on some graphing items, my student had difficulty remembering the question that was buried in the middle of the descriptions of all of the explanations of the graphs that were used as answer choices. Also, the wording on the graph descriptions is too long unless the student is visually impaired. Most teachers I know do not say that a graph increases to 10 by units of 1. Get teacher feedback on the terms they use the most and incorporate those into the graph descriptions, if necessary.	4/13/2018 12:12 PM
106	The test is too time consuming. Teachers should not have to administer the test, then input all answers again online. The students should be taking the test online; even students with eye gaze are able to gaze at the computer screen. Many of the stories continue to be the same stories for ELA and do not the students interest. Some of the item one questions in math and ELA are at a higher level than they should be.	4/13/2018 10:31 AM
107	N/A	4/13/2018 10:18 AM
108	Module 4 training was nearly completely inaudible. I could not hear anything even with the volume on my computer up to the highest. I had to put my headphones into the jack, with the volume all the way up, and it I could still barely hear anything. Also, I am questioning the validity of item 3 for each question. It seems that each item 3 has no pictures, and is requiring the students to make their choices based solely on remembering what the teacher reads to them. It didn't necessarily seem to be a true hierarchy of questioning, only removing pictures. 4 out of my students are non readers so they were not able to answer item 3 correctly, when maybe they would have been able to if there were picture prompts.	4/13/2018 9:33 AM
109	Please give more information about post assessment directions.	4/13/2018 8:02 AM

110	too much instructions and information, but is less to manage in actual.	4/12/2018 10:51 PM
111	Let's not test students that are at an IQ of less than 50!	4/12/2018 7:18 PM
112	When we going to have the test answer directly on the computers?	4/12/2018 6:26 PM
113	Would prefer student responses to be on a bubble in response sheet that administrators could scan answers and upload to computer.	4/12/2018 5:34 PM
114	I feel that filling in the student's response in the answer booklet is a waste of valuable time. This portion should be omitted and instead the teacher should sit in front of the computer with the student and enter their response online directly. This would also provide our visual learners an opportunity to view the questions and not just hear it read to them.	4/12/2018 4:12 PM
115	Scheduling the testing window to include Spring Break caused some issues with time management as well as regression and behavior. Also, I don't understand the purpose of manually filling in the bubbles when we could record student responses directly on the computer and save time. Also, the computer automatically scaffolds the questions reducing user error. Finally, it would be helpful to receive pictures for nonverbal students for the Writing Prompt. It was difficult to find pictures with words to go along with the passage.	4/12/2018 3:39 PM
116	To go over the responses, it would be nice to start from the beginning, not one at a time, both ways to the start, and then to the finish!!	4/12/2018 3:20 PM
117	My only concern was time. Module 4 was late getting on line, our spring break was in the window of testing and this all was a major area of concern. I knew I had 2 students not in the system and for whom we did not order materials, so I was worried about time. It all worked out though.	4/12/2018 3:20 PM
118	It would be nice if you could have the vocabulary words cut out like the template for the students to use more easily.	4/12/2018 3:13 PM
119	Very concerned my students open response wasn't submitted. I have a lot of trouble getting it to show up in the system. I truly hope it was there and they can be graded.	4/12/2018 3:08 PM
120	The volume on the modules was very low and sometimes hard to hear.	4/12/2018 2:47 PM
121	Many times throughout the test it seemed to be more focused on listening comprehension within the answer choices and not assessing the students cognitive ability to make a selection based on a given story or question. For example, giving a question pertaining to fractions but the prompt specifically asked for a " fraction of a puzzle" and the other 2 choices were nothing about a puzzle. The student only had to hear "puzzle" to choose the correct answer. Also, some students are able to read the text independently or share the reading with the teacher. Is this an option for next year? Can the students see the questions as they are being read? Due to their low stamina the script is long and wordy.	4/12/2018 2:43 PM
122	I did not know what to do with the students writing. He used pictures to write his paper, so I put the whole thing in with the other ELA materials.	4/12/2018 2:40 PM
123	The only issue was uploading Writing prompt 2 student responses. The scanned appeared under preview after uploading, however, when pressing next and then just to make sure it is really uploaded, clicking previous......displayed nothing under preview. Can it be done in such a way that once the scanned document is uploaded, it can be seen again using previous button.	4/12/2018 2:15 PM
124	Various words students are not familiar with that are unfair to them: *snow (really?). *meter (we use inches). *sneakers (very "northern" term). The training video had massive sound issues. the lady was monotone and you could not understand her due to sound being so low. The cc would not pick up to help the situation. It would be nice (and more efficient) if the A, B, C choice were placed on the computer (by corresponding answer) inputs as they are on the score booklet. Easier on the eyes and the brain for those inputting.	4/12/2018 1:29 PM
125	Please put the address on which to submit the answers of the assessment either in the packet or on the answer form. TAO login FSA	4/12/2018 1:12 PM
126	I found the teacher script for the Math portion was too long. After reading the script to the student I felt that they forgot what I asked them.	4/12/2018 1:11 PM

127	Every person with whom I had contact relating to the test was very friendly and professional, both locally and at the state level when I had a question. However, in my opinion, this continues to be a major waste of time, at least for the population with whom I work. With the writing portion of the test, it would be helpful to have lines for the "outline" portion for the students to use to write their responses. No sub is ever hired for my class, so for several days, the class is taken over by a para who is not even a full-time employee. In this case, it is a long-term sub. A very nice individual, and qualified for his job. But his job (and his paycheck) is not to teach my class, with all of the dangerous behaviors included. He does not have the experience for this, and I would not expect him to. So for several days, behaviors are very different, lesson plans can't be followed, and all of the students are thrown off. It is insulting that, year after year, all of us take on a clerical roll of entering student data. I can't possibly imagine another group of teachers, other than ESE being required to do this. I don't have a Master's and a million year's experience so that I can become a data entry person. I'd prefer to teach.	4/12/2018 1:03 PM
128	When imputing the scores I had to log out because the screen would freeze up. Have the system not freeze up would be helpful.	4/12/2018 12:55 PM
129	Liz Lewis was great! I had a glitch with my form on a child, and she answered me promptly and reset the test immediately and solved the problem. Thank you so much for her expertise.	4/12/2018 12:53 PM
130	Everything was very easy.	4/12/2018 12:53 PM
131	1. The testing window needs to be longer. At my school we test students who take days for each subtest. We need to make sure we have enough time in case they are absent, or having a bad day. Plus we all teach 6 classes a day, so teachers depend on each other to cover classes to get them done. On top of that IEP's for the month of April are always increased because of 9th graders. I feel like my kids lose so much instructional time during testing. 2. The Algebra 1 EOC was very wordy. The question was asked in the middle of the script, and by the time you are done reading the script, they have forgotten what the question was.	4/12/2018 12:25 PM
132	1. please add A B C to the on-line entry screen to match answers 2. the explanations for Algebra are long and confusing. Do they need all that info, we're testing it, not teaching it. 3. there are a few questions that we do not read the answers to the students. Is this an oversight? It's confusing because other times you state specifically NOT to read the answers 4. print the questions on the student response book. the higher level kids really can read and this would help them. 5. do real live classroom teachers vet the questions? some just plain old don't make sense 6. TURN UP THE VOLUME ON THE TRAINING VIDEOS!!!!! WE COULDN'T HERE WHAT THE HECK WAS BEING SAID. 7. remove all alliterative phrases from text, they are tongue twisters for us.	4/12/2018 12:25 PM
133	The questions to each item should be in a simpler manner and no to long. Direct questions.	4/12/2018 12:04 PM
134	Training module need to be improved. Entering information was tedious, could we enter information into the computer as we test?	4/12/2018 11:54 AM
135	I found the online tools extremely accessible, especially for training purposes.	4/12/2018 11:48 AM
136	When entering student responses, it would be helpful if answers were marked A,B,C etc instead of just the words.	4/12/2018 11:47 AM
137	The test is extremely time consuming. It would be beneficial if I was able to get a sub to compensate for the large amount of time I am out of the classroom. It would also be helpful and save time if I did not have to submit answers into the computer after writing the answers in the test booklet. It seems redundant to submit answers twice. Using only the paper based answers or only computer based answers would save a large amount of time.	4/12/2018 11:43 AM
138	-Need a reason not assessed for students that "opt-out"	4/12/2018 11:28 AM
139	I would like to see changes on the writing prompt 2, I wish the vocabulary cards were given to us in the format the test is designed so the pictures presented match the rest of the test . I also would like to have specific directions and how to present it to students.	4/12/2018 11:15 AM
140	I would like to get more information on the type of questions. How and why they were generated.	4/12/2018 10:49 AM

141	-Reading passages were too long, especially one pertaining to the Pony Express. It was too much information to take it. -Please change the stories, I've been reading the same stories for 5 years. -Questions should be printed on the test booklet. By the time I was done reading a passage or reading a chart, the student wasn't able to retain all the information presented and then process the question. -Eliminate the lack of scaffolding on the extra 3 questions. -Make writing passages relevant to the student. The importance of buying locally grown food was difficult for them to understand. Especially when many of our students simply go to a grocery story and not a farmers market.	4/12/2018 10:42 AM
142	The FSAA should be an online test like FSA. We feel it is a waste of money printing test packets and booklets. It is a was on teacher/staff time which is already limited due to the other responsibilities; putting these packets together, fill-out the student's test booklet only to have to input the information in the computer which there is chance for error. Then asking staff to repackage it FSAA for their site. We are in the world of technology as educators we need to start using it more efficiently like the rest of the world. How else do you expect of students to be able to be active in this society.	4/12/2018 10:34 AM
143	I thought the process was pretty straight forward and easy to follow. Overall my experience with the FSAA was great.	4/12/2018 10:25 AM
144	Science: Session 1 Item 10 Task 2--- The choices in the student book was Plant A, Plant B, Plant C. In the test Booklet the choices were Plant A, Plant B, Plant F.	4/12/2018 10:22 AM
145	I spent 7 hours prepping the math and ela test for my student to use via eye gaze on a high tech aac device. And another 3 hours organizing all the materials back together to send back. A way to give this test on a computer or be able to get the test in PDF form where you could then put it in his device rather than cutting up the test and taping it above and below the device to match up with buttons I had to created to choose A B or C would be really helpful. While I understand that my student is in the minority but he is confined to a hospital bed on a ventilator and feeding tube,so questions using things like clothing/shoes, food, places outside, and even a classroom are things he has no or incredibly limited experiences with and had difficulty with.	4/12/2018 10:21 AM
146	This year has been the best for entering answers online or assigning forms. We were allowed a second opportunity before submitting forms.	4/12/2018 10:20 AM
147	I am very happy with the way my students are tested. It is comfortable for them. I believe it gives an accurate measure of their abilities.	4/12/2018 10:11 AM
148	We should be able to enter answers as student is working	4/12/2018 10:05 AM
149	None at this time.	4/12/2018 10:01 AM
150	The Algebra 1 assessment had some questions that were way to long. I also didn't like how the question was asked and then there was a paragraph of information to read after that question based on the response options. I couldn't even remember the question that was asked after I was done reading it all. The passages in the ELA assessments are very long. All of my students had a hard time staying focused and would start to just look around the room. The writing topic for ELA 2 was very vague. The ELA 1 writing topic was good and had then focusing on one thing.	4/12/2018 9:48 AM
151	We do not have enough time to administer the tests and enter them. We are not provided any substitutes.	4/12/2018 9:46 AM
152	N/A	4/12/2018 9:45 AM
153	Geometry EOC was too wordy. My students seemed to be lost on several items before I could get the entire prompt read aloud.	4/12/2018 9:27 AM
154	n/a	4/12/2018 9:18 AM
155	Training Modules are very difficult to hear. This was noticed by several other teachers using different computers. Also, some of the questions with explanations - in all content areas- are extremely lengthy for this population of kids.	4/12/2018 9:14 AM
156	On Module 4, even with the volume up to 100%, I could not hear it!!	4/12/2018 8:45 AM
157	I TEACH USING AN IEP AND MAKING THE LESSONS FIT THAT IEP IN CONSIDERATIOIN OF THEIR DISABILITY. WHILE I INDIVIDUALIZE MY TEACHING TO EACH STUDENT .... NOW I HAVE TO GIVE A ONE TEST FITS ALL. THE TEST IS NOT SUITABLE FOR PMH OR VERY LOW InD STUDENTS	4/12/2018 7:06 AM

158	Shorten the test. It is very lengthy for students with cognitive disabilities, and especially more so for those with autism. Definitely less passages!! I teach in a large HS, had 15 students to administer the reading and writing sections and was basically out of my class for three weeks!	4/12/2018 6:40 AM
159	This was the first time I adminstered this assessment. I was quite surprised how simple it was. But, what I did notice on some of the questions by the time I finished reading the entire question the student became confused and would ask me to repeat the question. Maybe we could try to limit the amount of words that are needed to be used to explain the questions.	4/12/2018 2:25 AM
160	Please check the audio quality of module 4. I could not hear it even with the sound turned all the way up. Very frustrating.	4/11/2018 9:49 PM
161	The computer part was way improved. It was quicker than ever. The online video for training had way too much bass and hiss and the woman did not talk loud enough.	4/11/2018 8:55 PM
162	the only problem I had was the volume on a couple of the training videos - even at maximum, I could barely hear it. I submitted the concern at the time.	4/11/2018 8:36 PM
163	The sound on the modules was very low even when the sound was at its highest.	4/11/2018 6:46 PM
164	The module 4 training was hard to hear. I had to replay each portion 2 or more time with the the volume as loud as possible to hear and understand the speaker. It still was to low to hear at times. That was very frustrating.	4/11/2018 6:02 PM
165	The trainings offered were helpful, not too long, and were easily understand. Each Module was informative, to the point, and not boring. They made my job easier when administering the test. Thank You.	4/11/2018 4:50 PM
166	I feel that this test needs to be a little harder in the years to come.	4/11/2018 4:45 PM
167	I had 11 students to test this year. My students do not test well in the afternoon. This was a shorter window this year and it was very stressful to get it done!	4/11/2018 4:08 PM
168	None	4/11/2018 4:07 PM
169	39 QUESTION SURVEY IS TOO LONG.	4/11/2018 3:51 PM
170	Modules 1 & 4 were EXTREMELY difficult to hear. When entering the answers online, it would help if the answers were listed with a,b,c,d next to them to speed along the entering process. I still wish we could have the option to read the question and answer choices to the students BEFORE and after reading the story or question - this is what Gen-Ed students are taught (and allowed) to do.	4/11/2018 3:41 PM
171	Student answers should be able to be entered into the Online System as we test the student. Taking the time later to input their answers takes up too much time	4/11/2018 3:02 PM
172	I felt as though the Science and Social Studies assessments were basic reading comprehension and not recall of facts or information on specific topics. There were no details. Also, the Math could have been more in depth following the benchmarks that were given. The ELA portion was a little over the top. Going from one section to another and then to the testing booklet was confusing at times. Overall, it was well written and ethnically proportioned.	4/11/2018 2:50 PM
173	Why was it necessary to have the test administrator complete both the student entries in a booklet as well as online? Could not there be an option for some students to complete their entries online and eliminate the written format?	4/11/2018 2:44 PM
174	I think this test is too easy for some kids especially when it is so different from the regular assessments. WE either expect TOOO much or TOOOO little. ESE kids can't catch a break - and if the are IND then all they have to do is point.	4/11/2018 2:42 PM
175	I feel that allowing students to continue to answer Session 1 questions even if they needed scaffolding for the first question gives a more accurate picture of what they know and can do.	4/11/2018 2:28 PM
176	Some of the questions especially math graph related were very wordy. Students got confused by the amount of words spoken before the actual question.	4/11/2018 2:21 PM
177	In general, the FSAA administration was a good experience for my student and me.	4/11/2018 2:15 PM
178	na	4/11/2018 2:13 PM

179	I used the SLC function for our district resource teachers who help support the schools as we are a very large district. Many of them had a lot of schools that they support. When they would send me an update request they were not able to scroll down to the bottom of their screen b/c there were too many schools listed and it would go off screen. Will there ever be a way for AACs to check scores from prior years within the Measured Progress system? Many students move from other districts and trying to find out if they sat for a test and what there score was (especially for graduating seniors) can be problematic for various reasons. Can the term ID number be changed to login or username? The SLCs and teachers seem to struggle with making that connection and we still experienced problems with people trying to login but who had forgotten their ID number/login username. On the login page for the online system is calls for "login" and "password." When an SLC clicks on one their teachers names - it would be more explicit and obvious if the wording at the top left column could say login. We still experienced system problems with it saying "in progress" for students who had all assessments entered and submitted.	4/11/2018 2:09 PM
180	When entering the child's answers into the system I would have like the screen to look exactly like my page that I had bubbled onto. I didn't like how it only displayed the pictures. Because where I bubbled there were words. It could be confusing.	4/11/2018 2:05 PM
181	The test was very good.	4/11/2018 12:51 PM
182	The test questions at times were very confusing to the student. If we truly want to test what they know why are test questions asked with lots of extra information that is confusing for the students. Our population of students are very literal and concrete. I feel that most students taking the FSAA have receptive language issues as well. I really wish the test had straight forward questions at all times.	4/11/2018 12:37 PM
183	Thank you for providing the modules so that we did not have to be out of the classroom for a training. They were a great refresher, and it was helpful to be able to go back and review information right before I entered responses (e.g. how to enter the writing data).	4/11/2018 12:27 PM
184	I would enjoy seeing this test eventually going completely to computer-based format. It would be more efficient. It could be set up similar to iReady. The teacher could sit and help each student. The computer would read the text. It would eliminate further data entry and mistakes.	4/11/2018 11:57 AM
185	The sound on Module 4 video did not work properly. It was very difficult to hear. The reading passages were too long. I would like to see students take the test on the computer in the future.	4/11/2018 11:56 AM
186	There is far too much verbage to be read to InD/ASD students. The lower functioning became agitated.	4/11/2018 11:45 AM
187	The amount of time it takes to give a middle school/high school ELA assessment is detrimental to classroom productivity. The instructor is pulled away from the classroom for significant amounts of time.	4/10/2018 12:29 PM
188	No comment	4/5/2018 11:01 AM
189	N/A	4/5/2018 8:08 AM
190	The separate cutout picture cards that do not need to be sorted by students in the ELA section are useless. They should just put those illustrations in the passage book.	4/4/2018 1:37 PM
191	It has been several years since I actually gave this assessment. The school testing coordinator entered the information.	4/3/2018 5:55 AM
192	I love this assessment for our ESE students, it truly gives us individual information for better instruction and assessment that is appropriate to our students.	4/2/2018 8:33 AM
193	I feel the FSAA - PT programs already provides an adequate outline of the training and administration resources for teacher.	4/2/2018 8:19 AM
194	In the Grade 8 Form A Passage Booklet Item 13, the 2 articles for analyzing were on opposite sides of the Response Form. I feel that the response stimulus cards in the response booklet should be switched to correspond to the sequence of the passage booklet. In the Grade 8 Form A Response Booklet Item 12, I feel that it was confusing to the student to go from nonlinear in Task 2 to linear in Task 3.	3/19/2018 3:00 PM
195	Well planned and administered efficiently	3/16/2018 3:21 PM
196	Satisfied with everything; no improvements to suggest.	3/16/2018 1:11 PM

| 197 | After administering the FSAA test multiple times I feel quite comfortable with it. All of my students require an extended wait time to respond if they do respond and hardly make it through the first level of testing. | 2/27/2018 4:18 PM |

APPENDIX G—DECISION RULES

Florida Standards Alternate Assessment Performance Task 17-18

This document details business requirements for FSAA Performance Task 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 outline the various PDF reports and data file deliverables prepared by DRS for reporting of FSAA performance task student results.

A.   Reports

Type of Report	Number and Method (Electronic, Printed, or Both) Report is Provided		Brief Description of Contents
	Provided to State	**Provided to District**	
School Report	Online	Three Print Copies; Online	Roster of students in a school by assessment Basic student demographic information, Number of items correct by task level, scaled score and achievement level
Student Report	Online	One Print Color Copy; Color Online	Basic student demographic information, Number and percent of items correct by task level for tested assessments, Scaled Score and Achievement Level, Longitudinal Achievement Levels

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, achievement level, level 3 or above number and percent by tested grade, tested subject, school and district

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, achievement level, level 3 or above number and percent by tested grade, tested subject, school and district

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	High School					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.   General Item Task Types

a.   Selected Response: Student selects one option

b.   Multi-Select: Student selects more than one option

c.   Match/Sort/Merge/Sequence: Correct/Incorrect

d.   Writing Prompt

2.   Scaffolding

a.   Task 1 items in session 1 & 2 Item Sets

b.   If a student is unable to answer the Task 1 question correctly, scaffolding will be administered by removing one response option. The task is then presented to the student again with only two options.

3.   Session 1

a.   Item Sets 1-16

b.   Adaptive: Each student is administered Task 1. Task 2 is administered only if the student responds correctly, without scaffolding, to Task 1. Task 3 is administered only if the student responds correctly to Task 2.

4.   Session 2

a.   Field Test Item Sets 17-19

b.   Non-Adaptive: Each student is administered Task 1, Task 2, and Task 3 in each item set.

c.   Administration of each task is not dependent upon performance on the previous task.

5.   Session 3 (ELA-Writing only)

a.   Writing Stimulus/Prompts 1(SR) and 2(OR)

b.   Each student is administered all 5 selected response questions and the open-response writing prompt.

c.   Administration of each task is not dependent upon performance on the previous task.

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 Booklet Number, 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

Perf Task: Testing Platform Not Tested Reason	Perf Task: Attempted	Datafolio: Attempted	Perf Task Action for each Test	Datafolio Action for All Tests
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
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

IV.   **Student Assessment Data**
A.   **TAO Deactivation Tool**

1.   **Deactivation Status Flag set to "Disabled"**

2.   **Data Processing will suppress any student record with Status Flag = Disabled; student records will not require additional data analysis processing or decision rule application.**

B.   **Item Set Score**
Student responses are collected using the online testing platform. The format of the response depends on the type of task. Non-responses are typically represented by a NULL in the data.

1.   **Task Student Response**

a.   Select One Option: {finalResponse:<final student response>,scaffoldedResponse: < if scaffolded indicator=true then scaffolded response>,scaffolded:<scaffolded indicator>} (note scaffolded response refers to the incorrect response prior to scaffolding being applied)
b.   Multi-Select: [<list of all responses selected by student separated by ;>]

2.   **Task Student Score**

a.   Each task is scored as correct, incorrect, or not attempted

b.   Additionally, task 1 items are indicated as being scaffolded or not scaffolded. A task is scaffolded when the scaffolding indicator is equal to 'true'. Otherwise, it is not scaffolded.

c.   A task is not attempted if the final student response is blank or NULL and, when applicable, the scaffold student response is blank or NULL

ITEM SET SCORE ASSIGNMENT

Hierarchy	Item Set Score	Score Assignment Rule	Student Attempted Item Set
1	blank	Item set task 1 is not attempted	No
2	A	Task 1 Incorrect	Yes
3	B	Task 1 Correct with Scaffolding	Yes
4	C	Task 1 Correct without Scaffolding and Task 2 Incorrect	Yes
5	D	Task 1 Correct without Scaffolding and Task 2 Correct and Task 3 Incorrect	Yes
6	E	Task 1,2, and 3 Correct	Yes

3. **Task 1 Accuracy Scores**

    a.   Numerator: Number of Included Item Sets scored a C, D, or E

    b.   Denominator: 16

    c.   Percent

        i   If denominator = 0, then do not calculate

        ii   Otherwise, [numerator]/[denominator] rounded to nearest whole number

4. **Task 2 Accuracy Scores**

    a.   Numerator: Number of Included Item Sets scored a D or E

    b.   Denominator: Number of Included Item Sets scored a C, D, or E

    c.   Percent

        i   If denominator = 0, then do not calculate

        ii   Otherwise, [numerator]/[denominator] rounded to nearest whole number

5. **Task 3 Accuracy Scores**

    a.   Numerator: Number of Included Item Sets scored a E

    b.   Denominator: Number of Included Item Sets scored a D or E

    c.   Percent

        i   If denominator = 0, then do not calculate

        ii   Otherwise, [numerator]/[denominator] rounded to nearest whole number

6. **Task 1 Accuracy Scores Scaffolded**

    a.   Numerator: Number of Included Item Sets scored a B

    b.   Denominator: Number of Included Item Sets scored A or B

    c.   Percent

        i   If denominator = 0, then do not calculate

        ii   Otherwise, [numerator]/[denominator] rounded to nearest whole number

C. Writing Scores

1. Selected Response Items

a.   A student attempts the item if the data collected for the student response is not NULL or blank.

b.   The item is not attempted if the student response is NULL or blank.

2. Writing Prompt

a.   The writing prompt is scored on 4 dimensions: Title, Introduction, Supporting Details, and Conclusion.

b.   Each raw dimension score can be B (blank), N (No Score), or F (non-English) or 0-3 rubric score.

c.   A student attempts the writing prompt if at least one raw dimension score is N, F, or 0-3.

d.   Rubric scores of B, N, and F are translated to 0 for analysis and reporting.

Rubric Score	Score Description
3	Complete
2	Partial
1	Insufficient
0	No

3. Writing Task Accuracy Scores

a.   Numerator: Number of Writing Selected Response items answered correctly

b.   Denominator: 5

c.   Percent

    i   If denominator = 0, then do not calculate

    ii   Otherwise, [numerator]/5 rounded to nearest whole number

D. 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. An assessment is considered submitted if a form or test report code is assigned in the test reporting platform. 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.   Meet Test Attemptedness (M)

        i   Non-ELA attemptedness requirements

            (a)   A student who attempts 2 or more item sets

        ii   ELA attemptedness requirements

            (a)   A student who attempts both Reading and Writing

                (i)   Reading: a student who attempts 2 or more item sets

                (ii)   Writing: a student who attempts 1 or more of selected response questions or has a nonblank response to the prompt

    b.   A student who attempts at least one item on the test, but does not meet the attemptedness criteria is considered "Did Not Meet Attemptedness" (D)

    c.   A student who does not attempt any items is considered "Not Tested" (N)

2.   **The table below summarizes the participation status assignment rules.**

TEST PARTICIPATION STATUS SUMMARY

Test Attempt-edness Rule	Testing Platform Not Tested Reason	Participation Status	Assign Scaled Score and Achievement Level
M	Ignore all Not Tested Reasons provided, except for "Deceased" or "Test Administration Violation", in the testing platform	Tested	Yes
D,N	Absent	Absent	No
M,D,N	Deceased	Excluded from analysis and reporting – Not assigned a test participation status	No
D,N	EOC Deferred	EOC Deferred	No
D,N	Extraordinary Exemption	Extraordinary Exemption	No
D,N	Homeschool	Homeschool	No
D,N	Hospitalized	Hospitalized	No
D,N	LY<1 yr—ELA ONLY	LY<1 yr—ELA ONLY	No
D,N	McKay Scholarship	McKay Scholarship	No
D,N	Medical Complexity	Medical Complexity	No
D,N	Not in Tested Grade	Not in Tested Grade	No
D,N	Participating in Datafolio	Participating in Datafolio	No
D,N	Participating in FSA ELA/MATH/SCIENCE	Participating in FSA ELA/MATH/SCIENCE	No
M,D,N	Test Administration Violation	Test Administration Violation	No
D,N	Withdrew	Withdrew	No
D	No reason provided in the testing platform	Did Not Meet Attemptedness	No
N	No reason provided in the testing platform or Not Tested	Not Tested Unspecified	No

E. Student Scaled Score and Achievement Level Assignment

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

2. Pattern scoring will be used to assign scaled scores.

3. Operational items will be used to assign scaled scores and achievement level.

4. Item scores used to calculate scaled score will be different than the task score calculate described earlier in this document. The table below describes how to calculate each item score that contributes to the scaled score calculation.

Level	Item Score – For Scaled Score Calculation Only
Task 1	Task 1 item is always administered. If the student gets task 1 correct on first attempt then Task 1 Score = 1. Otherwise Task 1 Score = 0.
Task 2	A Task 2 item is administered if the student gets Task 1 correct on first attempt If the student is not administered the Task 2 item, then Task 2 Score = . (which indicates "missing") Else if the student gets task 2 correct then Task 2 Score = 1; otherwise Task 2 Score =0
Task 3	A Task 3 item is administered if the student gets Task 2 correct on first attempt If the student is not administered the Task 3 item, then Task 3 Score = . (which indicates "missing") Else if the student gets task 3 correct then Task 3 Score = 1; otherwise Task 3 Score =0
ELA Writing Session 3 SR	Final Score: 0 =incorrect , 1 =correct
ELA Writing Session 3 WP	Treat each dimension score as an item. Add "A","B","C","D" to item number to differentiate dimension scores. Final Dimension Score: 0,1,2, or 3 (Rubric score) Scores of B(Blank), N(No Score), F(Non-English) are Scored a 0

5.   **Psychometrics will use student item scores to calculate the EAP estimate and will assign a scaled score, scaled score lower bound, scaled score upper bound for each tested student.**

6.   **The approved scaled score cut scores will be used to assign students an achievement level based on the scaled score provided by psychometrics.**

7.   **Records with a perfect incorrect response pattern (i.e., all wrong answers) are assigned to the lowest obtainable scale score (LOSS). Records with a perfect correct response pattern (i.e., all correct responses) are assigned to the highest obtainable scale score (HOSS).**

Achievement Level	Achievement Level Label
1	Level 1
2	Level 2
3	Level 3
4	Level 4

F.   Student Longitudinal Achievement Level

1.   **All Test Grades 03-08 ELA, ELA 1, ELA 2, and Grades 03-8 Math tests are eligible for longitudinal data reporting.**

2.   **Starting with 1617 administration, up to 3 academic year achievement levels will be provided for each student who were assessed within the last 3 assessment years regardless of the grade level.**

3.   **Match previous assessment results by FLEID across all grade levels within subject.**

a.   **DOE to provide Measured Progress with updated 1617 Student Test Results file with Student ID removed and FLEID added. This new file will be used to match 1718 students to their 1617 results using the new FLEID.**

i   Suppress any cases that have missing FLEID

ii   Suppress any cases with test in al1, bio, civ, geo, sci, or ush

iii   Keep the case with the highest scaled score and achievement level if duplicate cases are present in file.

(a)   *The FLDOE verification of duplicate FLEID's prior to reporting process has been completed. Students with a duplicate FLEID have been identified as the same student.*

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 Performance Task 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, Did Not Meet Requirements, Absent, Test Administration Violation, or Hospitalized 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**

H.   **Number of Students at Achievement Level 3 or 4: Number of Students with a Tested participation status earning achievement level 3 or 4 meeting school type inclusion rules**

I.   **Percent of Students at Achievement Level 3 or 4: 100 times Number of Students at Achievement Level 3 or 4 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 State, 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	ELA	Grades 03-08 ELA
2	MATHEMATICS	Grades 03-08 Math
3	SCIENCE	Grades 05 & 08 Science
1	ACCESS ELA 1	Grade 09 ELA
1	ACCESS ELA 2	Grade 10 ELA
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 1 report with cover letter.**

a.   If a student has a participation status other than "Tested" for a given subject then that subject's report page will have all test result content suppressed and will state "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 content report on the back.**

4.   **Each content page/report will have test content specific header**

Grade Allowed	Subject	Report Page Header
03-08	ELA	Your Student's Performance on the Grade *X* English Language Arts Assessment
03-08	Math	Your Student's Performance on the Grade *X* Mathematics Assessment
05, 08	Science	Your Student's Performance on the Grade *X* Science Assessment
09-12	ELA 1	Your Student's Performance on the English Language Arts 1 Assessment
09-12	ELA 2	Your Student's Performance on the English Language Arts 2 Assessment
09-12	Algebra 1	Your Student's Performance on the Algebra 1 End of Course Assessment
09-12	Biology 1	Your Student's Performance on the Biology 1 End of Course Assessment
09-12	Geometry	Your Student's Performance on the Geometry End of Course Assessment
06-12	Civics	Your Student's Performance on the Civics End of Course Assessment
09-12	US History	Your Student's Performance on the US History End of Course Assessment

5.   **Your Student's Achievement Level**

a.   Print the achievement level description associated with the student's earned achievement level

6. **Student Accuracy**

   a. Task 1 Unscaffold

      i   Always print number of items answered correctly, total number of items with a response, and percent.

   b. Task 1 Scaffold

      i   Print number of items answered correctly that required scaffolding, total number of items with a response that required scaffolding

      ii   If no task 1 items used scaffolding then leave blank

   c. Task 2 and Task 3

      i   Per task print number and percent of items answered correctly, total number of items with a response, and percent.

      ii   If no items within corresponding task had a response then print "NA"

   d. Writing Tasks

      i   Always print number of items answered correctly and total number of items with a response

      ii   For grade 3, print a symbol and the footnote "Writing is not assessed in grade 3."

   e. Writing Prompt

      i   Always print the Rubric score for each dimension component

      ii   For grade 3, print a symbol in each score and the footnote "Writing is not assessed in grade 3."

7. **Your Student's Score**

   a.   Print the student's earned scaled score positioned accordingly within the appropriate range. Each arrow marker has a group of data score points associated with it. Achievement Level 4 has nine data groups, Achievement Levels 3, 2, and 1 each have eight data groups in which the score marker will align programmatically.

   b.   Print the Test Specific Scaled Score Cuts

   c.   Print the Achievement Level Descriptions

8. **Your Student's Achievement Levels Overtime**

    a.   For Tests where longitudinal achievement is reported

        i   Academic Year: 2016-2017

        ii   Achievement Level: If the student earned an achievement level for the academic year, print earned achievement level. Otherwise print "*" and the footnote "Student achievement level not available, please contact your student's teacher."

            (a)   It is important to understand that in order to provide data over time for a student, a consistent unique student identifier must exist to connect a student's data year to year. If the DOE is unable to provide a FLEID for 1617 data that matches a FLEID in the 1718 data, longitudinal data cannot be reported. As such, the student report will not reflect an achievement level for 1617 and will print this footnote.

    b.   For tests where longitudinal data are not reported print

        i   "Your Student's Achievement Levels Over Time in the [Content Area] Assessment" where [Content Area] is indicated in the table below

        ii   The explanation sentence indicated in the table below

FORMAT OVERTIME ACHIEVEMENT

Assessment	Content Area	Report Longitudinal Achievement	Explanation Sentence
Grades 03-08 ELA	English Language Arts	Yes	
Grades 03-08 Math	Mathematics	Yes	
Grades 05 & 08 Science	Science	No	Science is only assessed in grades 5 and 8. Therefore, only current year scores and achievement levels are reported.
Grade 09 ELA 1	English Language Arts 1	Yes	
Grade 10 ELA 2	English Language Arts 2	Yes	
High School Algebra 1 EOC	High School Algebra 1	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.
High School Biology 1 EOC	High School Biology 1	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.
High School Geometry EOC	High School Geometry	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.
Grades 06-12 Civics EOC	Civics	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.
High School US History EOC	High School US History	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.

9. **Your Student's Performance on the FSAA Compared to School, District, and State**

   a. Print percent based on school type rules and suppression rules

   b. Private school students will only receive state level aggregations. School and district aggregations will be left blank.

10. 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   FlAltPerformance1718StudentSchool[grade]Admin[#]_
   [discode||schcode].pdf

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

   i   FlAltPerformance1718StudentSchoolCIVAdmin[#]_
   [discode||schcode].pdf

d.   High School grades (09, 10, 11, 12) will be grouped by subject PDFs for a school

   i   FlAltPerformance1718StudentSchoolELA1Admin[#]_
   [discode||schcode].pdf

   ii   FlAltPerformance1718StudentSchoolELA2Admin[#]_
   [discode||schcode].pdf

   iii   FlAltPerformance1718StudentSchoolAl1Admin[#]_
   [discode||schcode].pdf

   iv   FlAltPerformance1718StudentSchoolBIO1Admin[#]_
   [discode||schcode].pdf

   v   FlAltPerformance1718StudentSchoolGEOAdmin[#]_
   [discode||schcode].pdf

   vi   FlAltPerformance1718StudentSchoolUSHAdmin[#]_
   [discode||schcode].pdf

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

11. **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) will be grouped in one package. ELA1 (grade 09), ELA2 (grade 10), and EOC will be grouped in a separate 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. ELA, Math, and Science grades (03-08) Student Reports will be sorted by Test Grade, Last Name, First Name, FLEID. ELA1 (grade 09), ELA2 (grade 10), and EOC Student Reports will be sorted by Subject, Test Grade, Last Name, First Name, FLEID. Blank/Missing names are sorted as-is (fully blank names sort to the top).

d.   Slip sheet

    i   Florida Alt Performance Task 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: ELA/MAT/SCI or ELA1/ELA2/EOC

    vii   Report Type: Student Report

12.   **Only scores from the item sets 01-16 for a test, Writing Selected Response (SR), and Writing Prompt Open Response-rubric score - are included.**

a.   Writing Prompt Rubric 0-3 scores and description per dimension

Rubric Score	Description
3	Complete
2	Partial
1	Insufficient
0	No

C.   Student Roster Specific Rules

1.   Test results will be included for all student tests except for private school students and students assigned "Homeschool" participation status.

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.   Scaled Score and Achievement Level

a.   Only populated for student with participation status of "Tested"

3.   Test Accuracy

a.   Students with participation status of "Tested"

i   Task 1,2,3, Writing Task Print "[Numerator] out of [Denominator]"

ii   If [Denominator] = 0, then print "NA"

4.   Writing Rubric Dimension scores (0-3) will always be printed

5.   For grade ELA, print "NA" in writing task and prompt columns since writing is not assessed at grade 3.

6.   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   FlAltPerformance1718StudentRosterAdmin[#]_ [discode||schcode].pdf

c.   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.

7. **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 Performance Task 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: FLAlt1718PerformanceTaskStudentTestResultsLayout.xls

2. File Name: FLAlt1718PerformanceTaskStudentTestResults.csv

3. File Type: CSV

4. First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5. Students will be sorted by district code, school code, enrolled grade, tested grade, tested subject, last name, first name, student id

6. Remove commas from variable values.

7. Included Students/Tests: All student tests are included, regardless of assigned participation status or school type.

B.   **District Student Test Results**

1.   Layout: FLAlt1718PerformanceTaskStudentTestResultsLayout.xls

2.   File Name: FLAlt1718PerformanceTaskStudentTestResults[district code].csv

3.   File Type: CSV

4.   First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

5.   Students will be sorted by school code, enrolled grade, tested grade, tested subject, last name, first name, student id

6.   Remove commas from variable values.

7.   Included Students/Tests: All student tests are included for students enrolled in the district, except student tests assigned a participation status of "Homeschool" and private school students are excluded.

C.   **District Assessed Summary**

1.   Layout: FLAlt1718PerformanceTaskAssessedSummaryLayout.xls

2.   File Name: FLAlt1718PerformanceTaskAssessedSummary[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: FLAlt1718PerformanceTaskAssessedSummaryLayout.xls

2. File Name: FLAlt1718PerformanceTaskAssessedSummary.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.

X. Late Test Administration Process

A. All submissions during the test submission extension timeframe will be included in the re-run. Additionally, appeals submitted until mid-September which result in a score change will be included.

1. Student reports will be delivered online and print in fall (exact date TBD). Only new student reports or student reports that contain a student level test score change will be printed.

2. Percent of students at each achievement level will be updated or recalculated. The aggregations printed will be based on round 2 reporting.

3. Update State Student Test Results data

4. Update State Assessed Summary data

5. Create State Report List data

   a. Layout: FLAlt1718PerformanceTaskRelease2ReportListLayout.xls

   b. File Name: FLAlt1718PerformanceTaskRelease2ReportList_FL.csv

    c.   File Type: CSV

    d.   First row will be a header row containing variable names. Remaining rows will contain student list following the layout.

    e.   Students will be sorted by tested grade, tested subject, FLEID

    f.   Remove commas from variable values.

    g.   Included Students/Tests: Only student reports are included in list if a student received a new student report or had a change to their previous student report.

6.   Create District Report List data

    a.   Layout: FLAlt1718PerformanceTaskRelease2ReportListLayout.xls

    b.   File Name: FLAlt1718PerformanceTaskRelease2ReportList_[district code].csv

    c.   File Type: CSV

    d.   First row will be a header row containing variable names. Remaining rows will contain student list following the layout.

    e.   Students will be sorted by tested grade, tested subject, FLEID

    f.   Remove commas from variable values.

    g.   Included Students/Tests: Only student reports are included in list if a student received a new student report or had a change to their previous student report

APPENDIX H—REPORT SHELLS

					ENGLISH LANGUAGE ARTS									
										Writing				
										Prompt Rubric Dimensions & Scores				
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Task Accuracy	Title	Introduction	Supporting Details	Conclusion	Participation Status
STUDENT, DEMO	FL00000000DEMO	05	596	Level 2	14 out of 16	7 out of 14	2 out of 7	5 out of 5	2	1	3	2	1

Participation Status Legend

0 = Not Tested-Unspecified	5 = Extraordinary Exemption	9 = McKay Scholarship	13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
1 = Tested	6 = Home School	10 = Medical Complexity	14 = Test Administration Violation
2 = Absent	7 = Hospitalized	11 = Not in Tested Grade	15 = Withdrew
4 = EOC Deferred	8 = LY < 1 yr – ELA ONLY	12 = Participating in Datafolio	16 = Did Not Meet Attemptedness

				MATHEMATICS				
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Participation Status
STUDENT, DEMO	FL00000000DEMO	05	603	Level 3	15 out of 16	8 out of 15	1 out of 8	1

Participation Status Legend

0 = Not Tested-Unspecified	5 = Extraordinary Exemption	9 = McKay Scholarship	13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
1 = Tested	6 = Home School	10 = Medical Complexity	14 = Test Administration Violation
2 = Absent	7 = Hospitalized	11 = Not in Tested Grade	15 = Withdrew
4 = EOC Deferred	8 = LY < 1 yr – ELA ONLY	12 = Participating in Datafolio	16 = Did Not Meet Attemptedness

SCIENCE								
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Participation Status
STUDENT, DEMO	FL000004437421	05	593	Level 2	14 out of 16	10 out of 14	4 out of 10	1

Participation Status Legend

0 = Not Tested-Unspecified	5 = Extraordinary Exemption	9 = McKay Scholarship	13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
1 = Tested	6 = Home School	10 = Medical Complexity	14 = Test Administration Violation
2 = Absent	7 = Hospitalized	11 = Not in Tested Grade	15 = Withdrew
4 = EOC Deferred	8 = LY < 1 yr – ELA ONLY	12 = Participating in Datafolio	16 = Did Not Meet Attemptedness

Your Student's Performance on the Grade 5 Science Assessment

Your Student's Achievement Level

LEVEL 2

This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
TASK 1 • Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. • The student may be asked to: identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. • The setting may reference home and school activities with the use of familiar words or basic content specific words (e.g., weather, energy, liquid, basic body parts).	Your student correctly answered **14** out of **16** questions. Your student's accuracy is **88%**. In **Science** at the **Task 1** level, your student was successful **0** out of **2** times when response options were reduced to two choices.
TASK 2 • Tasks at this level generally require the student to make some level of inference. • The student may be asked to: demonstrate, follow, select, locate, describe, or define information related to the skill being assessed. • The setting may reference home, school, and/or community with a combination of familiar words and content specific words (e.g., animal facts, heat, light, internal function of organs).	Your student correctly answered **10** out of **14** questions. Your student's accuracy is **71%**.
TASK 3 • Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. • The student may be asked to: explain, predict, or classify information related to the skill being assessed. • The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content specific/complex content specific words (e.g., life cycle, respiratory system, gravity, genes, environmental/global issues).	Your student correctly answered **4** out of **10** questions. Your student's accuracy is **40%**.

Your Student's Score

- 660
- **Level 4** — Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
- 616
- **Level 3** — Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- 599
- ◄ **593** — **Level 2** — Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- 580
- **Level 1** — Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- 540

Your Student's Achievement Levels Over Time on the Science Assessment

Science is only accessed in grades 5 and 8. Therefore, only current year scores and achievement levels are reported.

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each Achievement Level in your student's school, district, and state.

	School	District	State
Level 4		37%	28%
Level 3		23%	28%
Level 2		20%	30%
Level 1		20%	15%

THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: **STUDENT, DEMO**	**Spring 2018**
FLEID: **FL00000000DEMO**	District: **99-Z District**
Grade: **05**	School: **0001-School A**

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment–Performance Task (FSAA–Performance Task). The Florida Standards Alternate Assessment is designed to measure the academic skills your student knows and is able to demonstrate with respect to the Florida Standards Access Points for English Language Arts (ELA) and Mathematics; and the Next Generation Sunshine State Standards Access Points in Science and Social Studies. The FSAA–Performance Task Assessment is designed to provide tiered participation within the assessment for students working on Access Points at various levels of complexity. Each item set is built with three levels of cognitive demand—with Task 1 representing the least complex tasks and Task 3 representing the most complex tasks.

At the Task 1 level of complexity, a process called "scaffolding" occurs if a student is unable to respond correctly to the initial presentation. The number of response options is then reduced from three to two, and the task is re-administered to the student. If your student utilized this supplementary support, the number of times your student was successful is indicated within the Task 1 Student Accuracy section of each content area. This information can be used to help support discussions about your student's current academic abilities and can support and inform instructional planning with your student's teacher.

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

Your Student's Performance on the Grade 5 English Language Arts Assessment

Your Student's Achievement Level

LEVEL 2

This category represents limited academic achievement success. Students scoring in this category have developed some foundational academic concepts, can occasionally relate to abstract material, and are beginning to discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
TASK 1 • Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. • The student may be asked to: identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. • The setting may reference home and school activities with the use of familiar words or basic content specific words (e.g., sentence, topic, syllable, basic punctuation).	Your student correctly answered **14** out of **16** questions. Your student's accuracy is **88%**. In **English Language Arts** at the **Task 1** level, your student was successful **0** out of **2** times when response options were reduced to two choices.
TASK 2 • Tasks at this level generally require the student to make some level of inference beyond recall. • The student may be asked to: demonstrate, follow, select, locate, read, spell, describe, or define information related to the skill being assessed. • The setting may reference home, school, and/or community with a combination of familiar words and content specific words (e.g., main idea, claim, noun, prefix).	Your student correctly answered **7** out of **14** questions. Your student's accuracy is **50%**.
TASK 3 • Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. Some tasks may also require the student to make connections between texts, topics, or media. • The student may be asked to: explain, compare/contrast, conclude, categorize, translate, paraphrase, summarize, or predict information related to the skill being assessed. • The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content specific/complex content specific words (e.g., adjective phrase, point of view, detail, personification).	Your student correctly answered **2** out of **7** questions. Your student's accuracy is **29%**.
WRITING TASK Writing tasks and prompt require students to identify title, introduction, supporting details, and conclusion in response to text.	Your student correctly answered **5** out of **5** questions. Your student's accuracy is **100%**.

Writing Prompt Component	Score†	Description
Title	2	Your student's response provided a **partial** title.
Introduction	1	Your student's response provided an **insufficient** introduction.
Supporting Details	3	Your student's response provided **complete** supporting details.
Conclusion	2	Your student's response provided a **partial** conclusion.

† Scores for each component range from zero to three points earned.

Your Student's Score

- 660
- **Level 4** — Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
- 618
- **Level 3** — Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- 599
- ◄ **596**
- **Level 2** — Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- 583
- **Level 1** — Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- 540

Your Student's Achievement Levels Over Time on the English Language Arts Assessment

Academic Year	Achievement Level
2018	Level 2
2017	*

* Student achievement level not available, please contact your student's teacher.

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each Achievement Level in your student's school, district, and state.

	School	District	State
Level 4		19%	21%
Level 3		37%	35%
Level 2		25%	27%
Level 1		18%	18%

Your Student's Performance on the Grade 5 Mathematics Assessment

Your Student's Achievement Level

LEVEL 3

This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
TASK 1 • Tasks at this level generally require the student to recall previously learned information or pull numbers, shapes, or descriptions directly from the stimulus. • The student may be asked to: identify, state, label, recognize, match, or recall information related to the skill being assessed. • The setting may reference home and school activities with the use of familiar words or basic content specific words (e.g., circle, addition, graph, pattern).	Your student correctly answered **15** out of **16** questions. Your student's accuracy is **94%**. In **Mathematics** at the **Task 1** level, your student was successful **0** out of **1** times when response options were reduced to two choices.
TASK 2 • Tasks at this level generally require the student to make some level of calculation beyond recall. • The student may be asked to: demonstrate, follow, count, measure, select, or locate information related to the skill being assessed. • The setting may reference home, school, and/or community with a combination of familiar words and content specific words (e.g., geometric shapes, fraction, data table, measurement).	Your student correctly answered **8** out of **15** questions. Your student's accuracy is **53%**.
TASK 3 • Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. • The student may be asked to: estimate, compute, solve, or classify information related to the skill being assessed. • The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content specific/complex content specific words (e.g., area, formula, variable, equation).	Your student correctly answered **1** out of **8** questions. Your student's accuracy is **13%**.

Your Student's Score

- 660
- **Level 4** — Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
- 617
- **3** ◄ **603**
- **Level 3** — Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- 600
- **Level 2** — Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- 586
- **Level 1** — Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.
- 540

Your Student's Achievement Levels Over Time on the Mathematics Assessment

Academic Year	Achievement Level
2018	Level 3
2017	*

* Student achievement level not available, please contact your student's teacher.

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each Achievement Level in your student's school, district, and state.

	School	District	State
Level 4		19%	22%
Level 3		32%	30%
Level 2		26%	27%
Level 1		24%	21%

FLEID: FL00000000DEMO   **Name:** STUDENT, DEMO

APPENDIX I—WRITING RUBRIC STATISTICS

Table I-1. 2017–18 FSAA-PT: Writing Rubric Statistics by Item Number—ELA

Grade	Item ID	Dimension	Dim	Max	Avg.	CorrW Total	P0	P1	P2	P3
04	466623	Title	1	3	2.11	0.53	6.45	18.23	33.55	41.77
	466623	Introduction	2	3	2.01	0.57	7.99	17.5	40.22	34.29
	466623	Supporting Details	3	3	2.1	0.48	6.36	9.76	51.56	32.33
	466623	Conclusion	4	3	1.91	0.57	10.43	20.06	37.4	32.1
05	466153	Title	1	3	1.99	0.56	5.23	13.2	58.62	22.95
	466153	Introduction	2	3	1.9	0.51	6.25	13.64	63.85	16.26
	466153	Supporting Details	3	3	2.15	0.58	5.39	10.07	48.87	35.67
	466153	Conclusion	4	3	1.78	0.49	9.37	15.01	63.69	11.92
06	466030	Title	1	3	2.16	0.58	6.84	12.53	37.93	42.7
	466030	Introduction	2	3	2.05	0.59	7.98	15.84	39.6	36.57
	466030	Supporting Details	3	3	2.21	0.53	7.92	11.23	32.8	48.05
	466030	Conclusion	4	3	1.92	0.55	10.92	15.44	44.28	29.36
07	466130	Title	1	3	2.03	0.55	6.8	20.18	35.82	37.2
	466130	Introduction	2	3	1.77	0.57	7.7	27.5	44.87	19.92
	466130	Supporting Details	3	3	1.82	0.54	7.38	27.72	40.46	24.44
	466130	Conclusion	4	3	1.62	0.54	8.74	32.46	47.26	11.54
08	466733	Title	1	3	1.95	0.59	6.77	18.29	47.81	27.13
	466733	Introduction	2	3	1.9	0.6	7.13	22.22	44.21	26.44
	466733	Supporting Details	3	3	1.97	0.56	6.94	16.98	48.2	27.88
	466733	Conclusion	4	3	1.79	0.6	7.59	24.25	49.93	18.23
09	466362	Title	1	3	1.93	0.52	9.36	32.39	14.34	43.91
	466362	Introduction	2	3	1.84	0.64	9.27	21.41	45.75	23.57
	466362	Supporting Details	3	3	1.7	0.56	10.3	15.98	66.74	6.97
	466362	Conclusion	4	3	1.73	0.59	12.04	22.51	45.62	19.83
10	466328	Title	1	3	1.94	0.56	8.53	13.68	52.74	25.05
	466328	Introduction	2	3	1.91	0.64	9.14	15.85	49.99	25.02
	466328	Supporting Details	3	3	1.96	0.6	9.84	13.37	47.67	29.12
	466328	Conclusion	4	3	1.82	0.62	11.34	18.78	46.56	23.32

Table I-2. 2017–18 FSAA-PT: Writing Rubric Statistics Correlation by Item Number—ELA

Grade	Dimension	Dim	Item ID	Title	Introduction	Supporting Details	Conclusion
04	Title	1	466623	1.00	0.64	0.56	0.57
	Introduction	2	466623	0.64	1.00	0.56	0.68
	Supporting Details	3	466623	0.56	0.56	1.00	0.55
	Conclusion	4	466623	0.57	0.68	0.55	1.00
05	Title	1	466153	1.00	0.62	0.58	0.55
	Introduction	2	466153	0.62	1.00	0.60	0.63
	Supporting Details	3	466153	0.58	0.60	1.00	0.59
	Conclusion	4	466153	0.55	0.63	0.59	1.00
06	Title	1	466030	1.00	0.67	0.61	0.61
	Introduction	2	466030	0.67	1.00	0.64	0.69
	Supporting Details	3	466030	0.61	0.64	1.00	0.62
	Conclusion	4	466030	0.61	0.69	0.62	1.00
07	Title	1	466130	1.00	0.65	0.58	0.60
	Introduction	2	466130	0.65	1.00	0.66	0.69
	Supporting Details	3	466130	0.58	0.66	1.00	0.70
	Conclusion	4	466130	0.60	0.69	0.70	1.00
08	Title	1	466733	1.00	0.68	0.64	0.66
	Introduction	2	466733	0.68	1.00	0.64	0.71
	Supporting Details	3	466733	0.64	0.64	1.00	0.70
	Conclusion	4	466733	0.66	0.71	0.70	1.00
09	Title	1	466362	1.00	0.62	0.56	0.53
	Introduction	2	466362	0.62	1.00	0.72	0.72
	Supporting Details	3	466362	0.56	0.72	1.00	0.73
	Conclusion	4	466362	0.53	0.72	0.73	1.00
10	Title	1	466328	1.00	0.68	0.64	0.62
	Introduction	2	466328	0.68	1.00	0.77	0.76
	Supporting Details	3	466328	0.64	0.77	1.00	0.78
	Conclusion	4	466328	0.62	0.76	0.78	1.00

Table I-3. 2017–18 FSAA-PT: Writing Rubric Statistics Summary by Item Number—ELA

Grade	Dimension	Dim	Max	Avg.	SD
04	Title	1	3	2.11	0.92
	Introduction	2	3	2.01	0.92
	Supporting Details	3	3	2.10	0.82
	Conclusion	4	3	1.91	0.97
05	Title	1	3	1.99	0.76
	Introduction	2	3	1.90	0.73
	Supporting Details	3	3	2.15	0.81
	Conclusion	4	3	1.78	0.77
06	Title	1	3	2.16	0.89
	Introduction	2	3	2.05	0.92
	Supporting Details	3	3	2.21	0.93
	Conclusion	4	3	1.92	0.94
07	Title	1	3	2.03	0.92
	Introduction	2	3	1.77	0.85
	Supporting Details	3	3	1.82	0.89
	Conclusion	4	3	1.62	0.80
08	Title	1	3	1.95	0.85
	Introduction	2	3	1.90	0.87
	Supporting Details	3	3	1.97	0.85
	Conclusion	4	3	1.79	0.83
09	Title	1	3	1.93	1.06
	Introduction	2	3	1.84	0.89
	Supporting Details	3	3	1.70	0.74
	Conclusion	4	3	1.73	0.91
10	Title	1	3	1.94	0.85
	Introduction	2	3	1.91	0.88
	Supporting Details	3	3	1.96	0.90
	Conclusion	4	3	1.82	0.92

APPENDIX J—CLASSICAL ITEM STATISTICS

**Table J-1. 2017–18 FSAA-PT: Classical Item Statistics
— ELA Grade 3**

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	266817	1	0.86	0.50	09	221264	3	0.73	0.36
01	268696	2	0.71	0.37	10	444068	1	0.70	0.63
01	266821	3	0.72	0.34	10	444101	2	0.67	0.29
02	265893	1	0.83	0.47	10	444121	3	0.49	0.32
02	265898	2	0.50	0.46	11	265882	1	0.82	0.49
02	265902	3	0.72	0.29	11	265884	2	0.63	0.38
03	266834	1	0.77	0.43	11	265887	3	0.40	0.36
03	266836	2	0.51	0.45	12	265954	1	0.48	0.45
03	266838	3	0.75	0.39	12	265958	2	0.21	0.17
04	267318	1	0.49	0.41	12	265959	3	0.53	0.23
04	267320	2	0.64	0.38	13	444418	1	0.78	0.58
04	267322	3	0.49	0.33	13	444562	2	0.72	0.44
05	262777	1	0.83	0.48	13	444588	3	0.63	0.41
05	262779	2	0.67	0.56	14	265873	1	0.59	0.49
05	262781	3	0.71	0.44	14	265877	2	0.73	0.46
06	266827	1	0.72	0.56	14	265879	3	0.49	0.35
06	266825	2	0.66	0.48	15	265962	1	0.62	0.42
06	266829	3	0.72	0.31	15	265964	2	0.55	0.41
07	179293	1	0.71	0.60	15	265965	3	0.57	0.30
07	179304	2	0.73	0.49	16	265911	1	0.69	0.55
07	179308	3	0.69	0.24	16	265919	2	0.62	0.51
08	265947	1	0.84	0.50	16	265924	3	0.57	0.21
08	265949	2	0.47	0.36					
08	265950	3	0.48	0.31					
09	221255	1	0.87	0.46					
09	221260	2	0.59	0.26					

**Table J-2. 2017–18 FSAA-PT: Classical Item Statistics
— ELA Grade 4**

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	268889	1	0.85	0.58	11	267329	2	0.76	0.43
01	221282	2	0.78	0.40	11	267331	3	0.43	0.38
01	221288	3	0.54	0.36	12	265981	1	0.84	0.50
02	268896	1	0.46	0.41	12	265983	2	0.73	0.23
02	257092	2	0.59	0.45	12	265986	3	0.35	0.26
02	257096	3	0.40	0.30	13	265967	1	0.75	0.50
03	245006	1	0.85	0.48	13	265969	2	0.67	0.37
03	245008	2	0.81	0.43	13	265971	3	0.57	0.24
03	245009	3	0.67	0.37	14	265990	1	0.80	0.61
04	244384	1	0.81	0.58	14	265992	2	0.77	0.46
04	244386	2	0.86	0.44	14	265994	3	0.92	0.33
04	244388	3	0.64	0.36	15	266012	1	0.64	0.32
05	266781	1	0.46	0.38	15	266014	2	0.49	0.36
05	266783	2	0.69	0.40	15	268793	3	0.52	0.26
05	266785	3	0.83	0.33	16	266003	1	0.88	0.47
06	265972	1	0.89	0.46	16	266006	2	0.36	0.49
06	265975	2	0.40	0.27	16	266009	3	0.38	0.18
06	265980	3	0.32	0.22	20	267443	WRI-MC	0.81	0.60
07	446693	1	0.79	0.44	21	267445	WRI-MC	0.64	0.55
07	446708	2	0.51	0.46	22	267447	WRI-MC	0.74	0.49
07	446720	3	0.61	0.37	23	267449	WRI-MC	0.65	0.55
08	257204	1	0.82	0.58	24	267451	WRI-MC	0.63	0.48
08	257206	2	0.76	0.43	25	466623D	WRI-WP	0.64	0.56
08	257208	3	0.70	0.54	25	466623C	WRI-WP	0.70	0.48
09	262717	1	0.83	0.49	25	466623B	WRI-WP	0.67	0.56
09	262719	2	0.71	0.54	25	466623A	WRI-WP	0.70	0.53
09	262721	3	0.66	0.43					
10	262733	1	0.81	0.47					
10	262734	2	0.46	0.43					
10	262736	3	0.83	0.27					
11	267327	1	0.83	0.57					

**Table J-3. 2017–18 FSAA-PT: Classical Item Statistics
— ELA Grade 5**

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	181684	1	0.90	0.49	11	266059	2	0.60	0.48
01	181688	2	0.71	0.43	11	266061	3	0.36	0.16
01	181692	3	0.71	0.37	12	266096	1	0.76	0.59
02	98981	1	0.83	0.57	12	266098	2	0.50	0.27
02	98984	2	0.80	0.42	12	266101	3	0.47	0.28
02	268973	3	0.76	0.33	13	445133	1	0.78	0.50
03	245011	1	0.87	0.55	13	445090	2	0.58	0.49
03	245013	2	0.78	0.54	13	445195	3	0.59	0.23
03	245015	3	0.83	0.36	14	266067	1	0.81	0.57
04	266063	1	0.88	0.54	14	266069	2	0.34	0.33
04	266065	2	0.75	0.53	14	266073	3	0.43	0.38
04	266066	3	0.41	0.37	15	266090	1	0.76	0.54
05	257549	1	0.87	0.55	15	266092	2	0.65	0.33
05	257551	2	0.87	0.54	15	266094	3	0.53	0.35
05	257553	3	0.85	0.37	16	266076	1	0.86	0.49
06	266051	1	0.70	0.46	16	267267	2	0.64	0.48
06	266053	2	0.81	0.54	16	266082	3	0.63	0.18
06	266055	3	0.68	0.26	20	267479	WRI-MC	0.88	0.52
07	266843	1	0.83	0.56	21	267481	WRI-MC	0.82	0.54
07	266845	2	0.82	0.52	22	267483	WRI-MC	0.73	0.54
07	268838	3	0.50	0.35	23	267485	WRI-MC	0.58	0.39
08	266105	1	0.79	0.54	24	267486	WRI-MC	0.81	0.49
08	266107	2	0.60	0.30	25	466153B	WRI-WP	0.63	0.50
08	266109	3	0.64	0.30	25	466153C	WRI-WP	0.71	0.57
09	262728	1	0.85	0.54	25	466153D	WRI-WP	0.59	0.48
09	262730	2	0.69	0.52	25	466153A	WRI-WP	0.66	0.55
09	268835	3	0.86	0.40					
10	266791	1	0.82	0.54					
10	268737	2	0.64	0.45					
10	266797	3	0.64	0.36					
11	266057	1	0.86	0.54					

**Table J-4. 2017–18 FSAA-PT: Classical Item Statistics
— ELA Grade 6**

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	267342	1	0.72	0.56	12	266162	1	0.85	0.52
01	267344	2	0.77	0.40	12	266165	2	0.60	0.56
01	267346	3	0.53	0.40	12	266168	3	0.54	0.23
02	267351	1	0.66	0.59	13	266198	1	0.56	0.49
02	267353	2	0.66	0.28	13	266200	2	0.70	0.47
02	267355	3	0.52	0.23	13	267269	3	0.80	0.40
03	267285	1	0.93	0.39	14	266147	1	0.85	0.54
03	267287	2	0.75	0.43	14	266151	2	0.67	0.25
03	267289	3	0.83	0.49	14	266155	3	0.37	0.34
04	267359	1	0.79	0.62	15	266172	1	0.75	0.54
04	267361	2	0.55	0.34	15	266176	2	0.68	0.38
04	267363	3	0.44	0.14	15	266185	3	0.67	0.54
05	266852	1	0.87	0.49	16	456617	1	0.82	0.58
05	266854	2	0.56	0.27	16	456629	2	0.65	0.45
05	266856	3	0.65	0.36	16	456642	3	0.54	0.28
06	267368	1	0.84	0.56	20	267542	WRI-MC	0.85	0.53
06	267370	2	0.83	0.52	21	267544	WRI-MC	0.81	0.57
06	267372	3	0.38	0.22	22	267546	WRI-MC	0.75	0.52
07	153814	1	0.70	0.51	23	267548	WRI-MC	0.53	0.41
07	153818	2	0.81	0.41	24	267549	WRI-MC	0.70	0.41
07	153820	3	0.65	0.42	25	466030D	WRI-WP	0.64	0.55
08	267400	1	0.70	0.48	25	466030B	WRI-WP	0.69	0.59
08	267402	2	0.53	0.26	25	466030C	WRI-WP	0.74	0.53
08	267403	3	0.58	0.12	25	466030A	WRI-WP	0.72	0.58
09	263023	1	0.83	0.52					
09	263025	2	0.72	0.43					
09	263027	3	0.64	0.41					
10	267311	1	0.79	0.50					
10	267313	2	0.60	0.50					
10	267314	3	0.45	0.33					
11	266135	1	0.70	0.57					
11	266137	2	0.62	0.32					
11	266139	3	0.40	0.20					

Table J-5. 2017–18 FSAA-PT: Classical Item Statistics — ELA Grade 7

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	446344	1	0.85	0.61	12	266296	1	0.83	0.63
01	446374	2	0.71	0.19	12	266298	2	0.74	0.48
01	446401	3	0.58	0.44	12	266300	3	0.72	0.18
02	245649	1	0.89	0.50	13	266308	1	0.85	0.52
02	245651	2	0.65	0.47	13	266310	2	0.55	0.48
02	245653	3	0.67	0.37	13	266312	3	0.70	0.41
03	266920	1	0.83	0.65	14	266325	1	0.84	0.56
03	266922	2	0.82	0.44	14	266327	2	0.63	0.35
03	266924	3	0.66	0.21	14	266329	3	0.65	0.40
04	263097	1	0.86	0.59	15	266302	1	0.88	0.54
04	263099	2	0.70	0.59	15	266304	2	0.59	0.63
04	263101	3	0.77	0.32	15	266306	3	0.86	0.37
05	446617	1	0.75	0.61	16	266319	1	0.66	0.48
05	446635	2	0.90	0.49	16	266321	2	0.67	0.33
05	446653	3	0.59	0.40	16	267266	3	0.32	0.22
06	268825	1	0.86	0.54	20	267689	WRI-MC	0.88	0.52
06	263093	2	0.39	0.42	21	267691	WRI-MC	0.82	0.63
06	263095	3	0.58	0.36	22	267693	WRI-MC	0.66	0.54
07	263103	1	0.80	0.60	23	267695	WRI-MC	0.77	0.57
07	268814	2	0.71	0.43	24	267697	WRI-MC	0.68	0.37
07	263107	3	0.55	0.39	25	466130C	WRI-WP	0.61	0.54
08	267393	1	0.88	0.50	25	466130D	WRI-WP	0.54	0.54
08	267395	2	0.74	0.51	25	466130B	WRI-WP	0.59	0.56
08	267397	3	0.42	0.24	25	466130A	WRI-WP	0.68	0.54
09	257775	1	0.86	0.58					
09	257777	2	0.68	0.55					
09	257779	3	0.61	0.33					
10	266313	1	0.65	0.54					
10	266315	2	0.61	0.28					
10	267265	3	0.49	0.23					
11	268735	1	0.87	0.57					
11	257830	2	0.82	0.49					
11	257831	3	0.68	0.34					

Table J-6. 2017–18 FSAA-PT: Classical Item Statistics
— ELA Grade 8

Item Set	Item Number	Task	P-Value	Item-total Correlation	Item Set	Item Number	Task	P-Value	Item-total Correlation
01	257838	1	0.90	0.46	12	267227	1	0.79	0.59
01	268845	2	0.53	0.39	12	267229	2	0.65	0.33
01	268882	3	0.66	0.34	12	267231	3	0.52	0.37
02	266911	1	0.83	0.59	13	266356	1	0.81	0.46
02	266913	2	0.73	0.44	13	266358	2	0.43	0.27
02	266915	3	0.68	0.39	13	266359	3	0.42	0.39
03	224980	1	0.90	0.47	14	447277	1	0.79	0.47
03	224982	2	0.63	0.51	14	447296	2	0.59	0.46
03	224984	3	0.59	0.38	14	447313	3	0.76	0.35
04	267376	1	0.74	0.58	15	268497	1	0.84	0.58
04	267378	2	0.84	0.55	15	268499	2	0.69	0.40
04	267380	3	0.69	0.37	15	268849	3	0.67	0.40
05	263162	1	0.82	0.56	16	266345	1	0.73	0.61
05	263164	2	0.59	0.28	16	266347	2	0.80	0.45
05	263166	3	0.59	0.41	16	266349	3	0.63	0.22
06	266894	1	0.85	0.51	20	267833	WRI-MC	0.84	0.54
06	266896	2	0.88	0.51	21	267837	WRI-MC	0.79	0.57
06	266898	3	0.48	0.39	22	267844	WRI-MC	0.60	0.52
07	266928	1	0.79	0.58	23	267850	WRI-MC	0.63	0.35
07	266930	2	0.69	0.39	24	267856	WRI-MC	0.55	0.43
07	266932	3	0.43	0.19	25	466733D	WRI-WP	0.60	0.60
08	266351	1	0.87	0.51	25	466733C	WRI-WP	0.66	0.56
08	266353	2	0.73	0.57	25	466733B	WRI-WP	0.63	0.60
08	266355	3	0.39	0.33	25	466733A	WRI-WP	0.65	0.59
09	263148	1	0.87	0.48					
09	263150	2	0.61	0.59					
09	268851	3	0.46	0.24					
10	266876	1	0.85	0.54					
10	266878	2	0.78	0.47					
10	266880	3	0.60	0.33					
11	263167	1	0.63	0.47					
11	263169	2	0.73	0.48					
11	268734	3	0.71	0.40					

Table J-7. 2017–18 FSAA-PT: Classical Item Statistics — ELA 9

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	268689	1	0.88	0.56	11	266406	2	0.81	0.23
01	268691	2	0.70	0.48	11	266408	3	0.35	0.13
01	268693	3	0.64	0.23	12	266399	1	0.82	0.62
02	266860	1	0.88	0.53	12	266401	2	0.52	0.33
02	266862	2	0.75	0.44	12	266403	3	0.55	0.20
02	266864	3	0.88	0.40	13	267303	1	0.87	0.54
03	263422	1	0.82	0.61	13	267305	2	0.65	0.39
03	263424	2	0.57	0.42	13	267307	3	0.68	0.39
03	268959	3	0.73	0.31	14	266376	1	0.87	0.55
04	266410	1	0.84	0.59	14	266378	2	0.64	0.36
04	266412	2	0.51	0.20	14	266380	3	0.51	0.33
04	266414	3	0.63	0.18	15	266387	1	0.81	0.60
05	263363	1	0.88	0.50	15	266389	2	0.35	0.34
05	263365	2	0.65	0.41	15	266391	3	0.47	0.27
05	263367	3	0.69	0.44	16	445359	1	0.80	0.58
06	266416	1	0.88	0.55	16	445371	2	0.43	0.29
06	266418	2	0.85	0.50	16	445383	3	0.63	0.45
06	266420	3	0.53	0.25	20	267896	WRI-MC	0.91	0.44
07	267294	1	0.87	0.59	21	267898	WRI-MC	0.86	0.57
07	267296	2	0.57	0.44	22	267900	WRI-MC	0.57	0.41
07	267298	3	0.73	0.51	23	267902	WRI-MC	0.51	0.34
08	266382	1	0.81	0.47	24	267904	WRI-MC	0.67	0.36
08	456665	2	0.59	0.38	25	466362D	WRI-WP	0.58	0.59
08	456686	3	0.35	0.20	25	466362C	WRI-WP	0.57	0.55
09	263351	1	0.82	0.55	25	466362B	WRI-WP	0.61	0.64
09	263353	2	0.74	0.36	25	466362A	WRI-WP	0.64	0.51
09	263355	3	0.78	0.36					
10	183973	1	0.86	0.52					
10	183982	2	0.63	0.46					
10	183994	3	0.57	0.33					
11	266405	1	0.72	0.37					

Table J-8. 2017–18 FSAA-PT: Classical Item Statistics
— ELA 10

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	246983	1	0.69	0.53	11	266476	2	0.78	0.39
01	246987	2	0.82	0.52	11	268812	3	0.63	0.36
01	246992	3	0.46	0.24	12	266450	1	0.78	0.52
02	266868	1	0.89	0.52	12	266452	2	0.46	0.33
02	266870	2	0.93	0.36	12	266454	3	0.39	0.07
02	266872	3	0.75	0.45	13	267211	1	0.79	0.63
03	267170	1	0.87	0.52	13	267213	2	0.71	0.40
03	267172	2	0.81	0.57	13	267215	3	0.58	0.35
03	267174	3	0.73	0.33	14	444430	1	0.78	0.62
04	267199	1	0.85	0.56	14	444443	2	0.59	0.31
04	267201	2	0.80	0.40	14	444457	3	0.35	0.36
04	267203	3	0.70	0.45	15	266480	1	0.82	0.61
05	257967	1	0.76	0.46	15	266482	2	0.63	0.39
05	257970	2	0.68	0.47	15	266484	3	0.64	0.35
05	257969	3	0.74	0.44	16	267164	1	0.83	0.57
06	266456	1	0.73	0.61	16	267166	2	0.76	0.41
06	266458	2	0.48	0.28	16	267168	3	0.53	0.38
06	266460	3	0.41	0.21	20	268260	WRI-MC	0.89	0.47
07	266884	1	0.75	0.63	21	268262	WRI-MC	0.80	0.60
07	266886	2	0.80	0.38	22	268264	WRI-MC	0.69	0.29
07	266888	3	0.70	0.37	23	268266	WRI-MC	0.62	0.52
08	257956	1	0.84	0.57	24	268267	WRI-MC	0.57	0.40
08	257960	2	0.72	0.41	25	466328C	WRI-WP	0.65	0.60
08	257958	3	0.50	0.36	25	466328A	WRI-WP	0.64	0.56
09	257972	1	0.84	0.62	25	466328D	WRI-WP	0.60	0.62
09	257974	2	0.48	0.34	25	466328B	WRI-WP	0.63	0.64
09	257976	3	0.62	0.35					
10	266902	1	0.88	0.53					
10	266904	2	0.66	0.51					
10	266906	3	0.71	0.30					
11	266474	1	0.78	0.51					

Table J-9. 2017–18 FSAA-PT: Classical Item Statistics
— Mathematics Grade 3

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	179089	1	0.80	0.55	09	256331	2	0.58	0.54
01	179095	2	0.81	0.56	09	256333	3	0.59	0.33
01	179099	3	0.61	0.47	10	266579	1	0.83	0.46
02	261859	1	0.74	0.50	10	266581	2	0.73	0.56
02	261861	2	0.75	0.42	10	266583	3	0.45	0.35
02	261863	3	0.58	0.34	11	429673	1	0.69	0.60
03	267245	1	0.88	0.48	11	429686	2	0.70	0.52
03	267247	2	0.55	0.48	11	429698	3	0.45	0.11
03	267249	3	0.38	0.12	12	429533	1	0.53	0.50
04	179019	1	0.84	0.56	12	429553	2	0.52	0.42
04	179043	2	0.78	0.55	12	429571	3	0.54	0.34
04	179045	3	0.41	0.19	13	261837	1	0.77	0.43
05	256353	1	0.77	0.51	13	261839	2	0.56	0.50
05	256355	2	0.72	0.57	13	261841	3	0.54	0.28
05	256357	3	0.51	0.41	14	265035	1	0.52	0.42
06	268827	1	0.73	0.58	14	265037	2	0.55	0.39
06	179140	2	0.72	0.55	14	265039	3	0.51	0.31
06	179141	3	0.75	0.34	15	261871	1	0.81	0.54
07	261847	1	0.72	0.58	15	261873	2	0.86	0.48
07	261849	2	0.76	0.52	15	261875	3	0.86	0.46
07	261851	3	0.34	0.26	16	265030	1	0.81	0.55
08	261865	1	0.78	0.57	16	265032	2	0.82	0.37
08	261867	2	0.85	0.51	16	265034	3	0.49	0.25
08	261869	3	0.90	0.32					
09	268831	1	0.84	0.51					

Table J-10. 2017–18 FSAA-PT: Classical Item Statistics — Mathematics Grade 4

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	256383	1	0.71	0.38	09	151619	2	0.65	0.47
01	256385	2	0.60	0.50	09	151622	3	0.65	0.35
01	256387	3	0.59	0.42	10	429831	1	0.67	0.44
02	261883	1	0.87	0.51	10	429816	2	0.86	0.37
02	261885	2	0.55	0.43	10	429855	3	0.53	0.49
02	261886	3	0.57	0.32	11	265051	1	0.91	0.46
03	256372	1	0.89	0.47	11	265053	2	0.87	0.44
03	268415	2	0.68	0.30	11	265055	3	0.52	0.39
03	268417	3	0.45	0.44	12	265068	1	0.76	0.57
04	261905	1	0.74	0.52	12	265070	2	0.66	0.36
04	261907	2	0.67	0.39	12	265072	3	0.39	0.35
04	261909	3	0.77	0.29	13	262582	1	0.74	0.55
05	256365	1	0.87	0.46	13	262584	2	0.78	0.36
05	256367	2	0.49	0.43	13	268898	3	0.33	0.23
05	268895	3	0.45	0.37	14	245490	1	0.80	0.57
06	256377	1	0.66	0.48	14	268795	2	0.53	0.21
06	256379	2	0.49	0.11	14	245494	3	0.36	0.33
06	256381	3	0.35	0.29	15	265057	1	0.85	0.51
07	223540	1	0.78	0.55	15	265059	2	0.54	0.47
07	223545	2	0.64	0.38	15	265061	3	0.55	0.34
07	223547	3	0.40	0.21	16	256392	1	0.75	0.55
08	268891	1	0.86	0.48	16	256394	2	0.52	0.42
08	223564	2	0.74	0.52	16	256396	3	0.46	0.38
08	223567	3	0.58	0.40					
09	151617	1	0.86	0.52					

**Table J-11. 2017–18 FSAA-PT: Classical Item Statistics
— Mathematics Grade 5**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	179119	1	0.89	0.42	09	256506	2	0.33	0.42
01	179121	2	0.60	0.47	09	256508	3	0.87	0.35
01	179123	3	0.38	0.34	10	266564	1	0.85	0.44
02	262600	1	0.69	0.56	10	266566	2	0.74	0.46
02	262602	2	0.41	0.39	10	266568	3	0.61	0.34
02	262604	3	0.75	0.38	11	265243	1	0.52	0.49
03	262565	1	0.86	0.45	11	265245	2	0.68	0.41
03	262567	2	0.67	0.49	11	265247	3	0.76	0.44
03	262569	3	0.58	0.38	12	265194	1	0.84	0.47
04	256466	1	0.78	0.58	12	265196	2	0.54	0.52
04	256468	2	0.42	0.32	12	265198	3	0.34	0.19
04	256470	3	0.64	0.47	13	265233	1	0.89	0.42
05	262542	1	0.88	0.45	13	265235	2	0.62	0.39
05	262544	2	0.72	0.45	13	265236	3	0.68	0.22
05	262546	3	0.38	0.35	14	256492	1	0.82	0.53
06	268965	1	0.80	0.49	14	256494	2	0.58	0.45
06	256473	2	0.66	0.48	14	256496	3	0.51	0.37
06	256474	3	0.33	0.19	15	256475	1	0.66	0.51
07	432636	1	0.85	0.48	15	256477	2	0.57	0.48
07	432648	2	0.59	0.41	15	256478	3	0.44	0.39
07	432660	3	0.50	0.37	16	246011	1	0.89	0.44
08	256480	1	0.81	0.45	16	246013	2	0.39	0.44
08	268418	2	0.64	0.39	16	246015	3	0.41	0.23
08	256484	3	0.46	0.35					
09	256504	1	0.77	0.52					

Table J-12. 2017–18 FSAA-PT: Classical Item Statistics
— Mathematics Grade 6

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	256526	1	0.76	0.46	09	432720	2	0.74	0.50
01	256528	2	0.58	0.43	09	432732	3	0.68	0.42
01	256530	3	0.66	0.16	10	265375	1	0.80	0.57
02	267260	1	0.76	0.55	10	265377	2	0.67	0.50
02	455105	2	0.62	0.43	10	265379	3	0.45	0.13
02	267263	3	0.64	0.37	11	265361	1	0.74	0.53
03	262594	1	0.81	0.54	11	265363	2	0.63	0.31
03	262596	2	0.82	0.51	11	265365	3	0.54	0.41
03	262598	3	0.70	0.46	12	268893	1	0.82	0.54
04	262577	1	0.67	0.49	12	262607	2	0.88	0.47
04	262579	2	0.77	0.59	12	262609	3	0.63	0.47
04	262581	3	0.78	0.22	13	265403	1	0.80	0.56
05	262611	1	0.85	0.53	13	265405	2	0.51	0.30
05	262613	2	0.86	0.47	13	265407	3	0.52	0.35
05	262615	3	0.71	0.42	14	265392	1	0.81	0.51
06	256538	1	0.51	0.44	14	265394	2	0.76	0.53
06	256540	2	0.82	0.50	14	265396	3	0.41	0.34
06	256542	3	0.70	0.51	15	265366	1	0.70	0.57
07	262571	1	0.74	0.59	15	265368	2	0.65	0.39
07	262573	2	0.38	0.40	15	265370	3	0.55	0.29
07	262575	3	0.47	0.31	16	265397	1	0.78	0.54
08	265371	1	0.87	0.43	16	265399	2	0.66	0.55
08	265373	2	0.56	0.26	16	265401	3	0.80	0.46
08	265374	3	0.51	0.48					
09	432708	1	0.73	0.60					

Table J-13. 2017–18 FSAA-PT: Classical Item Statistics — Mathematics Grade 7

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	432348	1	0.89	0.49	09	245403	2	0.52	0.47
01	432360	2	0.61	0.46	09	245405	3	0.46	0.24
01	432372	3	0.65	0.28	10	262864	1	0.75	0.46
02	266629	1	0.90	0.45	10	268960	2	0.61	0.37
02	266631	2	0.75	0.46	10	262868	3	0.73	0.43
02	266632	3	0.69	0.45	11	265654	1	0.83	0.49
03	180162	1	0.77	0.53	11	265656	2	0.41	0.39
03	268453	2	0.78	0.43	11	265658	3	0.56	0.37
03	180168	3	0.60	0.44	12	265688	1	0.89	0.50
04	257325	1	0.73	0.35	12	265690	2	0.61	0.33
04	257327	2	0.52	0.45	12	265692	3	0.60	0.21
04	257329	3	0.44	0.29	13	265666	1	0.72	0.55
05	244055	1	0.93	0.39	13	265668	2	0.76	0.43
05	244057	2	0.31	0.35	13	265670	3	0.31	0.10
05	244059	3	0.71	0.48	14	265660	1	0.69	0.51
06	257342	1	0.72	0.55	14	265662	2	0.48	0.43
06	257344	2	0.68	0.45	14	265664	3	0.73	0.31
06	257346	3	0.38	0.19	15	257321	1	0.76	0.56
07	266622	1	0.90	0.46	15	257323	2	0.49	0.28
07	266624	2	0.76	0.42	15	268962	3	0.62	0.30
07	268745	3	0.70	0.48	16	432385	1	0.86	0.49
08	265676	1	0.82	0.52	16	432397	2	0.65	0.40
08	265678	2	0.62	0.37	16	432409	3	0.54	0.04
08	265680	3	0.45	0.30					
09	245396	1	0.88	0.51					

Table J-14. 2017–18 FSAA-PT: Classical Item Statistics
— Mathematics Grade 8

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	265736	1	0.82	0.60	09	262928	2	0.74	0.38
01	265738	2	0.84	0.51	09	262930	3	0.63	0.38
01	267273	3	0.82	0.34	10	265718	1	0.81	0.60
02	262890	1	0.66	0.37	10	265720	2	0.66	0.40
02	268860	2	0.60	0.47	10	265722	3	0.70	0.38
02	262894	3	0.72	0.39	11	262902	1	0.88	0.53
03	262908	1	0.84	0.47	11	262904	2	0.79	0.58
03	262910	2	0.78	0.60	11	262906	3	0.82	0.37
03	262912	3	0.47	0.15	12	265730	1	0.86	0.56
04	257357	1	0.67	0.49	12	265732	2	0.80	0.52
04	257359	2	0.88	0.54	12	267271	3	0.69	0.43
04	257360	3	0.75	0.40	13	265708	1	0.86	0.57
05	267252	1	0.89	0.48	13	455154	2	0.74	0.44
05	267254	2	0.75	0.35	13	455178	3	0.82	0.37
05	267256	3	0.46	0.31	14	433626	1	0.77	0.57
06	262914	1	0.66	0.49	14	433638	2	0.71	0.42
06	262916	2	0.75	0.52	14	433650	3	0.47	0.19
06	262918	3	0.62	0.32	15	433433	1	0.82	0.53
07	266571	1	0.84	0.54	15	433449	2	0.81	0.50
07	266573	2	0.82	0.31	15	433465	3	0.76	0.48
07	266575	3	0.76	0.39	16	265712	1	0.88	0.55
08	267236	1	0.93	0.47	16	265714	2	0.51	0.35
08	267238	2	0.84	0.42	16	265716	3	0.61	0.32
08	267240	3	0.60	0.35					
09	268854	1	0.71	0.54					

**Table J-15. 2017–18 FSAA-PT: Classical Item Statistics
— Science Grade 5**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	482468	1	0.84	0.61	09	220676	2	0.83	0.47
01	482494	2	0.68	0.36	09	220687	3	0.77	0.54
01	483380	3	0.65	0.53	10	268971	1	0.80	0.60
02	243643	1	0.68	0.60	10	220632	2	0.85	0.60
02	243651	2	0.52	0.40	10	268843	3	0.60	0.34
02	243654	3	0.62	0.27	11	220769	1	0.88	0.54
03	243705	1	0.86	0.62	11	220771	2	0.86	0.60
03	243708	2	0.76	0.41	11	220776	3	0.62	0.38
03	243712	3	0.51	0.43	12	243737	1	0.87	0.53
04	220693	1	0.88	0.51	12	243742	2	0.86	0.63
04	268967	2	0.78	0.63	12	243745	3	0.74	0.50
04	220702	3	0.88	0.43	13	262258	1	0.72	0.50
05	262252	1	0.85	0.61	13	262259	2	0.80	0.61
05	262256	2	0.93	0.49	13	262262	3	0.71	0.46
05	262257	3	0.69	0.49	14	243754	1	0.88	0.55
06	262240	1	0.75	0.67	14	243759	2	0.78	0.65
06	262241	2	0.80	0.47	14	243761	3	0.68	0.48
06	268858	3	0.52	0.32	15	264988	1	0.90	0.51
07	268841	1	0.87	0.52	15	264990	2	0.83	0.43
07	268969	2	0.81	0.62	15	264992	3	0.69	0.53
07	268128	3	0.81	0.58	16	256037	1	0.82	0.64
08	256232	1	0.74	0.61	16	256039	2	0.77	0.55
08	256234	2	0.77	0.56	16	256041	3	0.32	0.21
08	256236	3	0.54	0.29					
09	220671	1	0.85	0.52					

Table J-16. 2017–18 FSAA-PT: Classical Item Statistics
— Science Grade 8

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	424461	1	0.83	0.59	09	484031	2	0.84	0.53
01	424473	2	0.75	0.52	09	484053	3	0.82	0.33
01	424485	3	0.81	0.33	10	262672	1	0.58	0.42
02	424424	1	0.78	0.58	10	262674	2	0.60	0.51
02	424436	2	0.56	0.54	10	262676	3	0.38	0.27
02	424448	3	0.45	0.16	11	245056	1	0.88	0.49
03	256698	1	0.70	0.62	11	245058	2	0.61	0.48
03	256702	2	0.70	0.36	11	245060	3	0.61	0.22
03	268976	3	0.85	0.47	12	256756	1	0.87	0.55
04	245073	1	0.75	0.56	12	268878	2	0.58	0.47
04	245075	2	0.71	0.39	12	256763	3	0.47	0.06
04	245077	3	0.53	0.32	13	222968	1	0.84	0.56
05	222934	1	0.80	0.52	13	222972	2	0.74	0.46
05	222940	2	0.56	0.50	13	222977	3	0.64	0.29
05	222947	3	0.40	0.26	14	265084	1	0.91	0.46
06	268870	1	0.76	0.64	14	265086	2	0.84	0.51
06	262650	2	0.93	0.47	14	265088	3	0.49	0.33
06	268872	3	0.38	0.28	15	262660	1	0.86	0.55
07	245078	1	0.92	0.43	15	262662	2	0.72	0.53
07	245080	2	0.75	0.53	15	262664	3	0.47	0.25
07	245082	3	0.65	0.38	16	265090	1	0.82	0.53
08	268874	1	0.73	0.50	16	265092	2	0.73	0.46
08	262656	2	0.82	0.58	16	265094	3	0.53	0.29
08	268978	3	0.65	0.40					
09	484004	1	0.73	0.62					

**Table J-17. 2017–18 FSAA-PT: Classical Item Statistics
— Algebra 1 Grade HS**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	265824	1	0.82	0.53	09	265910	2	0.75	0.44
01	265826	2	0.70	0.49	09	265913	3	0.41	0.33
01	265829	3	0.71	0.28	10	437000	1	0.84	0.53
02	266654	1	0.81	0.53	10	437016	2	0.62	0.46
02	266656	2	0.73	0.38	10	437028	3	0.63	0.37
02	266658	3	0.69	0.31	11	265934	1	0.89	0.46
03	438397	1	0.78	0.49	11	265936	2	0.66	0.51
03	438409	2	0.68	0.50	11	265938	3	0.62	0.33
03	438424	3	0.44	0.27	12	455313	1	0.78	0.58
04	263287	1	0.76	0.56	12	263283	2	0.70	0.38
04	263289	2	0.46	0.31	12	263285	3	0.63	0.31
04	263291	3	0.63	0.39	13	265895	1	0.88	0.48
05	266660	1	0.85	0.52	13	265900	2	0.57	0.37
05	266662	2	0.61	0.45	13	265904	3	0.45	0.25
05	266664	3	0.49	0.26	14	257693	1	0.83	0.49
06	265926	1	0.81	0.52	14	257696	2	0.68	0.45
06	265928	2	0.68	0.48	14	257697	3	0.53	0.29
06	265931	3	0.54	0.21	15	266700	1	0.78	0.55
07	265857	1	0.81	0.39	15	266702	2	0.73	0.46
07	265859	2	0.64	0.54	15	266703	3	0.78	0.35
07	265860	3	0.51	0.27	16	266683	1	0.83	0.44
08	257723	1	0.71	0.54	16	266685	2	0.60	0.51
08	257725	2	0.67	0.49	16	266686	3	0.75	0.43
08	257726	3	0.71	0.26					
09	265906	1	0.77	0.57					

**Table J-18. 2017–18 FSAA-PT: Classical Item Statistics
— Biology Grade HS**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	425930	1	0.89	0.57	09	265546	2	0.68	0.45
01	425944	2	0.77	0.47	09	265548	3	0.55	0.34
01	425959	3	0.59	0.37	10	266984	1	0.89	0.55
02	245928	1	0.90	0.57	10	266986	2	0.86	0.55
02	246478	2	0.49	0.41	10	266988	3	0.56	0.35
02	245932	3	0.62	0.33	11	267032	1	0.93	0.47
03	267049	1	0.90	0.55	11	267034	2	0.82	0.46
03	267051	2	0.65	0.47	11	267036	3	0.61	0.51
03	267053	3	0.75	0.41	12	267043	1	0.78	0.62
04	267055	1	0.87	0.54	12	267045	2	0.70	0.41
04	267057	2	0.75	0.27	12	267047	3	0.78	0.27
04	267059	3	0.63	0.51	13	267008	1	0.81	0.46
05	224615	1	0.91	0.50	13	267010	2	0.78	0.56
05	268862	2	0.77	0.55	13	267012	3	0.48	0.34
05	224621	3	0.81	0.48	14	267014	1	0.93	0.47
06	245877	1	0.79	0.64	14	267016	2	0.90	0.53
06	245881	2	0.57	0.33	14	267018	3	0.81	0.43
06	245882	3	0.68	0.47	15	265594	1	0.94	0.45
07	224592	1	0.91	0.49	15	265596	2	0.71	0.53
07	224599	2	0.91	0.35	15	265598	3	0.77	0.35
07	224606	3	0.64	0.51	16	267026	1	0.89	0.53
08	266990	1	0.88	0.60	16	267028	2	0.64	0.26
08	266992	2	0.76	0.46	16	267030	3	0.52	0.36
08	266994	3	0.66	0.36					
09	265544	1	0.88	0.54					

**Table J-19. 2017–18 FSAA-PT: Classical Item Statistics
— Geometry Grade HS**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	266775	1	0.72	0.45	09	266739	2	0.87	0.45
01	266779	2	0.74	0.51	09	266741	3	0.45	0.27
01	266787	3	0.77	0.45	10	257717	1	0.92	0.43
02	266804	1	0.81	0.46	10	257719	2	0.52	0.42
02	266806	2	0.69	0.60	10	257721	3	0.76	0.51
02	266808	3	0.73	0.44	11	266585	1	0.80	0.48
03	266761	1	0.85	0.53	11	266587	2	0.53	0.34
03	266764	2	0.61	0.47	11	266589	3	0.49	0.21
03	266769	3	0.58	0.35	12	257711	1	0.79	0.52
04	257663	1	0.77	0.52	12	257713	2	0.60	0.47
04	257665	2	0.78	0.62	12	257715	3	0.67	0.40
04	257667	3	0.33	0.12	13	455245	1	0.83	0.56
05	440918	1	0.73	0.61	13	455257	2	0.62	0.51
05	440931	2	0.60	0.38	13	455276	3	0.67	0.33
05	440944	3	0.49	0.31	14	266526	1	0.83	0.45
06	266597	1	0.84	0.51	14	266528	2	0.65	0.54
06	266599	2	0.65	0.31	14	266530	3	0.48	0.30
06	266601	3	0.67	0.55	15	266520	1	0.63	0.41
07	257669	1	0.90	0.47	15	266522	2	0.67	0.61
07	257671	2	0.73	0.47	15	266524	3	0.69	0.35
07	257673	3	0.44	0.26	16	440823	1	0.88	0.51
08	266544	1	0.86	0.55	16	440838	2	0.68	0.45
08	266546	2	0.71	0.46	16	440852	3	0.70	0.49
08	266548	3	0.62	0.23					
09	266737	1	0.89	0.46					

Table J-20. 2017–18 FSAA-PT: Classical Item Statistics — Civics Grade 7

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	428824	1	0.84	0.58	09	428065	2	0.90	0.48
01	428837	2	0.79	0.55	09	428079	3	0.58	0.39
01	428860	3	0.56	0.32	10	431275	1	0.86	0.57
02	428618	1	0.82	0.61	10	431292	2	0.84	0.35
02	428635	2	0.70	0.38	10	431332	3	0.68	0.54
02	428649	3	0.53	0.37	11	434033	1	0.86	0.59
03	431907	1	0.86	0.58	11	434047	2	0.74	0.58
03	431922	2	0.70	0.51	11	434061	3	0.45	0.12
03	431935	3	0.64	0.29	12	431670	1	0.79	0.67
04	432298	1	0.81	0.61	12	431963	2	0.61	0.35
04	432311	2	0.60	0.25	12	432009	3	0.62	0.33
04	432324	3	0.58	0.41	13	431867	1	0.85	0.57
05	431439	1	0.88	0.55	13	431880	2	0.86	0.39
05	431455	2	0.69	0.55	13	431893	3	0.51	0.43
05	431470	3	0.49	0.35	14	431516	1	0.81	0.66
06	427855	1	0.76	0.62	14	431545	2	0.84	0.54
06	427888	2	0.73	0.47	14	431563	3	0.49	0.28
06	427914	3	0.69	0.33	15	428765	1	0.92	0.46
07	427700	1	0.85	0.53	15	428779	2	0.76	0.63
07	427722	2	0.64	0.57	15	428795	3	0.79	0.39
07	427827	3	0.59	0.28	16	428874	1	0.89	0.57
08	431591	1	0.80	0.50	16	428887	2	0.76	0.53
08	431626	2	0.70	0.49	16	428929	3	0.77	0.50
08	431653	3	0.52	0.40					
09	428052	1	0.79	0.67					

**Table J-21. 2017–18 FSAA-PT: Classical Item Statistics
— U.S. History Grade HS**

Item Sets	Item Number	Task	P-Value	Item-total Correlation	Item Sets	Item Number	Task	P-Value	Item-total Correlation
01	427435	1	0.86	0.59	09	426642	2	0.60	0.52
01	427457	2	0.80	0.26	09	426565	3	0.64	0.28
01	427473	3	0.65	0.50	10	427535	1	0.85	0.48
02	424154	1	0.73	0.59	10	427571	2	0.61	0.50
02	424139	2	0.80	0.51	10	427551	3	0.72	0.36
02	424168	3	0.69	0.28	11	427065	1	0.89	0.53
03	425510	1	0.88	0.54	11	427597	2	0.66	0.38
03	425535	2	0.68	0.59	11	427610	3	0.43	0.44
03	425552	3	0.72	0.37	12	426853	1	0.77	0.62
04	424080	1	0.89	0.50	12	426873	2	0.76	0.49
04	424096	2	0.83	0.56	12	426990	3	0.65	0.16
04	424124	3	0.76	0.50	13	427489	1	0.83	0.62
05	423220	1	0.83	0.51	13	427506	2	0.56	0.41
05	423286	2	0.76	0.63	13	427584	3	0.55	0.23
05	423300	3	0.60	0.28	14	425756	1	0.82	0.63
06	424280	1	0.81	0.63	14	425771	2	0.74	0.53
06	424293	2	0.66	0.33	14	425787	3	0.75	0.46
06	424314	3	0.53	0.38	15	425387	1	0.85	0.59
07	427096	1	0.81	0.62	15	425402	2	0.58	0.26
07	427118	2	0.86	0.47	15	425427	3	0.68	0.49
07	427421	3	0.72	0.42	16	425445	1	0.86	0.59
08	424334	1	0.87	0.56	16	425460	2	0.75	0.49
08	424349	2	0.63	0.49	16	425477	3	0.54	0.32
08	424599	3	0.43	0.18					
09	426500	1	0.87	0.53					

APPENDIX K—SUMMARY CLASSICAL STATISTICS

Table K-1. 2017–18 FSAA-PT: Summary Classical Item Statistics — ELA

Grade	Number of Items	Task	P-Value Mean	P-Value SD	Item-total Correlation Mean	Item-total Correlation SD
3	16	1	0.73	0.13	0.50	0.07
	16	2	0.60	0.13	0.40	0.10
	16	3	0.61	0.12	0.32	0.06
	48	All	0.64	0.14	0.41	0.11
4	16	1	0.77	0.13	0.49	0.08
	16	2	0.65	0.16	0.41	0.08
	16	3	0.59	0.18	0.33	0.09
	5	WRI-MC	0.69	0.08	0.53	0.05
	4	WRI-WP	0.68	0.03	0.53	0.04
	57	All	0.67	0.16	0.43	0.11
5	16	1	0.82	0.05	0.54	0.03
	16	2	0.67	0.14	0.45	0.09
	16	3	0.62	0.16	0.32	0.07
	5	WRI-MC	0.76	0.12	0.50	0.06
	4	WRI-WP	0.65	0.05	0.53	0.04
	57	All	0.71	0.14	0.45	0.11
6	16	1	0.77	0.09	0.53	0.05
	16	2	0.67	0.09	0.39	0.10
	16	3	0.56	0.14	0.32	0.12
	5	WRI-MC	0.73	0.12	0.49	0.07
	4	WRI-WP	0.70	0.04	0.56	0.03
	57	All	0.68	0.13	0.43	0.13
7	16	1	0.82	0.07	0.56	0.05
	16	2	0.68	0.12	0.45	0.11
	16	3	0.62	0.13	0.33	0.08
	5	WRI-MC	0.76	0.09	0.53	0.10
	4	WRI-WP	0.61	0.06	0.55	0.01
	57	All	0.70	0.13	0.46	0.13
8	16	1	0.81	0.07	0.53	0.06
	16	2	0.68	0.12	0.44	0.10
	16	3	0.58	0.12	0.34	0.07
	5	WRI-MC	0.68	0.13	0.48	0.09
	4	WRI-WP	0.64	0.03	0.59	0.02
	57	All	0.69	0.13	0.45	0.11

Grade	Number of Items	Task	P-Value		Item-total Correlation	
			Mean	SD	Mean	SD
9	16	1	0.84	0.04	0.55	0.06
	16	2	0.62	0.13	0.38	0.08
	16	3	0.61	0.15	0.31	0.11
	5	WRI-MC	0.70	0.18	0.42	0.09
	4	WRI-WP	0.60	0.03	0.57	0.06
	57	All	0.68	0.15	0.42	0.13
10	16	1	0.81	0.06	0.56	0.05
	16	2	0.69	0.14	0.40	0.08
	16	3	0.59	0.13	0.34	0.10
	5	WRI-MC	0.71	0.13	0.46	0.12
	4	WRI-WP	0.63	0.02	0.61	0.03
	57	All	0.69	0.14	0.45	0.13

Table K-2. 2017–18 FSAA-PT: Summary Classical Item Statistics — Mathematics

Grade	Number of Items	Task	P-Value Mean	P-Value SD	Item-total Correlation Mean	Item-total Correlation SD
3	16	1	0.75	0.10	0.52	0.05
	16	2	0.70	0.12	0.50	0.06
	16	3	0.56	0.16	0.31	0.10
	48	All	0.67	0.15	0.44	0.12
4	16	1	0.80	0.08	0.50	0.05
	16	2	0.64	0.12	0.39	0.11
	16	3	0.50	0.12	0.35	0.07
	48	All	0.64	0.16	0.41	0.10
5	16	1	0.80	0.10	0.48	0.05
	16	2	0.57	0.12	0.44	0.05
	16	3	0.54	0.17	0.34	0.08
	48	All	0.64	0.17	0.42	0.09
6	16	1	0.76	0.08	0.53	0.05
	16	2	0.68	0.14	0.45	0.09
	16	3	0.61	0.12	0.36	0.12
	48	All	0.68	0.13	0.45	0.11
7	16	1	0.82	0.08	0.49	0.06
	16	2	0.60	0.14	0.41	0.05
	16	3	0.57	0.13	0.31	0.13
	48	All	0.66	0.16	0.40	0.11
8	16	1	0.81	0.09	0.52	0.06
	16	2	0.75	0.10	0.46	0.09
	16	3	0.67	0.12	0.35	0.08
	48	All	0.74	0.12	0.44	0.10

Table K-3. 2017–18 FSAA-PT: Summary Classical Item Statistics — Science

Grade	Number of Items	Task	P-Value Mean	P-Value SD	Item-total Correlation Mean	Item-total Correlation SD
5	16	1	0.82	0.07	0.57	0.05
	16	2	0.79	0.09	0.53	0.10
	16	3	0.65	0.13	0.42	0.11
	48	All	0.75	0.13	0.51	0.11
8	16	1	0.80	0.09	0.54	0.07
	16	2	0.72	0.11	0.49	0.06
	16	3	0.57	0.16	0.29	0.10
	48	All	0.69	0.15	0.44	0.13

Table K-4. 2017–18 FSAA-PT: Summary Classical Item Statistics — Algebra 1

Grade	Number of Items	Task	P-Value Mean	P-Value SD	Item-total Correlation Mean	Item-total Correlation SD
HS	16	1	0.81	0.05	0.51	0.05
	16	2	0.66	0.07	0.45	0.06
	16	3	0.60	0.12	0.31	0.06
	48	All	0.69	0.12	0.42	0.10

Table K-5. 2017–18 FSAA-PT: Summary Classical Item Statistics — Biology

Grade	Number of Items	Task	P-Value Mean	P-Value SD	Item-total Correlation Mean	Item-total Correlation SD
HS	16	1	0.88	0.05	0.53	0.06
	16	2	0.74	0.11	0.44	0.10
	16	3	0.65	0.10	0.40	0.08
	48	All	0.76	0.13	0.46	0.10

Table K-6. 2017–18 FSAA-PT: Summary Classical Item Statistics — Geometry

Grade	Number of Items	Task	P-Value		Item-total Correlation	
			Mean	SD	Mean	SD
HS	16	1	0.82	0.08	0.50	0.05
	16	2	0.67	0.09	0.48	0.09
	16	3	0.60	0.13	0.35	0.12
	48	All	0.69	0.14	0.44	0.11

Table K-7. 2017–18 FSAA-PT: Summary Classical Item Statistics — Civics

Grade	Number of Items	Task	P-Value		Item-total Correlation	
			Mean	SD	Mean	SD
7	16	1	0.84	0.04	0.58	0.06
	16	2	0.74	0.09	0.48	0.10
	16	3	0.59	0.10	0.36	0.10
	48	All	0.72	0.13	0.47	0.13

Table K-8. 2017–18 FSAA-PT: Summary Classical Item Statistics — U.S. History

Grade	Number of Items	Task	P-Value		Item-total Correlation	
			Mean	SD	Mean	SD
HS	16	1	0.84	0.04	0.57	0.05
	16	2	0.71	0.09	0.46	0.11
	16	3	0.63	0.11	0.35	0.11
	48	All	0.72	0.12	0.46	0.13

APPENDIX L—DIFFERENTIAL ITEM FUNCTIONING RESULTS

Table L-1. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—ELA

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
3	Male	Female	1	16	1	0	1	0	0	0
			2	16	1	1	0	0	0	0
			3	15	4	2	2	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	15	2	2	0	1	0	1
		Hispanic	1	16	1	1	0	0	0	0
			2	16	2	0	2	0	0	0
			3	15	4	2	2	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	4	2	2	0	0	0
			3	15	3	2	1	0	0	0
4	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	0	3	1	0	1
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	16	1	0	1	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	1	0	1
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	3	0	3	0	0	0
			2	16	1	0	1	0	0	0
			3	13	2	0	2	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	2	2	0	0	0	0

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
5	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	0	0	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	0	2	0	0	0
			3	16	1	1	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	16	1	1	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	15	6	3	3	0	0	0
			WRI-MC	5	2	0	2	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
6	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	1	1	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
6	White	Hispanic	1	16	1	0	1	0	0	0
			2	16	2	1	1	0	0	0
			3	16	2	1	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	2	0	2	0	0	0
			2	16	2	0	2	0	0	0
			3	14	4	3	1	1	1	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
7	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	0	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	3	0	3	1	1	0
			3	10	3	2	1	0	0	0
			WRI-MC	5	1	1	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
8	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	0	0	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	0	0	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	16	1	1	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	3	3	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	1	0	0	0	0
			2	15	4	2	2	2	2	0
			3	1	1	1	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
9	Male	Female	1	16	0	0	0	0	0	0
			2	16	2	2	0	0	0	0
			3	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	1	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
9	White	Hispanic	1	16	0	0	0	0	0	0
			2	16	3	2	1	0	0	0
			3	16	5	1	4	0	0	0
			WRI-MC	5	1	0	1	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	3	0	3	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	4	2	2	0	0	0
			WRI-MC	5	1	1	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
10	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	2	0	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	1	0	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	2	1	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	2	1	1	1	1	0
			WRI-MC	5	1	1	0	0	0	0
			WRI-WP	4	1	0	1	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	0	0	0
			2	1	0	0	0	0	0	0
			WRI-MC	5	1	1	0	1	0	1
			WRI-WP	4	0	0	0	0	0	0

Table L-2. 2015–16 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—Mathematics

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
3	Male	Female	1	16	1	0	1	0	0	0
			2	16	0	0	0	0	0	0
			3	16	4	3	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	1	2	1	0	1
		Hispanic	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	2	0	2	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	1	0	0	0	0
			2	16	1	0	1	0	0	0
			3	14	5	1	4	0	0	0
4	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	1	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	0	2	0	0	0
			3	16	4	3	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	4	2	2	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	0	1	0	0	0
			2	16	3	2	1	0	0	0
			3	15	3	2	1	0	0	0
5	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	1	2	1	1	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	2	1	1	0	0	0

Grade	Reference	Focal	Task	Number of Items	Low Total	Low Fav. Reference	Low Fav. Focal	High Total	High Fav. Reference	High Fav. Focal
5	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	1	0	1	1	0	1
			3	11	1	1	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	0	0	0
6	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	1	0	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	0	2	2	1	1
		Hispanic	1	16	1	1	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	1	2	2	1	1
	Non-Limited English Proficient	Limited English Proficient	1	16	2	0	2	0	0	0
			2	16	2	2	0	0	0	0
			3	14	3	2	1	0	0	0
7	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	2	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	1	2	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	2	1	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	0	0	0	1	0	1
			3	8	1	0	1	1	1	0
8	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	2	2	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	2	1	0	0	0

| Grade | Group | | Task | Number of Items | Number "Low" | | | Number "High" | | |
| | Reference | Focal | | | Total | Favoring | | Total | Favoring | |
						Reference	Focal		Reference	Focal
8	White	Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	2	1	1	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	0	1	1	1	0
			2	13	4	0	4	0	0	0
			3	5	2	1	1	0	0	0

**Table L-3. 2017–18 Florida Alternate Assessment: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—Science**

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
5	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	1	0	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	2	0	2	1	1	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	1	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantged	1	16	1	0	1	0	0	0
8	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	2	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	2	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	5	3	2	1	1	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	0	1	0	0	0
			2	15	3	3	0	0	0	0
			3	2	0	0	0	1	1	0

Table L-4. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—HS Algebra 1

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
11	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	2	2	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	2	0	0	0	0
			3	16	5	0	5	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	4	1	3	1	1	0
			3	16	1	0	1	0	0	0

Table L-5. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—HS Biology

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
11	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	2	1	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	3	1	2	0	0	0
			3	16	2	1	1	0	0	0

Table L-6. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—HS Geometry

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
11	Male	Female	1	16	3	3	0	0	0	0
			2	16	6	3	3	0	0	0
			3	16	1	1	0	2	0	2
	White	Black	1	16	1	1	0	0	0	0
			2	16	6	1	5	0	0	0
			3	13	6	3	3	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	6	2	4	0	0	0
			3	13	3	1	2	4	0	4

Table L-7. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—Civics

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
7	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	1	0	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	1	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	3	0	3	0	0	0
			3	15	3	1	2	0	0	0

**Table L-8. 2017–18 FSAA-PT: Number of Items Classified as "Low" or "High" DIF
Overall and by Group Favored—HS U.S. History**

Grade	Group Reference	Group Focal	Task	Number of Items	Number "Low" Total	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
11	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	2	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	3	1	2	0	0	0
			3	16	5	4	1	1	1	0
		Hispanic	1	16	1	1	0	0	0	0
			2	16	5	2	3	0	0	0
			3	16	2	2	0	2	2	0

APPENDIX M—IRT PARAMETERS

Table M-1. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 3

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
179293	1.42556	0.05633	-0.52881	0.02332	265958	0.30450	0.03913	3.33083	0.33935
179304	1.10989	0.05859	-0.25475	0.03697	265959	0.36668	0.06349	0.75651	0.20142
179308	0.48743	0.04685	-0.26667	0.10882	265962	0.66906	0.03160	-0.35794	0.04005
221255	1.55722	0.07817	-1.15481	0.03271	265964	0.62212	0.03852	0.25193	0.05062
221260	0.36569	0.02886	-0.29987	0.07982	265965	0.51401	0.04881	0.49535	0.08286
221264	0.71168	0.05173	-0.52797	0.07180	266817	1.80647	0.08924	-1.07260	0.02725
262777	1.38058	0.06428	-1.01722	0.03181	266821	0.64844	0.04603	-0.45075	0.07160
262779	1.25058	0.05516	-0.18951	0.02688	266825	0.90740	0.04711	-0.08443	0.03809
262781	1.09201	0.06555	0.02046	0.04022	266827	1.22486	0.05012	-0.61596	0.02714
265873	0.79549	0.03420	-0.20114	0.03302	266829	0.63795	0.05427	-0.22752	0.08770
265877	0.86817	0.05169	-0.36438	0.05254	266834	0.87956	0.04201	-0.97370	0.04413
265879	0.63715	0.04878	0.87609	0.05750	266836	0.72429	0.03749	0.33108	0.03868
265882	1.42087	0.06443	-0.94968	0.02954	266838	0.74799	0.05971	-0.26228	0.08052
265884	0.62840	0.03632	-0.18731	0.04866	267318	0.55978	0.02818	0.20622	0.04284
265887	0.66495	0.04588	1.06363	0.05631	267320	0.59852	0.04352	-0.12229	0.06813
265893	1.25588	0.05930	-1.05786	0.03535	267322	0.53734	0.05041	0.89984	0.07892
265898	0.76788	0.03755	0.34249	0.03551	268696	0.63998	0.03814	-0.62794	0.05941
265902	0.52611	0.05049	-0.39274	0.11648	444068	1.66067	0.06452	-0.46701	0.02051
265911	1.13863	0.04578	-0.48796	0.02718	444101	0.48672	0.03879	-0.37015	0.08479
265919	1.07199	0.05377	0.11221	0.03182	444121	0.56967	0.04584	0.76511	0.06071
265924	0.39253	0.04471	0.41560	0.10060	444418	1.78636	0.07520	-0.71904	0.02152
265947	1.68664	0.07889	-0.98510	0.02665	444562	0.93584	0.05026	-0.35331	0.04144
265949	0.53990	0.03240	0.53336	0.04849	444588	0.89048	0.05450	0.23876	0.04128
265950	0.51957	0.04596	0.83751	0.07281					
265954	0.67922	0.03071	0.25078	0.03660					

Table M-2. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 4

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
221282	0.84752	0.04749	-0.80069	0.05225	265986	0.41633	0.03340	1.41985	0.09881
221288	0.62578	0.03881	0.32605	0.04704	265990	2.12025	0.09278	-0.85389	0.01917
244384	1.74682	0.07672	-0.92527	0.02299	265992	1.09088	0.05689	-0.57407	0.03904
244386	1.18757	0.06746	-0.94705	0.04788	265994	1.22210	0.09752	-1.03420	0.08249
244388	0.69858	0.04287	-0.09514	0.04886	266003	1.76641	0.09006	-1.21065	0.02870
245006	1.25600	0.06197	-1.24340	0.03809	266006	0.94032	0.04074	0.76201	0.03325
245008	0.93791	0.05025	-0.97222	0.05048	266009	0.36577	0.04581	1.76950	0.14444
245009	0.67460	0.04145	-0.29357	0.05451	266012	0.47255	0.02716	-0.70942	0.06128
257092	0.72610	0.04696	0.18385	0.05263	266014	0.50461	0.03282	0.38646	0.05810
257096	0.58502	0.05597	1.44880	0.08731	266781	0.53865	0.02691	0.30089	0.04485
257204	1.95107	0.08798	-0.94798	0.02147	266783	0.61609	0.04298	-0.41221	0.07509
257206	0.94029	0.04972	-0.63484	0.04382	266785	0.62984	0.06137	-0.99754	0.15059
257208	1.32389	0.06789	-0.05723	0.03072	267327	1.96030	0.08988	-0.97961	0.02184
262717	1.25589	0.05918	-1.13921	0.03482	267329	0.90845	0.04824	-0.66402	0.04530
262719	1.18995	0.05326	-0.42483	0.02972	267331	0.68564	0.04126	0.83113	0.04639
262721	0.88712	0.05253	0.02637	0.04258	267443	2.12774	0.09613	-0.92039	0.01982
262733	1.04680	0.04905	-1.11187	0.03936	267445	1.03300	0.04059	-0.41947	0.02762
262734	0.66806	0.03431	0.46379	0.04087	267447	0.97637	0.04261	-0.85010	0.03492
262736	0.61624	0.06458	-0.97538	0.15694	267449	1.07294	0.04207	-0.46199	0.02716
265967	1.06062	0.04568	-0.85560	0.03270	267451	0.82984	0.03496	-0.43662	0.03307
265969	0.59466	0.03677	-0.43285	0.05967	268793	0.40556	0.04314	0.57016	0.10118
265971	0.37456	0.03698	0.16883	0.09334	268889	2.38412	0.11657	-1.02268	0.01951
265972	1.59839	0.08465	-1.31393	0.03427	268896	0.58200	0.02778	0.30258	0.04202
265975	0.40756	0.02745	0.88353	0.07069	446693	0.86647	0.04216	-1.14766	0.04710
265980	0.39749	0.04151	1.78793	0.14616	446708	0.75905	0.03671	0.27051	0.03666
265981	1.36804	0.06396	-1.11228	0.03186	446720	0.66107	0.05060	0.28965	0.06312
265983	0.37184	0.03200	-1.38533	0.14650					

Table M-3. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 5

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
181684	1.77903	0.09820	-1.36793	0.03340	268973	0.69439	0.04717	-0.66305	0.07287
181688	0.76525	0.03873	-0.63833	0.04458	445090	0.87312	0.04116	0.04794	0.03370
181692	0.74525	0.04644	-0.38256	0.05525	445133	1.06409	0.04706	-0.96927	0.03511
245011	1.84952	0.09100	-1.15642	0.02628	445195	0.42212	0.04132	0.17790	0.09342
245013	1.37120	0.06316	-0.62467	0.02914	98981	1.58160	0.07166	-1.04352	0.02699
245015	0.92428	0.06181	-0.76442	0.06728	98984	0.91539	0.05058	-0.87321	0.05186
257549	1.92606	0.09575	-1.15920	0.02557					
257551	1.76777	0.09200	-0.89438	0.03000					
257553	1.07276	0.06851	-0.86112	0.05904					
262728	1.61590	0.07616	-1.12028	0.02820					
262730	1.09424	0.04919	-0.35962	0.03043					
266051	0.77330	0.03520	-0.76164	0.04058					
266053	1.20594	0.06286	-0.72638	0.03975					
266055	0.43984	0.03959	-0.48911	0.11063					
266057	1.64585	0.07877	-1.14530	0.02840					
266059	0.88033	0.04035	-0.08370	0.03224					
266061	0.34994	0.03695	1.69023	0.13444					
266063	1.92050	0.09731	-1.19326	0.02643					
266065	1.25857	0.05661	-0.55257	0.02925					
266066	0.78078	0.04364	0.88754	0.04171					
266067	1.57790	0.06849	-0.94617	0.02528					
266069	0.58872	0.03394	1.12619	0.05789					
266073	0.76582	0.06191	1.10606	0.06372					
266076	1.42665	0.06880	-1.19869	0.03314					
266082	0.33061	0.03568	-0.39962	0.13495					
266090	1.10380	0.04669	-0.83692	0.03139					
266092	0.50987	0.03446	-0.42159	0.06842					
266094	0.60066	0.04303	0.44542	0.05645					
266096	1.43500	0.05823	-0.77012	0.02463					
266098	0.41594	0.03107	0.42140	0.06251					
266101	0.50113	0.04501	0.80142	0.07578					
266105	1.23476	0.05388	-0.96933	0.03111					
266107	0.42161	0.03068	-0.25314	0.07097					
266109	0.47455	0.04195	-0.23446	0.09129					
266791	1.42426	0.06374	-1.03386	0.02907					
266797	0.66016	0.04649	0.01521	0.05912					
266843	1.55648	0.07095	-1.06020	0.02767					
266845	1.34236	0.06634	-0.74618	0.03404					
267267	0.86725	0.04055	-0.26551	0.03474					
267479	1.83504	0.09491	-1.24692	0.02877					
267481	1.34636	0.06098	-1.06793	0.03116					
267483	1.06999	0.04452	-0.75579	0.03079					
267485	0.58844	0.02867	-0.30570	0.04254					
267486	1.09026	0.05093	-1.10480	0.03810					
268737	0.81671	0.04032	-0.23944	0.03784					
268835	1.09883	0.07507	-0.75034	0.06471					
268838	0.70942	0.04115	0.51431	0.04075					

Table M-4. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 6

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
153814	0.91399	0.03873	-0.67792	0.03366	267311	1.08501	0.04874	-1.00465	0.03533
153818	0.81457	0.04982	-0.90383	0.06609	267313	0.92026	0.04219	-0.00568	0.03249
153820	0.81956	0.04877	0.03063	0.04627	267314	0.62884	0.04555	0.97742	0.05629
263023	1.38585	0.06419	-1.09271	0.03094	267342	1.13005	0.04585	-0.69115	0.02845
263025	0.76947	0.04032	-0.60493	0.04806	267344	0.77981	0.04653	-0.72664	0.06108
263027	0.73297	0.04367	-0.00497	0.04937	267346	0.76988	0.04598	0.53564	0.04256
266135	1.19831	0.04716	-0.60397	0.02619	267351	1.16549	0.04478	-0.46944	0.02557
266137	0.50724	0.03481	-0.13532	0.06415	267353	0.43901	0.03464	-0.42896	0.09098
266139	0.40619	0.04010	1.39175	0.10386	267355	0.40314	0.03921	0.59927	0.08542
266147	1.97083	0.09391	-1.05771	0.02289	267359	1.99976	0.08487	-0.81874	0.01962
266151	0.37450	0.03017	-0.83053	0.10549	267361	0.54831	0.03375	0.18070	0.04867
266155	0.58160	0.03871	1.12034	0.06438	267363	0.27396	0.03594	1.21761	0.13826
266162	1.50144	0.07111	-1.12461	0.02983	267368	1.98400	0.09336	-1.03285	0.02235
266165	1.12437	0.04721	-0.03263	0.02671	267370	1.59965	0.08006	-0.73584	0.02959
266168	0.42997	0.03950	0.52674	0.07549	267372	0.43283	0.03374	1.25552	0.08057
266172	1.14273	0.04793	-0.81420	0.03001	267400	0.87076	0.03766	-0.70749	0.03559
266176	0.62330	0.03752	-0.46666	0.05915	267402	0.35441	0.02927	0.20839	0.07706
266185	1.22916	0.06867	0.09662	0.03436	267403	0.19089	0.03143	-0.31865	0.24480
266198	0.75413	0.03182	-0.15628	0.03348	267542	1.78001	0.08517	-1.09837	0.02557
266200	0.82524	0.04814	-0.25476	0.05079	267544	1.70298	0.07434	-0.92856	0.02340
266852	1.46306	0.07362	-1.24545	0.03398	267546	1.09854	0.04662	-0.83628	0.03139
266854	0.37110	0.02723	-0.11503	0.06968	267548	0.61165	0.02841	-0.03157	0.03926
266856	0.63465	0.04571	-0.18401	0.06434	267549	0.68033	0.03298	-0.83508	0.04735
267269	0.84419	0.06727	-0.41578	0.08401	456617	1.94391	0.08647	-0.93145	0.02122
267285	1.48880	0.09289	-1.59298	0.04963	456629	0.84019	0.04179	-0.20628	0.03709
267287	0.74206	0.03852	-0.91322	0.05218	456642	0.48006	0.03936	0.43619	0.06696
267289	1.34068	0.07374	-0.69980	0.03877					

Table M-5. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 7

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
245649	1.62155	0.08618	-1.39489	0.03387	266321	0.52894	0.03699	-0.44706	0.07571
245651	0.81410	0.03872	-0.35729	0.03834	266325	1.49933	0.06901	-1.15361	0.02988
245653	0.68756	0.04627	-0.16553	0.06000	266327	0.50495	0.03264	-0.38437	0.06337
257775	1.76563	0.08524	-1.19098	0.02700	266329	0.71920	0.04902	-0.06610	0.05611
257777	1.15904	0.05166	-0.29824	0.02944	266920	2.08559	0.09679	-1.04045	0.02199
257779	0.66613	0.04651	0.19064	0.05314	266922	1.05869	0.05784	-0.80480	0.04683
257830	1.12134	0.05766	-0.86981	0.04236	266924	0.40899	0.03758	-0.47929	0.10773
257831	0.67608	0.04359	-0.27837	0.05648	267265	0.41433	0.04227	0.77015	0.08949
263093	0.70409	0.03543	0.74931	0.04207	267266	0.40582	0.04210	1.86633	0.13945
263095	0.66783	0.05755	0.48284	0.06591	267393	1.34735	0.06883	-1.39673	0.03903
263097	2.18377	0.11053	-1.17496	0.02282	267395	0.98779	0.04661	-0.64278	0.03841
263099	1.35440	0.05915	-0.32321	0.02619	267397	0.44863	0.03600	1.03018	0.07349
263101	0.79842	0.05837	-0.43275	0.07014	267689	1.60184	0.08297	-1.35656	0.03305
263103	1.52513	0.06540	-0.98121	0.02677	267691	1.83051	0.08217	-1.03091	0.02400
263107	0.77086	0.04809	0.41652	0.04351	267693	0.94054	0.03816	-0.52824	0.03205
266296	1.92534	0.08730	-1.03068	0.02315	267695	1.19352	0.05008	-0.91607	0.03127
266298	1.02058	0.05154	-0.51555	0.03874	267697	0.55206	0.02920	-0.86864	0.05853
266300	0.35501	0.03955	-1.06504	0.19009	268735	1.91600	0.09624	-1.22505	0.02598
266302	1.90148	0.09715	-1.25715	0.02674	268814	0.80829	0.04340	-0.46710	0.04676
266304	1.37937	0.05656	0.00395	0.02315	268825	1.56017	0.07616	-1.25997	0.03120
266306	1.10729	0.08781	-0.53071	0.07426	446344	1.99308	0.09664	-1.14521	0.02396
266308	1.28007	0.06099	-1.26501	0.03658	446374	0.28750	0.02998	-1.55706	0.20293
266310	0.80504	0.03827	0.11993	0.03480	446401	0.84120	0.04767	0.12667	0.04017
266312	0.89521	0.06169	-0.01802	0.05372	446617	1.28449	0.05217	-0.81627	0.02824
266313	0.87173	0.03603	-0.48914	0.03357	446635	1.51437	0.09120	-0.97247	0.04537
266315	0.45941	0.03561	-0.15829	0.07660	446653	0.85042	0.04821	0.21365	0.03791
266319	0.77693	0.03378	-0.57115	0.03792					

Table M-6. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 8

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
224980	1.64079	0.09239	-1.36786	0.03652	266913	0.88949	0.04808	-0.56361	0.04404
224982	0.92715	0.04215	-0.27553	0.03258	266915	0.75649	0.04918	-0.16160	0.05327
224984	0.69682	0.04570	0.21821	0.04975	266928	1.49417	0.06536	-0.89108	0.02621
257838	1.84945	0.10683	-1.35922	0.03329	266930	0.68445	0.04082	-0.46689	0.05439
263148	1.40378	0.07199	-1.25111	0.03630	266932	0.36812	0.03689	1.10042	0.09711
263150	1.28230	0.05387	-0.08957	0.02481	267227	1.57249	0.06827	-0.86715	0.02485
263162	1.58532	0.07308	-1.00786	0.02700	267229	0.57559	0.03718	-0.34328	0.05950
263164	0.44174	0.03185	-0.22832	0.06767	267231	0.63481	0.04480	0.52431	0.05411
263166	0.69772	0.04690	0.16634	0.05433	267376	1.31628	0.05523	-0.75933	0.02694
263167	0.76053	0.03434	-0.45690	0.03693	267378	1.65908	0.09032	-0.67683	0.03276
263169	0.87843	0.05066	-0.45848	0.04999	267380	0.77107	0.05151	-0.14839	0.05404
266345	1.45772	0.05917	-0.66306	0.02390	267833	1.56921	0.07495	-1.08488	0.02883
266347	0.99950	0.05859	-0.65989	0.05092	267837	1.46099	0.06414	-0.90143	0.02684
266349	0.43420	0.04063	-0.13902	0.09487	267844	0.89409	0.03727	-0.30550	0.03093
266351	1.67794	0.08648	-1.21064	0.03055	267850	0.53145	0.02919	-0.60026	0.05386
266353	1.39413	0.06227	-0.47020	0.02666	267856	0.69667	0.03168	-0.11757	0.03660
266355	0.65406	0.04247	1.05682	0.05378	268497	1.98707	0.09502	-1.01874	0.02291
266356	1.02168	0.04954	-1.12194	0.04175	268499	0.70016	0.04023	-0.48393	0.05069
266358	0.40392	0.02956	0.76355	0.07114	268734	0.82769	0.05886	-0.11181	0.06091
266359	0.71025	0.05489	0.94483	0.06376	268845	0.63287	0.03300	0.08492	0.04096
266876	1.76376	0.08703	-1.11622	0.02703	268849	0.73302	0.04926	-0.13420	0.05537
266878	1.06874	0.05480	-0.70595	0.03969	268851	0.45589	0.04149	0.92871	0.07318
266880	0.58450	0.04031	0.06248	0.05576	268882	0.55593	0.04344	-0.22871	0.08058
266894	1.34267	0.06659	-1.19141	0.03558	447277	0.97383	0.04651	-1.05749	0.04141
266896	1.81296	0.10055	-0.98130	0.03202	447296	0.77282	0.03936	-0.04320	0.03894
266898	0.76972	0.04152	0.50524	0.03793	447313	0.70429	0.05700	-0.49178	0.08810
266911	2.06709	0.09802	-0.98823	0.02179					

Table M-7. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 9

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
183973	1.41530	0.06520	-1.17538	0.03256	266416	1.99124	0.09675	-1.15402	0.02472
183982	0.80991	0.03767	-0.14837	0.03576	266418	1.39091	0.06951	-0.85097	0.03573
183994	0.55973	0.03919	0.38381	0.05815	266420	0.42959	0.03156	0.35417	0.06074
263351	1.28100	0.05500	-1.01809	0.03156	266860	1.59042	0.07780	-1.25801	0.03180
263353	0.60611	0.03651	-0.79709	0.07080	266862	0.81698	0.04075	-0.69259	0.04673
263355	0.80966	0.05248	-0.54719	0.06417	266864	1.05452	0.06985	-0.93988	0.06850
263363	1.44506	0.07046	-1.28431	0.03498	267294	2.56973	0.12930	-1.08604	0.01971
263365	0.66634	0.03347	-0.31692	0.04477	267296	0.74561	0.03536	0.10082	0.03517
263367	0.89825	0.05179	-0.05556	0.04418	267298	1.21008	0.06981	0.01002	0.03781
263422	1.74975	0.07362	-0.91078	0.02346	267303	1.69896	0.08046	-1.17417	0.02827
263424	0.71407	0.03606	0.16263	0.03769	267305	0.61892	0.03301	-0.31019	0.04839
266376	1.93998	0.09202	-1.12318	0.02466	267307	0.70574	0.04451	-0.14555	0.05717
266378	0.59190	0.03282	-0.30529	0.05070	267896	1.41188	0.07663	-1.48505	0.04294
266380	0.54240	0.03685	0.62129	0.05630	267898	1.86332	0.08571	-1.08268	0.02472
266382	0.90355	0.04147	-1.12738	0.04501	267900	0.59980	0.02737	-0.14478	0.04043
266387	1.69601	0.07000	-0.86990	0.02351	267902	0.48983	0.02485	0.13805	0.04660
266389	0.56916	0.03234	1.24001	0.05795	267904	0.54687	0.02760	-0.69765	0.05396
266391	0.44154	0.04718	1.11583	0.09715	268689	1.96368	0.09552	-1.16227	0.02513
266399	1.98330	0.08528	-0.91326	0.02152	268691	0.93378	0.04266	-0.36541	0.03474
266401	0.50293	0.03061	0.36153	0.04949	268693	0.37684	0.03433	-0.28162	0.10789
266403	0.34782	0.03655	0.43097	0.10114	268959	0.59981	0.04796	-0.31603	0.09008
266405	0.52793	0.02861	-1.07329	0.06849	445359	1.40476	0.05771	-0.89178	0.02729
266406	0.37804	0.03347	-1.98526	0.19922	445371	0.45771	0.02940	0.90002	0.06012
266408	0.21198	0.02680	2.31610	0.25405	445383	0.77546	0.05536	0.28270	0.05918
266410	1.78327	0.07923	-1.02962	0.02470	456665	0.58318	0.03141	-0.00907	0.04736
266412	0.27103	0.02523	0.32770	0.08717	456686	0.37935	0.03597	1.80401	0.12308
266414	0.28602	0.03514	-0.52098	0.17244					

Table M-8. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—ELA Grade 10

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
246983	0.88601	0.03327	-0.66778	0.03122	266886	0.73277	0.04257	-0.92993	0.06832
246987	1.21644	0.05913	-0.69702	0.03848	266888	0.75766	0.04412	-0.19761	0.04998
246992	0.41489	0.03318	0.92219	0.06812	266902	1.63413	0.07379	-1.29064	0.02766
257956	1.57404	0.06428	-1.10625	0.02482	266904	0.92906	0.03763	-0.30678	0.03024
257958	0.64225	0.03661	0.57825	0.04337	266906	0.59112	0.04059	-0.39616	0.07366
257960	0.75244	0.03622	-0.57887	0.04440	267164	1.59684	0.06432	-1.07199	0.02402
257967	0.78669	0.03308	-1.04200	0.04192	267166	0.76339	0.03832	-0.75886	0.05018
257969	0.96754	0.05607	-0.21656	0.04617	267168	0.71452	0.03773	0.43814	0.03885
257970	0.73694	0.03435	-0.40405	0.04286	267170	1.50599	0.06722	-1.29825	0.02965
257972	2.30572	0.09779	-1.03023	0.01799	267172	1.45645	0.06133	-0.75963	0.02717
257974	0.56010	0.02905	0.46046	0.04174	267174	0.65384	0.04006	-0.54147	0.06365
257976	0.56954	0.04264	0.13552	0.06788	267199	1.50462	0.06311	-1.17545	0.02695
266450	1.03010	0.04069	-1.02013	0.03298	267201	0.76322	0.04003	-1.03990	0.05903
266452	0.50086	0.02773	0.58014	0.04856	267203	0.90374	0.04447	-0.24285	0.03818
266454	0.19163	0.03185	2.05891	0.27658	267211	1.69626	0.06385	-0.88840	0.02089
266456	1.35665	0.04800	-0.71271	0.02286	267213	0.74382	0.03789	-0.49370	0.04667
266458	0.41955	0.02845	0.62408	0.05812	267215	0.62009	0.03816	0.27035	0.04918
266460	0.39256	0.03903	1.37137	0.10440	268260	1.30361	0.06250	-1.47929	0.03892
266474	0.97004	0.03887	-1.03860	0.03506	268262	1.55822	0.05958	-0.95219	0.02290
266476	0.68221	0.03760	-0.98386	0.06522	268264	0.41596	0.02374	-1.14374	0.07788
266480	1.80036	0.07098	-0.98530	0.02094	268266	0.90408	0.03236	-0.36987	0.02779
266482	0.63287	0.03236	-0.21297	0.04375	268267	0.57007	0.02479	-0.26873	0.03957
266484	0.60970	0.04049	-0.01048	0.05930	268812	0.62928	0.03634	-0.03140	0.05066
266868	1.63416	0.07661	-1.35559	0.02931	444430	1.57169	0.05823	-0.86295	0.02183
266870	1.15482	0.07252	-1.63963	0.07036	444443	0.50977	0.02991	-0.03187	0.05124
266872	0.93470	0.04238	-0.58653	0.03765	444457	0.71528	0.04413	1.31558	0.05438
266884	1.49821	0.05393	-0.77820	0.02182					

Table M-9. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 3

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
179019	1.96155	0.09389	-1.01092	0.02368	261871	1.31052	0.05788	-0.93187	0.03041
179043	1.49894	0.07024	-0.48060	0.02721	261873	1.29265	0.07201	-0.86057	0.04350
179045	0.35998	0.03355	1.26366	0.09405	261875	1.43418	0.08688	-0.59504	0.04305
179089	1.28321	0.05664	-0.93021	0.03088	265030	1.49492	0.06601	-0.91815	0.02724
179095	1.51279	0.07452	-0.57403	0.03063	265032	0.77394	0.04855	-1.00547	0.07271
179099	1.04716	0.05571	0.30497	0.03234	265034	0.41942	0.03317	0.64710	0.06786
179140	1.17676	0.05829	-0.22845	0.03326	265035	0.59528	0.02823	0.06986	0.04101
179141	0.73929	0.05686	-0.23914	0.07474	265037	0.53561	0.03702	0.35776	0.06361
256331	1.01219	0.04474	0.07674	0.02935	265039	0.46911	0.04818	0.89454	0.09451
256333	0.61782	0.04608	0.39010	0.06011	266579	1.02376	0.04946	-1.16240	0.04346
256353	1.06077	0.04684	-0.89100	0.03508	266581	1.20818	0.05499	-0.41522	0.03108
256355	1.26232	0.05874	-0.30989	0.03050	266583	0.65067	0.04187	0.91057	0.04944
256357	0.81431	0.04954	0.70278	0.04084	267245	1.68979	0.08782	-1.23583	0.03173
261837	0.79423	0.03846	-1.02592	0.04854	267247	0.81446	0.03740	0.11617	0.03354
261839	0.82328	0.03969	0.14548	0.03624	267249	0.23470	0.03267	2.08447	0.22285
261841	0.51456	0.04381	0.65326	0.07051	268827	1.22207	0.05010	-0.67697	0.02795
261847	1.22444	0.04953	-0.62257	0.02725	268831	1.47102	0.06925	-1.07734	0.03078
261849	1.13846	0.05877	-0.37046	0.03801	429533	0.74441	0.03173	0.03343	0.03421
261851	0.52597	0.04171	1.59948	0.08256	429553	0.66677	0.04261	0.56742	0.05082
261859	0.87986	0.03962	-0.83178	0.03952	429571	0.62175	0.05836	0.90554	0.07504
261861	0.78088	0.04553	-0.61241	0.05589	429673	1.23028	0.04855	-0.51183	0.02604
261863	0.57237	0.04063	0.30056	0.05932	429686	1.06061	0.05508	-0.14925	0.03680
261865	1.26142	0.05442	-0.86111	0.03001	429698	0.21712	0.03362	1.42935	0.16980
261867	1.49110	0.08090	-0.73741	0.03644					
261869	0.98481	0.07890	-1.06305	0.09635					

Table M-10. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 4

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
151617	1.76514	0.08471	-1.13140	0.02720	261886	0.54069	0.04219	0.30419	0.06514
151619	0.87390	0.04170	-0.26475	0.03489	261905	1.01375	0.04330	-0.79840	0.03333
151622	0.65295	0.04495	-0.04210	0.05919	261907	0.62769	0.03829	-0.41071	0.05749
223540	1.35322	0.05735	-0.88262	0.02786	261909	0.56403	0.04881	-0.79151	0.11578
223545	0.62593	0.03676	-0.26445	0.05110	262582	1.23133	0.05051	-0.75151	0.02784
223547	0.36475	0.03674	1.35743	0.10923	262584	0.71668	0.04483	-0.85311	0.07060
223564	1.21994	0.05528	-0.51964	0.03009	265051	2.12649	0.12044	-1.34136	0.02915
223567	0.80853	0.04631	0.25524	0.03943	265053	1.47910	0.07817	-1.02270	0.03587
245490	1.69345	0.07233	-0.88122	0.02352	265055	0.72514	0.03781	0.31263	0.03732
245494	0.55396	0.04254	1.29889	0.08013	265057	1.55295	0.07175	-1.09168	0.02898
256365	1.33969	0.06619	-1.27677	0.03773	265059	0.83057	0.03887	0.14144	0.03275
256367	0.72795	0.03473	0.30919	0.03609	265061	0.60033	0.04487	0.51333	0.05883
256372	1.58266	0.08174	-1.31717	0.03479	265068	1.41512	0.05797	-0.77723	0.02536
256377	0.79036	0.03457	-0.54887	0.03619	265070	0.61373	0.03776	-0.33809	0.05652
256379	0.17195	0.02519	0.66101	0.15928	265072	0.60400	0.04300	1.15574	0.06285
256381	0.44006	0.04376	1.47407	0.12199	268415	0.47738	0.03177	-0.75785	0.07575
256383	0.57323	0.03074	-0.99472	0.06074	268417	0.73550	0.04051	0.65110	0.04426
256385	0.83907	0.04181	-0.04891	0.03700	268795	0.31568	0.02835	0.13928	0.08121
256387	0.77228	0.05301	0.36773	0.05114	268891	1.36572	0.06564	-1.21028	0.03513
256392	1.30905	0.05322	-0.73792	0.02638	268895	0.63402	0.04575	0.93312	0.05910
256394	0.68921	0.03769	0.33786	0.04033	268898	0.39072	0.03534	1.75869	0.12041
256396	0.69478	0.05200	0.98160	0.05686	429816	0.88186	0.05933	-1.20294	0.07700
261883	1.93357	0.09706	-1.18034	0.02657	429831	0.65129	0.03144	-0.68394	0.04558
261885	0.70190	0.03490	0.07474	0.03707	429855	0.92874	0.04927	0.42073	0.03652

Table M-11. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 5

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
179119	1.57143	0.08254	-1.35991	0.03659	262546	0.57699	0.03596	1.14467	0.06035
179121	0.83625	0.03831	-0.16314	0.03299	262565	1.42213	0.06947	-1.23351	0.03492
179123	0.52259	0.03672	1.28533	0.07203	262567	0.95225	0.04415	-0.34080	0.03264
246011	1.97398	0.10043	-1.21164	0.02709	262569	0.65817	0.04182	0.28329	0.04932
246013	0.67787	0.03266	0.75832	0.04285	262600	1.19787	0.04787	-0.56995	0.02586
246015	0.34817	0.03716	1.55763	0.12969	262602	0.55290	0.03383	0.95143	0.05660
256466	1.83048	0.07678	-0.79496	0.02109	262604	0.65820	0.06224	-0.28105	0.10739
256468	0.47319	0.03057	0.89637	0.06152	265194	1.35162	0.06250	-1.10592	0.03259
256470	0.79222	0.05834	0.19326	0.06065	265196	0.97663	0.04305	0.14230	0.02892
256473	0.93724	0.04499	-0.23284	0.03395	265198	0.34152	0.03578	2.07204	0.15480
256474	0.33276	0.03367	2.09670	0.15877	265233	1.41845	0.07341	-1.36082	0.03930
256475	0.91644	0.03826	-0.49979	0.03107	265235	0.59952	0.03263	-0.31476	0.04704
256477	0.80278	0.04240	0.20289	0.03914	265236	0.34124	0.03322	-0.81127	0.14854
256478	0.66151	0.04930	1.17939	0.06159	265243	0.70423	0.03065	0.01858	0.03477
256480	1.00346	0.04747	-1.12554	0.04161	265245	0.62094	0.04188	-0.29340	0.06860
256484	0.54363	0.03792	0.82935	0.06161	265247	0.77766	0.06045	-0.24818	0.08015
256492	1.74751	0.07676	-0.93518	0.02374	266564	1.17775	0.05809	-1.27585	0.04157
256494	0.78561	0.03926	0.02560	0.03561	266566	0.95420	0.04676	-0.62244	0.03844
256496	0.58723	0.04176	0.70358	0.05804	266568	0.56306	0.03755	0.01810	0.05851
256504	1.22803	0.05224	-0.84321	0.02919	268418	0.59910	0.03411	-0.34445	0.05172
256506	0.61672	0.03390	1.23926	0.05813	268965	1.18432	0.05278	-0.98924	0.03307
256508	0.82914	0.09274	-0.78846	0.14425	432636	1.57502	0.07394	-1.12105	0.02944
262542	1.62457	0.08117	-1.24828	0.03215	432648	0.65434	0.03467	-0.10842	0.04185
262544	0.92379	0.04520	-0.55933	0.03741	432660	0.58727	0.04026	0.61824	0.05648

Table M-12. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 6

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
256526	0.84815	0.03947	-0.96160	0.04270	265368	0.64436	0.03815	-0.17183	0.05256
256528	0.62559	0.03400	0.00645	0.04566	265370	0.49460	0.04130	0.47671	0.07115
256530	0.26519	0.03576	-0.84351	0.23527	265371	1.21195	0.06177	-1.30546	0.04244
256538	0.59667	0.02784	0.05032	0.03972	265373	0.35928	0.02685	-0.10960	0.07150
256540	1.07001	0.06754	-0.74977	0.05506	265374	0.78379	0.04521	0.46311	0.04593
256542	1.04312	0.06492	0.05295	0.04614	265375	1.72544	0.07476	-0.87021	0.02279
262571	1.46470	0.05894	-0.68844	0.02335	265377	1.01297	0.04754	-0.20818	0.03224
262573	0.71875	0.03772	0.96196	0.04413	265379	0.24038	0.03243	1.25559	0.14139
262575	0.54994	0.05246	1.13529	0.08008	265392	1.24840	0.05621	-1.00534	0.03216
262577	0.75295	0.03374	-0.61827	0.03879	265394	1.23188	0.05785	-0.53109	0.03204
262579	1.36559	0.06824	-0.47684	0.03275	265396	0.62635	0.03988	1.01625	0.05188
262581	0.44718	0.04695	-1.08176	0.18222	265397	1.25634	0.05338	-0.84333	0.02863
262594	1.45738	0.06431	-0.94663	0.02729	265399	1.08933	0.04947	-0.14574	0.03047
262596	1.42566	0.07134	-0.66455	0.03194	265401	1.20904	0.07629	-0.23138	0.04707
262598	1.04532	0.05598	-0.09843	0.03666	265403	1.52740	0.06562	-0.87322	0.02504
262607	1.73601	0.09592	-0.89549	0.03293	265405	0.41761	0.02955	0.34189	0.06042
262609	1.01993	0.04993	0.08261	0.03121	265407	0.58990	0.04500	0.56524	0.06248
262611	1.94037	0.09312	-1.05307	0.02391	267260	1.24884	0.05237	-0.80162	0.02805
262613	1.63535	0.08745	-0.86125	0.03237	267263	0.63788	0.04641	0.07315	0.06433
262615	0.92091	0.04969	-0.26922	0.04030	268893	1.50214	0.06745	-0.98403	0.02741
265361	1.05735	0.04464	-0.76148	0.03136	432708	1.44415	0.05743	-0.64780	0.02317
265363	0.46345	0.03218	-0.34421	0.07289	432720	1.11553	0.05617	-0.34171	0.03559
265365	0.64178	0.04242	0.50235	0.05506	432732	0.94353	0.05749	0.09396	0.04363
265366	1.20211	0.04766	-0.58837	0.02600	455105	0.71437	0.03837	-0.09526	0.04277

Table M-13. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 7

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
180162	1.08866	0.04753	-0.93014	0.03420	265666	1.08727	0.04508	-0.69906	0.03039
180168	0.85762	0.04869	0.25271	0.04042	265668	0.82880	0.04766	-0.58594	0.05405
244055	1.48179	0.08800	-1.67685	0.04881	265670	0.21841	0.03143	2.92849	0.33550
244057	0.49451	0.02817	1.33558	0.07306	265676	1.35678	0.06168	-1.09234	0.03198
244059	0.71459	0.05705	-0.24226	0.08547	265678	0.57393	0.03374	-0.21410	0.05212
245396	1.89300	0.09572	-1.23805	0.02794	265680	0.44343	0.03672	0.97095	0.07791
245403	0.76209	0.03606	0.19267	0.03530	265688	2.09503	0.11072	-1.27369	0.02680
245405	0.33351	0.03509	1.05437	0.10503	265690	0.46159	0.02985	-0.35660	0.06346
257321	1.29765	0.05406	-0.79419	0.02780	265692	0.31519	0.03275	-0.24506	0.12276
257323	0.36600	0.02907	0.54906	0.07270	266622	1.55121	0.08229	-1.42959	0.03766
257325	0.50010	0.02907	-1.23059	0.07765	266624	0.82519	0.04325	-0.82995	0.04886
257327	0.63785	0.03389	0.22874	0.04569	266629	1.51746	0.08319	-1.50724	0.04097
257329	0.43874	0.03990	1.16506	0.09142	266631	0.93784	0.04608	-0.75239	0.04084
257342	1.08762	0.04536	-0.72738	0.03078	266632	0.90411	0.04874	-0.22439	0.04186
257344	0.83423	0.04519	-0.26730	0.04363	268453	0.88274	0.04938	-0.72150	0.05160
257346	0.32114	0.03494	1.74620	0.14042	268745	1.04498	0.05373	-0.23043	0.03738
262864	0.78291	0.03704	-1.00635	0.04667	268960	0.52857	0.03325	-0.21930	0.05929
262868	0.83792	0.05756	-0.30494	0.06151	268962	0.48295	0.04517	0.01401	0.09616
265654	1.21541	0.05693	-1.18814	0.03711	432348	1.72946	0.09081	-1.35918	0.03286
265656	0.57961	0.03156	0.78644	0.05032	432360	0.72885	0.03585	-0.20452	0.03906
265658	0.55588	0.04610	0.52891	0.07705	432372	0.46761	0.03848	-0.25011	0.09045
265660	0.88785	0.03803	-0.65200	0.03493	432385	1.42700	0.06755	-1.19448	0.03309
265662	0.61905	0.03561	0.57793	0.04802	432397	0.65538	0.03610	-0.35622	0.04796
265664	0.50372	0.05083	-0.40767	0.13686	432409	0.12791	0.02368	-0.05819	0.26524

Table M-14. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Mathematics Grade 8

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
257357	0.77654	0.03495	-0.57256	0.03872	265736	1.64806	0.07378	-0.97445	0.02665
257359	1.39928	0.08310	-0.93353	0.04682	265738	1.45881	0.07699	-0.72809	0.03543
257360	0.90366	0.05794	-0.30503	0.05431	266571	1.31994	0.06124	-1.10367	0.03436
262890	0.51163	0.02888	-0.77810	0.06191	266573	0.61823	0.04360	-1.29562	0.10084
262894	0.77109	0.05875	-0.15348	0.07103	266575	0.80192	0.05008	-0.61416	0.06049
262902	1.72276	0.08692	-1.21924	0.03075	267236	2.18413	0.13478	-1.42917	0.03177
262904	1.60979	0.07446	-0.57638	0.02603	267238	1.01509	0.05532	-1.09292	0.05142
262906	1.07724	0.06827	-0.56175	0.05311	267240	0.67367	0.03853	-0.01602	0.04427
262908	1.01723	0.05086	-1.29017	0.04833	267252	1.51244	0.07955	-1.34825	0.03784
262910	1.64072	0.07657	-0.54295	0.02583	267254	0.65740	0.03872	-0.88570	0.06480
262912	0.26643	0.03284	0.85339	0.10899	267256	0.53559	0.03579	0.69910	0.05585
262914	0.76521	0.03450	-0.54218	0.03867	267271	0.99415	0.05541	-0.08134	0.03798
262916	1.03990	0.05667	-0.46259	0.04322	267273	0.88886	0.06094	-0.70417	0.06953
262918	0.60028	0.04712	0.16038	0.06623	268854	0.92944	0.04030	-0.70183	0.03552
262928	0.69800	0.04427	-0.64305	0.06568	268860	0.78693	0.04244	-0.03759	0.04207
262930	0.73135	0.04904	0.09839	0.05306	433433	1.23731	0.05622	-1.04637	0.03469
265708	1.71222	0.08142	-1.10265	0.02823	433449	1.14332	0.05927	-0.72458	0.04102
265712	2.16564	0.11020	-1.13233	0.02434	433465	1.27316	0.07047	-0.24395	0.03559
265714	0.54634	0.03235	0.28283	0.04642	433626	1.22571	0.05201	-0.82113	0.03040
265716	0.61752	0.04847	0.13277	0.06528	433638	0.76680	0.04390	-0.46547	0.05168
265718	1.54036	0.06750	-0.93286	0.02730	433650	0.40323	0.03806	0.82380	0.07851
265720	0.70072	0.03980	-0.28792	0.04773	455154	0.83730	0.04470	-0.59221	0.04667
265722	0.78943	0.05360	-0.14452	0.05691	455178	0.91259	0.06247	-0.69253	0.06746
265730	1.75839	0.08437	-1.11174	0.02787					
265732	1.39423	0.06833	-0.62577	0.03157					

Table M-15. FSAA-PT: IRT Parameters for Dichotomous Items—Science Grade 5

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
220632	1.70519	0.08671	-0.77689	0.02997	256232	1.29643	0.05208	-0.75343	0.02592
220671	1.26956	0.06172	-1.22861	0.03598	256234	1.20701	0.05883	-0.49222	0.03568
220676	1.01299	0.05376	-1.00338	0.04844	256236	0.60566	0.04211	0.52523	0.05161
220687	1.15902	0.05891	-0.44980	0.03799	262240	1.74999	0.07080	-0.74547	0.02069
220693	1.57785	0.08277	-1.30935	0.03297	262241	1.01529	0.05520	-0.64703	0.04647
220702	1.19307	0.07753	-0.86950	0.05923	262252	2.16961	0.10509	-1.06581	0.02077
220769	1.89703	0.09809	-1.22135	0.02625	262256	2.26610	0.14977	-1.08352	0.03224
220771	2.24602	0.11813	-0.85829	0.02260	262257	1.01267	0.04873	-0.20978	0.03332
220776	0.76609	0.04072	0.02273	0.03960	262258	0.80972	0.03582	-0.81460	0.03947
243643	1.13796	0.04383	-0.54733	0.02661	262259	1.46004	0.07251	-0.61832	0.03179
243651	0.70559	0.03842	0.42231	0.04174	262262	0.98908	0.05686	-0.06046	0.04298
243654	0.53268	0.04908	0.32622	0.08622	264988	2.02999	0.11164	-1.29040	0.02684
243705	2.73180	0.13992	-1.07158	0.01765	264990	0.91487	0.04971	-1.09355	0.05378
243708	0.78077	0.04253	-0.76178	0.05240	264992	1.04301	0.04929	-0.24238	0.03457
243712	0.82289	0.04278	0.51834	0.03736	268128	1.64365	0.08464	-0.37720	0.02907
243737	1.63516	0.08267	-1.23507	0.02979	268841	1.45180	0.07305	-1.26326	0.03351
243742	2.45390	0.12834	-0.84137	0.02104	268843	0.66753	0.04061	0.14214	0.04721
243745	1.17463	0.05841	-0.27664	0.03271	268858	0.61603	0.04041	0.57189	0.04905
243754	2.10975	0.10928	-1.18581	0.02341	268967	1.59516	0.07077	-0.65882	0.02505
243759	1.88451	0.08413	-0.56497	0.02141	268969	1.63967	0.07629	-0.73493	0.02620
243761	1.15217	0.05806	0.00226	0.03169	268971	1.48044	0.06440	-0.96308	0.02603
256037	2.28058	0.10450	-0.94334	0.01862	482468	2.11270	0.10134	-1.05832	0.02107
256039	1.39197	0.06543	-0.50197	0.02895	482494	0.60656	0.03484	-0.54573	0.05713
256041	0.46181	0.03708	1.68877	0.09597	483380	1.07358	0.05537	0.05621	0.03579

Table M-16. FSAA-PT: IRT Parameters for Dichotomous Items—Science Grade 8

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
222934	1.16540	0.05268	-1.05819	0.03429	262672	0.61400	0.02947	-0.30864	0.04173
222940	0.91922	0.04288	0.09508	0.03234	262674	0.83800	0.04568	0.01941	0.04344
222947	0.46721	0.04308	1.31932	0.08761	262676	0.51503	0.04941	1.52475	0.09392
222968	1.75842	0.08343	-1.11670	0.02585	265084	1.91329	0.11079	-1.41870	0.03216
222972	0.90848	0.04714	-0.63782	0.04296	265086	1.46341	0.07362	-0.97784	0.03294
222977	0.52981	0.04001	-0.21500	0.07256	265088	0.56021	0.03493	0.42510	0.04864
245056	1.66910	0.08796	-1.32595	0.03216	265090	1.30785	0.05927	-1.07430	0.03160
245058	0.80241	0.03816	-0.21299	0.03597	265092	0.86517	0.04517	-0.58279	0.04427
245060	0.36886	0.03733	-0.19761	0.11069	265094	0.50112	0.03847	0.41321	0.06158
245073	1.15692	0.04925	-0.86882	0.03076	268870	1.69988	0.07059	-0.81565	0.02240
245075	0.64643	0.03980	-0.63337	0.06351	268872	0.54885	0.03723	1.06935	0.06173
245077	0.50736	0.03960	0.43362	0.06400	268874	0.87791	0.03941	-0.86394	0.03853
245078	1.83505	0.11326	-1.53251	0.03784	268878	0.84003	0.03952	-0.05330	0.03342
245080	1.09968	0.04989	-0.70848	0.03310	268976	1.30999	0.09316	-0.55368	0.05482
245082	0.69706	0.04222	-0.16567	0.05028	268978	0.80639	0.05083	0.00388	0.04697
256698	1.29300	0.05123	-0.63498	0.02546	424424	1.46482	0.06279	-0.92505	0.02635
256702	0.59613	0.04056	-0.52838	0.07111	424436	1.04568	0.04818	0.12860	0.02923
256756	2.27444	0.11930	-1.19009	0.02258	424448	0.30387	0.03911	1.23619	0.12416
256763	0.20514	0.03101	1.05042	0.16464	424461	1.91221	0.08943	-1.05955	0.02333
262650	2.11281	0.14158	-1.00638	0.03743	424473	1.12220	0.05511	-0.56450	0.03509
262656	1.47603	0.07599	-0.72442	0.03415	424485	0.77343	0.05693	-0.79653	0.08377
262660	1.90531	0.09300	-1.14173	0.02479	484004	1.39532	0.05647	-0.74302	0.02508
262662	1.16072	0.05398	-0.47639	0.03117	484031	1.46345	0.08035	-0.71549	0.03770
262664	0.46152	0.03706	0.72062	0.06524	484053	0.82978	0.06259	-0.71815	0.08161

Table M-17. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Algebra 1

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
257693	1.14654	0.04551	-1.04850	0.03279	265931	0.35937	0.03074	0.47947	0.07653
257696	0.78070	0.03445	-0.29809	0.03717	265934	1.48028	0.06585	-1.28489	0.03266
257697	0.47663	0.03253	0.55388	0.05650	265936	0.97922	0.03797	-0.22537	0.02745
257723	1.01819	0.03645	-0.58755	0.02744	265938	0.56176	0.03499	0.13672	0.05453
257725	0.90135	0.04047	-0.09635	0.03411	266654	1.17102	0.04496	-0.94936	0.03014
257726	0.50279	0.04031	-0.28690	0.09708	266656	0.65711	0.03432	-0.64040	0.05532
263283	0.67366	0.03491	-0.37584	0.04873	266658	0.57246	0.03736	-0.29299	0.06714
263285	0.52848	0.03563	0.05647	0.06372	266660	1.45132	0.05854	-1.07494	0.02794
263287	1.21804	0.04373	-0.72126	0.02553	266662	0.76927	0.03287	-0.01120	0.03213
263289	0.46152	0.02708	0.74626	0.05093	266664	0.43410	0.03235	0.80969	0.06341
263291	0.64690	0.04455	0.24994	0.06197	266683	0.94944	0.03990	-1.17596	0.04161
265824	1.31280	0.05024	-0.94890	0.02759	266685	0.87651	0.03508	0.01890	0.02909
265826	0.93733	0.03992	-0.26846	0.03187	266686	0.88806	0.05087	-0.13631	0.05005
265829	0.49851	0.03718	-0.45053	0.09209	266700	1.21800	0.04438	-0.77898	0.02635
265857	0.71021	0.03275	-1.31098	0.05734	266702	0.90176	0.04128	-0.38717	0.03773
265859	1.02014	0.03972	-0.12527	0.02724	266703	0.78832	0.04921	-0.44420	0.06407
265860	0.47806	0.03353	0.77145	0.05757	437000	1.51821	0.05996	-1.01272	0.02582
265895	1.48628	0.06316	-1.18730	0.02996	437016	0.79753	0.03408	-0.04304	0.03187
265900	0.56638	0.02754	0.02747	0.04050	437028	0.70677	0.04116	0.24088	0.04602
265904	0.38855	0.03072	1.01769	0.07496	438397	0.94095	0.03681	-0.91760	0.03514
265906	1.30355	0.04672	-0.73282	0.02440	438409	0.95530	0.04047	-0.21091	0.03125
265910	0.88527	0.04169	-0.44000	0.04043	438424	0.46358	0.03310	1.11235	0.06239
265913	0.59189	0.03496	1.18485	0.05054	455313	1.39370	0.05003	-0.74585	0.02338
265926	1.20939	0.04615	-0.93516	0.02913					
265928	0.92130	0.03917	-0.19330	0.03123					

Table M-18. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Biology

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
224592	1.62070	0.08272	-1.48413	0.03363	267010	1.22800	0.05314	-0.73062	0.03120
224599	0.92669	0.05739	-1.70586	0.07983	267012	0.67849	0.03815	0.60048	0.04118
224606	1.07170	0.04372	-0.20130	0.02699	267014	2.10617	0.12087	-1.52950	0.02949
224615	1.99506	0.10448	-1.43792	0.02742	267016	2.22036	0.11400	-1.16751	0.02411
224621	1.25287	0.06342	-0.59076	0.03679	267018	1.06974	0.05350	-0.82763	0.04070
245877	1.87490	0.07282	-0.93028	0.01973	267026	1.81905	0.08786	-1.35888	0.02706
245881	0.54134	0.03130	0.00779	0.04661	267028	0.39957	0.02683	-0.70423	0.07661
245882	1.00204	0.05840	-0.03918	0.04184	267030	0.57552	0.03482	0.27522	0.05048
245928	2.70232	0.13926	-1.29659	0.01895	267032	2.33995	0.13806	-1.51630	0.02691
245932	0.58961	0.04275	0.04589	0.06402	267034	0.99412	0.04653	-1.09404	0.04204
246478	0.66952	0.03045	0.23913	0.03503	267036	1.04038	0.04424	-0.05152	0.02801
265544	1.84474	0.08723	-1.32153	0.02583	267043	1.52678	0.05805	-0.91775	0.02272
265546	0.82002	0.03632	-0.48904	0.03572	267045	0.73759	0.03793	-0.50187	0.04629
265548	0.60072	0.03654	0.28486	0.04773	267047	0.55700	0.04386	-0.92309	0.11115
265594	2.57190	0.15968	-1.53203	0.02573	267049	2.69964	0.14326	-1.33472	0.01962
265596	1.01172	0.04073	-0.62460	0.02975	267051	0.82151	0.03557	-0.40217	0.03337
265598	0.68892	0.04317	-0.79351	0.07048	267053	0.84653	0.04920	-0.48097	0.05199
266984	1.87572	0.08997	-1.33733	0.02588	267055	1.52281	0.06930	-1.31768	0.02987
266986	1.82634	0.08555	-0.97878	0.02606	267057	0.42284	0.03026	-1.42983	0.11586
266988	0.64685	0.03469	0.13279	0.03934	267059	0.98810	0.04571	-0.12170	0.03271
266990	2.56027	0.12233	-1.21170	0.01848	268862	1.30443	0.05365	-0.74051	0.02705
266992	0.94053	0.04390	-0.75654	0.03885	425930	2.49315	0.12615	-1.30429	0.02024
266994	0.67951	0.03935	-0.23730	0.04935	425944	0.98469	0.04471	-0.80703	0.03709
267008	0.85938	0.03880	-1.27918	0.04570	425959	0.69914	0.03739	0.06114	0.04038

Table M-19. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Geometry

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
257663	1.04373	0.04102	-0.98648	0.03145	266597	1.21806	0.05188	-1.24247	0.03303
257665	1.72883	0.07413	-0.51791	0.02329	266599	0.45691	0.02769	-0.60631	0.06689
257667	0.24826	0.03127	2.34922	0.23216	266601	1.03203	0.04922	-0.10513	0.03647
257669	1.69387	0.08320	-1.43515	0.03064	266737	1.46123	0.07077	-1.46961	0.03518
257671	0.91652	0.03919	-0.70039	0.03528	266739	1.32391	0.06444	-1.17285	0.03742
257673	0.42863	0.03057	0.84786	0.06413	266741	0.41908	0.02769	0.70505	0.05954
257711	1.06841	0.04289	-1.06600	0.03239	266761	1.71395	0.07439	-1.20239	0.02465
257713	0.76327	0.03409	-0.07299	0.03518	266764	0.81786	0.03484	-0.16591	0.03203
257715	0.77704	0.04843	0.01273	0.05151	266769	0.62145	0.03976	0.25023	0.05114
257717	2.06709	0.11289	-1.51119	0.02903	266775	0.71197	0.03046	-0.94841	0.04248
257719	0.62794	0.02794	0.09540	0.03620	266779	0.96344	0.04496	-0.57565	0.03772
257721	1.09573	0.06065	-0.34124	0.04264	266787	1.00141	0.05698	-0.36719	0.04704
266520	0.56497	0.02560	-0.62401	0.04440	266804	0.90768	0.03978	-1.28368	0.04295
266522	1.15451	0.04972	-0.21932	0.03097	266806	1.23285	0.04842	-0.36795	0.02594
266524	0.68126	0.04999	-0.03322	0.06807	266808	0.99452	0.05500	-0.15663	0.04205
266526	0.94399	0.04254	-1.37842	0.04472	440823	2.25309	0.10645	-1.24567	0.02088
266528	1.03293	0.04090	-0.29095	0.02786	440838	0.79208	0.03553	-0.49198	0.03698
266530	0.51999	0.03606	0.74137	0.05536	440852	1.01138	0.05013	-0.18529	0.03674
266544	2.09694	0.09337	-1.17203	0.02077	440918	1.41093	0.05061	-0.73632	0.02199
266546	0.85259	0.03849	-0.54799	0.03699	440931	0.62580	0.03382	-0.04385	0.04458
266548	0.39329	0.03246	-0.25121	0.08840	440944	0.49827	0.03864	0.77787	0.06362
266585	0.98060	0.04095	-1.16181	0.03703	455245	1.79356	0.07404	-1.08110	0.02187
266587	0.46640	0.02685	0.10946	0.05106	455257	0.96582	0.03984	-0.14094	0.02839
266589	0.34489	0.03458	0.68166	0.09097	455276	0.62922	0.04247	-0.10567	0.06265

Table M-20. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—Civics

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
427700	1.35814	0.06563	-1.25205	0.03449	431455	1.10332	0.04790	-0.37399	0.03024
427722	1.06823	0.04595	-0.16362	0.02958	431470	0.70916	0.04371	0.66392	0.04406
427827	0.55221	0.04349	0.25013	0.06443	431516	2.14127	0.09631	-0.94639	0.02021
427855	1.30839	0.05328	-0.83461	0.02758	431545	1.49442	0.07701	-0.70177	0.03389
427888	0.90362	0.04749	-0.45089	0.04441	431563	0.52710	0.03792	0.62604	0.05367
427914	0.62188	0.04649	-0.20153	0.07405	431591	0.98650	0.04502	-1.11474	0.04053
428052	1.83446	0.07782	-0.88660	0.02199	431626	0.81993	0.04081	-0.44304	0.04350
428065	1.45375	0.08690	-1.00837	0.04708	431653	0.81384	0.04888	0.56996	0.04117
428079	0.80755	0.04475	0.25590	0.03755	431670	1.91161	0.08159	-0.88456	0.02136
428618	1.57040	0.07010	-1.05034	0.02669	431867	1.63982	0.07820	-1.16739	0.02786
428635	0.63628	0.03726	-0.58593	0.05938	431880	0.89436	0.05406	-1.24317	0.06885
428649	0.66842	0.04260	0.47659	0.04798	431893	0.77693	0.04055	0.43775	0.03750
428765	1.98550	0.12123	-1.46909	0.03228	431907	1.83880	0.09168	-1.19973	0.02611
428779	1.51211	0.06427	-0.63798	0.02551	431922	0.94382	0.04409	-0.42297	0.03600
428795	0.84521	0.05396	-0.64342	0.06350	431935	0.54129	0.04084	-0.09628	0.07092
428824	1.53012	0.07121	-1.14352	0.02892	431963	0.54627	0.03478	-0.11850	0.05565
428837	1.19032	0.05731	-0.68859	0.03627	432009	0.58377	0.04614	0.09340	0.06845
428860	0.64173	0.04088	0.29722	0.04734	432298	1.47961	0.06440	-1.00828	0.02730
428874	2.45686	0.13509	-1.21722	0.02128	432311	0.35929	0.02940	-0.31734	0.08699
428887	1.12837	0.05215	-0.60385	0.03380	432324	0.72512	0.04810	0.24282	0.05094
428929	1.18079	0.06421	-0.31353	0.03898	434033	2.08978	0.10513	-1.15766	0.02296
431275	1.72073	0.08349	-1.18045	0.02709	434047	1.31787	0.05867	-0.48017	0.02876
431292	0.72632	0.04710	-1.36001	0.08710	434061	0.27949	0.03267	1.07829	0.11243
431332	1.13481	0.05416	-0.13050	0.03203					
431439	1.85919	0.09742	-1.27549	0.02758					

Table M-21. 2017–18 FSAA-PT: IRT Parameters for Dichotomous Items—U.S. History

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
423220	1.33950	0.05579	-1.18408	0.02879	425756	2.21955	0.08867	-1.00487	0.01708
423286	1.68798	0.06648	-0.57858	0.02134	425771	1.22983	0.05220	-0.51030	0.02699
423300	0.59712	0.03831	0.05922	0.04854	425787	1.19231	0.06167	-0.27036	0.03375
424080	1.75882	0.08270	-1.33855	0.02699	426500	1.77563	0.07873	-1.24659	0.02435
424096	1.63651	0.06979	-0.89123	0.02468	426565	0.55609	0.03965	-0.11852	0.06489
424124	1.33876	0.06083	-0.44436	0.02770	426642	1.02885	0.03985	-0.17662	0.02506
424139	1.15997	0.05513	-0.74195	0.03724	426853	1.64103	0.05985	-0.87068	0.01988
424154	1.27590	0.04605	-0.80130	0.02330	426873	1.09868	0.05055	-0.58874	0.03371
424168	0.52488	0.03976	-0.49905	0.08244	426990	0.34738	0.03411	-0.56879	0.12405
424280	2.10584	0.08267	-0.98836	0.01758	427065	2.55175	0.12458	-1.25856	0.01867
424293	0.58529	0.03298	-0.51496	0.05209	427096	1.84484	0.07082	-0.97698	0.01926
424314	0.71442	0.04054	0.35891	0.04103	427118	1.29326	0.06587	-1.00862	0.04058
424334	2.28787	0.10400	-1.20264	0.01920	427421	1.00175	0.05023	-0.33918	0.03492
424349	0.95197	0.03875	-0.30200	0.02761	427435	2.49463	0.11122	-1.14404	0.01714
424599	0.36816	0.03254	0.96473	0.08187	427457	0.45833	0.03507	-1.75388	0.13895
425387	2.17390	0.09156	-1.10430	0.01844	427473	1.08371	0.04847	-0.21415	0.02812
425402	0.42143	0.02771	-0.30381	0.05955	427489	2.19727	0.08838	-1.02110	0.01736
425427	0.99436	0.05278	-0.24966	0.03845	427506	0.73066	0.03391	0.00105	0.03296
425445	2.59873	0.11535	-1.12257	0.01638	427535	1.24990	0.05455	-1.28316	0.03322
425460	1.10896	0.04811	-0.64225	0.03032	427551	0.74038	0.04700	-0.37172	0.05908
425477	0.60009	0.03612	0.24086	0.04386	427571	0.89860	0.03654	-0.21500	0.02880
425510	2.11541	0.09773	-1.25235	0.02139	427584	0.44735	0.03710	0.31100	0.06909
425535	1.39856	0.05224	-0.39875	0.02107	427597	0.66149	0.03220	-0.53416	0.04173
425552	0.86906	0.04951	-0.30243	0.04552	427610	0.85110	0.04182	0.63870	0.03552

Table M-22. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 4

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466623A	0.45308	0.01838	-1.02630	0.03717	0.00000	0.00000	0.96592	0.11041	0.07111	0.07179	-1.03704
466623B	0.52226	0.01898	-0.73737	0.03013	0.00000	0.00000	0.78383	0.08979	0.49051	0.06216	-1.27434
466623C	0.42280	0.01318	-0.94695	0.03891	0.00000	0.00000	0.28907	0.13111	1.63456	0.09116	-1.92363
466623D	0.49876	0.01855	-0.58285	0.02930	0.00000	0.00000	0.82170	0.08463	0.34456	0.06236	-1.16626

Table M-23. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 5

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466153A	0.64211	0.01747	-0.64045	0.02730	0.00000	0.00000	0.93184	0.08609	1.02273	0.05393	-1.95457
466153B	0.56353	0.01413	-0.43207	0.03091	0.00000	0.00000	1.02700	0.09181	1.38522	0.05949	-2.41222
466153C	0.63798	0.01989	-0.85811	0.02734	0.00000	0.00000	0.48234	0.08962	0.98769	0.06104	-1.47003
466153D	0.51212	0.01260	-0.09159	0.03233	0.00000	0.00000	0.98821	0.08807	1.70517	0.06302	-2.69338

Table M-24. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 6

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466030A	0.61174	0.02220	-0.89548	0.02842	0.00000	0.00000	0.48338	0.08546	0.55808	0.05998	-1.04146
466030B	0.60329	0.02150	-0.73801	0.02682	0.00000	0.00000	0.69268	0.07917	0.43835	0.05561	-1.13103
466030C	0.50462	0.01973	-0.99580	0.03493	0.00000	0.00000	0.13584	0.10102	0.62353	0.07641	-0.75937
466030D	0.51621	0.01755	-0.52605	0.02850	0.00000	0.00000	0.49995	0.08433	0.87468	0.06432	-1.37463

Table M-25. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 7

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466130A	0.47826	0.01851	-0.91683	0.03438	0.00000	0.00000	1.19134	0.10555	0.10577	0.06698	-1.29711
466130B	0.55411	0.01765	-0.40932	0.02904	0.00000	0.00000	1.66414	0.08432	0.26580	0.05146	-1.92993
466130C	0.49219	0.01723	-0.58942	0.03104	0.00000	0.00000	1.66093	0.09513	-0.00344	0.05856	-1.65749
466130D	0.54783	0.01633	-0.07427	0.03025	0.00000	0.00000	1.99724	0.07958	0.32469	0.04921	-2.32193

Table M-26. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 8

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466733A	0.66891	0.02171	-0.60864	0.02559	0.00000	0.00000	1.10614	0.07740	0.46706	0.04809	-1.57320
466733B	0.66787	0.02214	-0.55562	0.02502	0.00000	0.00000	1.26168	0.07478	0.25499	0.04595	-1.51667
466733C	0.59121	0.01954	-0.66541	0.02843	0.00000	0.00000	1.04939	0.08755	0.58398	0.05507	-1.63337
466733D	0.70487	0.02132	-0.34753	0.02457	0.00000	0.00000	1.41286	0.06889	0.40979	0.04208	-1.82265

Table M-27. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 9

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466362A	0.38691	0.01148	-0.79010	0.03245	0.00000	0.00000	1.53876	0.10161	-1.97596	0.08825	0.43720
466362B	0.70928	0.02153	-0.31489	0.02235	0.00000	0.00000	1.12041	0.06102	0.42409	0.04214	-1.54449
466362C	0.63195	0.01506	0.17846	0.02809	0.00000	0.00000	1.26966	0.06904	1.52413	0.04933	-2.79379
466362D	0.59872	0.01827	-0.13274	0.02468	0.00000	0.00000	1.09584	0.06534	0.57316	0.04828	-1.66900

Table M-28. 2017–18 FSAA-PT: IRT Parameters for Writing Prompts—ELA Grade 10

Item Number	a	SE(a)	b	SE(b)	D0	SE(D0)	D1	SE(D1)	D2	SE(D2)	D3
466328A	0.54372	0.01464	-0.54504	0.02629	0.00000	0.00000	0.68855	0.07913	1.13871	0.05684	-1.82726
466328B	0.75051	0.02027	-0.45690	0.02008	0.00000	0.00000	0.84346	0.05596	0.71039	0.04047	-1.55385
466328C	0.60945	0.01725	-0.54776	0.02330	0.00000	0.00000	0.55157	0.06899	0.94008	0.05206	-1.49166
466328D	0.65134	0.01832	-0.32921	0.02151	0.00000	0.00000	0.88322	0.05835	0.65839	0.04382	-1.54160

APPENDIX N—CUMULATIVE SCALE SCORE DISTRIBUTIONS

Figure N-1. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: ELA Grade 3   Bottom: ELA Grade 4

Cumulative Scale Score Distributions: English Language Arts Grade 3
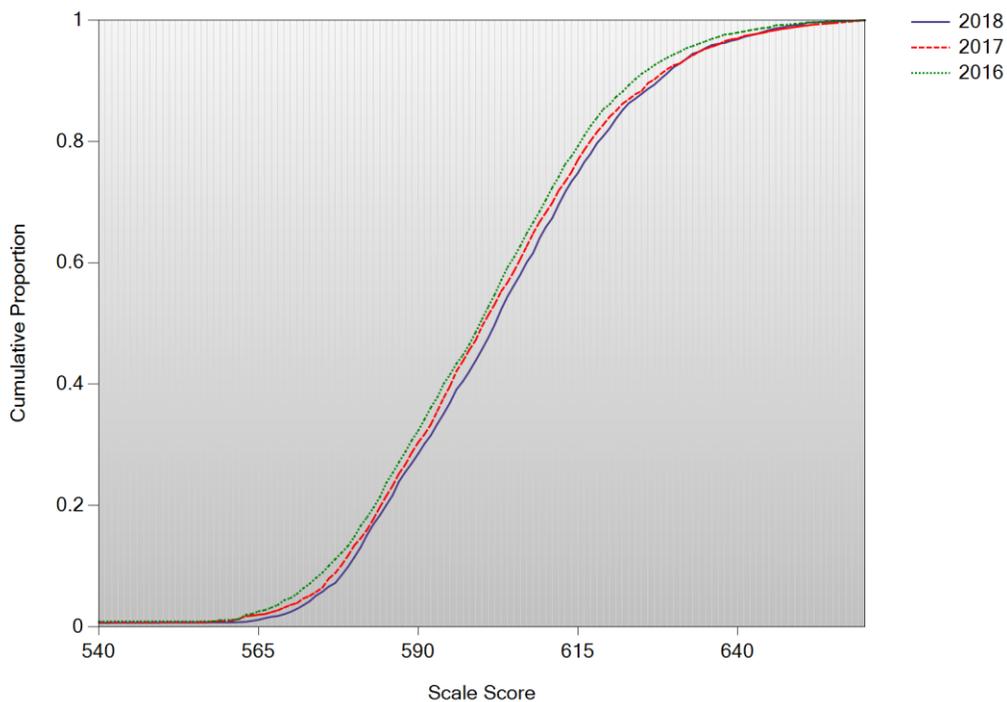
Cumulative Scale Score Distributions: English Language Arts Grade 4

Cumulative Scale Score Distributions: English Language Arts Grade 5

Cumulative Scale Score Distributions: English Language Arts Grade 6
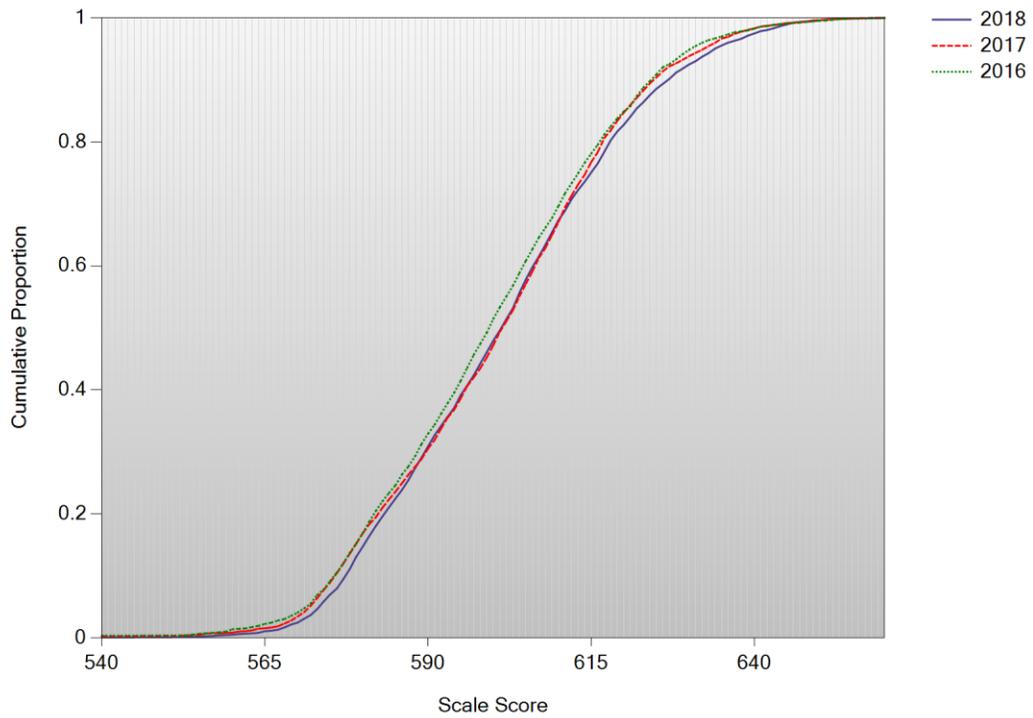
Cumulative Scale Score Distributions: English Language Arts Grade 7
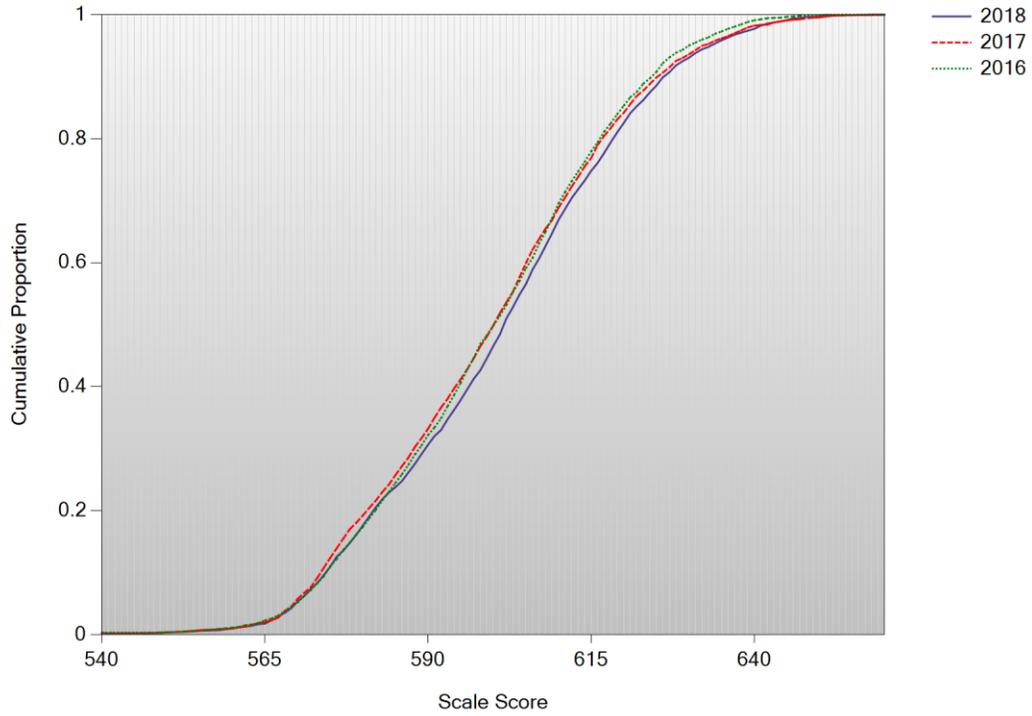
Cumulative Scale Score Distributions: English Language Arts Grade 8
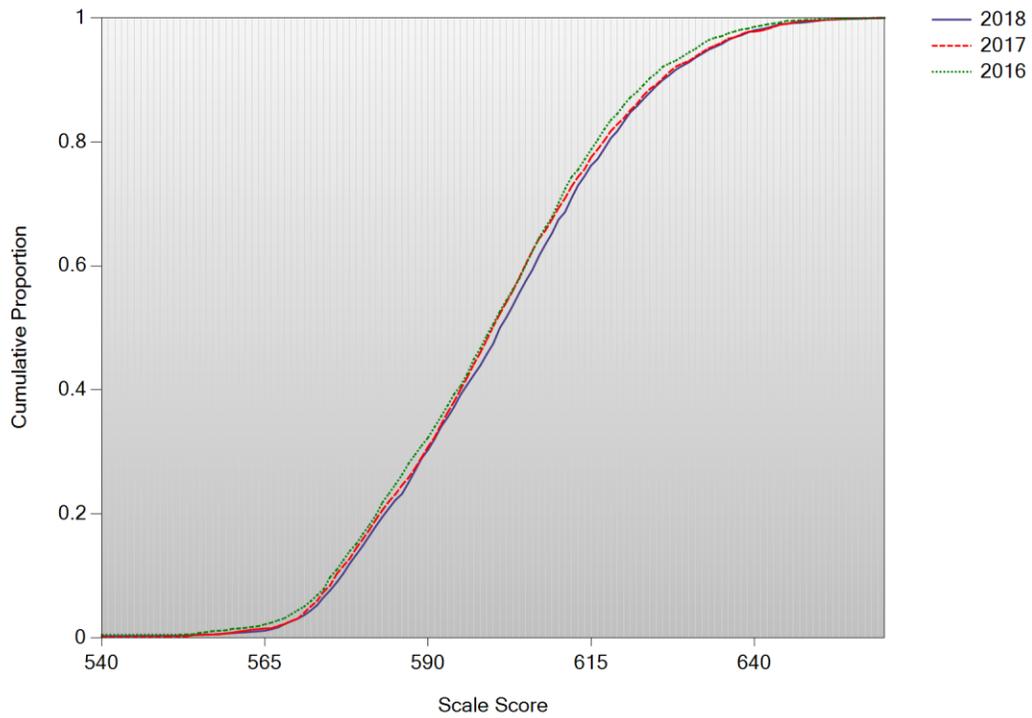
Figure N-4. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: ELA Grade 9   Bottom: ELA Grade 10

Cumulative Scale Score Distributions: English Language Arts Grade 9
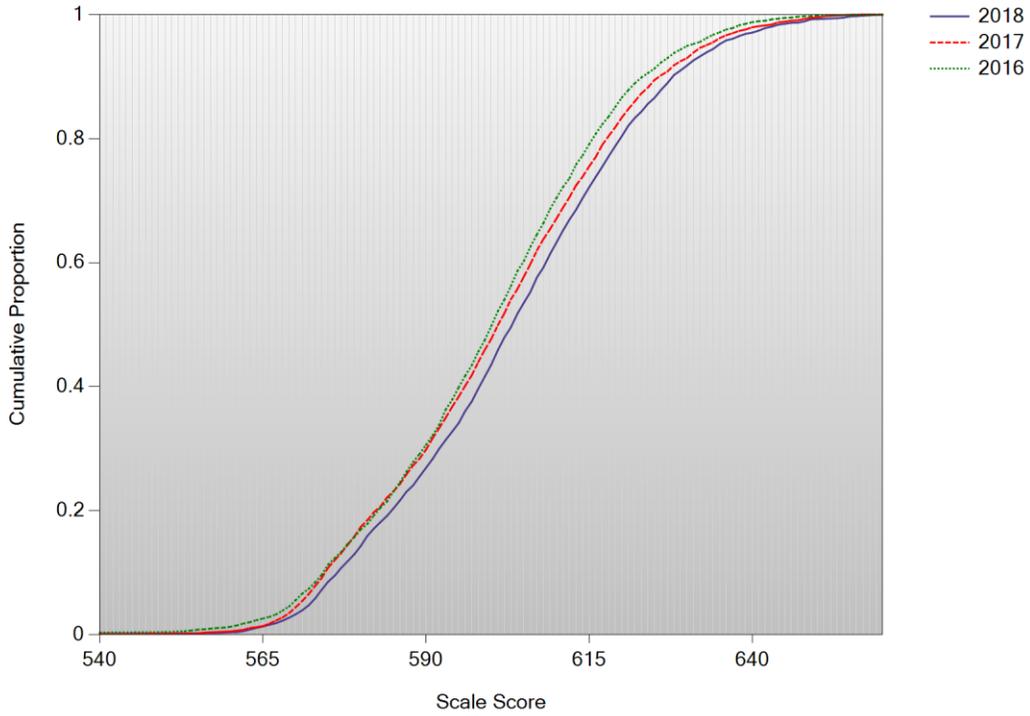
Cumulative Scale Score Distributions: English Language Arts Grade 10
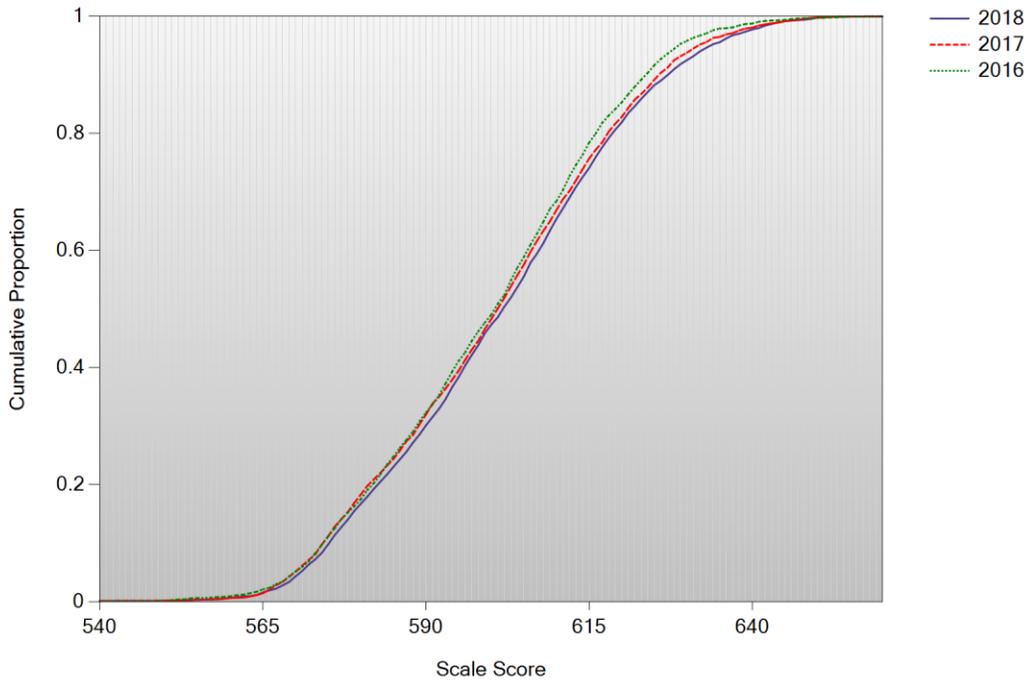
Figure N-5. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Mathematics Grade 3   Bottom: Mathematics Grade 4

Cumulative Scale Score Distributions: Mathematics Grade 3
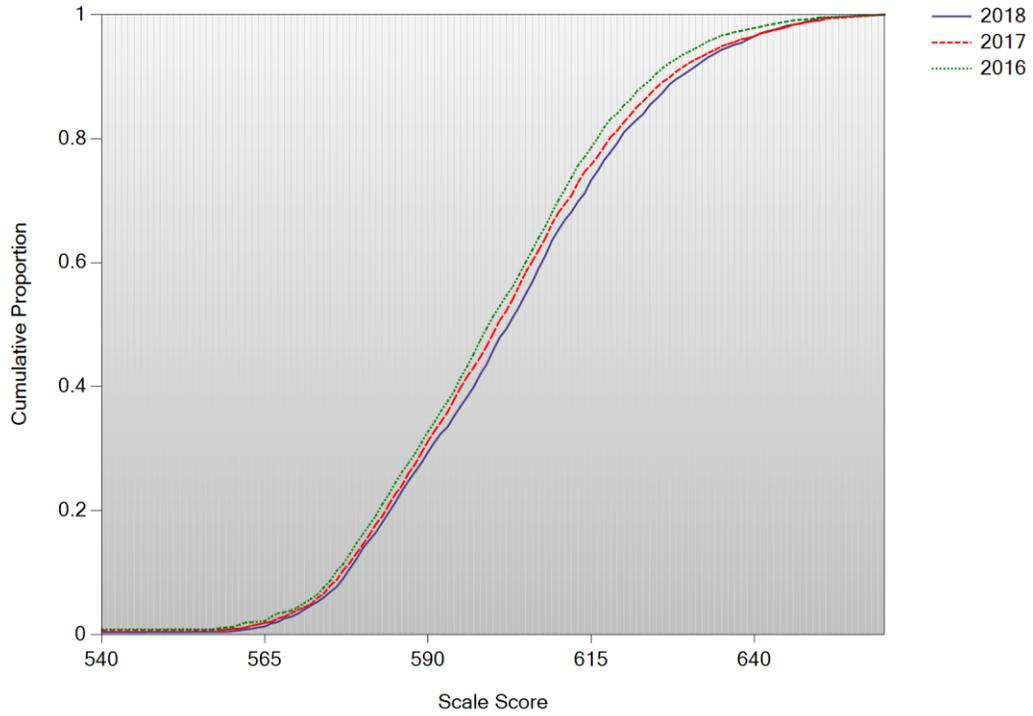
Cumulative Scale Score Distributions: Mathematics Grade 4
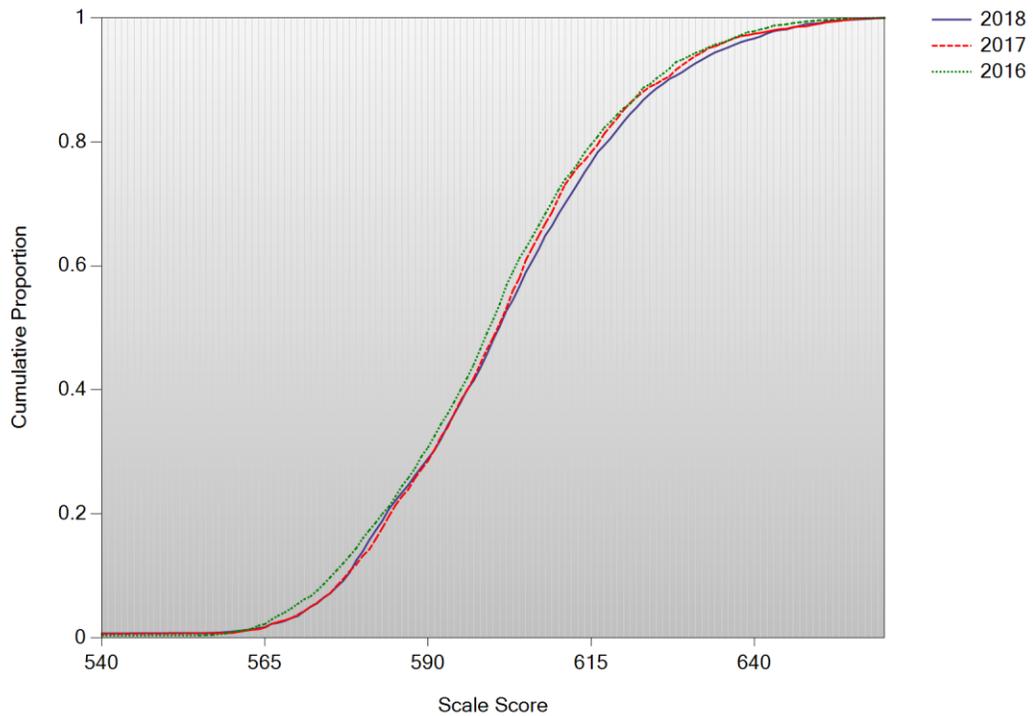
Figure N-6. FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Mathematics Grade 5   Bottom: Mathematics Grade 6

Cumulative Scale Score Distributions: Mathematics Grade 5
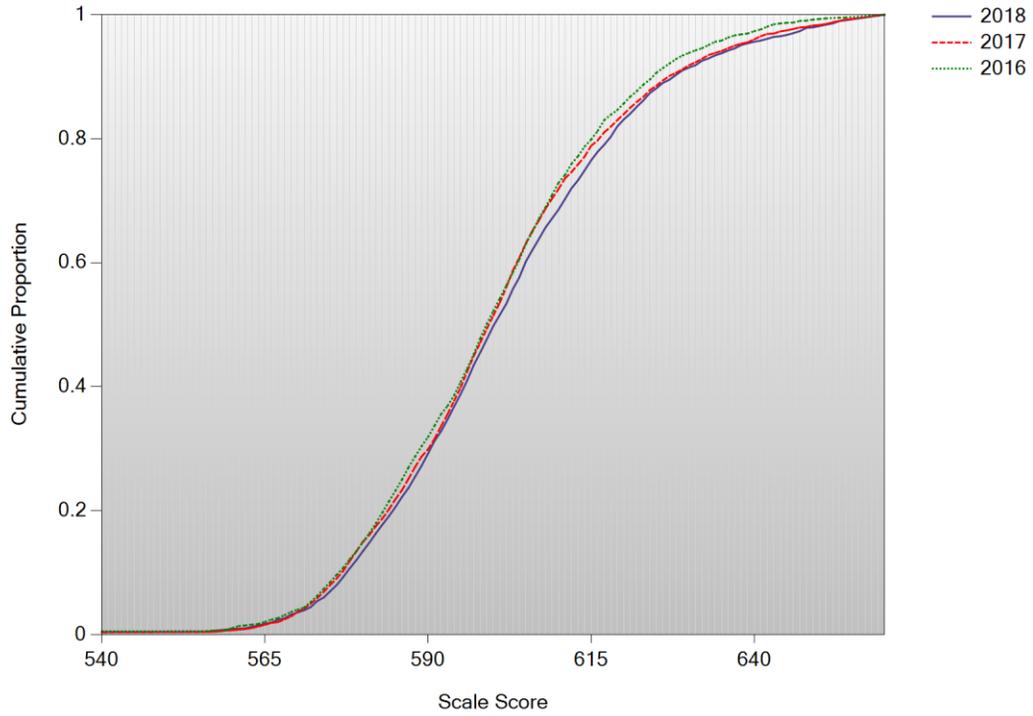
Cumulative Scale Score Distributions: Mathematics Grade 6
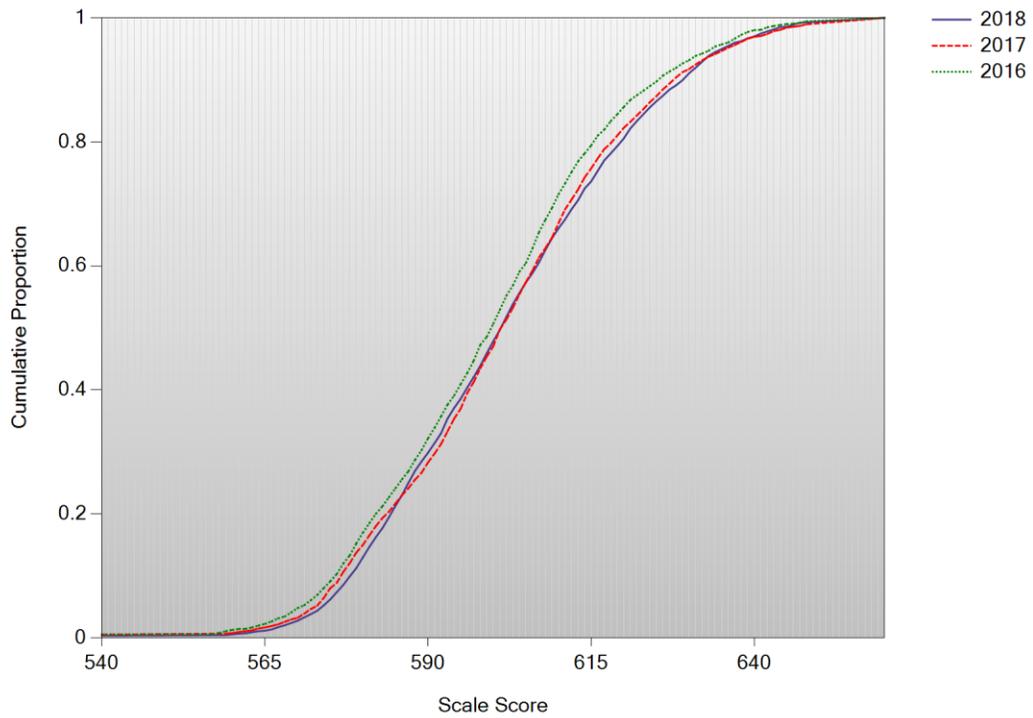
Figure N-7. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Mathematics Grade 7   Bottom: Mathematics Grade 8

Cumulative Scale Score Distributions: Mathematics Grade 7
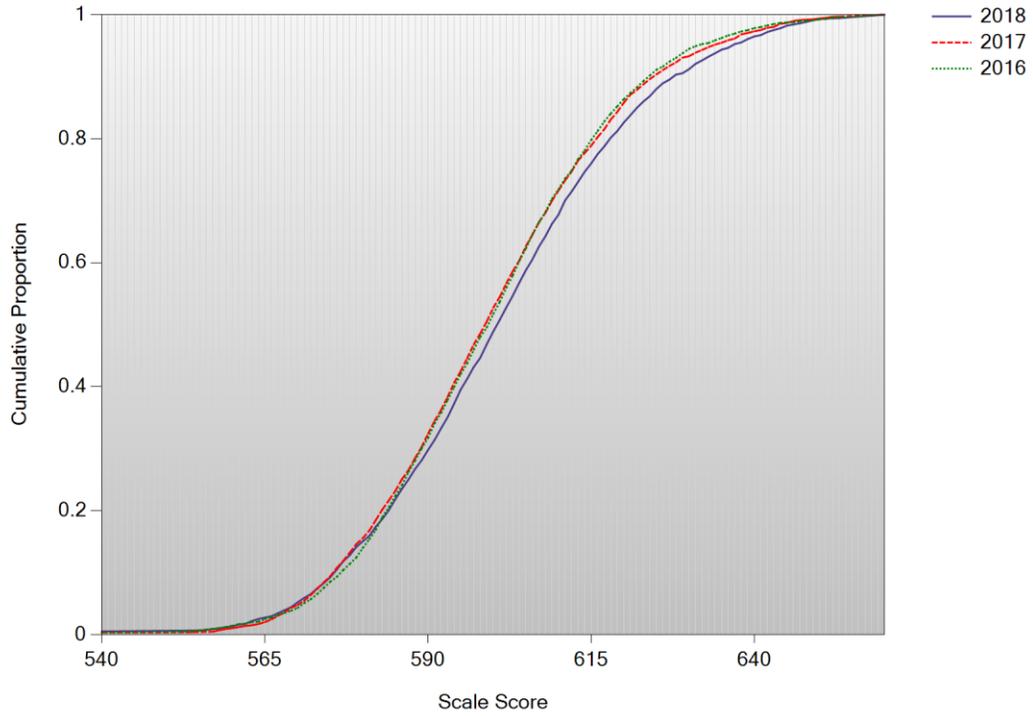
Cumulative Scale Score Distributions: Mathematics Grade 8
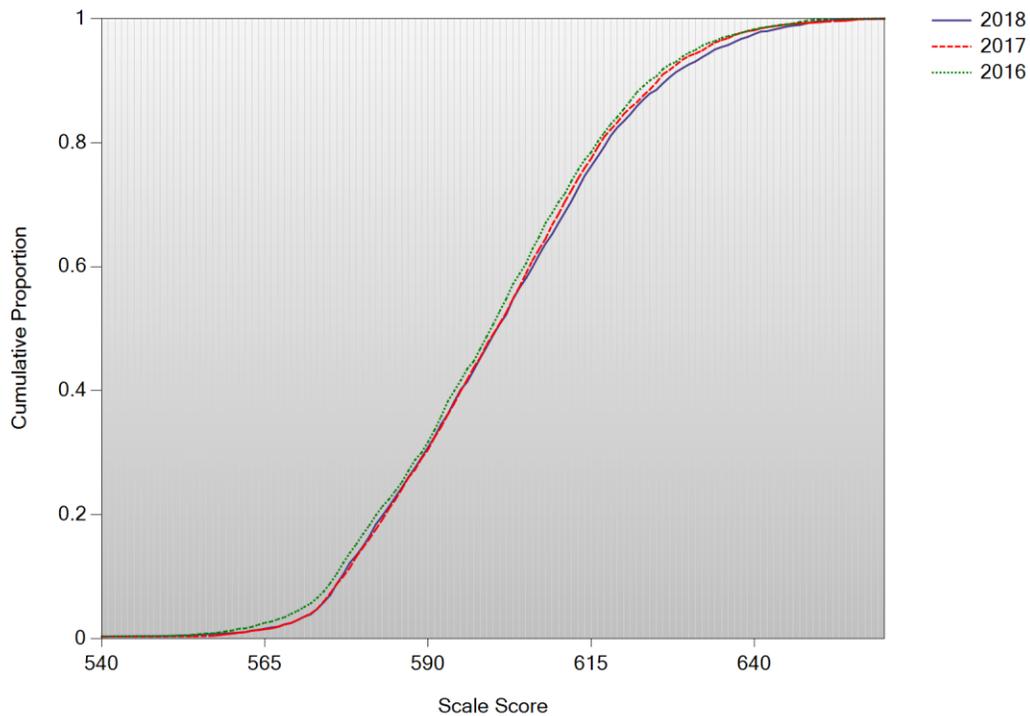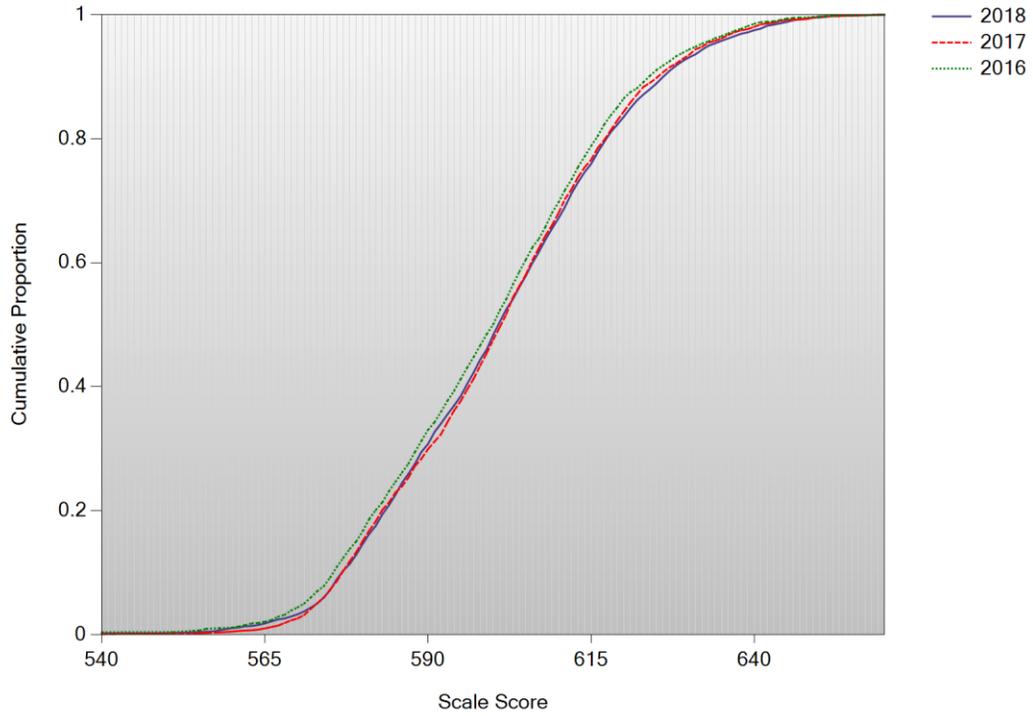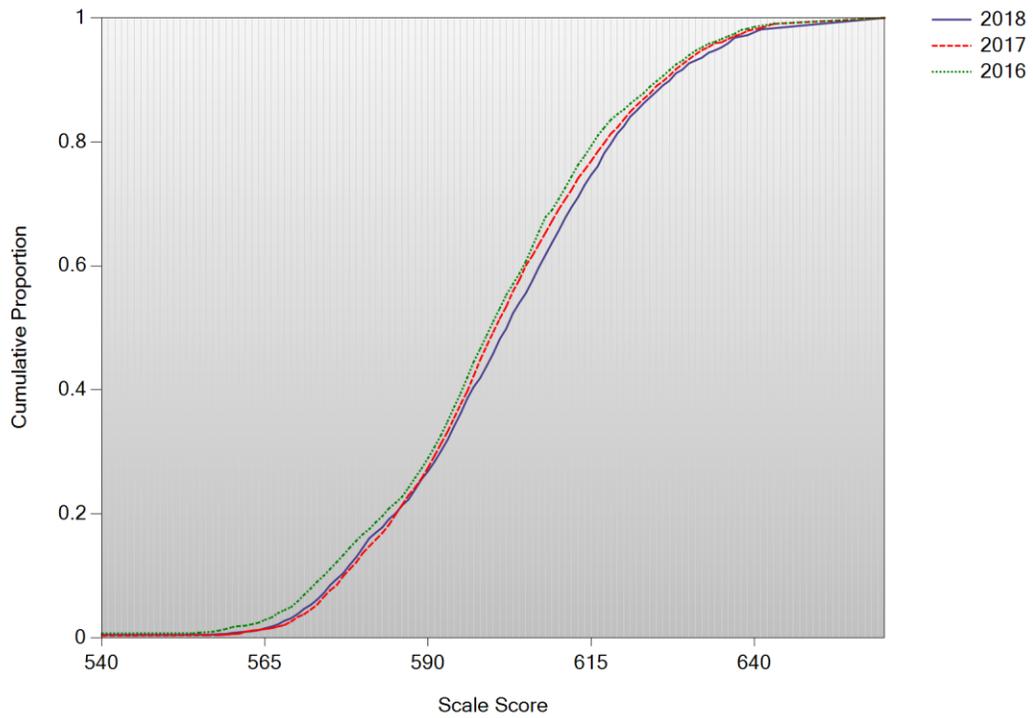
Figure N-8. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Science Grade 5   Bottom: Science Grade 8

Cumulative Scale Score Distributions: Science Grade 5
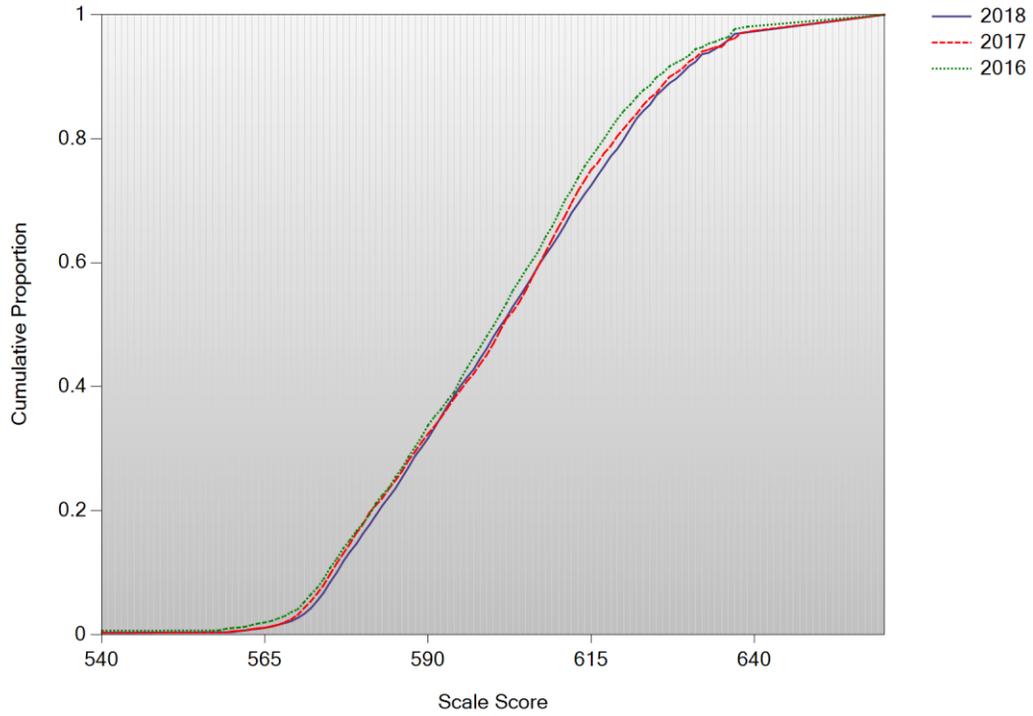
Cumulative Scale Score Distributions: Science Grade 8
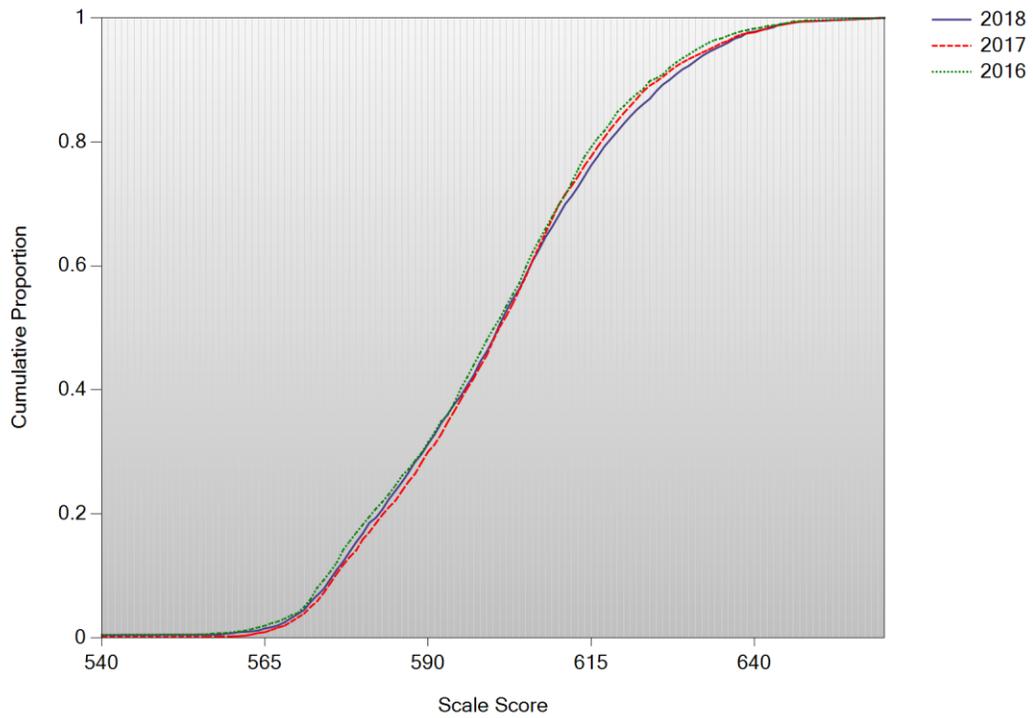
Figure N-9. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Algebra 1 Grade HS   Bottom: Biology Grade HS

Cumulative Scale Score Distributions:
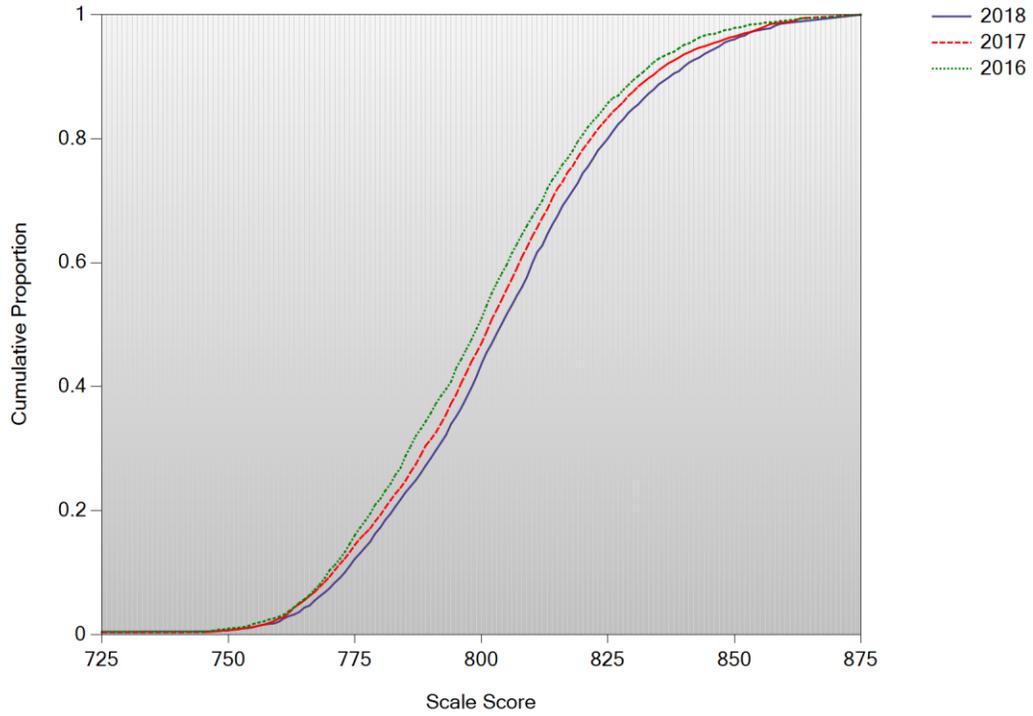
Cumulative Scale Score Distributions: Biology Grade HS
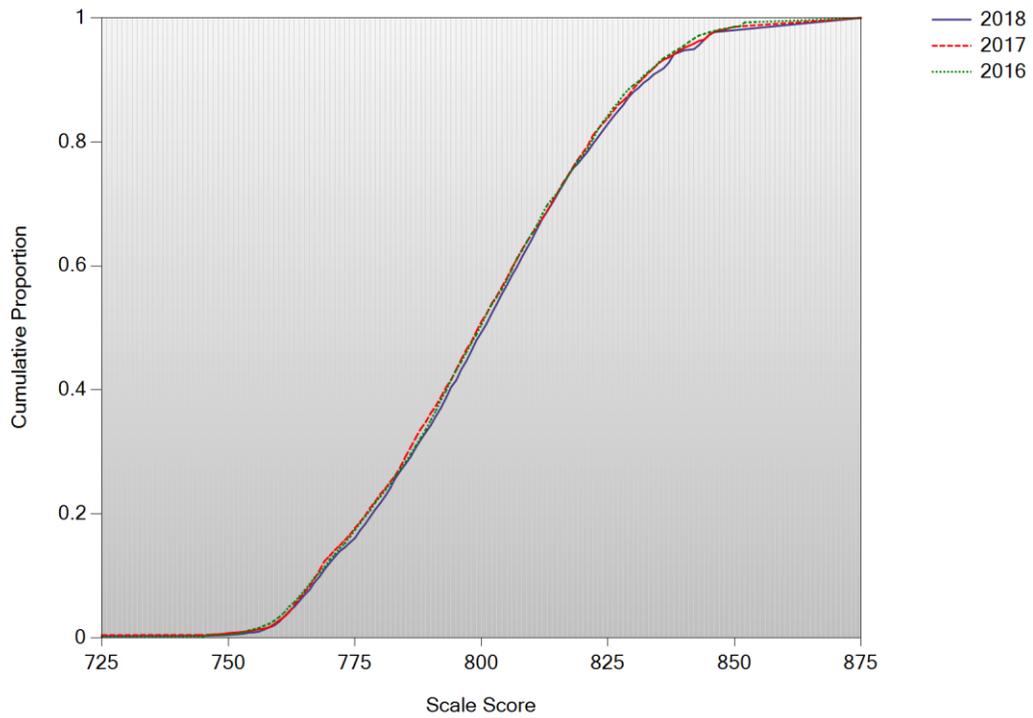
Figure N-10. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
Top: Geometry Grade HS   Bottom: Civics Grade 7

Cumulative Scale Score Distributions:
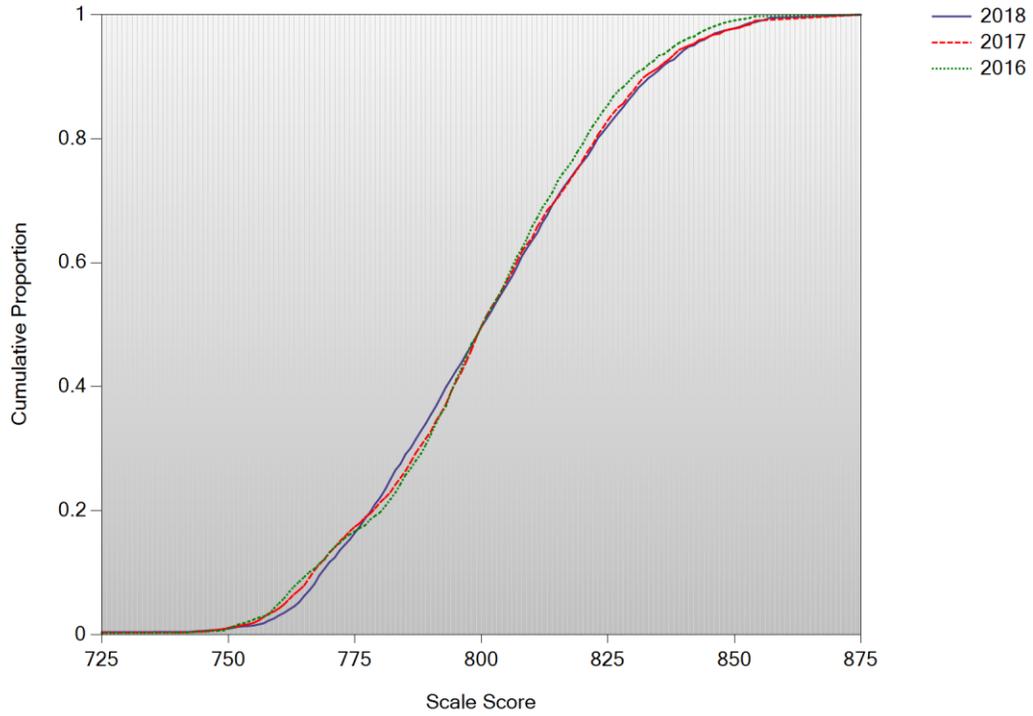
Cumulative Scale Score Distributions:
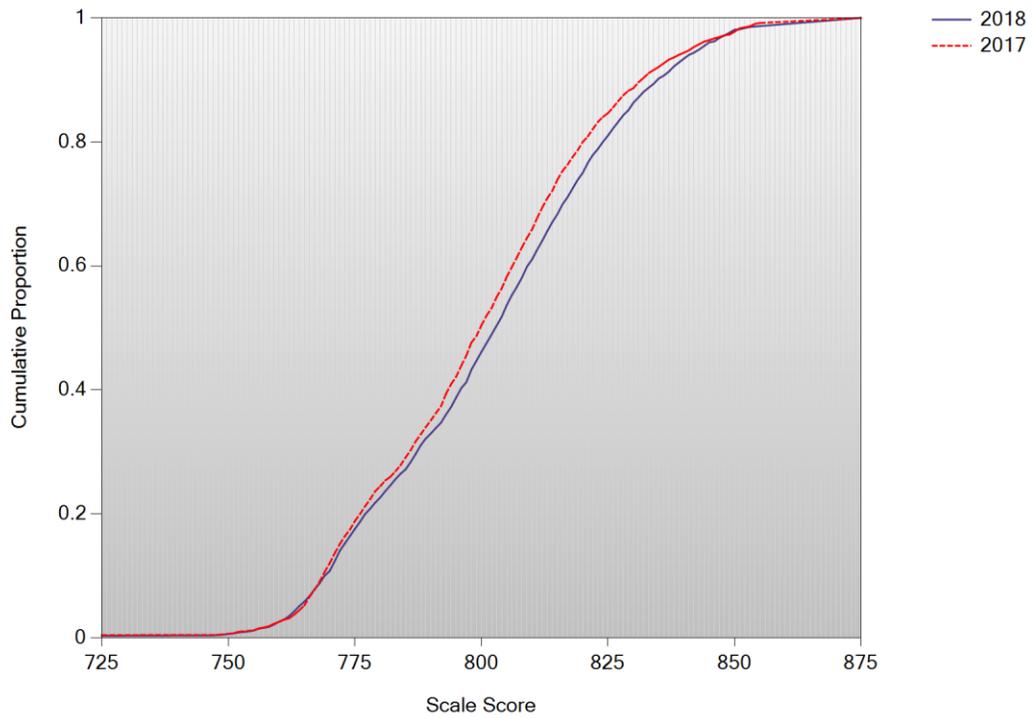
Figure N-11. 2017–18 FSAA-PT: Cumulative Scale Score Distribution Plots
U.S. History Grade HS

Cumulative Scale Score Distributions:
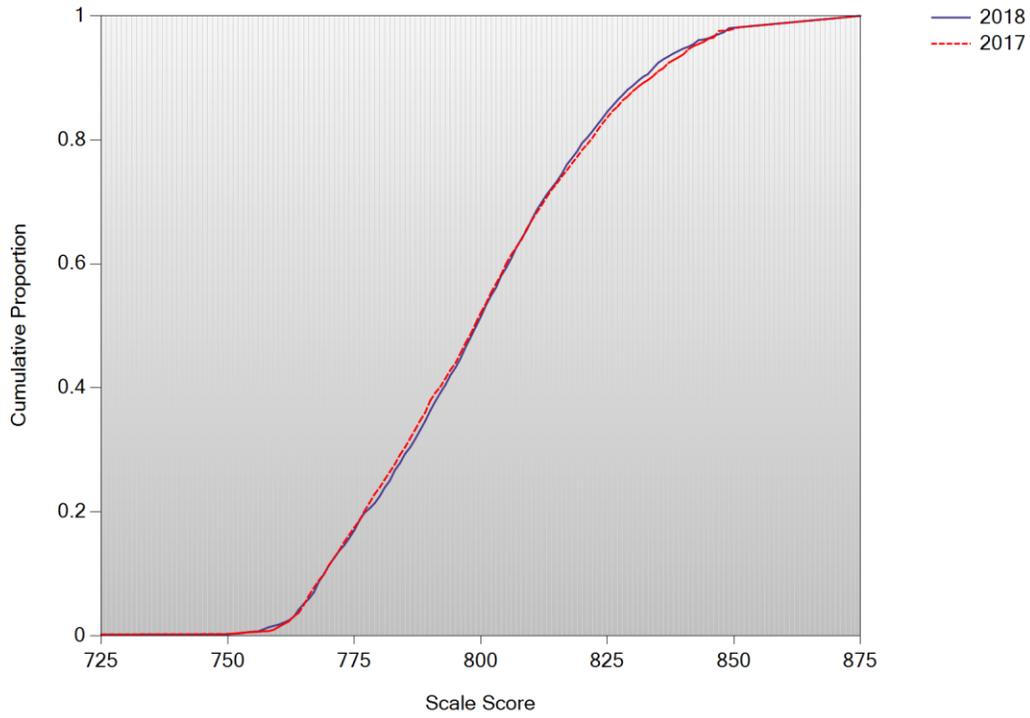
APPENDIX O—ACHIEVEMENT-LEVEL DISTRIBUTIONS

Table O-1. 2017–18 FSAA-PT: Achievement-Level Distributions by Grade—ELA

Grade	Achievement Level	2017–18	2016–17
3	1	15.14	15.99
	2	26.95	29.63
	3	35.89	34.50
	4	22.02	19.88
4	1	16.42	16.04
	2	24.95	25.70
	3	37.96	39.18
	4	20.67	19.08
5	1	17.53	18.27
	2	26.80	25.11
	3	35.13	36.38
	4	20.54	20.23
6	1	18.00	19.41
	2	26.20	24.03
	3	34.15	37.16
	4	21.65	19.41
7	1	20.50	21.59
	2	22.08	24.87
	3	35.11	34.00
	4	22.31	19.54
8	1	16.39	17.38
	2	25.97	26.70
	3	30.62	30.28
	4	27.02	25.64
9	1	15.87	18.41
	2	21.69	23.39
	3	41.23	40.03
	4	21.21	18.17
10	1	20.47	21.98
	2	21.64	21.04
	3	33.84	34.18
	4	24.05	22.80

Table O-2. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Mathematics

Grade	Achievement Level	2017–18	2016–17
3	1	21.31	22.64
	2	22.31	23.91
	3	31.14	30.57
	4	25.24	22.88
4	1	23.38	22.76
	2	20.06	21.40
	3	35.99	37.14
	4	20.57	18.71
5	1	20.54	21.80
	2	27.05	27.50
	3	30.28	30.41
	4	22.12	20.29
6	1	21.25	21.63
	2	24.61	23.71
	3	29.43	31.97
	4	24.71	22.69
7	1	23.47	25.04
	2	23.34	25.44
	3	30.69	29.76
	4	22.50	19.75
8	1	20.01	19.81
	2	20.44	22.41
	3	32.57	33.26
	4	26.98	24.52

Table O-3. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Science

Grade	Achievement Level	2017–18	2016–17
5	1	14.57	16.34
	2	29.97	27.32
	3	27.91	31.30
	4	27.56	25.04
8	1	15.41	14.08
	2	30.75	31.45
	3	34.28	36.57
	4	19.56	17.90

Table O-4. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Algebra 1

Grade	Achievement Level	2017–18	2016–17
HS	1	10.00	12.22
	2	26.53	28.34
	3	40.19	39.85
	4	23.28	19.58

Table O-5. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Biology

Grade	Achievement Level	2017–18	2016–17
HS	1	13.94	14.87
	2	26.47	26.74
	3	39.23	39.42
	4	20.36	18.98

Table O-6. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Geometry

Grade	Achievement Level	2017–18	2016–17
HS	1	17.45	17.97
	2	29.08	27.88
	3	36.61	38.24
	4	16.86	15.91

Table O-7. 2017–18 FSAA-PT: Achievement-Level Distribution by Grade—Civics

Grade	Achievement Level	2017–18	2016–17
7	1	13.99	15.08
	2	24.77	27.04
	3	32.31	34.20
	4	28.93	23.69

Table O-8. 2017–18 FSAA-PT: Achievement Level Distribution by Grade—U.S. History

Grade	Achievement Level	2017–18	2016–17
HS	1	19.80	20.09
	2	17.99	19.08
	3	38.24	35.91
	4	23.97	24.92

APPENDIX P—SUBGROUP RELIABILITY

Table P-1. 2017–18 FSAA-PT: Subgroup Reliabilities—ELA

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
3	All Students	3,006	0.90	5.80
	Female	556	0.91	5.82
	Male	1,330	0.91	5.82
	Undefined	1,120	0.90	5.76
	Hispanic	654	0.92	5.89
	American Indian / Alaska Native	1	NA	NA
	Asian	38	0.90	5.44
	Black Non-Hispanic	572	0.91	5.92
	Pacific Islander	2	NA	NA
	White Non-Hispanic	543	0.91	5.66
	Multiracial	76	0.91	5.83
	Undefined	1,120	0.90	5.76
	Limited English Proficient	260	0.90	6.12
	Non-LEP	2,746	0.91	5.77
	Undefined	0	NA	NA
	Disadvantaged	67	0.92	6.10
	Not disadvantaged	2,939	0.91	5.79
	SES Undefined	0	NA	NA
4	All Students	3,130	0.92	5.34
	Female	790	0.93	5.35
	Male	1,674	0.92	5.37
	Undefined	666	0.92	5.24
	Hispanic	842	0.93	5.34
	American Indian / Alaska Native	5	0.94	6.26
	Asian	50	0.91	4.67
	Black Non-Hispanic	746	0.92	5.45
	Pacific Islander	1	NA	NA
	White Non-Hispanic	738	0.92	5.32
	Multiracial	82	0.90	5.53
	Undefined	666	0.92	5.24
	Limited English Proficient	301	0.91	5.41
	Non-LEP	2,829	0.92	5.33
	Undefined	0	NA	NA
	Disadvantaged	100	0.93	5.22
	Not disadvantaged	3,030	0.92	5.34
	SES Undefined	0	NA	NA

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
5	All Students	3,160	0.92	5.33
	Female	864	0.92	5.27
	Male	1,666	0.93	5.39
	Undefined	630	0.91	5.23
	Hispanic	830	0.92	5.26
	American Indian / Alaska Native	4	NA	NA
	Asian	50	0.93	4.89
	Black Non-Hispanic	717	0.92	5.57
	Pacific Islander	5	0.95	6.54
	White Non-Hispanic	837	0.93	5.27
	Multiracial	87	0.91	5.33
	Undefined	630	0.91	5.23
	Limited English Proficient	247	0.92	5.64
	Non-LEP	2,913	0.92	5.30
	Undefined	0	NA	NA
	Disadvantaged	115	0.93	5.23
	Not disadvantaged	3,045	0.92	5.33
	SES Undefined	0	NA	NA
6	All Students	3,233	0.92	5.33
	Female	776	0.92	5.31
	Male	1,774	0.92	5.32
	Undefined	683	0.92	5.39
	Hispanic	787	0.93	5.26
	American Indian / Alaska Native	6	NA	NA
	Asian	57	0.93	4.71
	Black Non-Hispanic	757	0.92	5.41
	Pacific Islander	10	0.92	4.60
	White Non-Hispanic	852	0.92	5.30
	Multiracial	81	0.92	5.45
	Undefined	683	0.92	5.39
	Limited English Proficient	215	0.90	5.75
	Non-LEP	3,018	0.92	5.30
	Undefined	0	NA	NA
	Disadvantaged	90	0.93	5.10
	Not disadvantaged	3,143	0.92	5.34
	SES Undefined	0	NA	NA

continued

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
7	All Students	3,102	0.93	5.27
	Female	796	0.93	5.20
	Male	1,744	0.93	5.29
	Undefined	562	0.93	5.28
	Hispanic	796	0.93	5.24
	American Indian / Alaska Native	7	0.81	4.30
	Asian	63	0.94	4.77
	Black Non-Hispanic	788	0.92	5.32
	Pacific Islander	3	NA	NA
	White Non-Hispanic	808	0.93	5.27
	Multiracial	75	0.93	5.29
	Undefined	562	0.93	5.28
	Limited English Proficient	194	0.92	5.38
	Non-LEP	2,908	0.93	5.26
	Undefined	0	NA	NA
	Disadvantaged	98	0.95	5.21
	Not disadvantaged	3,004	0.93	5.27
	SES Undefined	0	NA	NA
8	All Students	3,057	0.93	5.06
	Female	842	0.93	5.11
	Male	1,721	0.93	5.06
	Undefined	494	0.93	4.99
	Hispanic	786	0.93	4.92
	American Indian / Alaska Native	6	0.95	5.05
	Asian	42	0.93	4.56
	Black Non-Hispanic	735	0.92	5.16
	Pacific Islander	4	NA	NA
	White Non-Hispanic	908	0.93	5.16
	Multiracial	82	0.93	4.98
	Undefined	494	0.93	4.99
	Limited English Proficient	153	0.93	5.07
	Non-LEP	2,904	0.93	5.06
	Undefined	0	NA	NA
	Disadvantaged	98	0.94	4.90
	Not disadvantaged	2,959	0.93	5.07
	SES Undefined	0	NA	NA

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
9	All Students	3,107	0.92	5.64
	Female	834	0.92	5.65
	Male	1,675	0.92	5.64
	Undefined	598	0.91	5.63
	Hispanic	685	0.92	5.52
	American Indian / Alaska Native	4	NA	NA
	Asian	64	0.92	5.13
	Black Non-Hispanic	735	0.90	5.72
	Pacific Islander	6	0.95	5.24
	White Non-Hispanic	926	0.92	5.71
	Multiracial	89	0.91	5.58
	Undefined	598	0.91	5.63
	Limited English Proficient	103	0.90	5.78
	Non-LEP	3,004	0.92	5.64
	Undefined	0	NA	NA
	Disadvantaged	116	0.94	5.12
	Not disadvantaged	2,991	0.91	5.66
	SES Undefined	0	NA	NA
10	All Students	3,605	0.92	5.37
	Female	861	0.93	5.33
	Male	1,678	0.92	5.42
	Undefined	1,066	0.92	5.34
	Hispanic	685	0.93	5.21
	American Indian / Alaska Native	12	0.92	5.37
	Asian	50	0.94	4.96
	Black Non-Hispanic	742	0.92	5.47
	Pacific Islander	0	NA	NA
	White Non-Hispanic	964	0.93	5.50
	Multiracial	86	0.91	5.10
	Undefined	1,066	0.92	5.34
	Limited English Proficient	110	0.92	5.07
	Non-LEP	3,495	0.92	5.38
	Undefined	0	NA	NA
	Disadvantaged	117	0.95	5.34
	Not disadvantaged	3,488	0.92	5.38
	SES Undefined	0	NA	NA

Table P-2. 2017–18 FSAA-PT: Subgroup Reliabilities—Mathematics

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
3	All Students	2,999	0.91	5.76
	Female	557	0.92	5.57
	Male	1,323	0.92	5.81
	Undefined	1,119	0.91	5.80
	Hispanic	651	0.92	5.91
	American Indian / Alaska Native	1	NA	NA
	Asian	37	0.91	5.57
	Black Non-Hispanic	573	0.91	5.87
	Pacific Islander	2	NA	NA
	White Non-Hispanic	541	0.91	5.42
	Multiracial	75	0.92	5.66
	Undefined	1,119	0.91	5.80
	Limited English Proficient	259	0.90	6.20
	Non-LEP	2,740	0.92	5.72
	Undefined	0	NA	NA
	Disadvantaged	66	0.92	5.78
	Not disadvantaged	2,933	0.92	5.76
	SES Undefined	0	NA	NA
4	All Students	3,126	0.91	5.90
	Female	790	0.91	5.86
	Male	1,674	0.91	5.94
	Undefined	662	0.91	5.81
	Hispanic	842	0.91	5.92
	American Indian / Alaska Native	5	0.89	5.67
	Asian	50	0.88	5.43
	Black Non-Hispanic	747	0.91	6.02
	Pacific Islander	1	NA	NA
	White Non-Hispanic	736	0.91	5.83
	Multiracial	83	0.89	5.97
	Undefined	662	0.91	5.81
	Limited English Proficient	301	0.90	5.99
	Non-LEP	2,825	0.91	5.89
	Undefined	0	NA	NA
	Disadvantaged	99	0.92	5.78
	Not disadvantaged	3,027	0.91	5.90
	SES Undefined	0	NA	NA

continued

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
5	All Students	3,164	0.91	5.87
	Female	866	0.91	5.77
	Male	1,665	0.92	5.96
	Undefined	633	0.91	5.80
	Hispanic	830	0.91	5.82
	American Indian / Alaska Native	4	NA	NA
	Asian	50	0.92	5.54
	Black Non-Hispanic	718	0.92	6.07
	Pacific Islander	5	0.94	6.53
	White Non-Hispanic	836	0.91	5.84
	Multiracial	88	0.92	5.75
	Undefined	633	0.91	5.80
	Limited English Proficient	247	0.91	6.16
	Non-LEP	2,917	0.91	5.85
	Undefined	0	NA	NA
	Disadvantaged	117	0.93	5.95
	Not disadvantaged	3,047	0.91	5.87
	SES Undefined	0	NA	NA
6	All Students	3,242	0.91	5.75
	Female	778	0.91	5.60
	Male	1,779	0.91	5.78
	Undefined	685	0.91	5.86
	Hispanic	791	0.92	5.75
	American Indian / Alaska Native	6	0.91	5.23
	Asian	58	0.91	5.05
	Black Non-Hispanic	758	0.91	5.86
	Pacific Islander	10	0.88	4.99
	White Non-Hispanic	853	0.91	5.61
	Multiracial	81	0.91	5.94
	Undefined	685	0.91	5.86
	Limited English Proficient	215	0.89	6.21
	Non-LEP	3,027	0.91	5.72
	Undefined	0	NA	NA
	Disadvantaged	90	0.92	5.49
	Not disadvantaged	3,152	0.91	5.76
	SES Undefined	0	NA	NA

continued

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,102	0.90	6.38
	Female	796	0.90	6.24
	Male	1,747	0.90	6.44
	Undefined	559	0.90	6.39
	Hispanic	796	0.91	6.45
	American Indian / Alaska Native	7	0.85	5.75
	Asian	63	0.90	6.08
	Black Non-Hispanic	788	0.89	6.43
7	Pacific Islander	3	NA	NA
	White Non-Hispanic	810	0.90	6.29
	Multiracial	76	0.90	6.33
	Undefined	559	0.90	6.39
	Limited English Proficient	194	0.88	6.58
	Non-LEP	2,908	0.90	6.37
	Undefined	0	NA	NA
	Disadvantaged	98	0.93	6.36
	Not disadvantaged	3,004	0.90	6.38
	SES Undefined	0	NA	NA
	All Students	3,058	0.90	5.97
	Female	844	0.91	5.82
	Male	1,725	0.91	6.03
	Undefined	489	0.92	6.03
	Hispanic	788	0.92	5.92
	American Indian / Alaska Native	6	0.89	5.21
	Asian	42	0.92	5.82
	Black Non-Hispanic	737	0.90	5.98
8	Pacific Islander	4	NA	NA
	White Non-Hispanic	910	0.90	6.00
	Multiracial	82	0.92	5.91
	Undefined	489	0.92	6.03
	Limited English Proficient	152	0.91	6.17
	Non-LEP	2,906	0.91	5.96
	Undefined	0	NA	NA
	Disadvantaged	98	0.94	5.76
	Not disadvantaged	2,960	0.91	5.98
	SES Undefined	0	NA	NA

Table P-3. 2017–18 FSAA-PT: Subgroup Reliabilities—Science

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
5	All Students	3,157	0.91	5.68
	Female	864	0.92	5.48
	Male	1,666	0.93	5.77
	Undefined	627	0.92	5.73
	Hispanic	832	0.93	5.56
	American Indian / Alaska Native	3	NA	NA
	Asian	50	0.93	4.94
	Black Non-Hispanic	717	0.93	5.94
	Pacific Islander	5	0.96	7.10
	White Non-Hispanic	835	0.92	5.58
	Multiracial	88	0.93	5.64
	Undefined	627	0.92	5.73
	Limited English Proficient	248	0.92	6.25
	Non-LEP	2,909	0.93	5.63
	Undefined	0	NA	NA
	Disadvantaged	116	0.94	5.54
	Not disadvantaged	3,041	0.93	5.69
	SES Undefined	0	NA	NA
8	All Students	3,057	0.91	5.86
	Female	844	0.91	5.75
	Male	1,723	0.91	5.93
	Undefined	490	0.91	5.78
	Hispanic	789	0.92	5.75
	American Indian / Alaska Native	6	0.92	4.78
	Asian	42	0.93	5.28
	Black Non-Hispanic	733	0.90	5.92
	Pacific Islander	4	NA	NA
	White Non-Hispanic	911	0.91	5.97
	Multiracial	82	0.91	5.88
	Undefined	490	0.91	5.78
	Limited English Proficient	152	0.91	5.89
	Non-LEP	2,905	0.91	5.86
	Undefined	0	NA	NA
	Disadvantaged	98	0.93	5.50
	Not disadvantaged	2,959	0.91	5.87
	SES Undefined	0	NA	NA

Table P-4. 2017–18 FSAA-PT: Subgroup Reliabilities—Algebra 1

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,931	0.91	7.29
	Female	606	0.91	7.20
	Male	1,204	0.91	7.30
	Undefined	2,121	0.92	7.31
	Hispanic	426	0.91	7.22
	American Indian / Alaska Native	7	0.93	6.79
	Asian	39	0.91	6.99
	Black Non-Hispanic	586	0.89	7.38
HS	Pacific Islander	1	NA	NA
	White Non-Hispanic	682	0.91	7.25
	Multiracial	69	0.91	6.86
	Undefined	2,121	0.92	7.31
	Limited English Proficient	69	0.87	7.46
	Non-LEP	3,862	0.91	7.29
	Undefined	0	NA	NA
	Disadvantaged	97	0.94	7.07
	Not disadvantaged	3,834	0.91	7.30
	SES Undefined	0	NA	NA

Table P-5. 2017–18 FSAA-PT: Subgroup Reliabilities—Biology

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,472	0.91	7.12
	Female	661	0.92	6.95
	Male	1,301	0.92	7.10
	Undefined	1,510	0.92	7.20
	Hispanic	513	0.92	6.78
	American Indian / Alaska Native	7	0.97	7.38
HS	Asian	41	0.93	6.46
	Black Non-Hispanic	634	0.90	7.10
	Pacific Islander	1	NA	NA
	White Non-Hispanic	698	0.92	7.22
	Multiracial	68	0.91	7.06
	Undefined	1,510	0.92	7.20
	Limited English Proficient	91	0.91	6.65
	Non-LEP	3,381	0.92	7.13
	Undefined	0	NA	NA
	Disadvantaged	87	0.95	6.64
	Not disadvantaged	3,385	0.92	7.13
	SES Undefined	0	NA	NA

Table P-6. 2017–18 FSAA-PT: Subgroup Reliabilities—Geometry

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,570	0.91	7.16
	Female	264	0.92	7.06
	Male	522	0.92	7.12
	Undefined	2,784	0.91	7.18
	Hispanic	266	0.93	7.14
	American Indian / Alaska Native	3	NA	NA
	Asian	16	0.94	6.93
	Black Non-Hispanic	223	0.90	7.12
HS	Pacific Islander	1	NA	NA
	White Non-Hispanic	258	0.93	7.04
	Multiracial	19	0.94	7.40
	Undefined	2,784	0.91	7.18
	Limited English Proficient	52	0.92	6.81
	Non-LEP	3,518	0.92	7.17
	Undefined	0	NA	NA
	Disadvantaged	51	0.96	7.10
	Not disadvantaged	3,519	0.91	7.16
	SES Undefined	0	NA	NA

Table P-7. 2017–18 FSAA-PT: Subgroup Reliabilities—Civics

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,432	0.92	6.93
	Female	893	0.92	6.85
	Male	1,944	0.93	6.95
	Undefined	595	0.93	6.95
	Hispanic	846	0.93	6.81
	American Indian / Alaska Native	7	0.93	7.47
	Asian	69	0.92	6.13
	Black Non-Hispanic	855	0.92	7.13
7	Pacific Islander	4	NA	NA
	White Non-Hispanic	970	0.93	6.90
	Multiracial	86	0.93	6.80
	Undefined	595	0.93	6.95
	Limited English Proficient	200	0.92	7.06
	Non-LEP	3,232	0.93	6.92
	Undefined	0	NA	NA
	Disadvantaged	113	0.94	7.03
	Not disadvantaged	3,319	0.92	6.92
	SES Undefined	0	NA	NA

Table P-8. 2017–18 FSAA-PT: Subgroup Reliabilities—U.S. History

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
HS	All Students	3,713	0.92	6.61
	Female	448	0.92	6.42
	Male	900	0.93	6.58
	Undefined	2,365	0.93	6.66
	Hispanic	332	0.92	6.24
	American Indian / Alaska Native	4	NA	NA
	Asian	29	0.92	5.04
	Black Non-Hispanic	371	0.91	6.75
	Pacific Islander	3	NA	NA
	White Non-Hispanic	555	0.93	6.66
	Multiracial	54	0.90	6.15
	Undefined	2,365	0.93	6.66
	Limited English Proficient	38	0.90	6.33
	Non-LEP	3,675	0.93	6.61
	Undefined	0	NA	NA
	Disadvantaged	82	0.94	5.93
	Not disadvantaged	3,631	0.93	6.62
	SES Undefined	0	NA	NA

APPENDIX Q—ITEM-LEVEL INTER-RATER CONSISTENCY STATISTICS

Table Q-1. 2017–18 FSAA-PT: Item-Level Inter-rater Consistency Statistics by Grade—ELA

Grade	Item	Number of Included Scores	Percent Exact	Percent Adjacent	Percent Third Score	Correlation
4	466623A	669	84.45	14.50	11.81	0.88
	466623B	669	78.03	21.38	11.81	0.83
	466623C	669	84.90	14.80	11.81	0.86
	466623D	669	75.93	23.77	11.81	0.85
5	466153A	620	84.19	15.48	11.45	0.83
	466153B	620	81.77	17.90	11.45	0.82
	466153C	620	87.10	12.90	11.45	0.89
	466153D	620	79.52	20.48	11.45	0.82
6	466030A	648	90.28	9.41	10.34	0.93
	466030B	648	77.93	21.91	10.34	0.85
	466030C	648	82.25	17.28	10.34	0.86
	466030D	648	81.64	18.21	10.34	0.88
7	466130A	606	80.86	18.81	12.21	0.86
	466130B	606	70.30	29.04	12.21	0.74
	466130C	606	75.74	24.26	12.21	0.82
	466130D	606	75.08	24.26	12.21	0.75
8	466733A	588	76.02	23.47	12.76	0.79
	466733B	588	68.20	31.12	12.76	0.75
	466733C	588	79.59	20.07	12.76	0.83
	466733D	588	70.75	28.40	12.76	0.73
9	466362A	594	94.11	5.39	10.44	0.96
	466362B	594	74.07	25.76	10.44	0.81
	466362C	594	83.16	16.67	10.44	0.80
	466362D	594	70.37	28.62	10.44	0.77
10	466328A	685	88.32	11.24	11.39	0.90
	466328B	685	69.34	30.07	11.39	0.78
	466328C	685	72.70	27.15	11.39	0.82
	466328D	685	74.01	25.69	11.39	0.83

APPENDIX R—DECISION ACCURACY AND CONSISTENCY

Table R-1. 2017–18 FSAA-PT: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade Overall and Conditional on Achievement Level

Content	Grade	Overall	Kappa	Conditional on Level			
				Level 1	Level 2	Level 3	Level 4
ELA	3	0.79(0.71)	0.61	0.84(0.75)	0.78(0.67)	0.77(0.7)	0.83(0.76)
	4	0.82(0.75)	0.65	0.89(0.82)	0.8(0.7)	0.8(0.74)	0.83(0.76)
	5	0.82(0.74)	0.65	0.91(0.84)	0.81(0.72)	0.77(0.71)	0.82(0.75)
	6	0.82(0.75)	0.66	0.89(0.83)	0.81(0.72)	0.78(0.71)	0.82(0.77)
	7	0.83(0.76)	0.67	0.93(0.89)	0.82(0.71)	0.79(0.72)	0.81(0.76)
	8	0.83(0.76)	0.67	0.9(0.84)	0.83(0.73)	0.76(0.68)	0.86(0.81)
	9	0.82(0.75)	0.65	0.91(0.86)	0.81(0.7)	0.79(0.73)	0.81(0.74)
	10	0.82(0.75)	0.67	0.93(0.88)	0.78(0.68)	0.78(0.71)	0.83(0.77)
Mathematics	3	0.8(0.73)	0.64	0.89(0.83)	0.75(0.64)	0.75(0.67)	0.83(0.79)
	4	0.79(0.71)	0.61	0.91(0.84)	0.69(0.56)	0.75(0.67)	0.83(0.76)
	5	0.79(0.7)	0.60	0.9(0.82)	0.73(0.63)	0.72(0.63)	0.84(0.78)
	6	0.8(0.72)	0.63	0.89(0.82)	0.76(0.65)	0.75(0.66)	0.83(0.79)
	7	0.77(0.69)	0.58	0.9(0.82)	0.68(0.57)	0.7(0.61)	0.83(0.76)
	8	0.8(0.72)	0.62	0.93(0.86)	0.73(0.62)	0.74(0.65)	0.82(0.77)
Science	5	0.83(0.76)	0.67	0.9(0.83)	0.87(0.79)	0.76(0.66)	0.82(0.78)
	8	0.81(0.73)	0.63	0.88(0.81)	0.84(0.74)	0.75(0.68)	0.81(0.74)
Algebra 1	HS	0.81(0.73)	0.62	0.84(0.73)	0.8(0.7)	0.79(0.73)	0.84(0.78)
Biology	HS	0.83(0.75)	0.66	0.92(0.86)	0.84(0.74)	0.8(0.73)	0.81(0.74)
Geometry	HS	0.81(0.74)	0.64	0.9(0.82)	0.8(0.71)	0.79(0.72)	0.79(0.72)
Civics	7	0.8(0.75)	0.65	0.9(0.82)	0.82(0.73)	0.81(0.73)	0.71(0.75)
U.S. History	HS	0.77(0.76)	0.67	0.75(0.84)	0.96(0.77)	0.72(0.73)	0.71(0.75)

Table R-2. 2017–18 FSAA-PT: Summary of Decision Accuracy (and Consistency) Results by Subject and Grade Overall and Conditional on Cutpoint

Content	Grade	Level 1 / Level 2 Accuracy (Consistency)	False Positive	False Negative	Level 2 / Level 3 Accuracy (Consistency)	False Positive	False Negative	Level 3 / Level 4 Accuracy (Consistency)	False Positive	False Negative
ELA	3	0.94(0.92)	0.02	0.03	0.93(0.9)	0.03	0.05	0.93(0.9)	0.04	0.04
	4	0.96(0.94)	0.02	0.03	0.94(0.91)	0.02	0.04	0.93(0.9)	0.04	0.04
	5	0.96(0.94)	0.02	0.03	0.93(0.9)	0.02	0.04	0.93(0.9)	0.04	0.04
	6	0.96(0.94)	0.02	0.03	0.94(0.91)	0.02	0.04	0.93(0.9)	0.03	0.04
	7	0.97(0.95)	0.01	0.02	0.93(0.91)	0.02	0.05	0.93(0.9)	0.03	0.04
	8	0.96(0.94)	0.02	0.02	0.94(0.91)	0.02	0.04	0.93(0.9)	0.03	0.04
	9	0.97(0.95)	0.01	0.02	0.93(0.9)	0.02	0.05	0.92(0.89)	0.04	0.04
	10	0.96(0.95)	0.01	0.02	0.94(0.91)	0.02	0.04	0.92(0.89)	0.04	0.04
Mathematics	3	0.95(0.93)	0.02	0.03	0.93(0.9)	0.02	0.04	0.93(0.9)	0.03	0.04
	4	0.95(0.92)	0.02	0.03	0.91(0.88)	0.03	0.06	0.93(0.9)	0.04	0.04
	5	0.94(0.92)	0.02	0.04	0.91(0.88)	0.04	0.05	0.93(0.9)	0.03	0.04
	6	0.94(0.92)	0.02	0.03	0.93(0.9)	0.03	0.04	0.93(0.9)	0.03	0.04
	7	0.94(0.91)	0.02	0.04	0.91(0.87)	0.04	0.05	0.92(0.89)	0.04	0.04
	8	0.96(0.94)	0.01	0.03	0.93(0.9)	0.03	0.04	0.91(0.88)	0.04	0.05
Science	5	0.96(0.95)	0.01	0.02	0.95(0.92)	0.02	0.04	0.92(0.89)	0.03	0.05
	8	0.96(0.94)	0.02	0.03	0.92(0.89)	0.03	0.05	0.93(0.9)	0.03	0.04
Algebra 1	HS	0.96(0.94)	0.02	0.03	0.92(0.89)	0.03	0.05	0.93(0.9)	0.04	0.04
Biology	HS	0.97(0.96)	0.01	0.02	0.93(0.9)	0.03	0.04	0.92(0.9)	0.04	0.04
Geometry	HS	0.95(0.93)	0.02	0.03	0.93(0.9)	0.03	0.04	0.93(0.91)	0.03	0.03
Civics	7	0.96(0.94)	0.01	0.03	0.93(0.91)	0.02	0.05	0.9(0.89)	0.01	0.08
U.S. History	HS	0.95(0.95)	0.05	0	0.9(0.9)	0	0.1	0.92(0.91)	0.01	0.07