Florida Standards Alternate Assessment
PERFORMANCE TASK

Technical Report
2018–2019

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measured progress.

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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 enrolled in access courses and are instructed on Access Points participate in the FSAA program via one of the two assessments outlined below.

1. FSAA—Performance Task

The FSAA—PT is a performance-based assessment aligned with the Florida Standards Access Points (FS-APs) for English language arts (ELA) and mathematics, and with the Next Generation Sunshine State Standards Access Points (NGSSS-APs) for science and social studies. The assessment measures student performance based on alternate achievement standards. The FSAA—PT's design is based on the broad range of KSAs of students with the most significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. This design consists of item sets 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 FSAA—Performance Task as appropriate. Student progress is shown through reduced levels of assistance (LOAs) and through increased accuracy. For students being assessed through the FSAA—Datafolio, teachers submit student work samples across three collection periods throughout the school year. Using predefined activity choices, 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 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 students 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 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 Online System testing platform.

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 Student and Parent Reports in July 2016. Schools and districts also received Student Roster Reports 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 the number of students identified as "Tested" and the 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 during administration, 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.

Student and Parent Reports were provided to teachers and parents/guardians in spring 2017. For ELA, mathematics, and science, the reports included the student's scaled 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 assessment 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 (FIMC-VI) to translate grades 3–5 of the operational tests and practice tests to UEB. The goal is for all FSAA—PT assessments 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.

FSAA—PT Developments in 2018–19

In 2018–19, Measured Progress continued to collaborate with FIMC-VI to transition the braille version of the FSAA—PT from EBAE to UEB. Grades 6–8, Civics, and Algebra 1 operational items and practice tests were translated to UEB. A full-day Train-the-Trainer and an update Train-the-Trainer presentation and training were implemented in the summer of 2018.

1.2   CORE BELIEFS

The mission of FDOE is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to be college- and career-ready, to 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 ongoing development of the FSAA—PT. The Access Points Advisory Committee on Instruction and Alternate Assessment, comprising 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 2018–19 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, comprising general education and exceptional student education (ESE) 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 education and ESE 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

2018–19 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—Performance Task 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 which 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.

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.). IEP teams should consider the student's present level of educational performance in reference to the Next Generation Sunshine State Standards and Florida Standards. IEP teams should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

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

Figure 1-1. 2018–19 FSAA—PT: Checklist for Course and Assessment Participation

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability Will Participate in the Statewide, Standardized 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 *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/guardians of the student must give signed consent to have their child instructed in Access Points and his or her achievement measured based on alternate achievement standards. This decision must be documented on the Parental Consent Form—Instruction in the State Standards Access Points

Curriculum and Statewide, Standardized Alternate Assessment. The student's 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 (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 measures student performance based on alternate achievement standards and is 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. Access Points reflect the key concepts of the Florida Standards and the Next Generation Sunshine State Standards (NGSSS) at reduced levels of complexity and include content that has been prioritized and aligned with the academic grade-level content standards for the Florida general assessment. The Access Points include curriculum content that students with significant cognitive disabilities are expected to access and learn during the course of their instructional programs.

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

Beginning in January 2006, staff from the Accountability and Assessment for Students with Disabilities Project at the Panhandle Area Educational Consortium and from the Accommodations and Modifications for Students with Disabilities Project at Florida State University worked together to align the draft Access Points for language arts with the revised benchmarks of the Sunshine State Standards. Throughout the process, teachers and university personnel with expertise in language arts and those with expertise in curriculum for students with disabilities were consulted, although no formal writing team was established. In April 2006, the Access Points were included in an online survey with the revisions to the language arts Sunshine State Standards 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 for mathematics and ELA that were appropriate for Florida students with the most significant cognitive disabilities. 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 illustrated 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 are supports that unpack the Access Points to assist in the teaching and learning of the standards. The EUs were intended to be fluid and to supplement instruction as the new standards evolved. Table 2-1 below indicates the dates the Access Points were approved by the Florida State Board of Education (SBE).

Table 2-1. 2018–19 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," "Task 2," and "Task 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 EUs for selected FS-APs.

For administration purposes, each content area of the 2018–19 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 three 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 2018–19 FSAA—PT was fully aligned with the FS-APs. Table 2-2 displays the grades and content areas assessed on the 2018–19 FSAA—PT.

Table 2-2. 2018–19 FSAA—PT: Grades and Content Areas 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 1)	X							
10 (ELA 2)	X							
High School				X	X	X		X

- ELA access courses are assessed in grades 3–8 with text-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   2018–19 FSAA—PT Item Set Design

The 2018–19 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. 2018–19 FSAA—PT: Item Set Tiered Progression
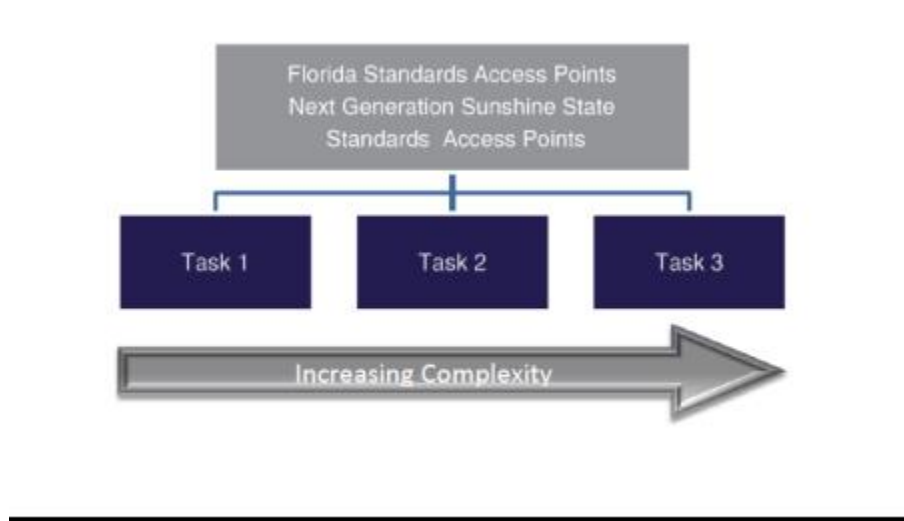
This tiered progression provides students with the opportunity to work to their fullest potential and allows for a greater range of access and challenge. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the response options if the student is unable to respond accurately.

The 2018–19 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. 2018–19 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 2018–19 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. 2018–19 FSAA—PT: Number of Forms

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

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 2018–19 FSAA—PT item set table in Appendix C.

2.3.4 Administration

For administration purposes, each content area of the 2018–19 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 these sets 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 three 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
- Florida Standards and Florida Standards Access Points

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. Accessibility 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. Accessibility 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). Accessibility 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 Statewide Science Assessment. 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.

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

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 2018–19 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 Development (CD) content and accessibility 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 2018–19 assessment, a Content Advisory Committee meeting was held in December 2017. The purpose of this meeting was to (1) provide feedback on the item-level specifications targeting standards for development in 2018–19, and (2) provide feedback on early concepts and direction for the 2018–19 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 2018–19. 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 (see Appendix A, Table A-3) before the item development process begins.

The Passage Bias and Sensitivity Review Committee met in Tallahassee at the Florida Department of Education on February 7, 2019. 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 individuals selected to participate by Measured Progress and approved by FDOE (see Appendix A, Table A-3). They included ESE teachers/coordinators, general education teachers, administrators, AAC, and TVI. 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 accessibility 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 incorporated prior to beginning the item development process.

3.2.3   Internal Item Review

Item sets were initially developed by Measured Progress CD 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 an accessibility 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 accessibility 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 2018–19 FSAA—PT were developed and included in the document *Test Design and Blueprint Specifications for English Language Arts, Mathematics, Science, and Social Studies 2018–2019* (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 assessment, 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 CD content and accessibility 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. 2018–19 FSAA—PT: Item Development Process

```
Development                Publishing               Content/Bias            Department and          Final Preparation
Kickoff                    Editorial Review         Committee Reviews       Measured Progress       of Items
                                                    and Science and                                 for CBT and PBT
                                                    Social Studies          Resolution of Final
                                                    Expert Reviews          Comments/Edits
        │                          │                        │                        │                        │
        ▼                          ▼                        ▼                        ▼                        ▼
Content, Design,           Content, Design,         Department and          Department              Final Approved
and Development            and Development          Measured Progress                               Items Delivered to
and Accessibility          and Accessibility                                Fatal Flaw Review       Assessment System
Specialists                Specialists              Resolution of                                   and Print Vendor
                                                    Committee
Item Specifications        Resolution of            Comments/Edits
Development                Editorial Comment/
                           Edits
        │                          │                        │                        │
        ▼                          ▼                        ▼                        ▼
Department and             Department               Content, Design,        Content, Design,
Content Advisory                                    and Development          and Development
Committee                  Initial Review of        and Accessibility       and Accessibility
                           Items                    Specialists             Specialists
Item Specifications
Review and                                          Substantive             Resolution
Approval                                            Revisions
        │                          │                        │                        │
        ▼                          ▼                        ▼                        ▼
Content, Design,           Department and           Department              Publishing
and Development            Measured Progress
and Accessibility                                   Final Review            Revisions (as
Specialists                Resolution of                                    necessary)
                           Comments/Edits
Item Development
and Graphics
```

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 May 2018. 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 accessibility specialist to review in conjunction with the respective content area specialists from CD. 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 2018. 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 accessibility specialist in conjunction with the respective content area specialist from CD at Measured Progress. Measured Progress conducted meetings with 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 2018, 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 accessibility specialist in conjunction with the respective content area specialist from CD 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 2018, FDOE reviewed the computer-based forms of the assessment. All forms were presented for review using the FSAA Online System testing platform (TAO–Testing Assisté par Ordinateur). FDOE provided feedback to Measured Progress, which was resolved by the accessibility specialist and editorial staff.

3.2.5 Item Content and Bias/Sensitivity Reviews

All of the newly developed items for the 2018–19 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 12–15, 2018.

All participants attended a group orientation geared toward content review or bias review. Stakeholder recruitment efforts were made to ensure that each content and bias panel consisted of ESE teachers/coordinators, general education teachers, administrators, AACs, and TVIs from a variety of different grades and backgrounds. Also in attendance was an FDOE staff member with expertise in teaching students with the most significant

cognitive disabilities and vision impairments. Participants were selected by Measured Progress and approved by the FDOE.

Item Content Review panels (see Appendix A, Table A-1) were facilitated by content specialists for each content area. The Measured Progress accessibility 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 Item 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 content developers, accessibility 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 Student and Parent 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 Achievement Level Policy Definitions 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, the 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 the 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 ALD 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 ALDs 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 prescriptive. The standard-setting panelists were able to come to a consensus with a generalized understanding of the information described in the ALDs due to their extensive knowledge of the FSAA—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 half-day and one full-day FSAA—PT Train-the-Trainer workshops. These trainings were held in Orlando on July 23, 24, and 27, 2018. All Alternate Assessment Coordinators (AACs) and/or designated district trainers were invited to attend the workshops. The half-day update workshop was designed for AACs who had previously attended the full-day workshop. This workshop highlighted new features and previewed key administration components of the 2018–19 FSAA—PT. The full-day workshop was designed for AACs who had not previously attended the full-day workshop. The full-day workshop provided participants information on all aspects of the 2018–19 FSAA—PT. The participants who attended the trainings were in turn responsible for training individuals within districts and/or acting as a resource for 2018–19 FSAA—PT administration questions. A total of 70 individuals attended the half-day update trainings and a total of 28 individuals attended the full-day training 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 two Measured Progress accessibility specialists who were involved in the development, item review, and writing of the administration manual for the 2018–19 FSAA—PT. The director of Client Services 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 2018–19 FSAA—PT overview with new training requirements being discussed in detail to ensure that 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 (detailed in Chapter 2). A large group discussion was held at the end of each training whereby the Measured Progress accessibility 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, the 2018–2019 *FSAA—PT Test Administration Manual*, and all training activities used for the 2018–19 FSAA—PT Train-the-Trainer workshops were provided to the participants for them to present in their respective districts.

At the close of each session, participants were presented with the opportunity to provide feedback on the 2018–19 FSAA—PT Train-the-Trainer workshops.

5.1.2   2018–19 FSAA—PT Administration Training Modules

Teachers were required to receive 2018–19 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 comprise 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 2018–19 *FSAA—PT Test Administration Manual.* 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
    - Important Dates
    - Design Overview
    - Assessment Components
    - Item Set Design
- Module 2: Administration Procedures
    - Administration Procedures
    - Content-Specific Directions
    - Text-Based Writing Assessment
- Module 3: Before, During, and After Administration
    - Before Administration
    - Practice Materials
    - Allowable Adjustments
    - Accommodations
    - During Administration

      o After Administration

  The administration training modules were available to teachers 24 hours a day, 7 days a week starting October 30, 2018, 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 2018–19 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 2018–19 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. 2018–19 FSAA—PT: Teacher Participation Summary

Module 1: Assessment Overview	5,256 teachers completed
Module 2: Administration Procedures	5,170 teachers completed
Module 3: Before, During, and After Administration	5,038 teachers completed
Module 4: FSAA Online System*	6,116 teachers completed

* All teachers were required to view Module 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 1,023 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 2018–19 *FSAA—PT Test Administration Manual* was created by Measured Progress, in conjunction with FDOE. The 2018–19 *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 2018–19 *FSAA—PT Test Administration Manual* was available to teachers for download on the FSAA Portal in August 2018 with printed copies arriving in districts in September 2018.

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 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 2018–19, grades 6–8, Civics, Algebra 1, and Geometry practice kits were translated into UEB and distributed to the field. Grades 3–5 were previously translated in 2017–18. (Again, all practice kits will gradually transition to UEB by 2019–20.)

5.2   OPERATIONAL ADMINISTRATION

The 2018–19 FSAA—PT followed two administration windows as shown in Table 5-2.

Table 5-2. 2018–19 FSAA—PT: Administration Windows

Elementary and Middle School (Grades 3–8) and Access Civics EOC Testing Schedule	
Alternate Assessment Materials in Districts	February 15–21, 2019
Student Testing Window	February 25–April 12, 2019
Student Responses Entered into FSAA Online System	No later than 11:59 p.m. (EST) on April 12, 2019
Return of Test Materials to Piedra Data Services	No later than May 10, 2019
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 11–15, 2019 **or** March 18–22, 2019
Student Testing Window	Upon receipt of materials through April 26, 2019
Student Responses Entered into FSAA Online System	No later than 11:59 p.m. (EST) on April 26, 2019
Return of Test Materials to Piedra Data Services	No later than May 10, 2019

The elementary and middle school assessments were administered February 25–April 12, 2019. Once teachers 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 12, 2019.

The high school assessments were administered March 11–April 26, 2019. Once teachers 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 26, 2019. Teachers were instructed to return all assessment materials to Piedra Data Services for storage no later than May 10, 2019.

Reports were posted for districts on June 7, 2019, including district and school data files. Paper reports were delivered to districts the week of July 9, 2019. Reporting included all students assessed during the regular assessment window.

Administration Survey Results

An online administration survey was conducted from February 27 through May 3, 2019. Approximately 981 educators who administered the assessment participated in the optional 2018–19 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 administered and recorded 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 2018–19 FSAA—PT was designed on the idea of providing students with 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 was blank or NULL and, when applicable, the scaffolded response was blank or NULL. Detailed item set score assignments and the comprehensive data analysis requirements are provided in the "Processing and Reporting Business Requirements" document, which can be reviewed in Appendix G.

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

In June 2018, Measured Progress formally affiliated with AdvancED. This affiliation gave Scoring Services the opportunity to expand capacity for scoring beyond the three existing Scoring Centers in Dover, NH, Longmont, CO, and Menands, NY. For the first time, the scoring of the FSAA—PT occurred at a new Scoring Center in Alpharetta, GA. The iScore database, its operation, and its administrative controls remained based in Dover, NH. The iScore system monitored accuracy, reliability, and consistency.

Staff Positions

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

- The Assistant Director for Scoring Operations and Logistics 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.
- A scoring supervisor, selected from a pool of experienced scoring team leaders (STLs) for experienced ability to score accurately and to instruct and train scorers, led the scoring activity. The scoring supervisor provided read-behind activities for STLs. For this administration, the scoring supervisor from the Menands Scoring Center joined the team in

Alpharetta to provide additional consistency for the program as it transitioned its scoring location.

- 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.) Since this was the first time any scoring was conducted on the Alpharetta campus, all STLs completed an intensive "boot camp," learning the fundamentals of scoring and team leadership.

- 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 of the 2018–19 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 6-1 and 6-2.

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 6-1 through 6-3 display the demographics of the 37 professionals who contributed as the 2018–19 FSAA—PT scoring leadership and scorers.

All Scoring Services employees are required to sign a nondisclosure/confidentiality agreement.

Table 6-1. 2018–19 FSAA—PT: Scorer Demographic Survey—Scorers

Education	Location
	Alpharetta Day Shift
Bachelor's Degree	21
Master's Degree	7
Doctorate	1
Grand Total	29

Table 6-2. 2018–19 FSAA—PT: Scorer Demographic Survey—Scoring Leadership

Education	Location
	Alpharetta Day Shift
Bachelor's Degree	5
Master's Degree	3
Doctorate	0
Grand Total	8

Table 6-3. 2018–19 FSAA—PT: Qualifications of Scoring Leadership and Scorers

Scoring Responsibility	Educational Credentials				Total
	Doctorate	Master's	Bachelor's	Other	
Scoring Leadership	0	37.5%	62.5%	0	100%
Scorers	2.5%	24.1%	72.4%	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 administrator only uploads handwritten 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 130–180 minutes of training time per prompt.

6.2.1.5 LEADERSHIP TRAINING

Scoring leadership was trained in advance by a scoring content specialist and the scoring supervisor. In addition to a discussion of the items and responses, scoring leadership training included greater detail on FDOE's rationale behind the score points (than that covered with regular scorers) to better equip scoring leadership 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, and 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 shows the number of scorers, by grade, whose work was voided.

Table 6-4. 2018–19 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	2	2
5	0	2
6	0	0
7	0	1
8	0	4
9	0	0
10	0	2

No scorer repeatedly demonstrated inaccuracy and inconsistency; however, two scorers were removed from the project on day 2 when they failed the recalibration set. These scorers' work was voided.

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. When a scorer fell below this standard and 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 5 and 6 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 was 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. 2018–19 FSAA—PT: Examples of Read-Behind Scoring

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

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 allowed 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

that 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 through 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 given the exact same score by both scorers. "Percent Exact/Adjacent Agreement" is the percentage of the double-blind scored 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 were in "exact" agreement. If one scorer assigned a score of "2" and the second scorer assigned a score of "1," then the scores had "adjacent agreement." Table 6-6 displays the data by grade level. Exact agreement ranged from 76.2% to 93.8% exact agreement and 98.1% to 99.8% exact/adjacent agreement.

Table 6-6. 2018–19 FSAA—PT: Levels of Agreement—Double-Blind Scoring Agreement Rates

| Grade | Trait | | | | | | | |
| | Title | | Introduction | | Supporting Details | | Conclusion | |
	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement
4	89.4	98.3	79.6	98.8	88.9	98.7	77.5	98.6
5	83.7	98.9	76.3	99.2	88.2	99.2	77.2	98.8
6	86.3	98.5	79.8	98.6	87.8	98.6	78.4	98.5
7	88.0	99.2	84.3	99.5	77.8	99.3	81.4	99.5
8	93.8	99.8	80.4	99.5	76.2	99.5	77.7	99.4
9	87.7	98.5	81.1	98.4	78.2	98.1	77.7	98.4
10	85.5	99.3	81.3	99.2	83.3	99.2	83.7	98.6

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 as measured by linearly weighted Kappa statistic (Cohen, 1960).

This index has two important features that make it especially appropriate for the purposes of this report. First, it includes an adjustment for agreement by chance alone. When readers tend to assign some scores more frequently than others, the agreement rates are affected, and percentage agreement values can become artificially inflated by chance agreement. The Kappa statistic corrects this chance agreement and reveals how much of the possible agreement over and above chance the readers have achieved.

The second aspect concerns the weighting scheme. With unweighted Kappa, reader score comparisons are characterized by just two categories—agree or disagree—without considering the size of the disagreement. With linearly weighted Kappa, the size of the disagreement is considered in that the agreement index is penalized in linear proportion to the size of the difference in the two scores. The greater the difference is, the larger the effect. While other weighting schemes can be implemented with Kappa, the linear weighting has the added advantage of retaining the same interpretation of its values as with unweighted Kappa because it can be interpreted as an appropriately weighted average of all the possible unweighted Kappas that could be constructed on the data (Warrens, 2011). The guidelines for the evaluation of Kappa suggested by Landis and Koch (1977) are presented below in Table 6-8.

Table 6-7. 2018–19 FSAA—PT: Levels of Agreement—Recalibration Data/Validity Agreement Rates

Grade	Title		Introduction		Supporting Details		Conclusion	
	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement	% Exact Agreement	% Exact/ Adjacent Agreement
4*	94	98	76	97	93	97	82	97
5*	92	100	83	100	92	100	82	100
6	91	100	88	100	90	100	85	99
7	98	100	93	100	93	100	89	99
8	96	99	87	100	80	99	79	100
9	93	100	88	100	83	99	81	99
10	90	99	86	99	87	99	88	99

*Data for grades 5 and 6 represents only read-behind agreement and does not contain calibration data since calibration sets were not required in these grades.

Table 6-8. 2018–19 FSAA—PT: Weighted Kappa for the Writing Performance Task

Grade	Title	Introduction	Supporting Details	Conclusion
4	0.88	0.69	0.86	0.73
5	0.76	0.67	0.78	0.72
6	0.83	0.75	0.87	0.74
7	0.82	0.75	0.71	0.75
8	0.94	0.78	0.70	0.73
9	0.84	0.74	0.73	0.73
10	0.81	0.76	0.76	0.77

< 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 Student and Parent Reports and school-level Student Roster Reports 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 Student and Parent 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. For 2018–19, minor cosmetic and text updates were made to the cover page and the inner pages per FDOE request to meet the style requirements. There were also some minor cosmetic changes made to the Student Roster Report to make it more visually appealing. Each report is described in greater detail below and copies of the reports are available in Appendix I.

The Student and Parent Report was an 11" x 17" centerfold, full-color design for students in grades 3–8 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 contained 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 Student and Parent Report 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 Student and Parent Report contained information that identified the assessment and the administration date (e.g., spring 2019), as well as student identifying information that included the student's name, state ID, grade, district, and school. Descriptions of the Performance Task assessment design along with helpful links to additional resources for parents and guardians can also be found in the Student and Parent Report. Each inner results page indicated the student's overall achievement level, including the Achievement Level Policy Definitions, achievement level descriptions, 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 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 Student and Parent Report 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 copies as needed.

The Student Roster Report retained much of its existing structure and data elements; however, like the Student and Parent Report, the 2018–19 Student Roster Report used color coding to allow school staff to easily identify students performing at each level for each content area assessed. The Student Roster Report was generated at the school level, by content area (including EOCs), and is sorted by grade and then by student name. The Student Roster Report 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 and Parent Report, including the raw score points earned on the open-response writing prompt for each dimension. The Student Roster Report also included a participation status legend for revised participation statuses.

Three grayscale print copies of the Student 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 copies as needed.

For additional information regarding each report, please refer to *Understanding the Florida Standards Alternate Assessment—Performance Task Reports* located at: fsaa-training.onlinehelp.measuredprogress.org.

7.2 PROCESSING AND REPORTING BUSINESS REQUIREMENTS

To ensure that the reported results for the FSAA—PT assessments are accurate relative to collected data and other pertinent information, a document delineating processing and reporting business requirements is prepared prior to each reporting cycle. The requirements are observed in the analyses of FSAA—PT test data and in reporting content area results. These requirements also guide data analysts in identifying data from students who are to be excluded from school-, district-, and state-level summary computations. A copy of the "Processing and Reporting Business Requirements" document is included in Appendix G.

SECTION III TECHNICAL CHARACTERISTICS OF THE FLORIDA STANDARDS ALTERNATE ASSESSMENT

This section describes the technical characteristics of the FSAA—PT. As described in the Assessment Design section (2.3), the 2018–19 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.

Both qualitative and quantitative analyses have been conducted on the items of the 2018–2019 FSAA—PT tests, including ELA, mathematics, science, and social studies. Qualitative analyses are described in earlier chapters of this report; this section focuses on quantitative evaluation. In particular, Chapter 8 presents results for classical item analyses including differential item functioning (DIF) analyses and correlations of total scale scores between ELA and mathematics tests, Chapter 9 focuses on the item response theory (IRT) analyses and results, and Chapter 10 reviews the reliability analyses and results. Chapter 11 provides an overall summary of the validity evidence, reviewing not only the quantitative evidence, but also discussing how the quantitative evidence links up with the qualitative evidence to give a complete validity argument for the assessment program.

Note that classical difficulty (p-value) and discrimination (point-biserial) indices are often included as part of the quantitative analyses and results in evaluating testing programs. However, such indices are not appropriate for tests that have the adaptive format like FSAA – PT. There are 16 operational item sets in each test. Within each item set, the Task 1 item was administered to every student; the Task 2 was administered only if the student responded correctly on the Task 1 item; and the Task 3 was administered only if the student responded correctly on both the Task 1 and Task 2 items. For any one item set, the ability distribution for the students taking Task 1 is much different than for those taking Task 2, which is in turn much different from the distribution of those taking Task 3. Thus, comparing classical statistics across different tasks is inappropriate. As an example of the inappropriateness, consider a case where the two items have similar p-values, but one item is a Task 1 item and the other is a Task 3 item. This similarity would lead to the misleading inference that the two items are

comparable in difficulty when, in fact, the Task 3 item is much harder than the Task 1 item. Thus, the classical difficulty and discrimination statistics are not included in this section.

CHAPTER 8   CLASSICAL ITEM ANALYSIS

8.1   DIFFERENTIAL ITEM FUNCTIONING

The 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. The 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 2018–19 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 2018–19 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 2018–19 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 J 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. 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. The 2015–16 dimensionality analyses that were conducted for mathematics, reading, and science; and the 2016–17 analyses for grade 7 Civics and high school U.S. History are presented in Appendix K.

8.2   CORRELATIONS BETWEEN ELA AND MATHEMATICS TEST SCORES

One source of evidence for the validity of interpretations and uses of test scores is the relationship between, in this case, FSAA-PT ELA and mathematics scores, and external measures of related constructs. This type of evidence is evaluated as convergence with highly similar constructs and measures and divergence from less similar constructs and measures. Acquiring evidence from external measures for students with significant cognitive disabilities is burdensome, so evidence of the relationship between FSAA ELA and mathematics scores is commonly accepted (e.g., in peer review). The FSAA-PT ELA-mathematics total-test scale score correlations are presented in Table 8-1.

These total-test scale score correlations are quite high, though not far out of line with correlations like these for grade level assessments, which typically are in the {.60, .80} range. More to the point, the grades 3-8 and high school ELA-mathematics correlations for another performance task based alternate assessment program are, in order of grades, .85, .84, .83, .83, .80, .82, and .79.

The FSAA-PT correlations provide strong evidence of convergence regarding the relationship between the FSAA-PT ELA and mathematics assessments. (The disattenuated correlations also indicate strong convergence.) The correlations indicate little discriminance between ELA and mathematics; that is, that the ELA and mathematics assessments measure something unique. The ELA and mathematics performance tasks do, of

course, measure quite different content area knowledge and skills, so these correlations suggest that students' general academic and communicative capabilities are reflected strongly in both their ELA and mathematics performances and scores.

Table 8-1: 2018–19 FSAA—PT: Total Test Score Correlations—ELA and Mathematics

Grade	Raw Correlations	Disattenuated Correlations
3	0.87	0.95
4	0.88	0.96
5	0.87	0.95
6	0.85	0.93
7	0.82	0.90
8	0.84	0.91

The table does not show correlations between reporting categories either within or across the two content areas (ELA and mathematics). The rationale is that the adaptive nature of the test results in different students taking different tasks within each reporting category. Thus, the sum score for any reporting category is uninterpretable because it is composed of adaptively administered tasks. Hence, the correlations between different pairs of reporting categories will not have comparable interpretations, rendering the comparisons meaningless.

CHAPTER 9 ITEM RESPONSE THEORY SCALING AND EQUATING

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 the *Standards for Educational and Psychological Testing* (AERA et al., 2014) and the *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.

This chapter describes the procedures used to calibrate, equate, and scale the 2018–19 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, θ, 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 2018–19 FSAA—PT assessments, the two-parameter logistic (2PL) model was used for dichotomous items. The 2PL model for dichotomous items can be defined as:

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

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:

$$P_{ik}(\theta) = \frac{exp \sum_{j=0}^{k} Da_i(\theta - b_i + d_j)}{\sum_{v=0}^{m-1} exp \sum_{j=0}^{v} Da_i(\theta - b_i + d_j)},$$

where

i indexes the items,

k indexes score categories ($k = 0, 1, \ldots, m$),

α represents item discrimination,

b represents item difficulty,

d represents category boundary 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 2018–19 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 2018–19 FSAA—PT assessments by grade and content area.

The summary statistics are presented in Table 9-1 at the task level for each test and Table 9-2 for writing selected-response (SR) items in ELA Grade 4 to 10 tests. 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 0.2 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 two such items occurred for this administration). For easy reference, these tables display the means and standard deviations of the *a* and *b* parameters.

The items were developed to correspond to different task levels. Table 9-1 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). On the other hand, the IRT item discrimination, as shown by the *a* parameter, tends to have a negative relationship with task level. As the task level increases, the average *a* values tend to decrease, indicating that the 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.

Table 9-1. 2018–19 FSAA—PT: IRT Summary Statistics by Grade and Task

Content Area	Grade	Task Level	Number of Items	a				b			
				Minimum	Maximum	Mean	SD	Minimum	Maximum	Mean	SD
ELA Reading	3	1	16	0.58	1.81	1.36	0.41	-1.10	0.07	-0.69	0.32
		2	16	0.43	1.38	0.77	0.25	-0.61	0.51	-0.16	0.34
		3	16	0.41	1.16	0.63	0.20	-0.77	1.04	0.21	0.63
	4	1	16	0.44	2.12	1.42	0.50	-1.16	0.29	-0.92	0.35
		2	16	0.35	1.20	0.80	0.26	-1.29	0.89	-0.33	0.61
		3	16	0.38	1.29	0.70	0.27	-1.03	1.57	0.29	0.72
	5	1	16	0.62	2.05	1.46	0.32	-1.42	-0.76	-1.06	0.16
		2	16	0.43	1.43	0.93	0.30	-0.99	0.58	-0.36	0.39
		3	16	0.27	1.13	0.62	0.21	-0.83	1.92	0.19	0.70
	6	1	16	0.83	2.07	1.35	0.40	-1.56	-0.16	-0.96	0.34
		2	16	0.33	1.50	0.82	0.32	-0.93	0.26	-0.41	0.39
		3	16	0.22	1.40	0.63	0.30	-0.69	1.24	0.37	0.60
	7	1	16	0.80	2.19	1.54	0.40	-1.51	-0.44	-1.07	0.32
		2	16	0.29	1.28	0.82	0.30	-1.76	0.82	-0.41	0.57
		3	16	0.35	1.15	0.66	0.20	-1.10	1.97	0.17	0.69
	8	1	16	0.77	2.18	1.49	0.36	-1.37	-0.54	-1.04	0.24
		2	16	0.48	1.85	0.95	0.37	-1.23	0.69	-0.42	0.46
		3	16	0.34	0.97	0.68	0.18	-0.58	1.12	0.21	0.54
	9	1	16	0.54	2.41	1.71	0.48	-1.37	-0.79	-1.07	0.15
		2	16	0.30	1.35	0.71	0.27	-1.96	0.90	-0.19	0.67
		3	16	0.21	1.10	0.64	0.29	-0.81	2.61	0.25	0.87
	10	1	16	0.78	1.92	1.42	0.38	-1.28	-0.65	-0.94	0.18
		2	16	0.40	1.53	0.82	0.29	-1.15	0.61	-0.43	0.51
		3	16	0.30	1.00	0.62	0.19	-0.47	1.80	0.32	0.69
Mathematics	3	1	16	0.66	1.85	1.21	0.32	-1.20	-0.45	-0.87	0.23
		2	16	0.59	1.58	1.09	0.32	-0.94	0.86	-0.32	0.47
		3	16	0.22	1.37	0.62	0.33	-0.95	2.44	0.75	0.94
	4	1	16	0.61	2.21	1.43	0.44	-1.24	-0.66	-0.95	0.20
		2	16	0.31	1.34	0.76	0.27	-1.17	0.30	-0.37	0.43
		3	16	0.32	0.92	0.61	0.17	-0.99	2.00	0.54	0.73
	5	1	16	1.02	1.99	1.43	0.29	-1.35	-0.41	-1.02	0.25
		2	16	0.40	1.24	0.81	0.22	-0.55	1.32	0.16	0.55
		3	16	0.24	0.71	0.55	0.14	-1.16	2.19	0.62	0.92

continued

Content Area	Grade	Task Level	Number of Items	a				b			
				Minimum	Maximum	Mean	SD	Minimum	Maximum	Mean	SD
Mathematics	6	1	16	0.83	1.87	1.34	0.28	-1.25	-0.59	-0.88	0.17
		2	16	0.28	1.61	0.89	0.43	-0.99	0.89	-0.21	0.50
		3	16	0.32	1.32	0.72	0.25	-0.81	2.24	0.37	0.73
	7	1	16	0.50	1.60	1.22	0.31	-1.65	-0.61	-1.11	0.30
		2	16	0.39	0.93	0.66	0.16	-0.92	1.33	-0.07	0.59
		3	16	0.11	1.07	0.57	0.28	-1.11	2.69	0.39	0.91
	8	1	16	0.68	1.93	1.26	0.39	-1.40	-0.59	-0.99	0.23
		2	16	0.49	1.44	0.94	0.30	-1.18	0.67	-0.49	0.47
		3	16	0.39	1.52	0.80	0.27	-0.71	0.77	-0.13	0.40
Science	5	1	16	0.84	2.34	1.63	0.45	-1.40	-0.55	-1.09	0.23
		2	16	0.59	2.80	1.41	0.58	-1.22	0.35	-0.69	0.35
		3	16	0.43	1.74	0.95	0.37	-0.95	1.70	0.05	0.61
	8	1	16	0.63	1.92	1.43	0.39	-1.54	-0.46	-1.02	0.27
		2	16	0.64	1.67	0.94	0.26	-1.01	0.40	-0.43	0.40
		3	16	0.39	1.13	0.63	0.20	-0.87	1.64	0.17	0.70
Algebra 1	HS	1	16	0.63	1.62	1.25	0.26	-1.40	-0.56	-0.97	0.24
		2	16	0.42	1.07	0.83	0.19	-1.01	0.05	-0.27	0.27
		3	16	0.38	1.13	0.60	0.19	-0.41	1.19	0.25	0.49
Biology 1	HS	1	16	0.85	3.10	2.03	0.63	-1.55	-0.88	-1.28	0.18
		2	16	0.38	1.92	0.89	0.36	-1.83	0.56	-0.69	0.62
		3	16	0.60	1.42	0.82	0.25	-0.98	0.53	-0.19	0.44
Geometry	HS	1	16	0.61	2.15	1.32	0.46	-1.61	-0.72	-1.25	0.24
		2	16	0.43	1.26	0.86	0.27	-0.80	0.21	-0.31	0.30
		3	16	0.31	1.16	0.69	0.25	-1.01	0.96	0.10	0.52
Civics	7	1	16	0.96	2.59	1.72	0.39	-1.42	-0.75	-1.09	0.22
		2	16	0.40	1.56	0.98	0.33	-1.25	0.18	-0.44	0.35
		3	16	0.37	1.07	0.67	0.20	-0.66	0.96	0.17	0.42
U.S. History	HS	1	16	16	1.14	2.52	1.83	0.43	-1.32	-0.74	-1.11
		2	16	16	0.53	1.87	1.04	0.41	-0.94	-0.18	-0.50
		3	16	16	0.36	1.25	0.69	0.26	-0.53	0.93	0.09

Table 9-2. 2018–19 FSAA—PT: IRT Summary Statistics for Writing Selected-Response Items

Content Area	Grade	Number of Items	a		b	
			Mean	SD	Mean	SD
	4	5	0.98	0.65	-0.24	0.67
	5	5	1.10	0.39	-0.83	0.46
	6	5	1.05	0.46	-0.60	0.68
ELA Writing	7	5	1.09	0.64	-0.94	0.78
	8	5	1.20	0.75	-0.65	0.58
	9	5	1.17	0.68	-0.72	0.46
	10	5	0.84	0.26	-0.30	0.64

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 2018–19 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 entire operational test in terms of item types and distribution of emphasis.

Item parameter estimates for the 2018–19 FSAA—PT assessments were placed on the 2017–18 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 2017–18 assessments and the 2018–19 tests should have the same item parameters. After the item parameters for each of the current (2018–19) 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 2018–19 FSAA—PT analyses, the delta values were compared to the old delta values for the 2017–18 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. 2018–19 FSAA—PT: Stocking and Lord Transformation Constants

Content Area	Grade	Slope	Intercept	# of Equating Items	# of Outliers
ELA	3	0.9824	0.1708	21	1
	4	1.0034	0.1058	18	1
	5	0.9946	0.1333	21	0
	6	0.9891	0.0805	21	0
	7	1.0382	0.1264	21	0
	8	1.0261	0.1560	21	1
	9	1.0242	0.1585	21	0
	10	1.0119	0.0925	21	0
Mathematics	3	1.0944	0.2634	21	0
	4	1.0106	0.1908	21	0
	5	1.0326	0.1517	21	1
	6	1.0189	0.1298	21	1
	7	1.0830	0.1793	21	2
	8	1.0610	0.2418	21	2
Science	5	1.0537	0.1385	21	0
	8	1.0572	0.1728	21	1
Algebra 1	HS	1.0609	0.1957	21	0
Biology 1	HS	1.0689	0.0894	21	0
Geometry	HS	1.0871	0.1400	21	1
Civics	7	1.0268	0.1829	24	1
U.S. History	HS	1.0052	0.0040	18	0

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 2018–19 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 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 $\mathbf{Y}$ is:

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

where $p(\theta)$ is the prior distribution of θ, and $p(\mathbf{y}|\theta)$ is the likelihood of the response pattern $\mathbf{y}$. By the conditional independence property in IRT, $p(\mathbf{y}|\theta)$ 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 $p(\theta|\mathbf{y})$ 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:

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

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 2018–19 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:

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

9.6   ACHIEVEMENT STANDARDS

Standard setting for the 2018–19 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. 2018–19 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 *Florida Standards Alternate Assessment—Performance Task 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 *Florida Standards Alternate Assessment—Performance Task 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 2018–19 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 2018–19 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 2018–19 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. 2018—19 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. 2018–19 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. 2018–19 FSAA—PT: Standard Errors at the Cut Scores

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

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

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. 2018–19 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	3,164	13.94	26.74	36.69	22.63	59.32	603.29	18.90
	4	3,215	15.12	24.23	39.16	21.49	60.65	602.14	18.82
	5	3,383	15.87	26.07	35.32	22.73	58.05	602.63	18.61
	6	3,282	17.25	26.42	35.92	20.41	56.33	601.62	18.59
	7	3,404	17.69	24.91	34.02	23.38	57.40	602.46	19.31
	8	3,229	14.99	24.71	30.38	29.92	60.30	603.02	19.10
	9	3,169	15.21	24.05	40.20	20.54	60.74	603.02	18.90
	10	3,632	19.22	23.02	34.42	23.35	57.77	601.86	18.94
Mathematics	3	3,161	18.95	21.77	30.05	29.23	59.28	604.77	20.16
	4	3,212	20.08	19.74	36.83	23.35	60.18	603.61	19.06
	5	3,397	19.46	25.76	32.09	22.70	54.79	602.87	19.32
	6	3,274	21.56	23.95	30.97	23.52	54.49	602.55	19.27
	7	3,402	20.52	25.13	28.63	25.72	54.35	603.17	19.73
	8	3,225	17.21	20.00	31.60	31.19	62.79	604.90	20.63
Science	5	3,390	14.66	27.64	29.62	28.08	57.70	603.36	21.13
	8	3,222	13.13	28.96	35.82	22.10	57.92	603.37	19.90
Algebra 1	HS	4,096	11.06	27.17	38.16	23.61	61.77	804.74	25.10
Biology 1	HS	3,550	13.75	25.92	37.24	23.10	60.34	802.86	26.40
Geometry	HS	3,093	15.36	28.10	36.92	19.62	56.54	803.44	25.56
Civics	7	3,093	11.06	24.67	34.21	30.07	64.28	804.68	24.63
U.S. History	HS	3,307	19.81	18.57	36.59	25.04	61.63	800.72	24.82

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 M, 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 N show achievement level distributions for both 2017–18 and 2018–19 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 2018–19 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 2018–19 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. 2018–19 FSAA—PT: IRT Reliability Summary

Subject	Grade	Number of Students	IRT Marginal Reliability	CSEM
ELA	3	3,164	0.91	5.62
	4	3,216	0.92	5.22
	5	3,383	0.92	5.24
	6	3,282	0.92	5.19
	7	3,404	0.92	5.31
	8	3,229	0.93	5.18
	9	3,169	0.92	5.32
	10	3,632	0.93	5.07
Mathematics	3	3,161	0.92	5.86
	4	3,213	0.91	5.86
	5	3,397	0.91	5.70
	6	3,274	0.91	5.68
	7	3,402	0.90	6.29
	8	3,225	0.92	5.91
Science	5	3,390	0.93	5.57
	8	3,222	0.91	5.88
Algebra 1	HS	4,096	0.92	7.06
Biology 1	HS	3,550	0.93	6.98
Geometry	HS	3,093	0.92	7.23
Civics	7	3,093	0.92	6.88
U.S. History	HS	3,307	0.93	6.56

Subgroup Reliability

The reliability coefficients discussed in the previous section were based on the overall population of students who took the 2018–19 FSAA—PT. 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 O. 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 O 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 O 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). The iScore software randomly selects 20% of all student responses to be routed to a second scorer so that inter-rater comparability can be established. The scores of the initial scorer serve as the final score of record. 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 P.

Table 10-2. 2018–19 FSAA—PT: Summary Inter-rater Consistency Statistics by Grade—ELA

Grade	Number of Score Categories	Number of Included Scores	Percent Exact	Percent Adjacent	Percent Non-Exact / Non-Adjacent	Correlation
4	5	2,784	83.23	16.49	15.09	0.87
5	5	2,648	79.80	20.02	21.15	0.81
6	5	2,616	82.07	17.81	17.58	0.87
7	5	2,840	81.65	18.24	16.34	0.83
8	5	2,652	80.24	19.53	16.89	0.87
9	5	2,496	79.49	20.15	28.85	0.84
10	5	2,896	81.15	18.44	29.56	0.84

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 2018–19 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 test 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 assessment 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 2018–19 FSAA—PT because it can be easily applied to data that are scored in the IRT □ 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. To help simplify notation, we will use the traditional symbol $\hat{\theta}$ to refer to an estimate of □. The heart of the method is the creation of the conditional probability distribution of $\hat{\theta}$ for a given value of □. In theory, this probability distribution is to be calculated with respect to the distribution of the true values of □ for the students who took the test of interest. The best way to approximate the distribution of the true values of □ for the students is to use the empirical distribution of the $\hat{\theta}$ values. Thus, for purposes of this calculation we use the value of $\hat{\theta}$ for each student as though it were a true value of □.

The desired conditional distribution of $\hat{\theta}$ for a given value of $\square$ is assumed to be a normal distribution, which is totally defined by its mean and standard deviation. Thus, treating each value of $\hat{\theta}$ in the data as a true $\square$ value, the mean of this distribution is set equal to the $\hat{\theta}$ value of interest, and the standard deviation is set equal to the standard error for this $\hat{\theta}$. Each distribution is then interpreted as the distribution of $\hat{\theta}$ values for a fixed value of $\square$. Using these conditional distributions, the method calculates for each value of $\square$ in the empirical $\square$ distribution, the expected proportion of the $\hat{\theta}$ values that occur in an interval [a, b]. Then, by summing over all the true $\square$'s in the empirical distribution that are in an interval [c, d], the method yields the expected proportion of these true $\square$'s whose $\hat{\theta}$ values are in [a, b]. By setting [a, b] and [c, d] to correspond to the $\square$ intervals defined by the performance level cuts, the method yields the estimated elements of a classification accuracy table. For example, suppose [c, d] is set to be the $\square\square$ values corresponding to the upper and lower bounds of Level 2. If [a, b] is also set to the same bounds, then the calculated probability is the probability that an examinee is classified into Level 2, given that the true status of the student is in Level 2. These probabilities can be summed over appropriate cells to estimate overall values of classification accuracy.

These probabilities can also be used to estimate classification consistency. Consistency is an estimate of the probability of being classified into the same category two independent administrations of the test of interest and a hypothetical parallel test. By the principle of independence, it can be calculated by squaring the appropriate probabilities and then summing the values. As an example, consider the estimation of the probability a student is consistently classified into Level 2 over the two independent administrations. Following the example above for classification accuracy, let both [c, d] and [a, b] be the upper and lower bounds for Level 2. As noted above, this results in the probability that a Level 2 student is correctly classified into Level 2. The square of this probability results in the probability that a Level 2 student is consistently classified into Level 2 over the two administrations. Note that more calculations need to be conducted to calculate the total probability that a student is consistently classified into Level 2. We must also calculate the probability that a Level 1 student is classified into Level 2; and the probability that a Level 3 student is classified into Level 2; and the probability that a Level 4 student is classified into Level 2. Each of these probabilities are then squared. Finally, all the squared probabilities are summed to obtain the total probability that a student is consistently classified into Level 2.

For the classification accuracy tables, cell [i, j] represents the estimated proportion of students whose true $\square$ fell into classification i (where i = 1 to 4, for the four achievement levels) and $\hat{\theta}$ 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 $\hat{\theta}$ on the first of two hypothetical parallel tests would fall into classification i (where i = 1 to 4) and whose $\hat{\theta}$ 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:

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

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 Q. 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 0.86 indicates that 86% 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 2018–19 FSAA—PT, Table P-2 in Appendix Q 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

One purpose of this report is to describe the technical aspects of the 2018–19 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 2018–19 FSAA—PT 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.

The *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 2018–19 FSAA—PT 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 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. 2018–19 Florida Standards Alternate Assessment: Item Content Review Committee

Name	District	Position	Gender	Ethnicity	Group
Thomas Allard	64 – Volusia	ESE Teacher	Male	White/Caucasian	ELA 3–8
Richard Archambault	09 – Citrus	Gen Ed Teacher	Male	White/Caucasian	Science
Cheryl Bishop	35 – Lake	AAC	Female	White/Caucasian	HS Math
Leo Booth	18 – Flagler	Gen Ed Teacher	Male	White/Caucasian	SS
Kathy Briggs	65 – Wakulla	ESE Teacher	Female	White/Caucasian	Science
Christine Burkhart	08 – Charlotte	Gen Ed Teacher	Female	White/Caucasian	HS ELA
Jeris Burns-Flemmings	16 – Duval	ESE Teacher	Female	Black/African American	ELA 3–8
Kathleen Bussendorf	05 – Brevard	Gen Ed Teacher	Female	White/Caucasian	Math 3–8
Kayla Cerquozzi	41 – Manatee				ELA 3–8
Andrea Ciotti	06 – Broward	AAC	Female	Hispanic/Latino	ELA 3–8
Cynthia Dils	27 – Hernando	TVI	Female	White/Caucasian	Math 3–8
Marion Elliot	41 – Manatee	Gen Ed Teacher	Female	White/Caucasian	Math 3–8
Melissa Fiuza	08 – Charlotte	Gen Ed Teacher	Female	White/Caucasian	Science
John Gaylor	16 – Duval	ESE Teacher	Male	White/Caucasian	HS Math
Megan Guarente	08 – Charlotte	Gen Ed Teacher	Female	White/Caucasian	HS Math
Robin Harwell	68 – FSDB	Diagnostician	Female	White/Caucasian	Math 3–8
David Hass	35 – Lake	ESE Teacher	Male	White/Caucasian	Math 3–8
Jessica Kapp	08 – Charlotte	Gen Ed Teacher	Female		Science
Marcy Kleer	41 – Manatee	Gen Ed Teacher	Female	White/Caucasian	Math 3–8
Deborah Kline	05 – Brevard	ESE Teacher	Female	White/Caucasian	HS ELA
Deborah Kootsouradis	16 – Duval	Gen Ed Teacher	Female	White/Caucasian	HS ELA
Chandrell Larkin	13 – Dade	Administrator	Female	Black/African American	HS ELA
Carlos Lebron Rivera	48 – Orange	ESE Teacher	Male	Hispanic/Latino	ELA 3–8
Candace Lee	56 – St. Lucie	ESE Teacher	Female	White/Caucasian	Science
Elizabeth Lewis	58 – Sarasota	AAC	Female	White/Caucasian	SS
Lori Lynch	08 – Charlotte	Gen Ed Teacher	Female	White/Caucasian	SS
Sharon McCants	06 – Broward	Gen Ed Teacher	Female	Black/African American	Science
Rosalind McCray	50 – Palm Beach	Administrator	Female	Black/African American	HS ELA
Nancy McElligott	06 – Broward	ESE Teacher	Female	White/Caucasian	Science
Jenna Mullins	09 – Citrus	Gen Ed Teacher	Female	White/Caucasian	Science
Breonne Murray	65 – Wakulla	Gen Ed Teacher	Female	Black/African American	HS Math
Novelette Pitt	06 – Broward	ESE Specialist	Female	Black/African American	Math 3–8
Mandi Prescott	46 – Okaloosa	ESE Teacher	Female	White/Caucasian	SS
Jodi Richards	08 – Charlotte	Gen Ed Teacher	Female	White/Caucasian	HS Math
Carey Roberts	68 – FSDB	ESE Teacher	Female	White/Caucasian	ELA 3–8
Elvira Ruiz-Carrillo	13 – Dade	Administrator	Female	Hispanic/Latino	SS
Edward Sagarese	08 – Charlotte	ESE Teacher	Male	White/Caucasian	HS ELA
Christopher Salamone	52 – Pinellas	ESE Teacher	Male	White/Caucasian	SS
Brittny Sanders	60 – Sumter	Gen Ed Teacher	Female	Black/African American	Math 3–8
Frank Santa Maria	08 – Charlotte	Gen Ed Teacher	Male	White/Caucasian	ELA 3–8
Victoria Smith	09 – Citrus	Gen Ed Teacher	Female	White/Caucasian	HS Math
Jenny Strickland	67 – Washington	Gen Ed Teacher	Female	White/Caucasian	ELA 3–8
Tracey Swart	41 – Manatee	ESE Teacher	Female	White/Caucasian	SS
Leia Swiggett	09 – Citrus	AAC	Female	White/Caucasian	HS Math
Tanaka Travis	17 – Escambia	ESE Coordinator	Female	Black/African American	Science
Edmund Trygar	09 – Citrus	ESE Coordinator	Male	White/Caucasian	ELA 3–8
Andrea Vineyard	42 – Marion	ESE Coordinator	Female	White/Caucasian	HS ELA
Jacqueline Wilson	67 – Washington	Gen Ed Teacher	Female	White/Caucasian	SS
Paula Wilson	67 – Washington	Gen Ed Teacher	Female	White/Caucasian	Math 3–8

Table A-2. 2018–2019 Florida Standards Alternate Assessment: Item Bias and Sensitivity Review Committee

Name	District	Position	Gender	Ethnicity	Group
Sharon Donegan	50 – Palm Beach	ESE Teacher	Female		ELA & SS
Junia Fischer	57 – Santa Rosa	ESE Teacher	Female	American Indian/Alaskan Native; White	ELA & SS
Catherine Giles	06 – Broward	ESE Teacher	Female	Black/African American	Math & Sci
Janis Hachiya	29 – Hillsborough	Gen Ed Teacher	Female	Asian/Pacific Islander	ELA & SS
Carol Hall	16 – Duval	AAC	Female	White/Caucasian	ELA & SS
Jeanette Herring	08 – Charlotte	Gen Ed Teacher	Female	Hispanic/Latino; White	Math & Sci
Kenny Hodges	53 – Polk	ESE Teacher	Male	White/Caucasian	Math & Sci
Bruce McVae	09 – Citrus	ESE Teacher	Male	White/Caucasian	ELA & SS
Justine Micalizzi	08 – Charlotte	ESE Teacher	Female		ELA & SS
Jamie Mobberly	16 – Duval	Administrator	Female	White/Caucasian	Math & Sci
Tonya Morris	17 – Escambia	Gen Ed Teacher	Female	Black/African American	Math & Sci
Amrita Prakash	13 – Dade	Administrator	Female	Black/African American	ELA & SS
Angela Karen Stone	09 – Citrus	Gen Ed Teacher	Female		Math & Sci
Carlos Talavera	47 – Okeechobee	TVI	Male	Hispanic/Latino	Math & Sci
Christopher Townley	06 – Broward	ESE Teacher	Math	American Indian/Alaskan Native; White	Math & Sci
Carly Workman	50 – Palm Beach	Administrator	Female	White/Caucasian	Math & Sci

Table A-3. 2018–19 Florida Standards Alternate Assessment: Passage Bias and Sensitivity Review Committee

Name	District	Grade	Position	Gender	Ethnicity
Thomas Allard	64 – Volusia	Middle	Special Education Teacher	Male	White
Courtney Benedix	37 - Leon	All	Special Education Teacher	Female	
Kenneth Hodges	53 - Polk	Middle & High	Special Education Teacher	Male	White
Trenisha Reynolds	37 - Leon	All Grades	Vision Teacher	Female	
Katy Svitenko	03 - Bay	High	Special Education Teacher	Female	White
Melinda Tindall	20 -Gadsden	Middle	Special Education Teacher	Female	White
Melinda Wilson-Jones	37 - Leon				

Table A-4. 2018–19 Florida Alternate Assessment: Content Advisory Committee—Mathematics

Name	District	Grade	Position	Gender	Ethnicity
Cynthia Carrig	64 - Volusia	High	ESE Teacher	Female	White/Caucasian
Corinne deArakal	64 - Volusia	Elementary	ESE Teacher	Female	White/Caucasian
Marion Elliot	41 - Manatee	High	Gen Ed Teacher	Female	White/Caucasian
Amy Hagerty	08 - Charlotte	High	Gen Ed Teacher	Female	White/Caucasian
Rafael Harley	06 - Broward	Elementary	ESE Specialist	Male	Black/African American
Robin Harwell	68 - FSDB	Middle	Diagnostician	Female	White/Caucasian
Marcy Kleer	41 - Manatee	High	Gen Ed Teacher	Female	White/Caucasian
Sally Walden	03 - Bay	High	ESE Teacher	Female	White/Caucasian

Table A-5. 2018–19 Florida Alternate Assessment: Content Advisory Committee—English Language Arts

Name	District	Grade	Position	Gender	Ethnicity
Thomas Allard	64 – Volusia	Middle	ESE Teacher	Male	White/Caucasian
Kasey Cavanaugh	27 – Hernando	Middle	Gen Ed Teacher	Female	White/Caucasian
Amanda Gaughan	59 - Seminole	Middle	ESE Teacher	Female	White/Caucasian
Deborah Kootsouradis	16 - Duval	High	Gen Ed Teacher	Female	White/Caucasian
Martha Leslie	67 - Washington	High	ESE Teacher	Female	Black/African American
Michelle Metheny	35 - Lake	Middle	ESE Teacher	Female	White/Caucasian
Jennifer Pyott	58 - Sarasota	Middle	Gen Ed Teacher	Female	White/Caucasian
Luann Reel	18 - Flagler	High	ESE Teacher	Female	White/Caucasian
Carey Roberts	68 - FSDB	Elementary	ESE Teacher	Female	White/Caucasian

Table A-6. 2018–19 Florida Alternate Assessment: Content Advisory Committee—Social Studies

Name	District	Grade	Position	Gender	Ethnicity
David Hass	35 - Lake	All	ESE Teacher	Male	White/Caucasian
Debra LaFountaine	49 - Osceola	Middle	Gen Ed Teacher	Female	White/Caucasian
Justine Micalizzi	08 - Charlotte	High	ESE Teacher	Female	
Katherine Shattuck	54 - Putnam	Middle	ESE Teacher	Female	White/Caucasian
Nancy Sokoloff	50 Palm Beach	Middle	ESE Teacher	Female	White/Caucasian
Kenneth Sparkman	62 - Taylor	Middle	Gen Ed Teacher	Male	White/Caucasian
Katy Svitenko	03 - Bay	High	ESE Teacher	Female	White/Caucasian
Devin Watson	49 - Osceola	High	Gen Ed Teacher	Female	

Table A-7. 2018–19 Florida Alternate Assessment: Content Advisory Committee—Science

Name	District	Grade	Position	Gender	Ethnicity
Barry Archie	17 - Escambia	Middle	Gen Ed Teacher	Male	Black/African American
Kenny Hodges	53 - Polk	High	ESE Teacher	Male	White/Caucasian
Bruce Jeffrey	09 - Citrus	Middle	ESE Teacher	Male	White/Caucasian
Jagathy Nair	50 - Palm Beach	Elementary	ESE Teacher	Female	Asian/Pacific Islander
Kathy Russ	66 - Walton	Middle	ESE Teacher	Female	White/Caucasian
Christopher Salamone	52 - Pinellas	High	ESE Staff	Male	White/Caucasian
Brittny Sanders	60 - Sumter	Elementary	Gen Ed Teacher	Female	Black/African American

APPENDIX B—STUDENT PARTICIPATION RATES

**Table B-1. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—ELA***

Description	Number Enrolled	Percent Tested
All Students	26,478	98.59
Male	15,116	98.78
Female	7,036	98.74
Hispanic	7,173	98.99
American Indian or Alaskan Native	57	100.00
Asian	501	99.21
Black Non-Hispanic	6,688	98.70
Pacific Islander	35	100.00
White Non-Hispanic	6,971	98.67
Multiracial	727	97.72
Economically Disadvantaged	1,082	99.45
Not Economically Disadvantaged	25,396	98.55
Limited English Proficient	1,764	99.16
Non-Limited English Proficient	24,714	98.55

* Data source: Florida Department of Education

**Table B-2. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—Mathematics***

Description	Number Enrolled	Percent Tested
All Students	19,671	99.23
Male	11,343	99.30
Female	5,211	99.29
Hispanic	5,507	99.37
American Indian or Alaskan Native	41	100.00
Asian	385	99.48
Black Non-Hispanic	5,024	99.29
Pacific Islander	24	100.00
White Non-Hispanic	5,017	99.23
Multiracial	556	99.11
Economically Disadvantaged	790	99.25
Not Economically Disadvantaged	18,881	99.23
Limited English Proficient	1,500	99.54
Non-Limited English Proficient	18,171	99.21

* Data source: Florida Department of Education

**Table B-3. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—Science***

Description	Number Enrolled	Percent Tested
All Students	6,612	98.88
Male	4,028	98.94
Female	1,875	99.10
Hispanic	1,977	98.85
American Indian or Alaskan Native	16	100.00
Asian	152	100.00
Black Non-Hispanic	1,787	98.89
Pacific Islander	6	100.00
White Non-Hispanic	1,780	99.22
Multiracial	185	98.40
Economically Disadvantaged	282	99.30
Not Economically Disadvantaged	6,330	98.86
Limited English Proficient	447	99.33
Non-Limited English Proficient	6,165	98.85

* Data source: Florida Department of Education

**Table B-4. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—Algebra 1***

Description	Number Enrolled	Percent Tested
All Students	4,096	98.34
Male	1,519	98.38
Female	730	98.65
Hispanic	679	98.69
American Indian or Alaskan Native	7	100.00
Asian	46	100.00
Black Non-Hispanic	706	99.02
Pacific Islander	4	100.00
White Non-Hispanic	742	97.89
Multiracial	65	95.59
Economically Disadvantaged	118	98.33
Not Economically Disadvantaged	3,978	98.34
Limited English Proficient	111	98.23
Non-Limited English Proficient	3,985	98.35

* Data source: Florida Department of Education

**Table B-5. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—Biology 1***

Description	Number Enrolled	Percent Tested
All Students	3,550	98.64
Male	1,468	99.06
Female	678	98.40
Hispanic	615	99.19
American Indian or Alaskan Native	5	100.00
Asian	47	100.00
Black Non-Hispanic	690	98.85
White Non-Hispanic	721	98.63
Multiracial	68	97.14
Economically Disadvantaged	91	98.91
Not Economically Disadvantaged	3,459	98.63
Limited English Proficient	112	99.12
Non-Limited English Proficient	3,438	98.62

* Data source: Florida Department of Education

**Table B-6. 2018–19 FSAA—PT: Summary of Participation
by Demographic Category—Geometry***

Description	Number Enrolled	Percent Tested
All Students	3,093	98.44
Male	389	98.98
Female	215	99.54
Hispanic	196	99.49
American Indian or Alaskan Native	1	100.00
Asian	16	100.00
Black Non-Hispanic	169	98.83
Pacific Islander	1	100.00
White Non-Hispanic	202	99.51
Multiracial	19	95.00
Economically Disadvantaged	32	100.00
Not Economically Disadvantaged	3,061	98.42
Limited English Proficient	42	100.00
Non-Limited English Proficient	3,051	98.42

* Data source: Florida Department of Education

Table B-7. 2018–19 FSAA—PT: Summary of Participation by Demographic Category—Civics*

Description	Number Enrolled	Percent Tested
All Students	3,093	99.29
Male	1,902	99.42
Female	854	99.42
Hispanic	883	99.10
American Indian or Alaskan Native	7	100.00
Asian	74	97.37
Black Non-Hispanic	837	99.64
Pacific Islander	10	100.00
White Non-Hispanic	854	99.65
Multiracial	91	100.00
Economically Disadvantaged	139	100.00
Not Economically Disadvantaged	2,954	99.29
Limited English Proficient	199	100.00
Non-Limited English Proficient	2,894	99.28

* Data source: Florida Department of Education

Table B-8. 2018–19 FSAA—PT: Summary of Participation by Demographic Category—U.S. History*

Description	Number Enrolled	Percent Tested
All Students	3,307	98.13
Male	912	98.06
Female	426	98.38
Hispanic	349	98.59
American Indian or Alaskan Native	5	100.00
Asian	34	100.00
Black Non-Hispanic	384	98.46
Pacific Islander	4	100.00
White Non-Hispanic	514	97.90
Multiracial	48	94.12
Economically Disadvantaged	76	100.00
Not Economically Disadvantaged	3,231	98.09
Limited English Proficient	56	98.25
Non-Limited English Proficient	3,251	98.13

* 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 assessment are as follows:
  - o Origin and Purposes of Law and Government
  - o Roles, Rights, and Responsibilities of Citizens
  - o Government Policies and Political Processes
  - o 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 1 End-of-Course assessment blueprint

The content assessed in alternate assessment should generally reflect the same areas assessed by the Statewide Science Assessment: 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. Items will focus on the science content assessed 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 1 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:
  - o Molecular and Cellular Biology – seven standards are addressed for a total of five items.
  - o Classification, Heredity, and Evolution – four standards are addressed for a total of four items.
  - o 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 Assessments 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 Assessments.

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 Assessments 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 <u>All Grades</u>:

- 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.
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

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)

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]

- 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]

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

FloridaStandardsAlternate 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

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

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 E O C

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

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

2018–19 Administration Update Training
Feedback Survey Results

Q1 The FSAA Administration Modules were easy to access.

Answered: 3,878   Skipped: 0
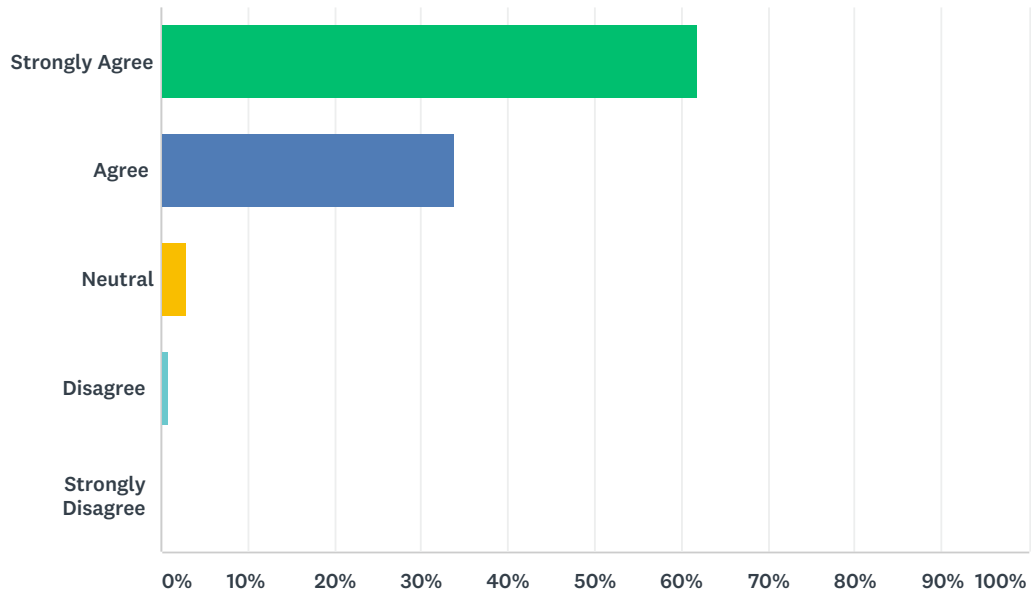
ANSWER CHOICES	RESPONSES	
Strongly Agree	61.91%	2,401
Agree	33.99%	1,318
Neutral	2.94%	114
Disagree	0.85%	33
Strongly Disagree	0.31%	12
TOTAL		3,878

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

Answered: 3,847   Skipped: 31
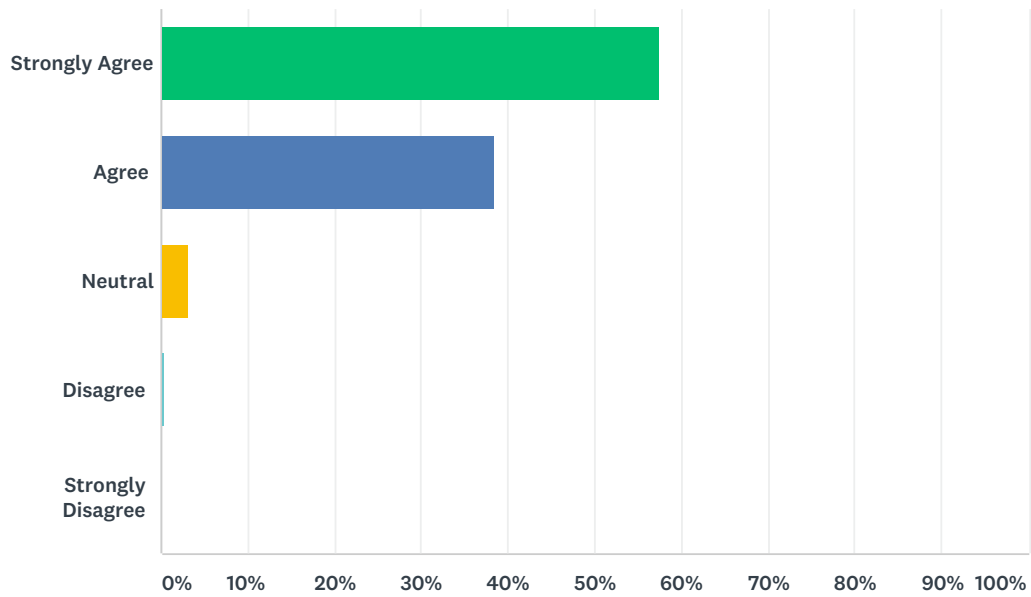
ANSWER CHOICES	RESPONSES	
Strongly Agree	57.63%	2,217
Agree	38.58%	1,484
Neutral	3.22%	124
Disagree	0.44%	17
Strongly Disagree	0.13%	5
TOTAL		3,847

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

Answered: 3,840   Skipped: 38
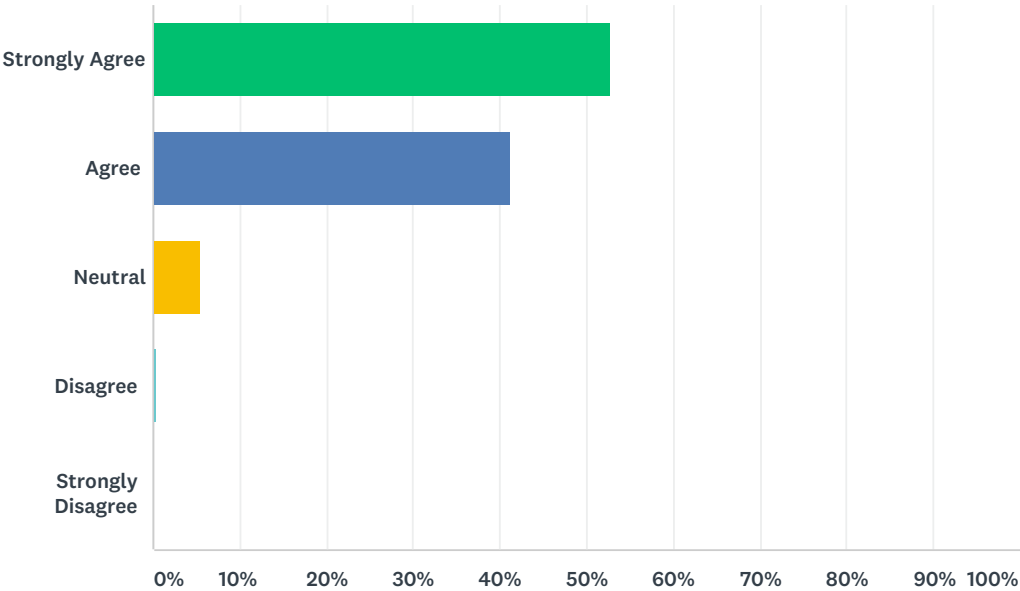
ANSWER CHOICES	RESPONSES	
Strongly Agree	52.76%	2,026
Agree	41.12%	1,579
Neutral	5.44%	209
Disagree	0.52%	20
Strongly Disagree	0.16%	6
TOTAL		3,840

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

Answered: 3,835   Skipped: 43
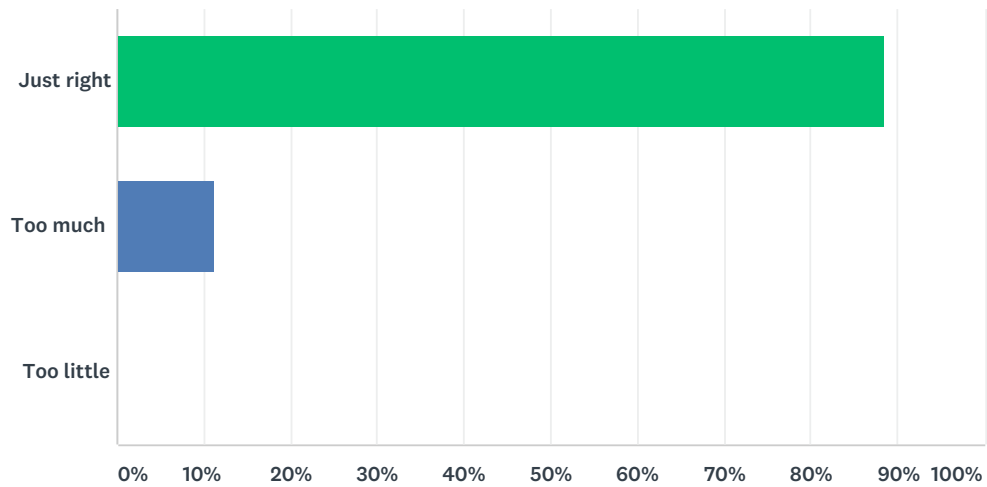
ANSWER CHOICES	RESPONSES	
Just right	88.47%	3,393
Too much	11.21%	430
Too little	0.31%	12
TOTAL		3,835

Q5 Please indicate your type of FSAA administration training for 17–18.Please check all that apply.

Answered: 3,273   Skipped: 605
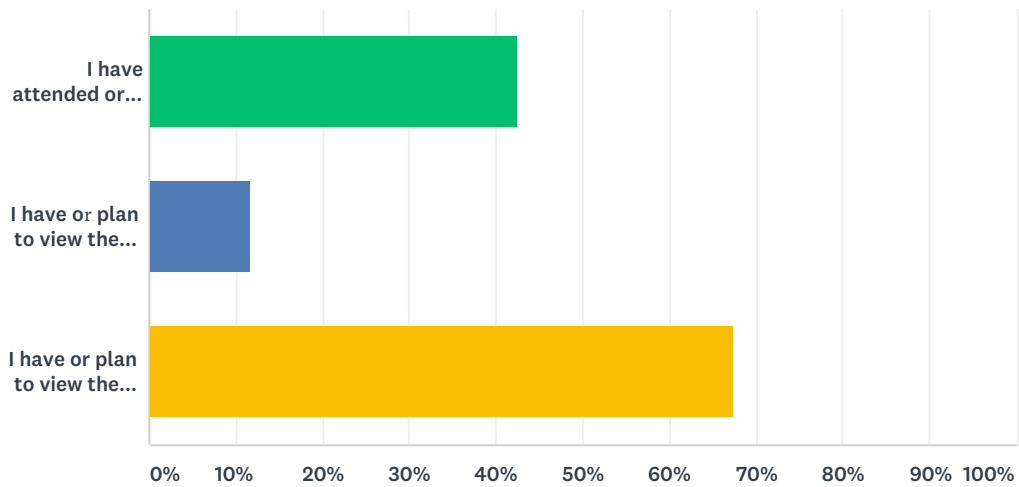
ANSWER CHOICES	RESPONSES	
I have attended or will attend a face-to-face training.	42.38%	1,387
I have or plan to view the FSAA Administration Modules as a group in my school/district.	11.67%	382
I have or plan to view the FSAA Administration Modules on my own.	67.34%	2,204
Total Respondents: 3,273		

FSAA—Performance Task

2018–19 Administration Survey Results

Q1 Please select your school district.

Answered: 981   Skipped: 2

ANSWER CHOICES	RESPONSES	
Alachua - 01	2.45%	24
Baker - 02	0.10%	1
Bay - 03	2.04%	20
Bradford - 04	0.31%	3
Brevard - 05	3.67%	36
Broward - 06	9.58%	94
Calhoun - 07	0.00%	0
Charlotte - 08	0.71%	7
Citrus - 09	0.71%	7
Clay - 10	0.00%	0
Collier - 11	0.10%	1
Columbia - 12	0.10%	1
Dade - 13	17.23%	169
Desoto - 14	0.10%	1
Dixie - 15	0.00%	0
Duval - 16	0.31%	3
Escambia - 17	3.98%	39
Flagler - 18	0.00%	0
Franklin - 19	0.10%	1
Gadsden - 20	1.94%	19
Gilchrist - 21	0.10%	1
Glades - 22	0.00%	0
Gulf - 23	0.31%	3
Hamilton - 24	0.10%	1
Hardee - 25	0.61%	6
Hendry - 26	0.00%	0
Hernando - 27	1.53%	15
Highlands - 28	0.41%	4
Hillsborough - 29	4.69%	46
Holmes - 30	0.00%	0

Indian River - 31	2.14%	21
Jackson - 32	0.92%	9
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	1.12%	11
Lee - 36	4.49%	44
Leon - 37	0.00%	0
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.61%	6
Manatee - 41	2.14%	21
Marion - 42	2.24%	22
Martin - 43	0.51%	5
Monroe - 44	0.31%	3
Nassau - 45	0.00%	0
Okaloosa - 46	0.71%	7
Okeechobee - 47	0.31%	3
Orange - 48	12.54%	123
Osceola - 49	0.10%	1
Palm Beach - 50	13.66%	134
Pasco - 51	0.00%	0
Pinellas - 52	0.61%	6
Polk - 53	0.10%	1
Putnam - 54	2.14%	21
St. Johns - 55	0.00%	0
St. Lucie - 56	0.00%	0
Santa Rosa - 57	0.00%	0
Sarasota - 58	0.00%	0
Seminole - 59	1.43%	14
Sumter - 60	0.20%	2
Suwannee - 61	0.61%	6
Taylor - 62	0.00%	0
Union - 63	0.51%	5
Volusia - 64	0.00%	0
Wakulla - 65	0.00%	0

Walton - 66	0.31%	3
Washington - 67	0.92%	9
F.S.D.B. - 68	0.20%	2
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		981

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

Answered: 980   Skipped: 3
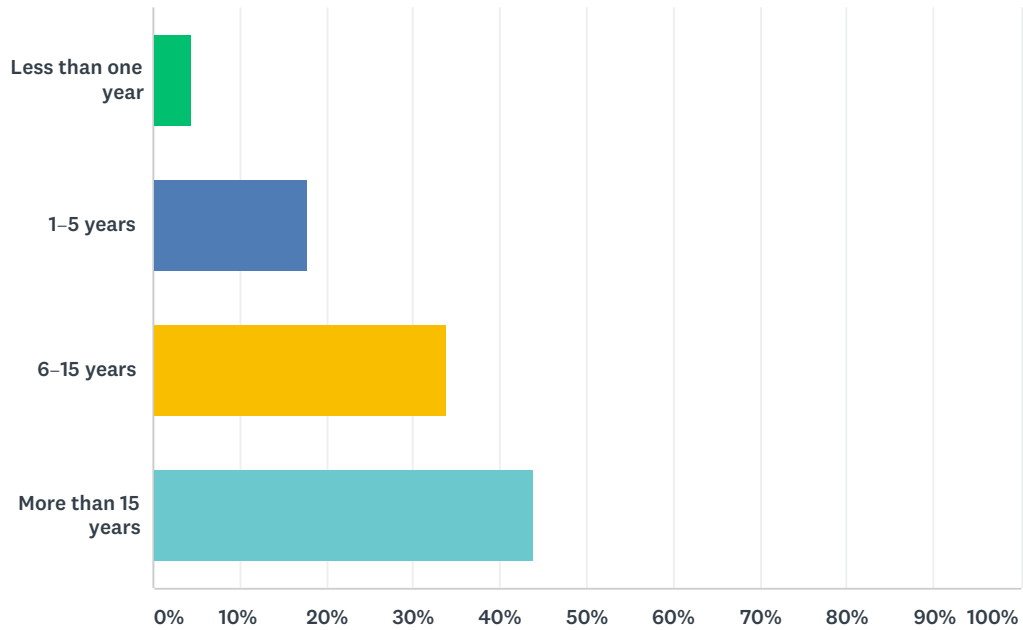
ANSWER CHOICES	RESPONSES	
Less than one year	4.39%	43
1–5 years	17.86%	175
6–15 years	33.88%	332
More than 15 years	43.88%	430
TOTAL		980

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

Answered: 980   Skipped: 3
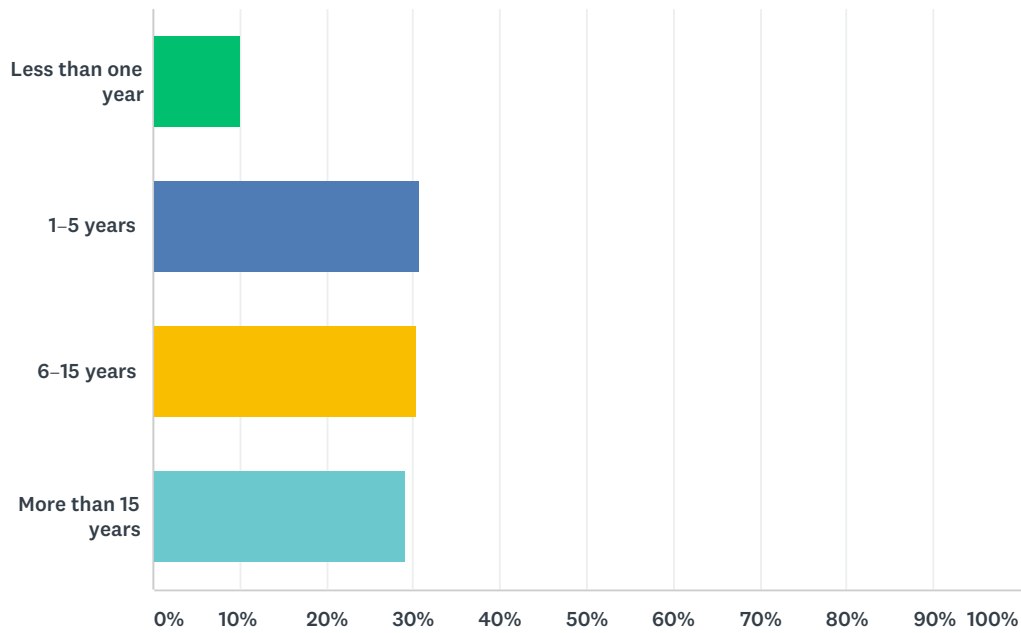
ANSWER CHOICES	RESPONSES	
Less than one year	10.00%	98
1–5 years	30.71%	301
6–15 years	30.31%	297
More than 15 years	28.98%	284
TOTAL		980

Q4 Did you participate in the administration of the Florida Standards Alternate Assessment—Performance Task (FSAA—PT) last year?

Answered: 981   Skipped: 2
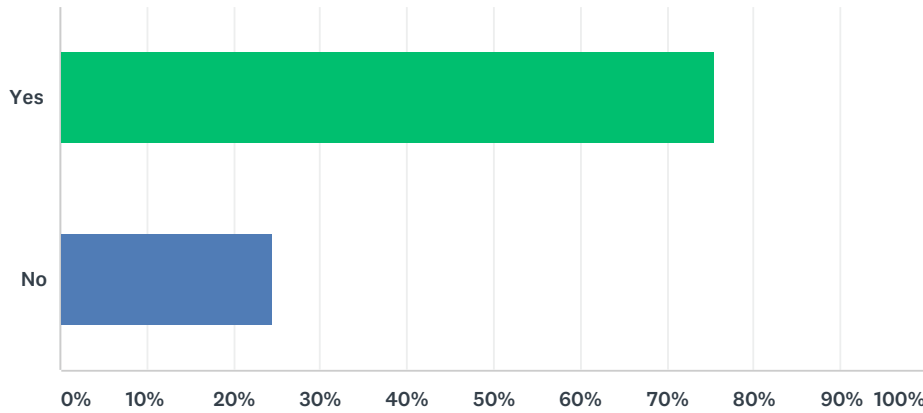
ANSWER CHOICES	RESPONSES	
Yes	75.43%	740
No	24.57%	241
TOTAL		981

Q5 Did you view any of the FSAA—PT training modules posted on the FSAA Portal?

Answered: 966   Skipped: 17
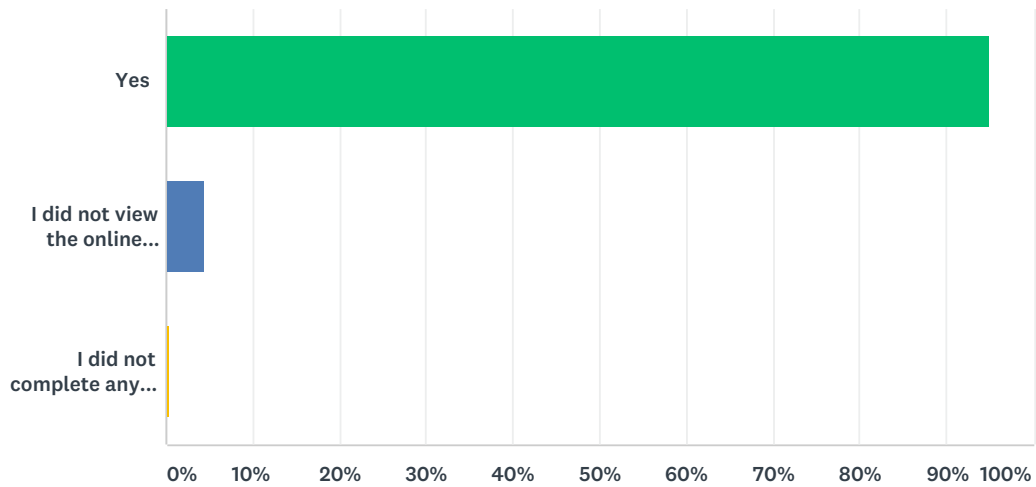
ANSWER CHOICES	RESPONSES	
Yes	95.03%	918
I did not view the online training modules because I attended face-to-face training within my district.	4.45%	43
I did not complete any form of administration training (online or face-to-face) prior to administering the FSAA—PT to my student(s).	0.52%	5
TOTAL		966

Q6 Were the FSAA—PT training modules comprehensive enough for you to understand FSAA—PT assessment practices?

Answered: 917   Skipped: 66
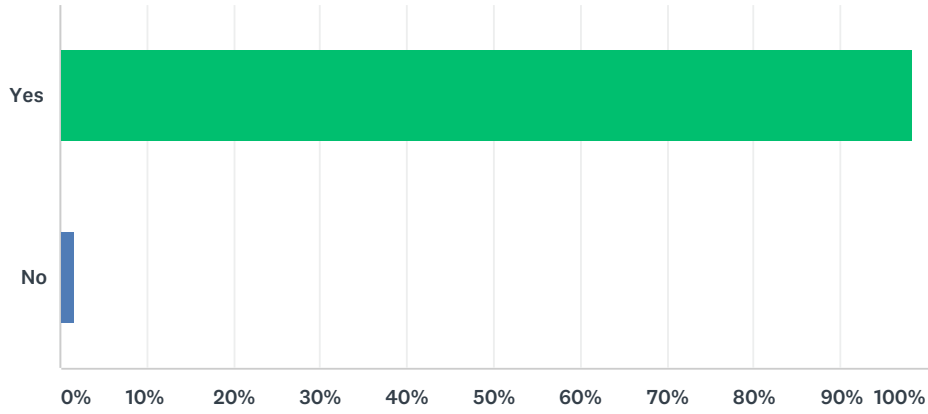
ANSWER CHOICES	RESPONSES	
Yes	98.26%	901
No	1.74%	16
TOTAL		917

Q7 FSAA—PT administration training videos posted on the FSAA Portal modeled scaffolding and the administration of Writing Prompt 2. Did these videos help you gain a clearer understanding of administration procedures?

Answered: 958   Skipped: 25
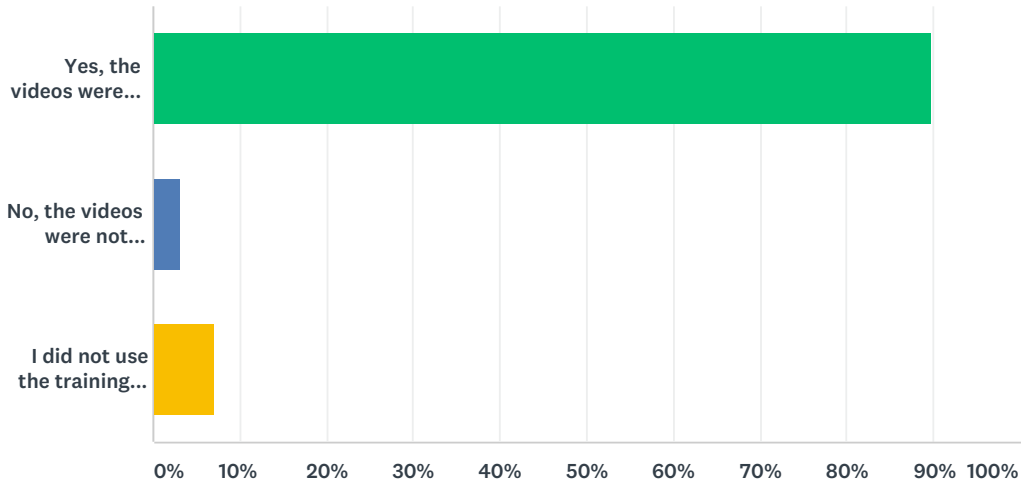
ANSWER CHOICES	RESPONSES	
Yes, the videos were helpful.	89.67%	859
No, the videos were not helpful.	3.13%	30
I did not use the training videos.	7.20%	69
TOTAL		958

Q8 Based on your experience with FSAA—PT administration training, please indicate whether you would like more information on any of the 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: 908   Skipped: 75
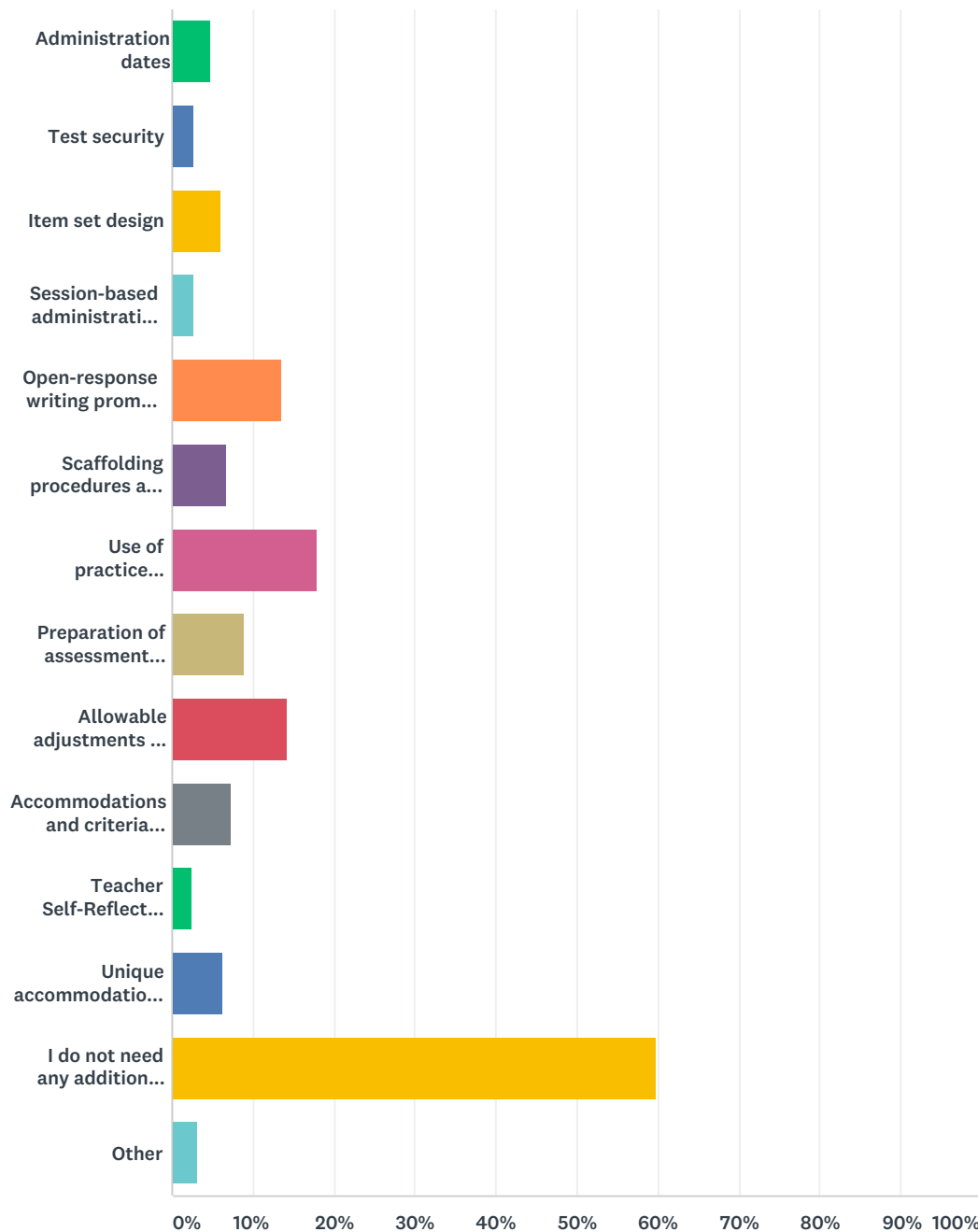
ANSWER CHOICES	RESPONSES	
Administration dates	4.74%	43

Test security	2.75%	25
Item set design	6.06%	55
Session-based administration procedures	2.64%	24
Open-response writing prompt administration procedures	13.55%	123
Scaffolding procedures at the Task 1 level	6.61%	60
Use of practice materials before the assessment	17.95%	163
Preparation of assessment materials before the assessment	9.03%	82
Allowable adjustments and supports	14.32%	130
Accommodations and criteria for use	7.27%	66
Teacher Self-Reflection Form	2.42%	22
Unique accommodations request requirements	6.28%	57
I do not need any additional information.	59.80%	543
Other	3.08%	28
Total Respondents: 908		

#	OTHER	DATE
1	Where are we able to access the pictures used on the FSAA to get our students familiar with the pictures so that they may have a better understanding of what they represent.	4/30/2019 7:39 AM
2	Job and tasks in chronological order for School Admin.	4/29/2019 2:34 PM
3	Information provided was real helpful.	4/29/2019 2:31 PM
4	I selected allowable adjustments and supports specifically to cover the open writing prompt for students who do not write or are able to hold pencils. I had to reach out for additional coaching and ideas.	4/29/2019 11:23 AM
5	none at this time	4/26/2019 12:59 PM
6	questions more functional based questions for my student with cognitive disabilities.	4/26/2019 12:00 PM
7	Assist on creating writing vocabulary picture word cards/cutouts to better assist the students with their answer choices.	4/25/2019 2:12 PM
8	Need more work time to input the students answers into the system. One planning period is not enough time and we have to turn in the booklet everyday so can't work on it after school. The only option left is to take personal leave time and work on it during school.	4/25/2019 12:31 PM
9	Training for the Datafolio	4/25/2019 8:22 AM
10	I would like to administer the test in the computer rather than paper-pencil... it is too much work.	4/24/2019 1:24 PM
11	address procedures for non-verbal, non-writers for writing portion	4/22/2019 6:47 PM
12	Options for open-response writing	4/18/2019 8:11 AM
13	The amount of info was overwhelming.If it were scaffolded and not so much I would have been a lot less nervous.	4/18/2019 8:10 AM
14	Writing assessment	4/17/2019 7:38 PM
15	I need to have coverage during my class time for testing	4/17/2019 2:34 PM
16	none	4/17/2019 2:06 PM
17	how to enter the writing on the computer	4/17/2019 11:15 AM
18	How the alternate standards line up with the regular standards	4/17/2019 8:02 AM

19	na	4/17/2019 7:29 AM
20	High number of students who have ASD, valid results are a challenge	4/16/2019 11:11 PM
21	Packing up	4/16/2019 10:05 PM
22	allowable accommodations for writing prompt for low cognitive, non-verbal students,non-writing students	4/8/2019 3:21 PM
23	the use of administering to a student that is blind, nonverbal and refuses to do anything other than sleep	4/4/2019 3:26 PM
24	Instead of 3 videos can we have 1 video that only explains the changes for that year? As it is thesame every year.	3/29/2019 2:28 PM
25	The information was very informative.	3/18/2019 8:09 PM
26	Get the assessment "open " after the teacher accidently closes it before submitting the Writing portion.	3/18/2019 1:41 PM
27	more practice materials	3/15/2019 8:12 AM
28	more practice items & pictures for writing test from state	3/11/2019 2:41 PM

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

Answered: 934   Skipped: 49
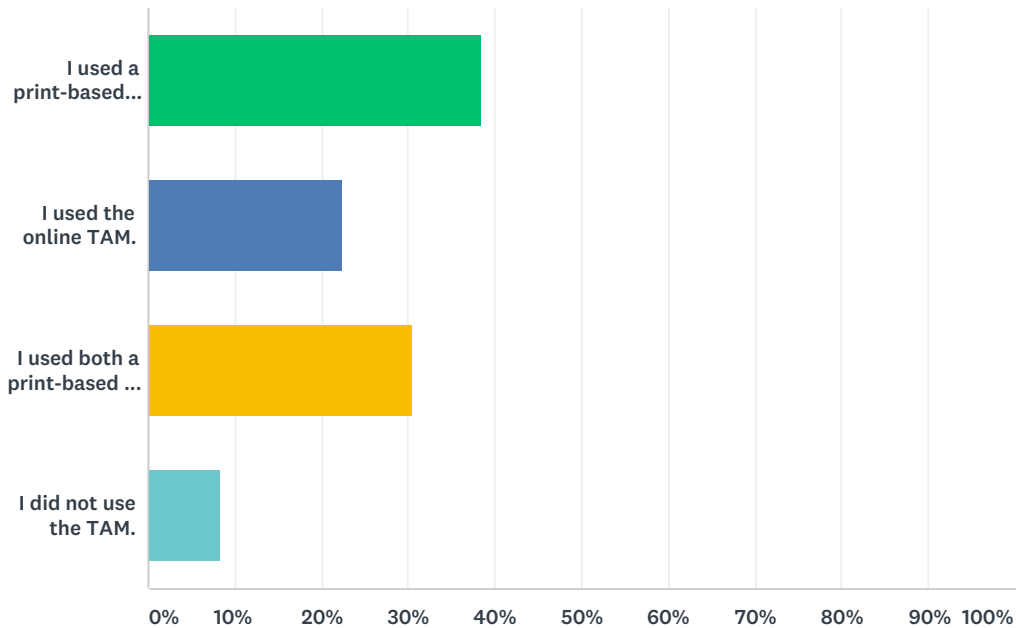
ANSWER CHOICES	RESPONSES	
I used a print-based TAM.	38.54%	360
I used the online TAM.	22.48%	210
I used both a print-based TAM and the online TAM.	30.62%	286
I did not use the TAM.	8.35%	78
TOTAL		934

Q10 Did you use practice materials with your student(s) prior to administering the FSAA—PT?

Answered: 935   Skipped: 48
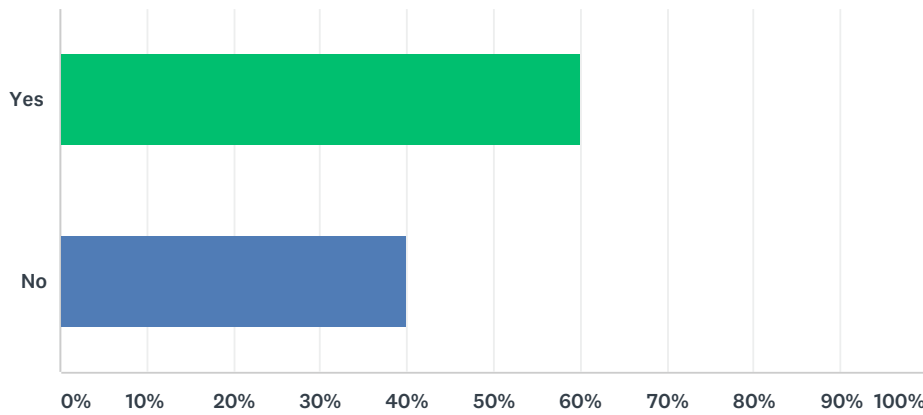
ANSWER CHOICES	RESPONSES	
Yes	60.00%	561
No	40.00%	374
TOTAL		935

Q11 Which of the administration support documents did you use throughout the administration of the FSAA—PT? (Check all that apply.)

Answered: 929   Skipped: 54
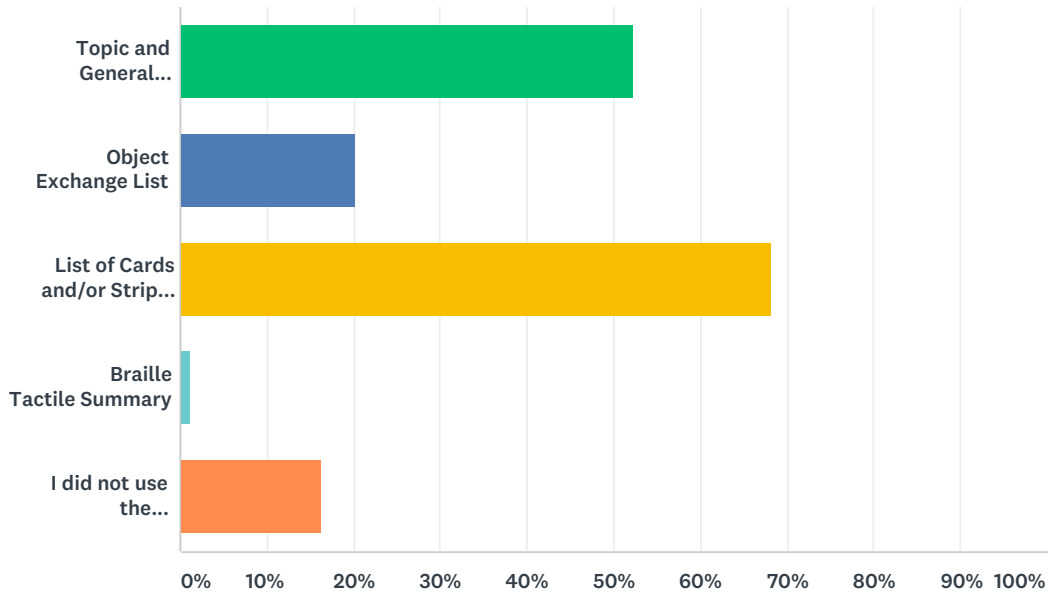
ANSWER CHOICES	RESPONSES	
Topic and General Vocabulary List	52.21%	485
Object Exchange List	20.34%	189
List of Cards and/or Strips and Teacher-Gathered Materials	68.25%	634
Braille Tactile Summary	1.18%	11
I did not use the administration support documents.	16.36%	152
Total Respondents: 929		

Q12 Over the course of the 2018–2019 school year, how often did you visit the FSAA Portal to access training information, announcements, and other FSAA resources?

Answered: 936   Skipped: 47
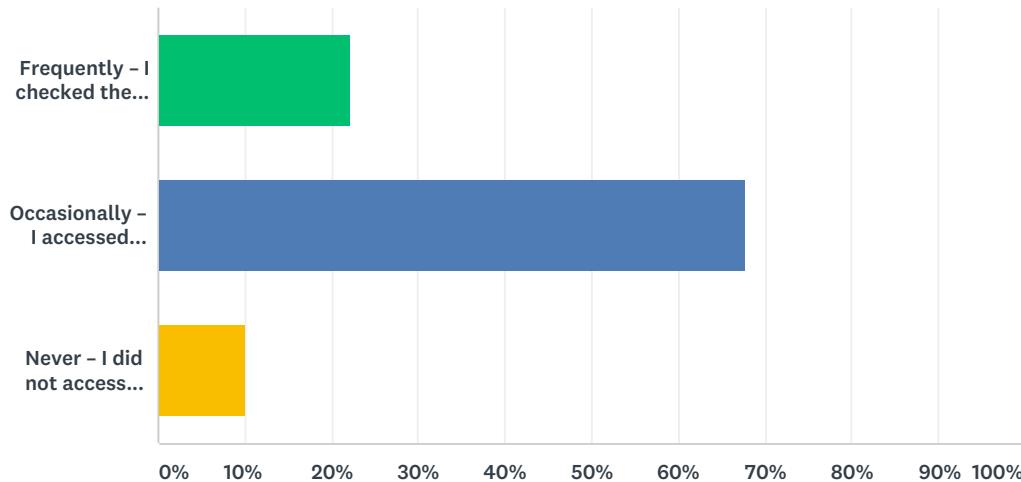
ANSWER CHOICES	RESPONSES	
Frequently – I checked the FSAA Portal for updates and accessed a variety of resources on a regular basis.	22.22%	208
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	67.74%	634
Never – I did not access resources on the FSAA Portal.	10.04%	94
TOTAL		936

Q13 Which of the following resources did you access on the FSAA Portal? (Check all that apply.)

Answered: 829   Skipped: 154
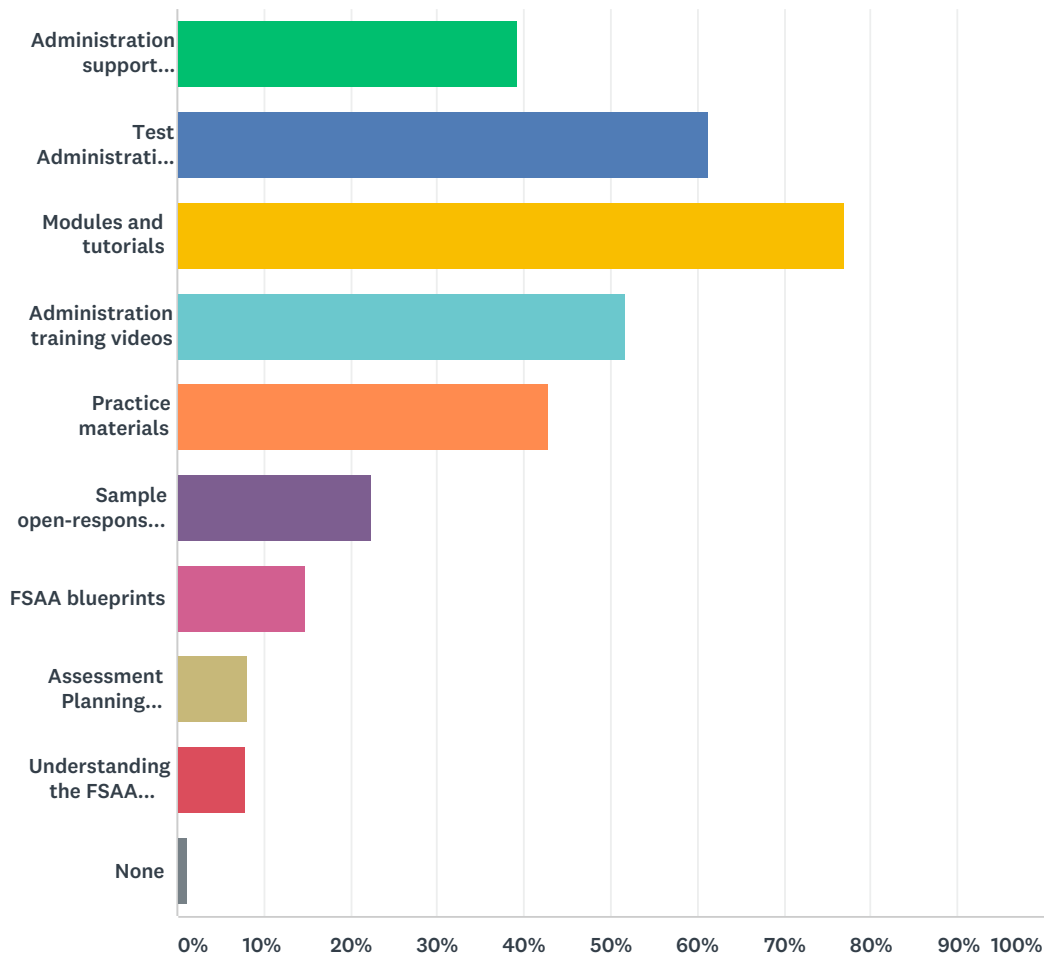
ANSWER CHOICES	RESPONSES	
Administration support documents: Object Exchange List, List of Cards/Strips and Teacher-Gathered Materials, Topic and General Vocabulary List, Braille Tactile Summary	39.32%	326
Test Administration Manual (TAM)	61.40%	509
Modules and tutorials	76.96%	638
Administration training videos	51.63%	428
Practice materials	42.82%	355
Sample open-response writing rubrics	22.44%	186
FSAA blueprints	14.84%	123
Assessment Planning Resource Guide for IEP Teams	8.08%	67
Understanding the FSAA Reports 2018	7.96%	66
None	1.21%	10

Q14 Are there any additional resources that you would like to see on the FSAA Portal that would enhance your administration experience? (Please limit your response to 150 words.)

Answered: 206   Skipped: 777

#	RESPONSES	DATE
1	IT WOULD BE GOOD TO HAVE MORE VIDEOS OF DIFFERENT WAYS THE WRITING PIECE WAS ASSESSED WITH A VARIETY OF STUDENTS WITH COGNITIVE DISABILITIES. THE VIDEO ONLY SHOWED THE STUDENTS THAT PICKED FROM PICTURES; HOWEVER I HAD STUDENTS THAT WERE ABLE TO RESPOND VERBALLY BUT USED PICTURES CUES TO ASSIST, BUT INSISTED ON WRITING ON THE TEMPLATE.	5/3/2019 3:40 PM
2	More practice materials	5/3/2019 2:29 PM
3	None at this time.	5/3/2019 1:44 PM
4	None	5/3/2019 1:07 PM
5	none	5/2/2019 2:12 PM
6	visuals for writing prompt with prior time	5/2/2019 12:11 PM
7	no	5/2/2019 9:59 AM
8	n/a	5/2/2019 9:58 AM
9	None	5/2/2019 9:35 AM
10	no	5/2/2019 9:22 AM
11	No	5/2/2019 8:39 AM
12	More practice materials! Students who take the FSA get a plethora of practice, including practice tests, provided to them. For equitable treatment, so should our FSAA student.	5/2/2019 7:19 AM
13	None	5/1/2019 10:46 PM
14	none that i can think of	5/1/2019 4:41 PM
15	no	5/1/2019 4:06 PM
16	Not at this time.	5/1/2019 3:11 PM
17	Additional sample videos would be helpful. Using a student (or fake student) that is working at a lower level of complexity (able to use only 3 choices at a time for writing). A sample video of a student completing the High School writing prompt.	5/1/2019 12:02 PM
18	no	4/30/2019 12:37 PM
19	n/a	4/30/2019 11:44 AM
20	I feel the training for this process is overly complicated.I did the training months before actually administering the test. If you could do a short 5 minute video overview of how to administer the test so teachers could access it as a refresher, I would have used it. Just do a simple example of a teacher administering the test with one scaffolded problem and how to properly administer the writing portion. Something quick and easy for teachers to access in our busy schedules. Also make your website easier to navigate so we don't have to search for the right links!	4/30/2019 10:47 AM
21	More practice materials - 6,7,8 grades: ELA, Math, Civics, Science	4/30/2019 8:10 AM
22	Not at this time..	4/29/2019 9:45 PM
23	No	4/29/2019 7:13 PM
24	N/A	4/29/2019 3:09 PM
25	job duties and timelines simplified	4/29/2019 2:35 PM

26	Basically some more practice materials, especially writing. The needs of non-verbal with limited writing skills need greater practice to attempt testing, even with practice being given throughout the year.	4/29/2019 2:20 PM
27	I think what you had was excellent! Keep up the great work!	4/29/2019 1:45 PM
28	na	4/29/2019 12:32 PM
29	no	4/29/2019 11:48 AM
30	no	4/29/2019 11:38 AM
31	More open writing prompts for practice in the classroom. Much more for high school please!	4/29/2019 11:27 AM
32	no	4/29/2019 11:10 AM
33	I thought the test questions in the reading section were more difficult than in passed years. My students are on a level 1/participatory level and their responses to the first level questions were not correct due to the increased difficulty level. These questions were more on a supportive or even independent level rather than a beginning level.	4/29/2019 7:40 AM
34	NA	4/28/2019 8:09 PM
35	No, thank you	4/27/2019 4:28 PM
36	No	4/26/2019 3:36 PM
37	na	4/26/2019 1:49 PM
38	more practice materials	4/26/2019 12:11 PM
39	no	4/26/2019 7:23 AM
40	It was difficult to find appropriate visuals for the open writing section. It would be good if next year we are provided with that material.	4/25/2019 5:00 PM
41	None	4/25/2019 3:56 PM
42	Assist on creating writing vocabulary picture word cards/cutouts to better assist the students with their answer choices. It makes it difficult for my teachers to create picture cards that match the vocabulary words and attach a picture. This should come from in house with the testing packet.	4/25/2019 2:16 PM
43	none	4/25/2019 1:43 PM
44	N/A	4/25/2019 1:36 PM
45	More practice material	4/25/2019 1:26 PM
46	I would love to see some additional writing materials. It would be so helpful if there were materials that we could use often during the year teaching that would make the writing procedure more familiar Some thing just like the test.	4/25/2019 12:43 PM
47	Need more work time to input the students answers into the system. One planning period is not enough time and we have to turn in the booklet everyday so can't work on it after school. The only option left is to take personal leave time and work on it during school.	4/25/2019 12:32 PM
48	no	4/25/2019 10:04 AM
49	no	4/25/2019 9:56 AM
50	I think training (face to face) needs to happen for those who do the Datafolio. I think training would be helpful to assure that there is proper test efficacy.	4/25/2019 8:24 AM
51	no	4/25/2019 7:41 AM
52	I would like the story pictures to be in colored. I think students would associate the test to classroom taught skills if the readings were like the readings in the books they use all year.	4/24/2019 5:40 PM
53	N/A	4/24/2019 3:42 PM
54	None. Very Informative	4/24/2019 2:34 PM
55	No	4/24/2019 1:49 PM
56	more practice....	4/24/2019 1:40 PM
57	I would like to see picture word cards for the writing assessment, for students that are non-verbal	4/24/2019 1:31 PM

58	more practice materials	4/24/2019 1:23 PM
59	N/A	4/24/2019 10:27 AM
60	A complete comprehensive list of teacher gathered materials needed that can be reviewed and gathered before the testing window. We do not get to review the tests beforehand and many of us do multiple grades. So I have to sign out my test booklets and go through and see what materials I need before I can start testing and hope that I have them available. If we had the list beforehand this would not be an issue.	4/24/2019 10:26 AM
61	N/A	4/24/2019 9:50 AM
62	Please provide pictures for the writing prompts rater than having the instructors do this themselves.	4/24/2019 8:25 AM
63	no	4/24/2019 7:53 AM
64	none	4/23/2019 3:35 PM
65	no	4/23/2019 2:33 PM
66	n/a	4/23/2019 1:54 PM
67	No	4/23/2019 1:50 PM
68	A recording of all the stories we have to read.	4/23/2019 1:48 PM
69	NO	4/23/2019 1:15 PM
70	The support was very comprehensive	4/23/2019 1:11 PM
71	No there are no additional resources	4/23/2019 11:41 AM
72	The resources provided were very helpful and sufficient.	4/23/2019 11:35 AM
73	None	4/23/2019 10:40 AM
74	Not at this time	4/23/2019 10:37 AM
75	None at this time.	4/23/2019 10:32 AM
76	None at this time	4/23/2019 9:45 AM
77	None	4/23/2019 9:18 AM
78	Having the assessment complete online as opposed to paper based and then uploading.	4/23/2019 7:59 AM
79	no	4/23/2019 7:51 AM
80	No, but perhaps the paper-based tests materials could have more student friendly pictures (some you couldn't tell what they were :(.	4/23/2019 6:48 AM
81	All was adequate.	4/22/2019 9:39 PM
82	Too long for the students	4/22/2019 8:46 PM
83	More visuals related to the writing prompts for non-verbal students.	4/22/2019 3:13 PM
84	If additional information is added, I don't know when anyone will have the time to access it.	4/22/2019 1:51 PM
85	No	4/22/2019 12:37 PM
86	School Testing Coordinator	4/22/2019 11:44 AM
87	I think for the writing test if a student requires picture cards that the picture cards should be available on the FSAA Portal and able to print the picture cards. That way all students would be using the same picture cards.	4/22/2019 9:18 AM
88	I would like that the vocabulary words/cards used for the open response 2 will be given to us.	4/22/2019 7:01 AM
89	More practice materials-we only have 2 questions per subject and no update since 2016. Also, a variety of ways to present writing prompt 2 with modeling and actual pictures to be used. Pictures should also be provided fro the actual test. It should be uniform across the board for all schools.	4/21/2019 4:42 PM
90	At this time the current resources are sufficient.	4/20/2019 11:53 AM
91	no	4/19/2019 10:41 PM

92	High school level picture supports for writing.	4/19/2019 3:14 PM
93	No.	4/19/2019 9:40 AM
94	I would like more information on how to deal with ACATs, the color procedures and annotation for students who can barely write and are nonverbal.	4/19/2019 8:59 AM
95	The Braille books used during administration MUST have print under the braille. A student should not have to tell the teacher what the braille says.	4/18/2019 6:00 PM
96	I would like to recommend the administration of the test to be computer base instead of paper base. It will save a lot of time, resources and money.	4/18/2019 3:24 PM
97	None	4/18/2019 2:16 PM
98	No	4/18/2019 2:08 PM
99	No	4/18/2019 10:21 AM
100	Administration example videos with use of accommodations.	4/18/2019 9:31 AM
101	Again- there was so much to digest and it is relatively simple, but amount of info was arduous when some of it was not needed-	4/18/2019 8:13 AM
102	No	4/17/2019 6:43 PM
103	Videos of teachers using the practice materials.	4/17/2019 6:01 PM
104	More practice tests that are in paper form like the actual test itself.	4/17/2019 3:20 PM
105	No	4/17/2019 3:15 PM
106	No	4/17/2019 3:11 PM
107	no	4/17/2019 2:55 PM
108	None	4/17/2019 2:52 PM
109	none	4/17/2019 2:08 PM
110	None	4/17/2019 1:44 PM
111	none	4/17/2019 1:21 PM
112	none	4/17/2019 12:56 PM
113	none	4/17/2019 12:45 PM
114	better training on entering the writing portion online	4/17/2019 11:16 AM
115	Security summary documents for school administrators and testing coordinators.	4/17/2019 11:12 AM
116	Physical training materials	4/17/2019 10:59 AM
117	None, everything is just perfect.	4/17/2019 10:45 AM
118	no	4/17/2019 10:05 AM
119	More or Updated practice materials. Should be updated every year.	4/17/2019 9:56 AM
120	NONE	4/17/2019 9:49 AM
121	None	4/17/2019 9:47 AM
122	None at this time	4/17/2019 9:35 AM
123	not at this time	4/17/2019 9:17 AM
124	Nol	4/17/2019 9:12 AM
125	none	4/17/2019 9:05 AM
126	none	4/17/2019 9:04 AM
127	No	4/17/2019 8:53 AM
128	No.	4/17/2019 7:51 AM
129	None	4/17/2019 7:44 AM

130	None	4/17/2019 7:30 AM
131	na	4/17/2019 7:30 AM
132	I do not need any additional resources.	4/16/2019 11:22 PM
133	Subs - it is very hard to teach and test.	4/16/2019 9:53 PM
134	No	4/16/2019 6:15 PM
135	It's very stressful getting the Writing Prompt 2 right before testing and then have to make pictures for all of the words for students who aren't able to write.	4/16/2019 4:09 PM
136	not at this time	4/16/2019 3:52 PM
137	None	4/16/2019 3:24 PM
138	N/A	4/16/2019 3:19 PM
139	How the test questions are developed and how the levels are scored.	4/16/2019 3:12 PM
140	More pictures for the writing prompts.	4/12/2019 5:24 PM
141	No	4/12/2019 3:16 PM
142	None	4/12/2019 10:57 AM
143	NA	4/12/2019 10:57 AM
144	None.	4/11/2019 3:36 PM
145	Online FSAA practice resources for students.	4/11/2019 1:43 PM
146	Pictures used with the "Writing" section of FSAA should be provided. It took a lot of extra time searching and preparing pictures to go with the selected topic/vocabulary.	4/11/2019 8:22 AM
147	I would like more practice materials made available.	4/10/2019 11:16 AM
148	no	4/9/2019 4:18 PM
149	Additional Practice Materials	4/9/2019 3:10 PM
150	No	4/9/2019 9:43 AM
151	none	4/8/2019 1:38 PM
152	practice materials.	4/8/2019 10:19 AM
153	None at this time.	4/8/2019 9:36 AM
154	Not at this time.	4/8/2019 7:51 AM
155	n/a	4/6/2019 4:55 PM
156	N/A	4/6/2019 1:05 PM
157	I would like to receive more practice materials to use with my students prior to the test starting.	4/5/2019 3:45 PM
158	No. I'd like to see my students have a functional curriculum to help them succeed after high school. For example the "Discovery Program" and not this academic curriculum.	4/5/2019 12:52 PM
159	A clear printout of the session 1 scaffolding flow chart.	4/4/2019 8:41 AM
160	n/a	4/3/2019 1:44 PM
161	None	4/3/2019 10:00 AM
162	No	4/2/2019 5:00 PM
163	none	4/2/2019 2:31 PM
164	none	4/2/2019 2:30 PM
165	None.	4/2/2019 2:20 PM
166	no	4/2/2019 12:14 PM
167	None at this time	4/1/2019 11:36 AM
168	None at this time.	4/1/2019 10:21 AM

169	Not at this time.	3/28/2019 7:14 PM
170	N/A	3/27/2019 12:53 PM
171	no	3/25/2019 2:33 PM
172	N/A	3/25/2019 12:55 PM
173	N/A	3/25/2019 11:53 AM
174	It would be nice to skip the bubble sheets and record answers directly online to save hours of repetitive work for teachers.	3/24/2019 8:26 PM
175	none	3/24/2019 7:40 PM
176	I saved all of my materials form my face to face training last year. I used them to study and reacquaint myself with administering the assessment.	3/21/2019 4:50 PM
177	I would like to not ever need to use it again. I see no value in administering the FSAA. It wastes valuable teaching time and provides unreliable data. My personal experience, anecdotal notes, data, and student evidence can provide a real understanding of my students. I hope someday soon someone begins to make decisions that empower teachers and support students. This is demeaning to our profession.	3/21/2019 4:39 PM
178	n/a	3/21/2019 10:33 AM
179	it takes a lot to have the practice materials printed and only two items is not enough. i make a center within my classroom so the students know how to interact with the materials.	3/19/2019 4:03 PM
180	No. I was very pleased.	3/18/2019 8:12 PM
181	expanded vocabulary list to ensure I am able to teach the students know the language expected from them.	3/15/2019 9:53 AM
182	Better explanation of FSAA scores and what exactly they mean.	3/15/2019 8:14 AM
183	More practices on the writing prompts.	3/15/2019 8:04 AM
184	A parent friendly explanation letter to parents explaining scores of the FSAA.	3/14/2019 1:05 PM
185	Training that isn't so confusing	3/14/2019 12:20 PM
186	no	3/14/2019 9:08 AM
187	no	3/14/2019 7:12 AM
188	There needs to be more information on using pictures for nonverbal students during the open response writing portion.	3/14/2019 7:04 AM
189	Not currently	3/13/2019 11:50 PM
190	none	3/13/2019 8:07 AM
191	No	3/13/2019 7:36 AM
192	None at this time	3/12/2019 2:40 PM
193	I would like to utilize paper based test prep materials from the beginning of the year that correlate with the grade level I will be testing.	3/12/2019 1:10 PM
194	n/a	3/12/2019 1:08 PM
195	More Practice Materials	3/12/2019 12:50 PM
196	NONE	3/12/2019 10:56 AM
197	NA	3/12/2019 7:52 AM
198	no	3/11/2019 6:02 PM
199	None	3/11/2019 3:31 PM
200	practice questions for all areas on the blueprint pictures for writing prompt 2	3/11/2019 2:44 PM
201	No	3/11/2019 2:34 PM
202	No	3/11/2019 1:50 PM

203	N/A	3/11/2019 1:45 PM
204	no	3/11/2019 1:42 PM
205	None	3/11/2019 1:06 PM
206	I would like this test not to be administered. It is time consuming and not a tool that I can get useful information for my students.	3/11/2019 12:59 PM

Q15 To how many students did you administer the FSAA—PT?

Answered: 907   Skipped: 76
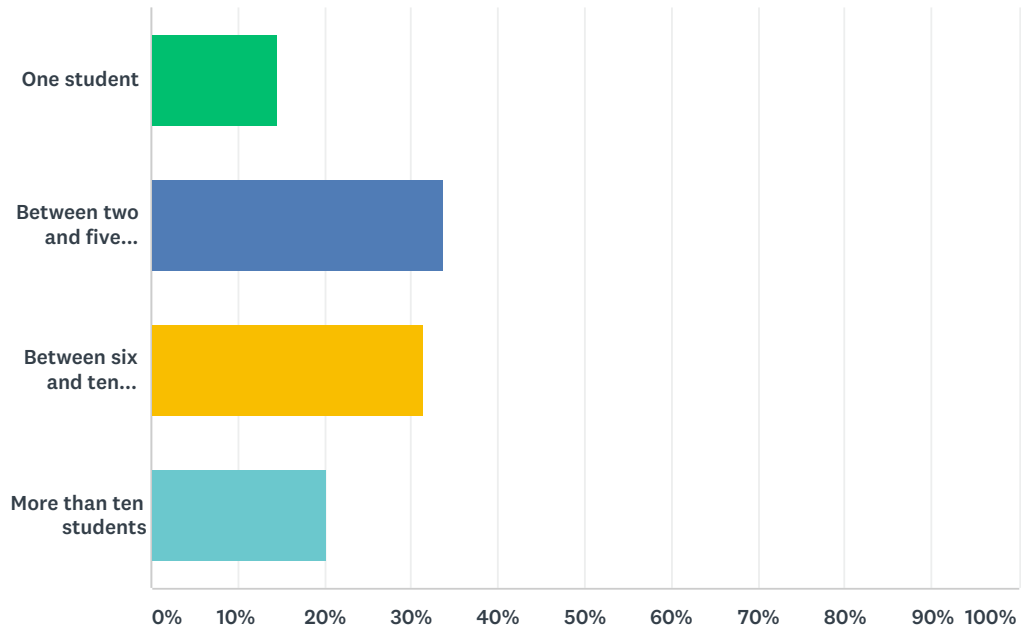
ANSWER CHOICES	RESPONSES	
One student	14.55%	132
Between two and five students	33.63%	305
Between six and ten students	31.42%	285
More than ten students	20.40%	185
TOTAL		907

Q16 Did the school provide a substitute teacher(s) to cover your classroom while you administered the FSAA—PT?

Answered: 890   Skipped: 93
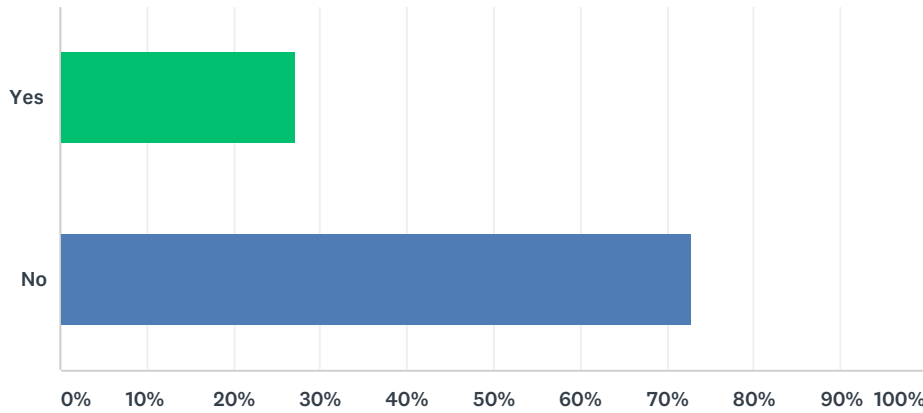
ANSWER CHOICES	RESPONSES	
Yes	27.19%	242
No	72.81%	648
TOTAL		890

Q17 Now that you've completed administration of the FSAA—PT assessment, how many hours do you believe you spent administering the following assessments per student? If you administered to more than one student, please indicate an average number of hours per student.

Answered: 910   Skipped: 73
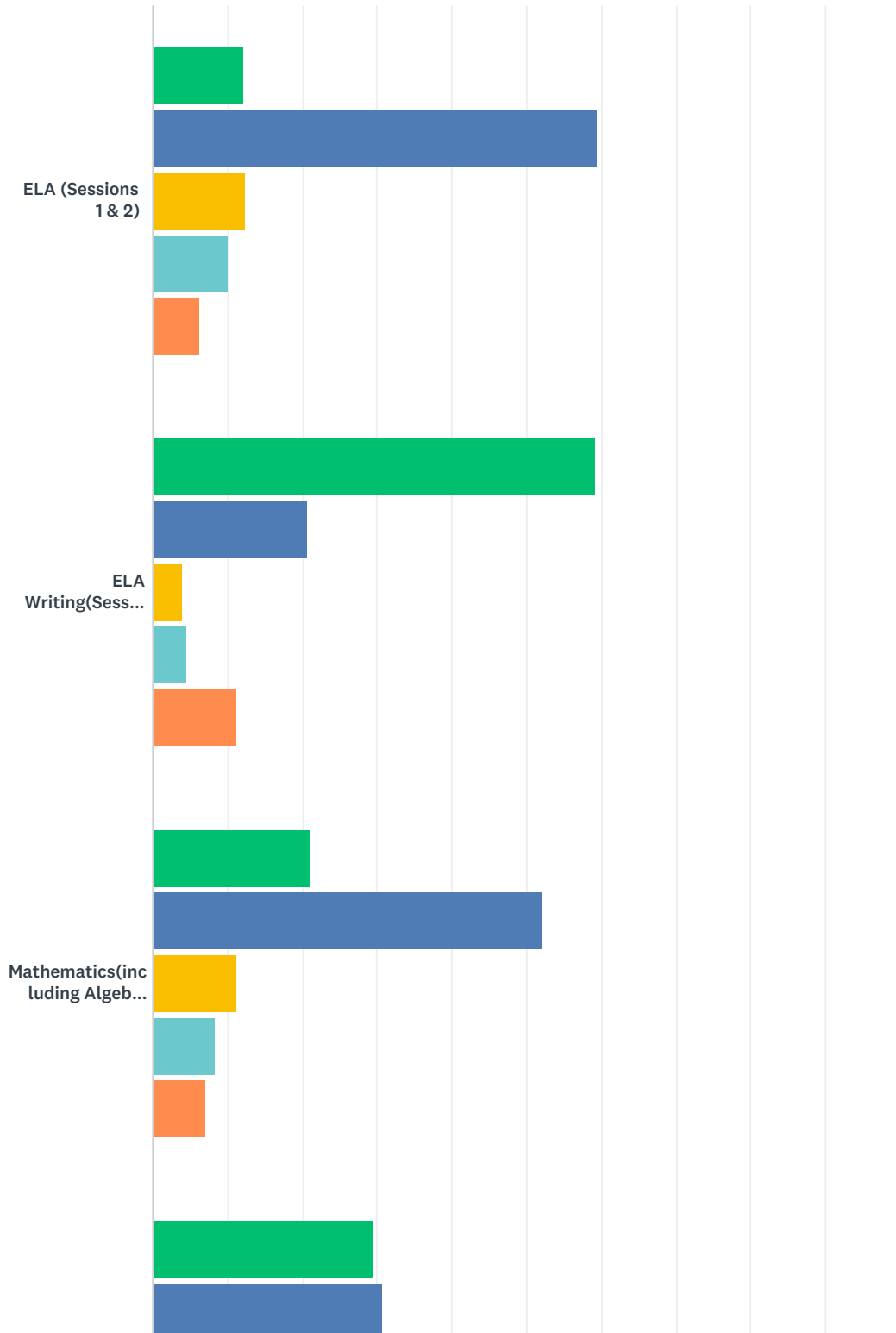
2018–19 FSAA—Performance Task Administration Survey
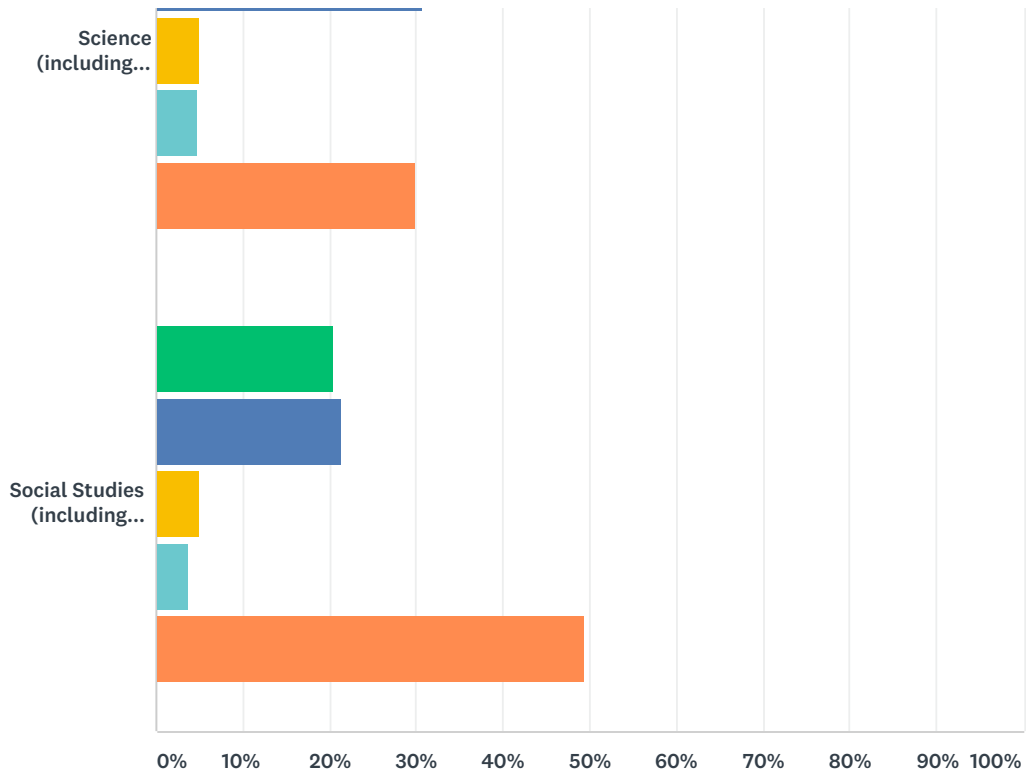
Less than 1 hour   ■ Approximately 2–3 hours   ■ Approximately 3–4 hours
■ More than 4 hours   ■ I did not administer this content area.

	LESS THAN 1 HOUR	APPROXIMATELY 2–3 HOURS	APPROXIMATELY 3–4 HOURS	MORE THAN 4 HOURS	I DID NOT ADMINISTER THIS CONTENT AREA.	TOTAL
ELA (Sessions 1 & 2)	12.05% 107	59.35% 527	12.27% 109	10.02% 89	6.31% 56	888
ELA Writing(Session 3)	59.29% 501	20.71% 175	4.02% 34	4.62% 39	11.36% 96	845
Mathematics(including Algebra 1 and Geometry)	21.07% 185	52.16% 458	11.39% 100	8.31% 73	7.06% 62	878
Science (including Biology 1)	29.46% 236	30.71% 246	5.12% 41	4.74% 38	29.96% 240	801
Social Studies (including Civics and U.S. History)	20.58% 163	21.34% 169	4.92% 39	3.79% 30	49.37% 391	792

Q18 Over how many days did you administer the following assessments? If you administered to more than one student, please indicate average number of days per student.

Answered: 905   Skipped: 78
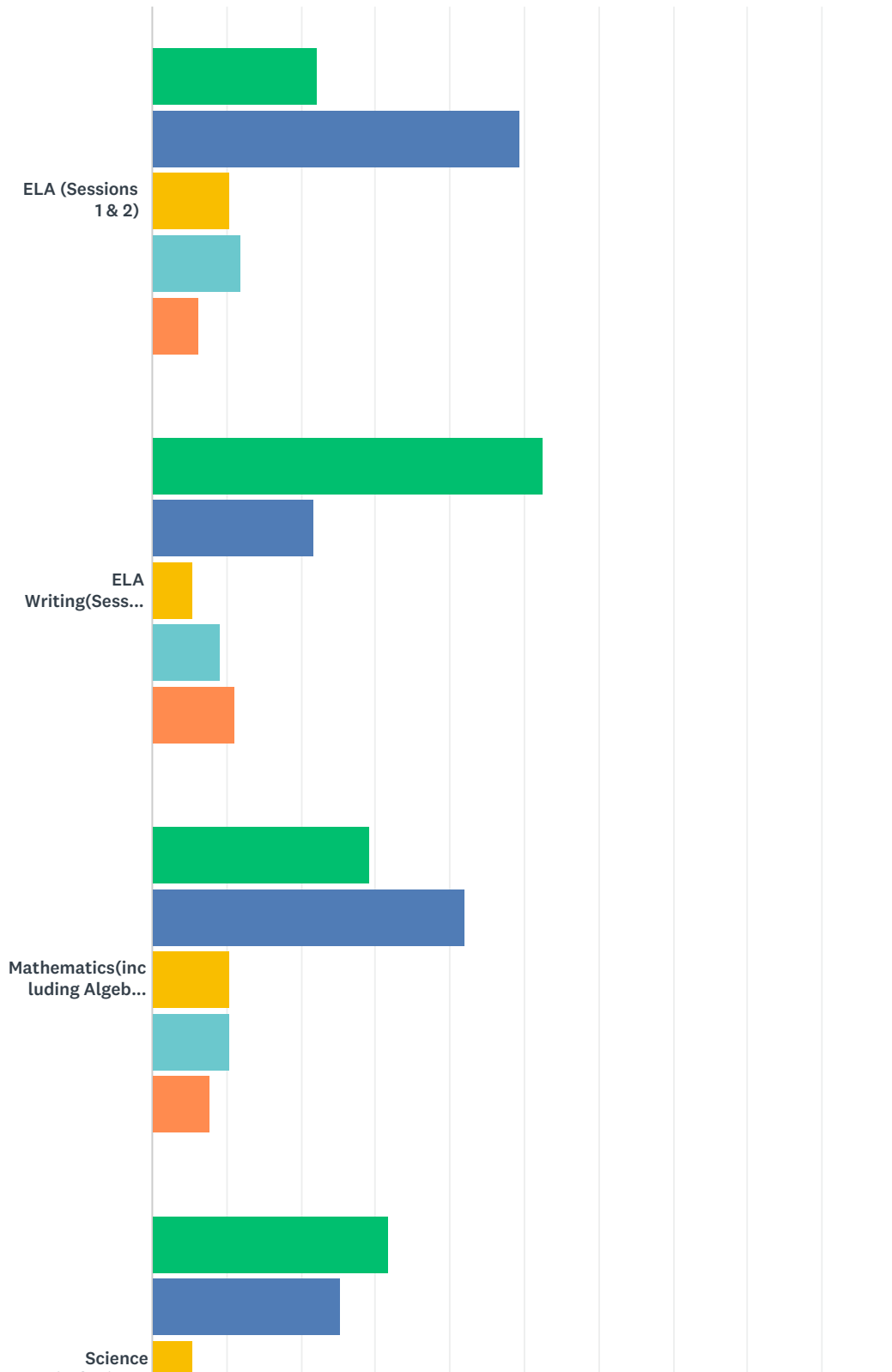
2018–19 FSAA—Performance Task Administration Survey
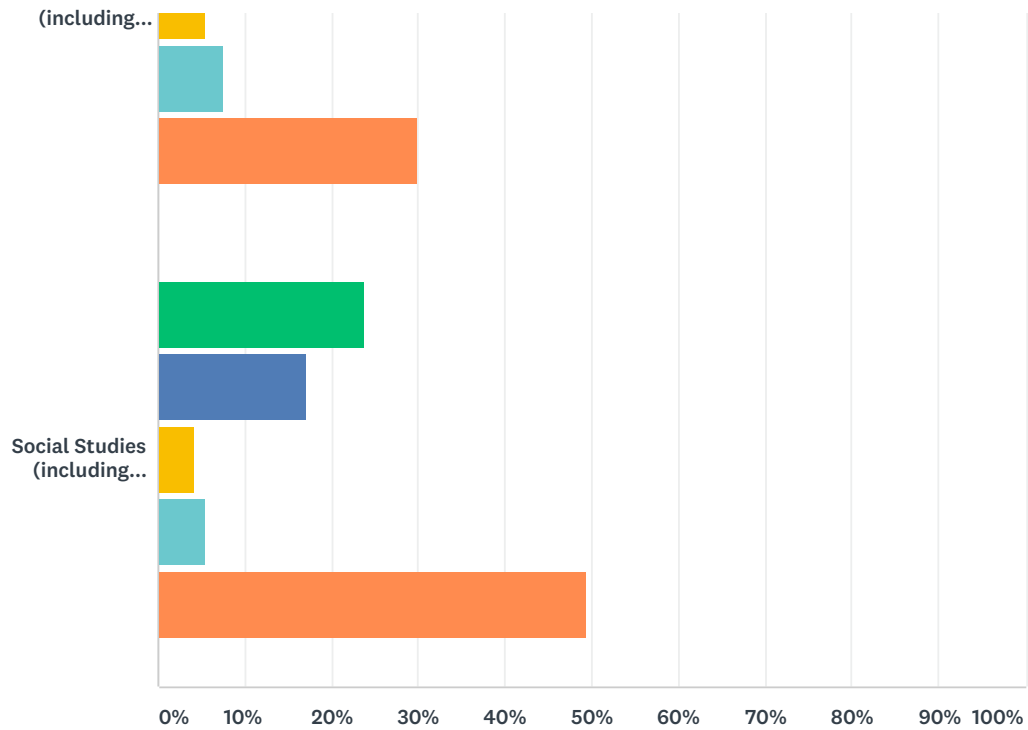
Less than 1 day   Approximately 2–3 days   Approximately 4–5 days

More than 5 days   I did not administer this content area.

	LESS THAN 1 DAY	APPROXIMATELY 2–3 DAYS	APPROXIMATELY 4–5 DAYS	MORE THAN 5 DAYS	I DID NOT ADMINISTER THIS CONTENT AREA.	TOTAL
ELA (Sessions 1 & 2)	22.11% 197	49.38% 440	10.44% 93	11.90% 106	6.17% 55	891
ELA Writing(Session 3)	52.54% 444	21.78% 184	5.44% 46	9.11% 77	11.12% 94	845
Mathematics(including Algebra 1 & Geometry)	29.21% 255	42.04% 367	10.54% 92	10.42% 91	7.79% 68	873
Science (including Biology 1)	31.84% 256	25.25% 203	5.47% 44	7.46% 60	29.98% 241	804
Social Studies (including Civics and U.S. History)	23.75% 186	17.24% 135	4.21% 33	5.49% 43	49.30% 386	783

Q19 Was there enough time within the administration window for you to administer the FSAA—PT to all of your students?

Answered: 902   Skipped: 81
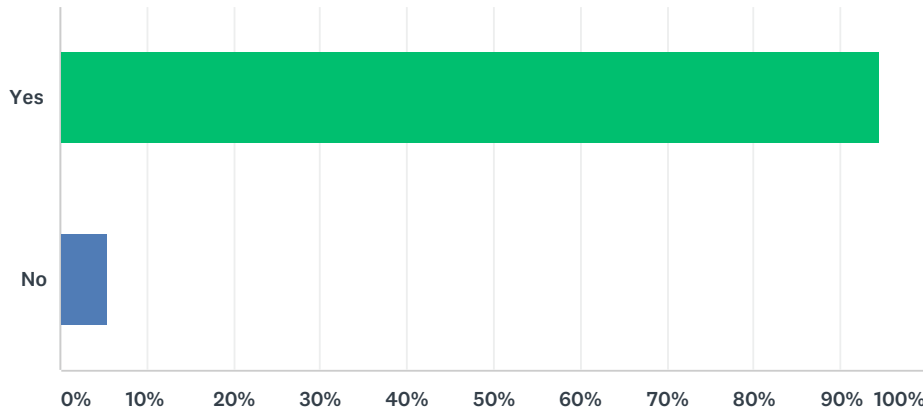
ANSWER CHOICES	RESPONSES	
Yes	94.57%	853
No	5.43%	49
TOTAL		902

Q20 What preparations were required to ensure that all of your students were assessed during the administration window? (Please limit your response to 150 words.)

Answered: 460   Skipped: 523

#	RESPONSES	DATE
1	I needed time to set up and get everything togther.	5/4/2019 8:46 AM
2	TOPIC PICTURES OF VOCABULARY TO USE FOR WRITING PROMPT	5/3/2019 3:42 PM
3	My schedule was adjusted to accommodate sufficient time to administer the assessment.	5/3/2019 2:32 PM
4	Needed to have a student activated which took several days and late entering responses because of delay for this student.	5/3/2019 1:48 PM
5	Scheduling	5/3/2019 1:11 PM
6	Some of my students were not assessed due to absences or withdrawals however to prepare, I was required to review all 4 modules, go on the TAM to ensure all students were registered and correct test. During the testing window, we had to decide which student we were going to test on that day. Then go to an area where the test were locked up, recieve students test record test booklet and manual number and sign that you recieved. Go back to my designated testing area, test my student, record answers, transfer answers from test booklet to TAM review for accuracy and submit. After submitting, we would return testing material and coordinator would sign that materials were returned.	5/3/2019 11:08 AM
7	Have an schedule	5/3/2019 9:50 AM
8	That all materials were available.	5/3/2019 9:49 AM
9	Had to split my class to other classes and prepare my classroom.	5/3/2019 9:12 AM
10	A designated testing area and coverage.	5/3/2019 7:39 AM
11	typical test prep	5/3/2019 7:12 AM
12	Teachers met and discussed students who would be assigned to which ESE teacher to administer the FSAA assessment.The teachers prepared to administer the assessments during planning periods. Teachers met to discuss administration of the assessments and to organize days teachers would be testing. Spring Break had to be considered as lost time due to having 5 days off.	5/2/2019 4:54 PM
13	Schedule adjustments	5/2/2019 2:24 PM
14	Team work helping with testing and class coverage	5/2/2019 12:15 PM
15	working with the testin coordinator	5/2/2019 10:36 AM
16	Quiet Space to Administer the test is all.	5/2/2019 10:05 AM
17	I made a schedule, my paras had to take over classes.	5/2/2019 10:00 AM
18	I had to prepare the testing environment and accommodate the student with breaks.	5/2/2019 9:56 AM
19	Daily assistance of students to school is a big factor. Coverage (Subs) when testing is happening to be able to keep the routines and run a smooth testing schedule.	5/2/2019 9:55 AM
20	Selecting appropriate pictures from vocabulary for writing	5/2/2019 9:39 AM
21	Trying to find substitute teachers.	5/2/2019 9:24 AM
22	Arranged substitutes, cut out one-sided materials, made and printed visuals and words to use for writing section.	5/2/2019 8:59 AM
23	preparation time was good.	5/2/2019 7:27 AM
24	Making sure of coverage(no substitute was arranged). Giving up my planning time to accommodate time to test all students. Giving complex students allotted time for testing.	5/1/2019 10:54 PM

25	Not losing time with teaching. I had no substitute teacher provided by my school even though I requested one. This was unacceptable.	5/1/2019 9:22 PM
26	pre printing picture vocabulary lists for writing response.	5/1/2019 4:44 PM
27	I had to have a quiet area with table and chairs and lots of edible reinforcers. I tested mostly during the mornings before lunch as they perform better at those times. Frequent breaks for the students and myself were needed. I had to account for the the students with poor attendance.	5/1/2019 4:18 PM
28	attendance of students; substitute in place for me. Object and card items taken out and organized; Writing pictures organized for writing prompt	5/1/2019 3:50 PM
29	it was tight. I had datafolo as well. and 2 IEPS it was too much! please space out next year.	5/1/2019 3:40 PM
30	I was missing one of my students tests until the week before the test was due	5/1/2019 3:23 PM
31	I think for a regular ESE teacher there is enough time, But I am a Varsity Tennis Coach and miss 3-4 days of the testing window for tennis. I also am off campus half day for Career Experiences so my time to administer is limited.	5/1/2019 3:12 PM
32	Students typical work schedule was disrupted. They had to be prepared in advance for this and additional incentives were brought and created to assist in knowing when they could take a break. All students are non-verbal and materials with the appropriate answer choices had to be prepared for the writing prompts.	5/1/2019 1:49 PM
33	None really	5/1/2019 10:39 AM
34	Substitute coverage.	5/1/2019 9:08 AM
35	The process states that students should be tested during times when the student will be at their best. With such a small window to test and 14 students to test this was difficult. It is a struggle to find good times for the students and to mach my schedule.	4/30/2019 2:42 PM
36	using practice style questions	4/30/2019 1:18 PM
37	organization and scheduling	4/30/2019 12:43 PM
38	Independent work/materials and instruction for those not testing due to not having a substitute.	4/30/2019 11:50 AM
39	I needed an extra para with my students that were not taking the test. I needed to be sure I had all materials ready to administer the test.	4/30/2019 11:40 AM
40	Nothing, I only had two students on alternate assessment so administered the test during my planning.	4/30/2019 10:48 AM
41	ORGANIZATION AND TIMELINES	4/30/2019 9:26 AM
42	I had to find class coverage and a quiet place to test my students.	4/30/2019 9:19 AM
43	Staff scheduling and coverage; checking out the appropriate FSAA booklets and sets.	4/30/2019 8:28 AM
44	Had to make sure I had pictures to represent the vocab for the writing prompt as well as set up the pictures on some of my stduents communication devices.	4/30/2019 7:44 AM
45	A quiet corner was required. I administered the FSAA Datafolio Assesment.	4/29/2019 9:53 PM
46	all specified in book	4/29/2019 8:49 PM
47	FSAA Training PD Watching the FSAA Training Modules	4/29/2019 7:04 PM
48	written response visual aids	4/29/2019 4:51 PM
49	Gathering materials, locating a room to administer the test.	4/29/2019 3:48 PM
50	the training modules	4/29/2019 3:37 PM
51	Gathering manipulatives for the Math section	4/29/2019 3:13 PM
52	Substitute availability and attendance and positive/emotional mindset of the student.	4/29/2019 3:11 PM
53	Sub provided to supervise/teach other students Prepare testing materials prior to testing. Prepare students for change in schedule	4/29/2019 2:42 PM
54	Having the materials prepared and brought to the classroom/testing room each day was the main way I stayed prepared.	4/29/2019 2:30 PM

55	Knowing how and where to test each individual student based on their needs/characteristics and having the classroom atmosphere be conducive to testing the individual.	4/29/2019 2:26 PM
56	I had to tell my administrators whenever i was going to test the student because they said that they were going to schedule it and they never did. I was left with only atwo week window to administrate the test.	4/29/2019 1:53 PM
57	All one sided materials need to be cut out to be used on an eye gaze board	4/29/2019 1:21 PM
58	None	4/29/2019 1:16 PM
59	My aide provided coverage while I was administering the tests. I had to ensure that the computer lab was available (the only place empty for any length of time that would provide space and security.	4/29/2019 1:08 PM
60	obtaining a substitute to cover my class	4/29/2019 12:59 PM
61	None	4/29/2019 12:35 PM
62	I completed the assessments in the allotted time but it was very difficult. I needed a substitute for some of the days and my district gave us less time so that they could meet the state deadline. We need a longer period of testing time so that we can spread it out more and not be away from our classrooms as much.	4/29/2019 12:03 PM
63	Scheduling time, gathering materials	4/29/2019 11:57 AM
64	Making sure they had the time and took breaks, had something to eat and drink, and felt comfortable	4/29/2019 11:41 AM
65	I had to give up all classroom instruction for all but 3 days of the testing window for the entire day of the testing period. This meant students were not receiving instruction form ME, but from a couple different aides rotated through my class every few days. I had 15 students to test and a couple give multiple tests to. This also meant giving up lunches and planning time to ensure all students were tested. Not appropriate conditions for test administrators.	4/29/2019 11:37 AM
66	I had to create the visuals for the vocabulary words.	4/29/2019 11:35 AM
67	Pure organization on my part and on the parts of all of the other teachers administering the test.	4/29/2019 11:35 AM
68	Having all materials prepared in advance.	4/29/2019 11:18 AM
69	My prep was stopping my lesson plans and providing the tests, as I did not receive the materials from my district until April 1st.	4/29/2019 11:13 AM
70	It would be helpful to have a substitute in the classroom to help with the classroom routines while I was testing	4/29/2019 11:11 AM
71	It was a very short period of time to test the number of students we were expected to test.	4/29/2019 10:57 AM
72	Flexible scheduling	4/29/2019 10:37 AM
73	My teacher aid and peer counselors worked quietly with the other students while I tested kids individually or my students worked quietly on laptops with headphones on while I tested.	4/29/2019 9:11 AM
74	Set up materials	4/29/2019 8:13 AM
75	I could not start administering the FSAA when the testing window opened because the materials were not on campus. my school had to actively seek out the materials so I could test my student.	4/29/2019 8:07 AM
76	Since our school/district didn't provide subs for our class we had to juggle around students so each teacher had the opportune time to administer the assessment. This unfortunately created an unsettling atmosphere for our more sever students. It really would be highly beneficial for our district or state to give the funds possible for subs during the testing window.	4/29/2019 7:47 AM
77	Most of my students had to participate in more than one FSAA—PT. I had to coordinated with another teacher and classroom aide to fit time in to administer each test at a time when I could have coverage from another teacher or an aide to watch my class.	4/29/2019 7:38 AM
78	Some preparations were to practice with them before the test where they know what to expect and do them more relaxed and faster. Also, I called parents to avoid absents during those days, and I did not be with the student more than an hour to avoid tiredness. In addition, I tried to use morning time for testing when my students produce more and better.	4/28/2019 10:31 PM

79	Providing materials for students who were not testing Alerting access students in general education classes of date and time for testing	4/28/2019 8:14 PM
80	Finding a secure room. Assuring my class was taken care of in my absence. Finding a secured office/cabinet for testing materials to be locked and ready when needed.	4/27/2019 4:35 PM
81	We would have have them done earlier but students and staff were ill. Also some students struggled with the writing prompts this year and need to be coaxed everyday to try to complete session 3.	4/26/2019 5:03 PM
82	I had to organize my aides to cover my classes.	4/26/2019 3:38 PM
83	I tested all day no lunch breaks at all. I had to ensure that everything was sorted and ready to go for each student.	4/26/2019 1:37 PM
84	not to many	4/26/2019 1:02 PM
85	I had to coordinate with other teachers in the program so we could use our paraprofessionals to assist in working with the students who were not being tested on that particular day while we tested one student at a time.	4/26/2019 12:15 PM
86	N/A	4/26/2019 11:02 AM
87	Planning began in the Fall	4/26/2019 9:41 AM
88	Reviewing the standard	4/26/2019 7:42 AM
89	Having a very low cognitive class (InD--severe/profound) and medically fragile class, several of my students tend to have frequent absences. My biggest concern was to try to capitalize on the days they were here & get the testing done in case they were out for an extended period of time.	4/26/2019 7:32 AM
90	Ensure coverage for classes while I was testing.	4/25/2019 6:21 PM
91	Setting place, materials , and review all the component of the teacher manual...	4/25/2019 5:32 PM
92	Making certain that the parent brings the student on time for testing.	4/25/2019 4:01 PM
93	Limiting the academic rigors overall for 2 months for my students. The just wouldn't tolerate intense testing and high impact academics at the same time.	4/25/2019 3:34 PM
94	a tentative schedule was created for us to follow, allowing for students needed more or less time. Also, we were encouraged to have all testing done by the Wednesday before the end of the administration window, to allow for any issues with the online portal.	4/25/2019 3:20 PM
95	create a symbol-supported vocabulary list for ELA writing	4/25/2019 3:09 PM
96	I had to pace myself professional to the point where my students were not rushed to the point of frustration.	4/25/2019 2:55 PM
97	Looking over all the materials and being familiarized with it.	4/25/2019 2:53 PM
98	Creating writing vocabulary picture word cards/cutouts to better assist the students with their answer choices.	4/25/2019 2:17 PM
99	Testing calendar, Letter to parents, Teacher Training, Class coverage during testing.	4/25/2019 1:48 PM
100	Prepared materials prior to assessing	4/25/2019 1:46 PM
101	Making pictures for the writing topics	4/25/2019 1:28 PM
102	Braille Ela DID NOT HAVE THE FIRST 57 pages response words in Braille. The vocabulary list was nit in Braille. The sentence strips to be put in order not in braille.	4/25/2019 1:14 PM
103	The class worked with a para on iReady, while the teacher administered the FSAA individually to a student. ESE/ASD teachers need an extra planning period to input the student answers into FSAA online and to work on IEPs.	4/25/2019 12:39 PM
104	Using practice test to collect data on the best conditions for each student to work at the best of their abilities (location, reinforcers, engagement techniques, supports and accomodations). Determine how many questions each student can work on in one sitting before getting exhausted or loosing interest on task. Getting familiar with the administration of the test (questions, prompting).	4/25/2019 12:20 PM
105	massive prep time to prepare materials for those students not testing - time spent making arrangements for class coverage	4/25/2019 12:10 PM

106	A quiet room	4/25/2019 10:06 AM
107	teacher coverage for each other...we needed to coordinate.	4/25/2019 9:01 AM
108	Room preference.	4/25/2019 8:58 AM
109	I made sure students got enough rest, had breakfast and took necessary breaks to get water and the restroom.	4/25/2019 8:36 AM
110	Practice how to respond to questions. Print out the vocabulary words, laminate and cut took too many hours of preparation. Why are the materials not provided for us. And now I hear we have to return the vocabulary words that I took time to print, cut, laminate and cut again.	4/25/2019 8:27 AM
111	good planning	4/25/2019 7:44 AM
112	This test is not appropriate and should not be required for our Intellectually Disabled Students. (period)	4/25/2019 12:43 AM
113	I contacted their general education teachers to schedule times/days over the course of 3 weeks to complete assessments.	4/24/2019 10:56 PM
114	Making sure I had an appropriate test area, additional needed materials and enough coverage during testing.	4/24/2019 8:38 PM
115	Making sure test materials were there for all students. Familiarizing myself with the manual and items required for testing.	4/24/2019 7:56 PM
116	I had to make arrangements for my students to be split up into other classroom so that I could administered the test one to one, and I had to make sure the room I used for testing was not being used by anyone else.	4/24/2019 5:43 PM
117	I used planning hours and study hall to make more time to administer the tests.	4/24/2019 5:29 PM
118	I had 15 students to administer the test to. Besides testing, I had to gather lessons and work while I was out of the room on a daily basis. Also, IEP's still had to be done and meetings held during the testing window. I had more students to test than last year, and the same amount of time to complete. Also, having to go back and input answers into the computer after testing, was double the work. In addition, I would think that the stories that had to be read over and over could be put onto a disc that read the paragraphs/stories. Many preparations needed to be done in order for the students to be assessed during the window. Also, I think 1-2 weeks more in the administration window is necessary. My school has over 100 students taking the FSAA.	4/24/2019 4:30 PM
119	Coverage was assigned to cover our class for the extent of our assessment period.	4/24/2019 3:48 PM
120	None All Preparations were given to me prior to administration.	4/24/2019 2:35 PM
121	We have notified students and parents on time, we have scheduled accordingly the administration of the test.	4/24/2019 2:29 PM
122	Making sure the correct student was being tested on paper and online. Also making sure the student was administered the correct testing materials.	4/24/2019 1:54 PM
123	Two students were tested each day per subject area.	4/24/2019 1:38 PM
124	Making sure the area for administering FSAA was a quiet area and materials were available.	4/24/2019 1:29 PM
125	finding coverage for students not testing and the preparation of extra work for the students not testing.	4/24/2019 12:44 PM
126	Notifying the parents the importance of attendance and making sure that the testing areas/rooms were available. Gathering the materials needed for the test.	4/24/2019 12:02 PM
127	Our testing chair made sure we started as soon as the testing window began and kept track of all students	4/24/2019 11:59 AM
128	Had to split classes with other teachers and make sure testing materials were in building.	4/24/2019 10:28 AM
129	Independent work had to be given to students and my class was split and moved to other classes. Testing was also conducted during my planning period.	4/24/2019 10:00 AM
130	Class environment. No distractions.	4/24/2019 9:00 AM
131	I had to have all the copies ready and have my pile set up, broken up into subject areas, and ready prior to testing.	4/24/2019 8:49 AM

132	We were emailed and made accountable of who was left to test with enough time to properly plan.	4/24/2019 8:27 AM
133	review of test materials to insure all materials were available and review of teacher guidelines	4/24/2019 7:26 AM
134	Special needs students needs more time and flexibility to be administer the test sections.	4/24/2019 7:11 AM
135	I teach a 6th period supplement so I had to work around that, IEP meetings, RT meetings..	4/23/2019 5:36 PM
136	listening skills	4/23/2019 3:38 PM
137	I highlighted all the teacher response in bold before and questions so I would now what to say ahead of time	4/23/2019 3:33 PM
138	Review ESE roster, Access FSSAA portal to indicate the administration of the test was complete.	4/23/2019 3:28 PM
139	Cutting out and organizing the one-sided materials.	4/23/2019 2:49 PM
140	None	4/23/2019 2:46 PM
141	We got testing over a week late.	4/23/2019 2:34 PM
142	Students were prepared according to the administration booklet.	4/23/2019 2:34 PM
143	Lesson prepared for my other students so that I could test the students who were taking FSAA-PT.	4/23/2019 2:26 PM
144	A private room was made available for testing.	4/23/2019 2:09 PM
145	a schedule of who I will be administering on what day and what subject	4/23/2019 1:58 PM
146	Inform the parents to make sure the student was present all the days of the test.	4/23/2019 1:55 PM
147	Teachers and para covered each others class.	4/23/2019 1:51 PM
148	Be sure students were attending school.	4/23/2019 1:51 PM
149	Review materials	4/23/2019 1:19 PM
150	i followed a schedule.	4/23/2019 1:17 PM
151	None' because the testing window was adequately timed	4/23/2019 1:16 PM
152	We were given the window to administer the test and were responsible for organizing our time based on student needs'. The window was ample enough to administer the test.	4/23/2019 1:04 PM
153	Two other teachers split my students while I tested.	4/23/2019 12:52 PM
154	Scheduling testing for students at their home. (Hospital homebound teacher)	4/23/2019 11:58 AM
155	Security, administration material, and all other pertinent test material	4/23/2019 11:38 AM
156	None	4/23/2019 10:41 AM
157	Time has to be calculated in for TA to contact parent/guardian to ensure attendance, as well as, home preparation before test. Home preparation includes the following: get to bed early, have a healthy breakfast, bring jacket etc.	4/23/2019 10:41 AM
158	A calendar was made as to what days I will administer the test.	4/23/2019 10:33 AM
159	Parents and students were contacted to make them aware of the testing season.	4/23/2019 10:31 AM
160	Watching Modules in a timely manner, and gathering materials.	4/23/2019 10:10 AM
161	For each testing session I gathered needed materials prior each sessions, And reviewed the the directions for each sessions to ensure students fully understood what to do.	4/23/2019 10:03 AM
162	Too long for the students	4/23/2019 9:59 AM
163	Having a good testing environment.	4/23/2019 9:49 AM
164	A calendar was made on what day I will administered the test to the students.	4/23/2019 9:47 AM
165	Planning accordingly.	4/23/2019 9:24 AM
166	I had to make sure that all items needed were within my reach during the test.	4/23/2019 9:21 AM
167	I had coverage for some of the administration and input time. I teach full time, so that was of help.	4/23/2019 9:17 AM

168	I have a lot of nonverbal students and this takes much longer to get them to cooperate especially the ones that do not want to point of choose an answer. These students also need a lot of breaks during testing.	4/23/2019 9:13 AM
169	security log to keep track of students who completed the assessment	4/23/2019 8:47 AM
170	attendance	4/23/2019 8:36 AM
171	Test preparation materials, scheduling, location and coverage.	4/23/2019 8:02 AM
172	making sure each student had a test booklet and gathering materials for each grade level	4/23/2019 7:54 AM
173	n/a	4/23/2019 7:52 AM
174	All materials and supplies (devices, test materials, writing tools, pictures, etc.) were ready to go as soon as the students sat with me in a quiet area. Minimal interruptions were a must so that I didn't have to repeat myself and most importantly my students would not get distracted or interrupted.	4/23/2019 6:53 AM
175	Vocabulary cards Braille for Omitted sections. This is UNACCEPTABLE! All of the sections should be put in Braille. If this is the used method within the classroom it should be how the student tests!	4/22/2019 9:50 PM
176	Hall monitors in place, class coverage, access to the materials	4/22/2019 9:42 PM
177	Obtaining Substitute teachers, rescheduling with parents due to absences, and acquiring a familiar testing room.	4/22/2019 8:34 PM
178	Planning with ESE specialist and 3 other teachers (Math, Science and Civics) , notes home to parents cancelling ELA for 2 weeks, and splitting my class with other teachers,	4/22/2019 6:54 PM
179	I had the assistance from my mentor teacher with administering the test.	4/22/2019 6:04 PM
180	Organization, planning lessons, and time.	4/22/2019 3:17 PM
181	In house spreadsheet was created with students name and assessments he or she were to be given. In addition, visuals to represent yes/no were enlarged and laminated for students who communicate with eye gaze to use.	4/22/2019 1:58 PM
182	I was not assigned a sub, but the paraprofessionals on my team covered while I tested to allow me to complete this within the window.	4/22/2019 1:38 PM
183	Attendance was stressed to the students, a paraprofessional to watch the rest of my class.	4/22/2019 12:54 PM
184	All tests were ready and in order making easy for me to continue testing each day without too many interruptions.	4/22/2019 11:50 AM
185	I had to create a schedule to ensure that all students had enough time to complete the entire assessment.	4/22/2019 11:41 AM
186	A list of eligible students was distributed to me. I assessed at their testing needed until they fatigued. Took short breaks and tested over days.	4/22/2019 11:09 AM
187	Use the time wisely by checking on all student's schedules and work what was the best for them, and schedule the students even if I needed to give up my planning time, it is worth it.	4/22/2019 10:12 AM
188	I think that strips and cards should be eliminated. I think all testing materials should be in the presentation books.	4/22/2019 9:19 AM
189	I had to make the preparations as a teacher my making sure there was an open room. Being diligent to check out materials before school started. Test students with high absences first.	4/22/2019 8:36 AM
190	The district had to pay for a substitute to be in my classroom over multiple days. I also developed a checklist to ensure that I tested each student in the required subject areas.	4/22/2019 7:53 AM
191	We covered classes within our school and used our conference period to administer all tests.	4/22/2019 7:17 AM
192	quiet area to test	4/22/2019 7:07 AM
193	Gather teacher materials	4/22/2019 7:03 AM
194	Teachers helped cover each others classes when a sub was not available. Testing was time consuming and interfered with valuable teaching time for students.	4/21/2019 7:48 PM
195	I was given a sub for the 1st week and then given coverage for 1 hour per day for the second week. I also used my planning time on several occasions in order to finish, since there was no other coverage available.	4/21/2019 4:46 PM

196	Board-maker, picture symbols/icons, and manipulatives were planned ahead of time.	4/20/2019 11:59 AM
197	minimal	4/19/2019 10:45 PM
198	I had to wait until someone would be able to cover the class to begin assessing. Also, sub plans had to be prepared for every test day for multiple subjects and various levels.	4/19/2019 3:19 PM
199	* Subs for my class * Quiet available rooms * Flexible lunch times	4/19/2019 12:49 PM
200	Getting uninterrupted time to administer test.	4/19/2019 9:44 AM
201	Gathering materials. Soothing nerves (theirs)... finding coverage to watch rest of class	4/19/2019 6:31 AM
202	Our ESE Specialist creates a testing schedule for us. 3 teachers administer the test over 2-3 weeks.	4/18/2019 3:19 PM
203	class coverage	4/18/2019 2:17 PM
204	Material organization Review TMA several times	4/18/2019 1:37 PM
205	I had to create picture cards to go along with the writing.	4/18/2019 1:00 PM
206	I had to test 4/5 hours, every day, with distractions, and while providing lessons for the class, of the entire testing window.	4/18/2019 12:57 PM
207	Classroom coverage and activities	4/18/2019 12:39 PM
208	The only reason there was enough time was because I tested every day all day.	4/18/2019 10:08 AM
209	Lesson plans for when I was out testing.	4/18/2019 9:33 AM
210	Schedules were set and revised as needed. Administers were assigned certain test subjects.	4/18/2019 8:55 AM
211	Ensuring that all students that were to be tested was present or in attendance on the day of testing	4/18/2019 8:33 AM
212	Help from AP- Access to practice whenever the school was open within the room with the materials -open door help!!!	4/18/2019 8:15 AM
213	Had to fit it into the school's window of EOC testing.	4/18/2019 8:14 AM
214	Getting a substitute to cover me.	4/18/2019 7:44 AM
215	Schedule adjustments were made with other teachers for non-testing students to work with them. Materials gathered and returned daily,	4/18/2019 6:57 AM
216	Materials, scheduling,	4/17/2019 8:24 PM
217	Each day I needed to prepare my paraprofessionals to have my class for most of the day. It was like preparing for a substitute for weeks.	4/17/2019 4:16 PM
218	Starting from the first day we were able to administer (before the break) and having all materials available.	4/17/2019 4:07 PM
219	The testing materials were available to me to check out and return anytime during the day by Guidance.	4/17/2019 3:20 PM
220	Classroom plans when I am not in the classroom	4/17/2019 3:19 PM
221	We had to be sure to include the students taking the FSAA that were not assigned to our IND class.	4/17/2019 3:15 PM
222	My team and I had to gather our students information and IEP data to make sure we had them all listed for testing. We used our practice tests with our students to familiarize them with the format. We made sure we had all our testing completed and checked before the due date.	4/17/2019 3:15 PM
223	I made a schedule of who I was testing and when.	4/17/2019 3:14 PM
224	Our administration did all of the necessary prep extremely well	4/17/2019 2:57 PM
225	I worked with each student every day.	4/17/2019 2:54 PM
226	scheduling with admin, staff, student, and substitute	4/17/2019 2:27 PM
227	We had to make sure our Paras were in the classroom covering for our students.	4/17/2019 2:26 PM
228	planning with team	4/17/2019 2:09 PM
229	Attendance check for student who is absent often.	4/17/2019 2:00 PM

230	It takes more time than "normal" lesson planning to plan classroom instruction to "cover" content while instructor is out testing. (Testing is about "triple duty", not just double.	4/17/2019 1:55 PM
231	materials previewed and prepared for accomodations and sharing testing (dividing up the students) among ESE teachers.	4/17/2019 1:52 PM
232	A quiet room, gathering of objects/ visuals for assessment	4/17/2019 1:47 PM
233	Getting sub was the hardest part. It is a same funding is not available for sub to administer the test	4/17/2019 1:36 PM
234	Students ' planning during testing time.	4/17/2019 1:27 PM
235	preparation of testing materials and scheduling time to ensure all students were given enough time for required accommodations.	4/17/2019 1:27 PM
236	pull out of class	4/17/2019 1:23 PM
237	Cutting out strips and collecting the pictures for the writing portion of the test. Collaborating with administration to see what dates work best for testing.	4/17/2019 1:20 PM
238	We had to train additional personnel to administer the FSAA	4/17/2019 1:16 PM
239	I only tested one student, so it did not require much preparation.	4/17/2019 12:58 PM
240	planning activities to keep students busy while I was out of the classroom; coordinating with other teachers testing the same students	4/17/2019 12:49 PM
241	Teacher-prepared materials, object lists, braille cutout cards	4/17/2019 12:47 PM
242	None	4/17/2019 12:47 PM
243	Lesson planning, testing tool such calculator and making sure I received all/enough testing materials	4/17/2019 12:34 PM
244	Parents were notified of the test days to ensure that the students were well rested.	4/17/2019 12:30 PM
245	The time frame was cutting it close. Since we are servicing students with special needs a lot of them are out for long periods of time.	4/17/2019 12:24 PM
246	Making visuals for writing prompts and purchasing reinforcements to ensure students stay focused	4/17/2019 12:18 PM
247	Parent notification that testing was going on and please have student well rested and fed on test day/days.	4/17/2019 11:47 AM
248	Coordinating with other ESE teachers when student was being tested during their class time.	4/17/2019 11:42 AM
249	the one page repsonse materials all ready cut out	4/17/2019 11:18 AM
250	none	4/17/2019 11:14 AM
251	Materials arrive on time and wider window	4/17/2019 11:10 AM
252	Additional days would be good. I have to make a calendar and block out days and times. The students have electives and Community instruction which affect the teacher in completing the tests.	4/17/2019 11:09 AM
253	Substitute procured and lesson plans created for class Schedule arranged Task cards and strips organized and clipped together	4/17/2019 10:59 AM
254	Setting up large envelopes with test materials; gathering any necessary supplies for administering math (e.g., calculator, counters, rulers, etc.)	4/17/2019 10:51 AM
255	paras watched students in one room while I tested in my room. There were no other accommodations for testing because of the hurricane	4/17/2019 10:45 AM
256	I needed a sub and had to prep for the sub as well as emotionally prep the kids to have a sub and to take the test.	4/17/2019 10:36 AM
257	All testing materials needed to be organized to avoid disruptions during testing.	4/17/2019 10:17 AM
258	Having the materials ready to administer the test.	4/17/2019 10:07 AM
259	Review content. At this time, I have one student remaining to assess but unable to do so, several calls have been made home to ensure that this student attend school and will be tested.	4/17/2019 10:01 AM
260	NONE	4/17/2019 9:51 AM

261	Attendance	4/17/2019 9:48 AM
262	reinforcements, plenty of time	4/17/2019 9:37 AM
263	Meetings regarding updates on 2018-19 FSAA, important dates, instructions and video training modules.	4/17/2019 9:32 AM
264	Communication with their other teachers and coordination/planning with my classroom para.	4/17/2019 9:32 AM
265	coverage of classes	4/17/2019 9:23 AM
266	administration to get materials and open the TAM timely	4/17/2019 9:19 AM
267	Finding placement or work for other students in order to have time to test.	4/17/2019 9:15 AM
268	Access to guidance for materials; coverage for the rest of the students in my class; lesson plans for the rest of the students in my class	4/17/2019 9:07 AM
269	co-teaching	4/17/2019 9:07 AM
270	Gathered all materials	4/17/2019 9:06 AM
271	Testing all day including before school starts and after the day is over.	4/17/2019 9:04 AM
272	Make sure that I had all of the visual cards for the test.	4/17/2019 9:03 AM
273	Our ESE specialist arranged the list, organized the materials and the rooms to test. Everything ran great!	4/17/2019 8:59 AM
274	Gathering teacher materials and creating visuals.	4/17/2019 8:56 AM
275	test packet preps, gathering materials, getting test books ready, logging daily tests/students/books in and out	4/17/2019 8:44 AM
276	schedule timing	4/17/2019 8:42 AM
277	Attempting to schedule students who rarely attend school but are still enrolled.	4/17/2019 8:33 AM
278	Another student came late to the class and we had a few days to assess him.	4/17/2019 8:28 AM
279	lessons and practice that could be done independently or with guidance from paraprofessionals and observed by me while testing.	4/17/2019 8:25 AM
280	FSAA trainings held at my school and off campus	4/17/2019 8:17 AM
281	I looked through the test materials and set them up by content for each student w/ their individual accommodations and the format they are used to working in.	4/17/2019 8:00 AM
282	The online modules.	4/17/2019 7:58 AM
283	Completing the online modules and setting up a testing schedule between all the teachers to ensure that we tested all of our students within the window.	4/17/2019 7:57 AM
284	I gave all sections of the tested one studentat a time.	4/17/2019 7:55 AM
285	All other students on caseload were deprived of teaching support due to the enormous time slot the FSAA takes per student!	4/17/2019 7:53 AM
286	cutting out one sided material and making picture cards for the writing portion	4/17/2019 7:51 AM
287	Having lesson materials for assistants to use in my absence	4/17/2019 7:48 AM
288	My assistants ran my class while I was testing.	4/17/2019 7:45 AM
289	School provided subs. Assistance from parents to assure the students were available. Use of other staff rooms. A.P.'s support.	4/17/2019 7:39 AM
290	I only had 5 students. there was enough time. i got started right away.	4/17/2019 7:32 AM
291	None	4/17/2019 7:31 AM
292	The student I tested became eligible for IND 4 days prior to the deadline to submit the test so we had to order the test and go pick it up in order to complete the FSAA.	4/17/2019 7:17 AM
293	Make sure preparations were made for other students to work while I administered one student the FSAA.	4/17/2019 7:13 AM
294	My co-teacher and I worked out a schedule that worked very well!!	4/17/2019 7:09 AM

295	Arrange time with coteachers to be out of the classroom for several days/class periods in order to administer the test	4/17/2019 7:06 AM
296	I was able to test the students on a one to one basis.	4/17/2019 7:06 AM
297	I administered the test in section (ie., whole class completed Language before I went to the next test).	4/17/2019 6:53 AM
298	Coordinating with other teachers who were testing the same students, coming up with plans/ materials for the aides to 'teach' the classes while I was testing for 2 weeks	4/16/2019 11:17 PM
299	When all staff was at work and a student that needed to be teates were in class, I tested.	4/16/2019 9:58 PM
300	Preparations were great especially when get a new student at last minute.	4/16/2019 8:15 PM
301	Rescheduling classes, organizing materials.	4/16/2019 8:13 PM
302	I prepped the materials as much as I could. I read the materials before I administered them. I made sure I had all the supplies for the testing ie ruler etc	4/16/2019 7:49 PM
303	Planning the tests per day per students, check the progress of testing every week within the ESE department	4/16/2019 6:19 PM
304	I had to prepare for substitutes and I wasn't able to give the attention to the rest of my class during the time I was testing on FSAA. (I have a class that includes students on both standards and access points.)	4/16/2019 5:05 PM
305	Did not have a substitute for my class for the majority of the testing window so I had to have assignments ready for my class that they could be done independently while I was administering the assessments.	4/16/2019 4:33 PM
306	Planning ahead and following the schedule I made for myself.	4/16/2019 4:14 PM
307	time management	4/16/2019 4:13 PM
308	Items or work/lessons had to be prepared for students not testing that were relevant and meaningful. As when you are absent, this takes hours or planning and preparing.	4/16/2019 3:58 PM
309	Students were tested during different subject areas to have enough time to complete testing.	4/16/2019 3:54 PM
310	N/A	4/16/2019 3:20 PM
311	It would be helpful to have a longer window because the testing had to be scheduled around other demands (Progression meetings from middle school and to high school and the FSA).	4/16/2019 3:15 PM
312	N/A only had 1 student	4/16/2019 3:14 PM
313	Some of my students went out of town for emergencies. I also have students with behaviors which can not be controlled. It was hard to predict when a good day for testing would be.	4/16/2019 3:13 PM
314	That all were provided testing materials	4/16/2019 10:55 AM
315	Constant supervision in my classroom by other staff members. I tested nonstop for over 3 weeks.	4/16/2019 10:43 AM
316	To insure that all students were tested I provided lesson plans and materials for para-pros to use with students remaining in the classroom so that I could continually pull individual students to test.	4/15/2019 8:24 AM
317	Finding the pictures for the writing prompt, and printing a set of pictures for each student and finding tape to tape them on the paper.	4/12/2019 5:29 PM
318	Requesting a sub, and writing sub plans. Collecting teacher gathered materials took a minimal amount of time and effort, preparing the testing packets took about 2 hours (13 students), creating the response choices for the open response writing prompt probably took 4 or 5 hours. This should be standardized.	4/12/2019 4:13 PM
319	Coverage within the department	4/12/2019 3:17 PM
320	strategic planning	4/12/2019 1:40 PM
321	Classroom coverage by a substitute and working with the FSA testing schedule.	4/12/2019 1:18 PM
322	None	4/12/2019 10:59 AM
323	Organizing materials and objects.Figuring out which students need to be tested before the Spring Break in the middle of testing. Due to regression in students with ASD	4/12/2019 10:20 AM

324	I work with the Hospital Homebound program in OCPS. We only see out students 1-2 hours a week in many cases. During the same window as FSAA performance task we also had to administer the FSAA datafolio and the FSA 3rd grade ELA and 4-12 Writing to students. It was extremely difficult to complete everything and still meet the needs of the students.	4/12/2019 9:59 AM
325	Secure a room in the school for FSAA testing ONLY so that we did not waste time walking around the school looking for an available room. Pace ourselves and make sure that we did not have any meeting planned during our testing times each day.	4/12/2019 7:35 AM
326	quiet distraction free environment, coverage for some class	4/11/2019 8:31 PM
327	Getting prepared by going through and familiarizing yourself with the test process.	4/11/2019 4:27 PM
328	Practice running through each test, setting up test material by grade (3-5), finding a room to test in and lesson plans for subs	4/11/2019 4:08 PM
329	Student attendance.	4/11/2019 3:38 PM
330	None were required	4/11/2019 3:31 PM
331	We had two teachers administrating the test because we had 24 students so that facilitated the testing time. It went well.	4/11/2019 1:58 PM
332	Nothing was required.	4/11/2019 1:45 PM
333	Make sure that I was well-prepared through FSAA training.	4/11/2019 12:44 PM
334	I needed to make a word bank cards with pictures, laminate them, and pre-record the switches.	4/11/2019 12:36 PM
335	None needed. With just one student needing the FSAA, I was able to work with him during my regular time slot each day.	4/11/2019 8:25 AM
336	suitable space.	4/11/2019 7:51 AM
337	Prepare my room, change my schedule. Review accommodations make sure I provide them and have all materials ready.	4/10/2019 5:34 PM
338	Lesson plans for my paraprofessional while I was testing students.	4/10/2019 11:20 AM
339	My paraprofessionals had to take care of my class for more than 5 hours each day for almost a month so that I could test the students. I have 19 students.	4/10/2019 8:39 AM
340	Access to materials and access to testing rooms.	4/10/2019 7:56 AM
341	Nothing out of the ordinary	4/9/2019 4:22 PM
342	Teacher had to pull students throughout each day during the testing window. Teacher had to pull 1-2 students each day in order to finish on time.	4/9/2019 3:12 PM
343	I needed time for making the pictures for the writing. This took up most of the time, because the program I was using is not very user friendly.	4/9/2019 2:29 PM
344	Obtaining and organizing test materials	4/9/2019 2:03 PM
345	I am a Support Teacher and am not assigned a classroom but assisted with the testing administration. I watched the required training's and earned the certificates of completion.	4/9/2019 10:59 AM
346	After deciding how many days it make take to administer, I had to assign a substitute, and find a specific location to administer. I also had to make sure student's accommodations were set in place.	4/9/2019 9:49 AM
347	scheduling	4/9/2019 9:48 AM
348	Lesson plans for my assistants to administer while I was testing; creating topic vocabulary cards for my non-verbal students; emailing teachers of students not in my classroom	4/8/2019 4:59 PM
349	I had to arrange with the ESE Specialist to get the materials each day. I had to work around her schedule because sometimes she had meetings in the morning and so I couldn't get my materials which meant I couldn't test then.	4/8/2019 3:59 PM
350	coverage and activities for the other students	4/8/2019 3:25 PM
351	Planning and stating early.	4/8/2019 1:48 PM
352	I had a quiet room to test each student.	4/8/2019 1:40 PM

353	Not much preparations were required for my part of administering the FSAA	4/8/2019 1:19 PM
354	print materials, computer, exchange materials.	4/8/2019 10:21 AM
355	Making sure I had enough time to test them individually within my schedule. Making up time with teachers on days I did not have a substitute available.	4/8/2019 9:38 AM
356	Make sure students were present each day. Secure a quite secluded area in the classroom. preview materials use for testing.	4/8/2019 7:56 AM
357	Acquired a substitute teacher and had materials ready for the substitute to use. Also notified students and parents about testing so they could be prepared.	4/8/2019 7:38 AM
358	Finding a place to test. Getting a substitute.	4/8/2019 7:33 AM
359	None	4/6/2019 11:34 PM
360	I had a problem will coverage. Could not find substitute coverage. Sent my students to another classroom to complete the middle school testing. I don't know about the high school testing. I will find out next week. I need to test 4 (9th graders).	4/6/2019 5:14 PM
361	None	4/6/2019 1:08 PM
362	I made sure everything from the test was prepared for students as well as rewards for completing the test.	4/5/2019 3:46 PM
363	Getting together with my co teacher to set up a schedule as to which days we would set aside for testing and which days we would cover each others classes.	4/5/2019 2:35 PM
364	Gather all required teacher materials. Sort the items	4/5/2019 1:59 PM
365	Lots of teamwork and extra workload for my assistants...non-testing students instruction was difficult to achieve throughout the testing window.	4/5/2019 1:08 PM
366	Having enough time to complete the training modules and having the tests/materials available at the beginning of the administration window are most important.	4/5/2019 12:55 PM
367	assistants had to cover other students while I tested	4/5/2019 12:29 PM
368	I prepare my students beforehand. I develop activities where they use reading comprehension, feedback and I introduce evaluations.	4/5/2019 12:00 PM
369	We combined our classes because a sub was not provided.	4/5/2019 11:18 AM
370	Object exchange list, vocabulary list with pictures. I was very disappointed in the "measured progress" group for not answering an email about accommodations for a student with visual impairments	4/5/2019 9:36 AM
371	coverage for my classroom was a big issue	4/4/2019 3:00 PM
372	I needed to find a quiet place to test. It was difficult and ended up using a pod/office area between my classroom and another class. There were interruptions that could not be avoided.	4/4/2019 1:58 PM
373	Permission to take them out of their class to test.	4/4/2019 8:43 AM
374	Creating busy binders for students to work on while i was testing another student.	4/3/2019 1:45 PM
375	In order to test all the students on my list, I pulled students from all other academics/extra curricular for the day they tested, they went to break fast lunch only. I gave many breaks for movement, snack and rest.	4/3/2019 11:00 AM
376	Turning in a TDE form, securing a sub for the week, and writing lesson plans for the week. Finding a quiet place to test within the school.	4/3/2019 10:05 AM
377	n/a	4/3/2019 9:17 AM
378	The students I was assigned to test had the following complications: one had a medical issue and the other student stopped attending school and we are still in contact trying to get him to attend.	4/3/2019 9:09 AM
379	.	4/3/2019 5:43 AM
380	I started the test as soon as we received it from county	4/2/2019 5:02 PM
381	As soon as the materials were made available and the testing window opened, I began testing students. My students have outside therapies, doctor appointments, and health issues. I do not want by students or myself to feel rushed during the testing time.	4/2/2019 4:43 PM

382	Started the testing prior to whole school testing sessions began.	4/2/2019 3:17 PM
383	none	4/2/2019 2:32 PM
384	schedule adjustments were made	4/2/2019 2:32 PM
385	Teacher contacted parent regarding frequent absences and a planned full week away from school for a family trip. Encouraged attendance. Needed to ensure student was tested on a day student was focused and ready to test.	4/2/2019 2:25 PM
386	I tested as soon as the testing window opened after Spring Break.	4/2/2019 1:34 PM
387	Preparing independent work for them to do.	4/2/2019 12:37 PM
388	Flexibility in schedules between the sported level teachers.	4/2/2019 12:25 PM
389	i had to test during all of my planning periods for the entire test window. We are not provided subs to cover our classes. We had to hunt around the school to find places to test. Our school does not make it a priority.	4/2/2019 12:19 PM
390	We had no subs to support so we needed to make sure he other students who were not testing had work that was more independent in nature.	4/2/2019 11:47 AM
391	coming to work early to get all needed teacher materials together	4/2/2019 11:23 AM
392	Developing coverage to test multiple periods as well as leaving plans for the paraprofessional in the room to teach so students are still learning.	4/2/2019 10:11 AM
393	I pulled higher level students first so that I would have more time to administer tests to lower level students	4/1/2019 11:38 AM
394	I had to be well prepared to ensure no time was lost on due to my lack of preparedness. I also had to adjust my daily testing schedule to ensure that my students that are frequently absent were tested when they were present at school.	4/1/2019 10:52 AM
395	Students were arranged by their grade level,and how long they could stay focus on one subject.	4/1/2019 10:26 AM
396	Scheduling to do the testing while the rest of the class was supervised by other adults.	4/1/2019 10:24 AM
397	I created a general schedule (very flexible based on student behavior) to try and keep a timeline for testing.	4/1/2019 9:44 AM
398	It was VERY hard to get all of my students tested in the window given by our district. Kids are sick and absent some come in with severe behaviors and I know they wouldn't perform well. There is spring break in the window too. We had 2 more weeks until April 12th that we were not allowed to use. It felt very crammed and rushed.	3/29/2019 2:32 PM
399	A substitute, work area and testing materials.	3/29/2019 10:04 AM
400	Just had to make sure that I planned for the other students who were not administered the test.	3/28/2019 7:16 PM
401	Multiple teachers tested, efficient process of getting kids from class.	3/28/2019 1:12 PM
402	a lot of paper	3/28/2019 10:57 AM
403	Having a substitute teacher greatly enhanced the ease and timing of each testing session. Knowing my classes were covered took pressure off, and I could keep session times appropriate for each student.	3/27/2019 12:57 PM
404	Trying to get to them everyday.	3/25/2019 2:35 PM
405	Attendance, Familiarity of materials, and Negative effects of student's disability (e.g. did a students with Autism did not get his/her medication, and the entire day was affected because behaviors were uncontrollable) that affected testing for that student and/or others.	3/25/2019 11:59 AM
406	Substitutes	3/25/2019 9:21 AM
407	None my administration gave me plenty of opportunity to complete the assessments.	3/24/2019 7:42 PM
408	adjusted scheduling	3/22/2019 3:10 PM
409	practicing with the sample tests	3/22/2019 7:41 AM

410	I viewed the training videos and reviewed my training materials and the TAM. I organized the materials and collected the teacher collected items in advance. I made sure I was prepared to administer the test. I had discussions with my student to re familiarize them with the testing process. I did not overwhelm my students. I gave them frequent 2-3 minute breaks. I started the process early in the opening of testing window to allow for student absences and obligations to my other students.	3/21/2019 5:02 PM
411	None	3/21/2019 4:41 PM
412	Adjustment of schedules.	3/21/2019 2:21 PM
413	Watching videos, reading online manuals, checking the material before testing, practicing the the assessment using the models.	3/21/2019 1:17 PM
414	n/a	3/21/2019 10:35 AM
415	it takes time to set up the test materials and review the reading required by the teacher - i go through each task so i am sure of what i am to do. My administrator gets a sub and prep the materials. then it is just scheduling the better i am prepared the less time it takes with each student.	3/19/2019 4:08 PM
416	*finding the same sub to cover the entire testing time. *Sending home letters to remind parents about testing and to have their child eat a good healthy breakfast. Making arrangements to test those students that were out sick. Having to order more test for new student's that began after the FSAA testing roster was established.	3/18/2019 8:24 PM
417	1. Coordinating the use of a substitute for the classroom when I needed to "test" my students. The other 2 teachers needed to share the substitute. 2. Gathering materials needed for testing. 3. Organizing the pictures needed for testing. 4. Find a testing location within my school.	3/18/2019 2:19 PM
418	I just needed to know my materials and have my materials prepared in advance as well as doing the practice tests with my students.	3/18/2019 8:08 AM
419	I started each day by 8am and tested several students per day. I tried to take students in the same grade to save time with sorting the materials.I pullled the objects ahead of time but did not use many of them.	3/17/2019 9:20 PM
420	Lessons have to be prepared for the students not testing to keep them busy while I test others. Have to be flexible when students are absent that you planned on testing that day. Students have to miss PE and reading so we can finish on time.	3/15/2019 2:27 PM
421	Trainings, FSAA portal, substitute	3/15/2019 9:57 AM
422	Time figuring out how to cover classrooms since no subs were provided. Extra time to plan activities and lessons for students not being tested at the time. Creating a form to ensure all students were tested on all sessions.	3/15/2019 8:20 AM
423	classroom coverage, extra time to plan activities for other students	3/15/2019 8:19 AM
424	Classroom coverage while teacher is administering test.	3/15/2019 8:18 AM
425	I color coded each student based on grade and subject being administered. i put tentative completion dates for each student/test so that I kept on track.	3/14/2019 4:05 PM
426	It was a lot of communication between myself, administration, and other staff. I felt like I kept getting pulled in other directions to do my other responsibilities since there was no coverage for my job.	3/14/2019 3:58 PM
427	Schedule changes to accommodate testing with one student	3/14/2019 3:50 PM
428	Ready to test day 1	3/14/2019 1:31 PM
429	none	3/14/2019 1:10 PM
430	It was difficult to be administering the FSAA and going to trainings to help administer the FSA Testing at school. It is important that time should to focused on FSAA testing only during the administration window.	3/14/2019 1:09 PM
431	The use of a sub and training on how to administer the exam.	3/14/2019 1:06 PM
432	The dates for assessment was spread out over two weeks to ensure I could test students that were absent.	3/14/2019 12:21 PM
433	I was pulled to test so that the student's teacher could still teach.	3/14/2019 9:10 AM

434	Getting with teachers to make them aware I would not be servicing students.	3/14/2019 7:24 AM
435	Completion of Security Assessment and FSAA Training Modules	3/13/2019 11:55 PM
436	I made sure I had a secure room and started to get to work as soon as I got the materials.	3/13/2019 6:41 PM
437	looking over the materials to make sure that I had everything necessary. Reviewing the manual and online information a couple of times since i had not administered the assessment in a couple of years.	3/13/2019 2:41 PM
438	object exchange	3/13/2019 10:59 AM
439	tested by grade level	3/13/2019 8:08 AM
440	Given substitute for 5 days and am continuing to test when SLP is covering the room 1 hr per day and another 30 minutes during teacher planning time.	3/12/2019 4:00 PM
441	Sheduling of all students	3/12/2019 2:43 PM
442	All qualified teachers had to be testing EVERY day for, at a minimum, of three hours.	3/12/2019 1:50 PM
443	preparing independent work for the other students that didn't require as much adult assistance	3/12/2019 1:11 PM
444	I did not have a sub so I needed to prepare work for the rest of my students while administering the tests.	3/12/2019 11:30 AM
445	I was just the back-up administrator if needed	3/12/2019 10:59 AM
446	I had to make sure that I got to school early to receive my materials. I had to make sure the materials were returned by a certain time. I also had to make sure that all my students had other work to do while I was testing. NO sub given..	3/12/2019 10:21 AM
447	I had to contact parents to make sure they will attend school and/or not be out for long periods of time absent	3/12/2019 10:20 AM
448	I needed to prep the area for testing. I needed to gather the materials that were needed that were not in my test packet.	3/12/2019 10:08 AM
449	accommodations and materials were in place prior to test	3/12/2019 8:59 AM
450	Students were given extra time	3/12/2019 7:59 AM
451	checking enrollment and ordering supplies	3/11/2019 6:03 PM
452	Our assessment coordinator emailed us before the window began asking which students we would be testing.	3/11/2019 3:49 PM
453	Scheduling with teachers and administration to ensure we had enough time to test.	3/11/2019 3:34 PM
454	I had only one student to test.	3/11/2019 2:41 PM
455	I had to make a schedule and plan/create independent work for non-testing students to do while I was testing.	3/11/2019 2:37 PM
456	I made sure I had all of the materials before the administration of the tests began(including manipulatives for the visually impaired)	3/11/2019 1:16 PM
457	Getting copies of their schedules.	3/11/2019 1:09 PM
458	none	3/11/2019 1:00 PM
459	Every year the testing dates are during our week of Spring Break! This is very stressful!	3/11/2019 12:57 PM
460	Parent notification was sent home so that students were rested and prepared. Snacks and water were gathered for each day of testing. When one student was not able to be tested on his/her scheduled day, a different student was tested.	3/11/2019 12:51 PM

Q21 Please indicate whether you needed to administer the FSAA—PT with any of the following accommodations: (Check all that apply.)

Answered: 791   Skipped: 192
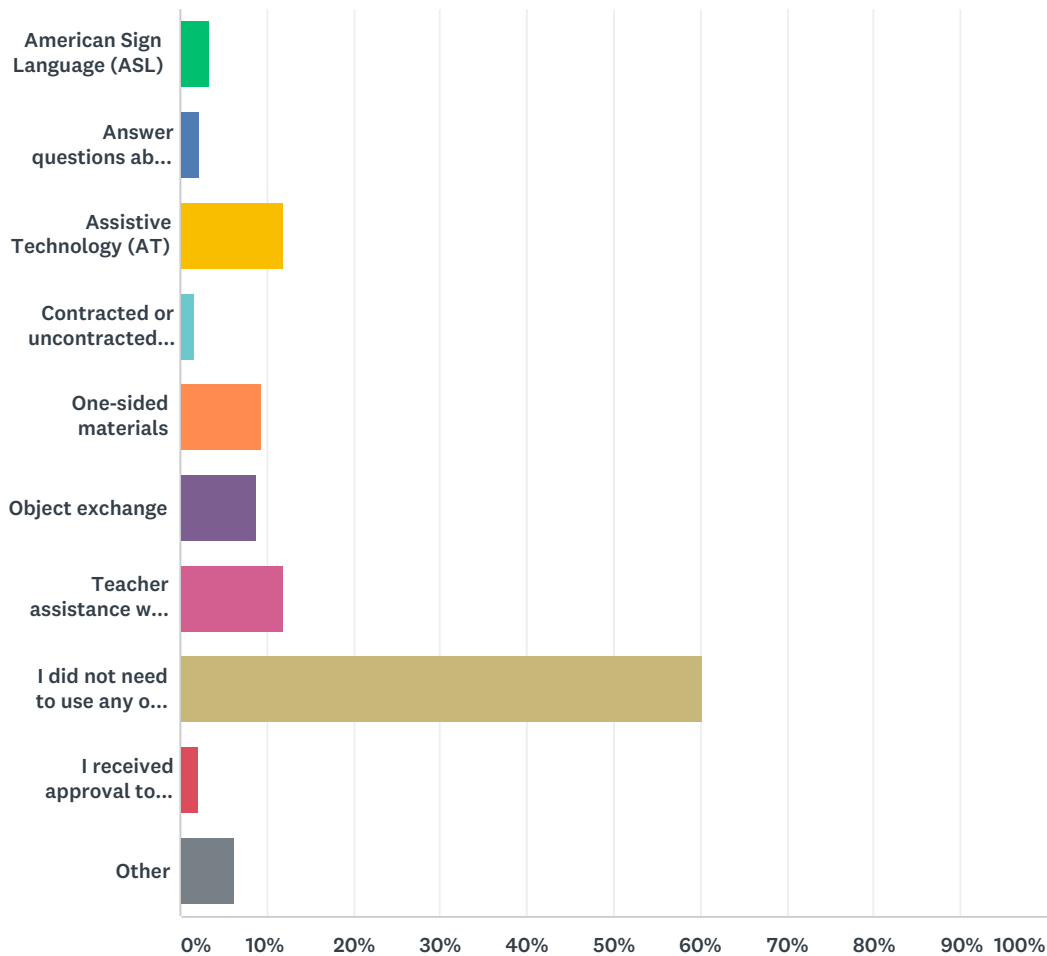
ANSWER CHOICES	RESPONSES	
American Sign Language (ASL)	3.41%	27
Answer questions about the FSAA—PT in the student's heritage language	2.28%	18
Assistive Technology (AT)	11.88%	94
Contracted or uncontracted braille/tactile graphics	1.64%	13
One-sided materials	9.36%	74
Object exchange	8.85%	70
Teacher assistance with materials (e.g., student may have limited mobility)	11.88%	94
I did not need to use any of the accommodations for my student(s).	60.30%	477
I received approval to provide a unique accommodation for my student.	2.15%	17
Other	6.19%	49

2018–19 FSAA—Performance Task Administration Survey

Total Respondents: 791

#	OTHER	DATE
1	Slant board	4/29/2019 2:27 PM
2	hand over/under hand assistance	4/29/2019 10:38 AM
3	I used only extended time, one to one with a setting in concordance with that.	4/28/2019 10:35 PM
4	Coverage	4/26/2019 1:46 PM
5	Teacher Assistance for student's restroom break	4/25/2019 4:07 PM
6	Braille	4/25/2019 1:15 PM
7	My student could only talk in 2 or 3 word sentences, very hard to understand him; and you could not read his handwriting; but he could type it into google docs or a Word doc; but this was not an allowable accommodation for FSAA Writing.	4/25/2019 12:39 PM
8	I used all accommodations allowed on their I.E.P.	4/25/2019 9:57 AM
9	Use of Computer to type out responses to the writing prompts. Student uses computer to type his work throughout the school year.	4/25/2019 8:29 AM
10	Frequent breaks, extended time; picture cue identification, and scaffolding	4/24/2019 8:32 PM
11	I did not administer the FSAA	4/24/2019 4:43 PM
12	Just what was required on the IEP	4/24/2019 1:31 PM
13	extended time, extra time to response, several breaks	4/24/2019 12:03 PM
14	none	4/23/2019 2:47 PM
15	Did not administer the FSAA	4/23/2019 1:00 PM
16	Accommodations listed on the individual IEP	4/23/2019 11:39 AM
17	I used the accommodations as delineated in the IEP.	4/23/2019 10:24 AM
18	The accommodations stated in IEP	4/23/2019 10:11 AM
19	Test not timed.	4/23/2019 10:11 AM
20	None	4/23/2019 9:47 AM
21	Materials were prepared for the ELA open-response writing prompt, (e.g., vocabulary indicated in the Grade Specific Vocabulary List).	4/23/2019 7:01 AM
22	I did not administer	4/18/2019 7:12 PM
23	Braille	4/18/2019 6:03 PM
24	DHH student	4/17/2019 4:08 PM
25	Frequent breaks was our #1 accommodation. I administered the test to one of our students with visual impairment but the materials were large enough for him.	4/17/2019 3:18 PM
26	calculators	4/17/2019 2:27 PM
27	only needed extended time	4/17/2019 1:33 PM
28	Repeat and Clarify Directions and/or Questions	4/17/2019 12:05 PM
29	Regular accommodations	4/17/2019 10:32 AM
30	This survey demonstrates the bureaucratic nightmare public schools have become---NO CHILD LEFT BEHIND IS A FARCE and lacks common sense!!!	4/17/2019 7:55 AM
31	Behavioral support	4/17/2019 7:35 AM
32	breaks	4/17/2019 7:18 AM
33	All had extended time if needed.	4/17/2019 7:15 AM
34	Writing response for non verbal students	4/17/2019 7:11 AM

35	I did not have to administer the FSAA this school year.	4/16/2019 3:18 PM
36	frequent breaks, and extra time as needed by student	4/12/2019 1:41 PM
37	motivators: food, snacks	4/12/2019 10:15 AM
38	None	4/11/2019 8:26 AM
39	Writing student responses for ELA Writing Section.	4/10/2019 7:57 AM
40	I used only the accommodations allowed.	4/4/2019 3:30 PM
41	Paraprofessional sat with student	4/3/2019 7:49 AM
42	None	4/2/2019 5:03 PM
43	I created pictures for the non-verbal students for the writing.	4/2/2019 11:48 AM
44	classroom accommodations	4/2/2019 11:22 AM
45	Unique pictures for writing vocabulary words	3/14/2019 7:06 AM
46	all accommodations provided were on the IEP	3/13/2019 6:43 PM
47	students dictated written answers	3/12/2019 6:12 PM
48	no	3/11/2019 2:19 PM
49	none	3/11/2019 1:54 PM

Q22 Did you administer the FSAA—PT to a student with visual impairment(s)?

Answered: 890   Skipped: 93
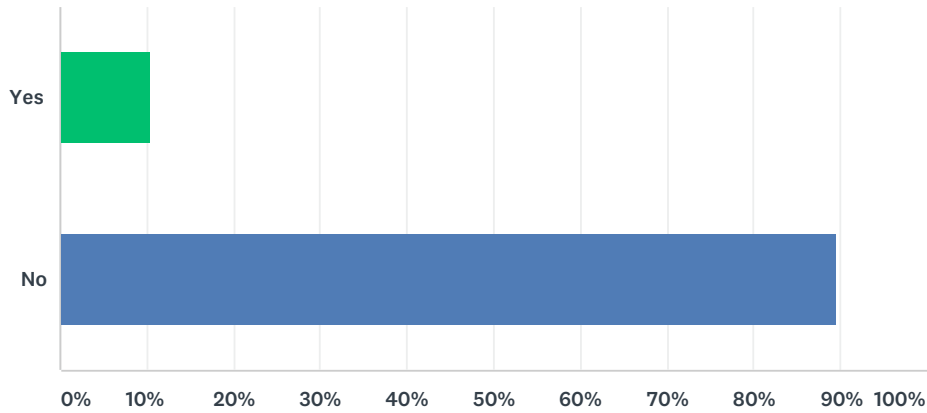
ANSWER CHOICES	RESPONSES	
Yes	10.56%	94
No	89.44%	796
TOTAL		890

Q23 Did you use the braille/tactile version of the assessment or request unique accommodations?

Answered: 99   Skipped: 884
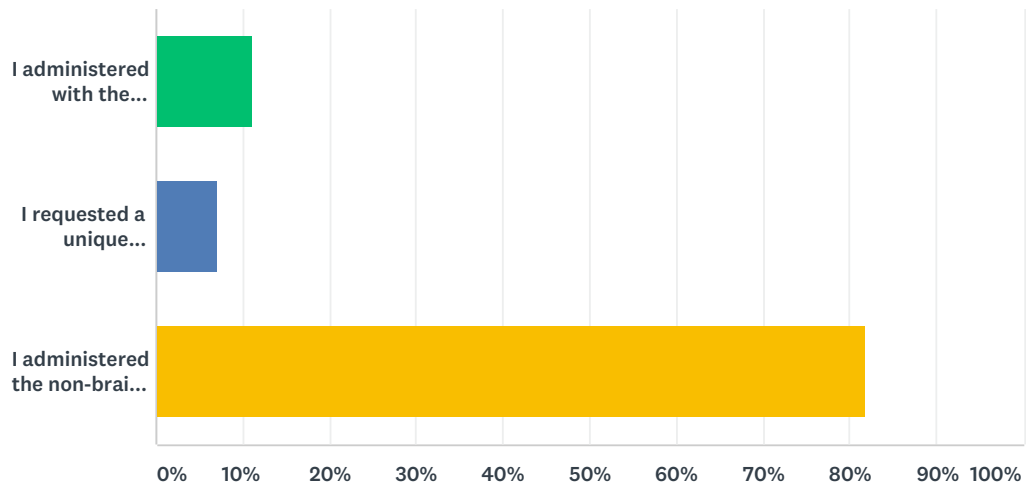
ANSWER CHOICES	RESPONSES	
I administered with the braille/tactile version	11.11%	11
I requested a unique accommodation to adapt the assessment using tactile materials.	7.07%	7
I administered the non-braille version of the assessment without accommodations.	81.82%	81
TOTAL		99

Q24 Did you use the Braille Tactile Summary posted on the FSAA Portal to decide whether you needed to request unique accommodations for your student(s)?

Answered: 105   Skipped: 878
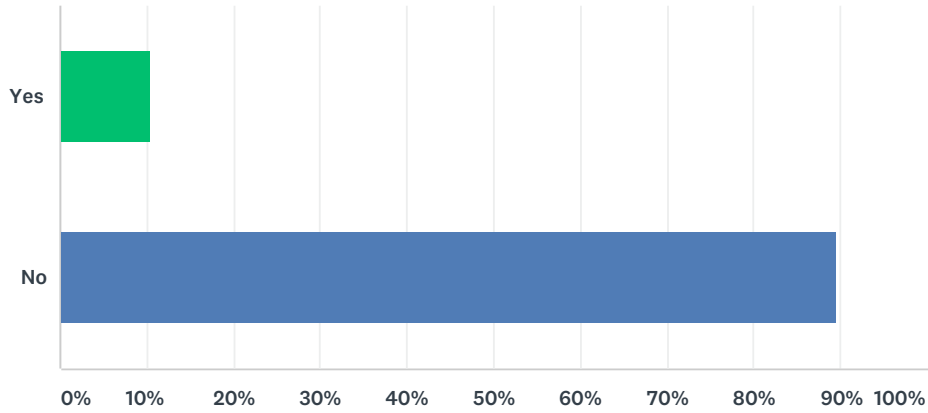
ANSWER CHOICES	RESPONSES	
Yes	10.48%	11
No	89.52%	94
TOTAL		105

Q25 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: 884   Skipped: 99
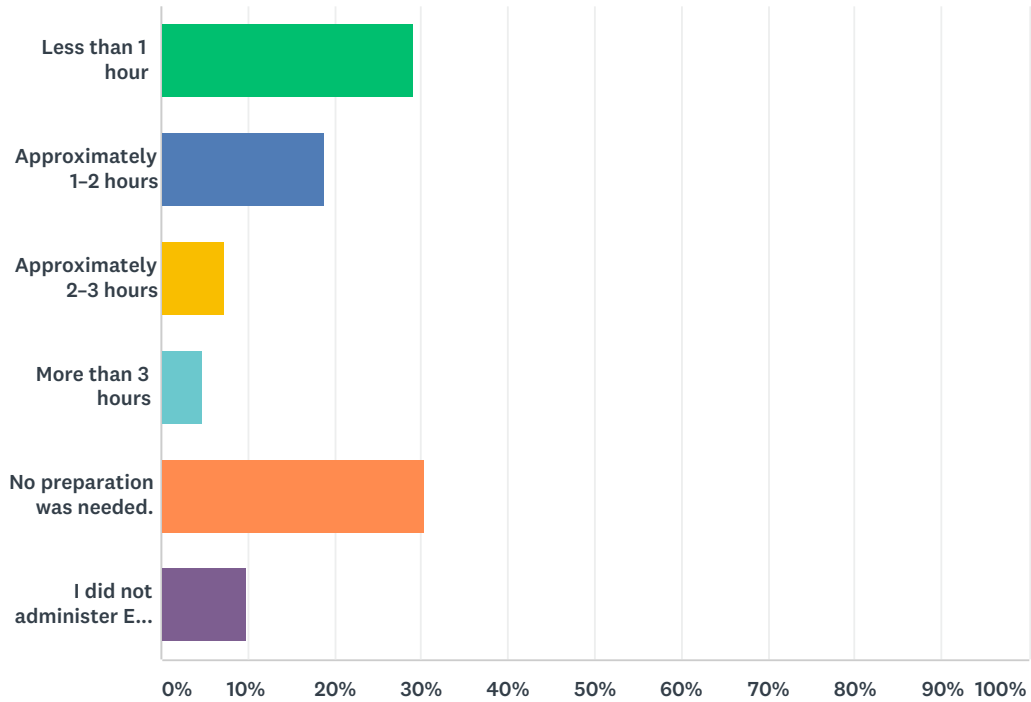
ANSWER CHOICES	RESPONSES	
Less than 1 hour	29.07%	257
Approximately 1–2 hours	18.78%	166
Approximately 2–3 hours	7.24%	64
More than 3 hours	4.75%	42
No preparation was needed.	30.32%	268
I did not administer ELA to my students.	9.84%	87
TOTAL		884

Q26 Did you view Module 4: FSAA—PT Online System on the FSAA Portal and complete the quiz prior to entering student responses?

Answered: 892   Skipped: 91
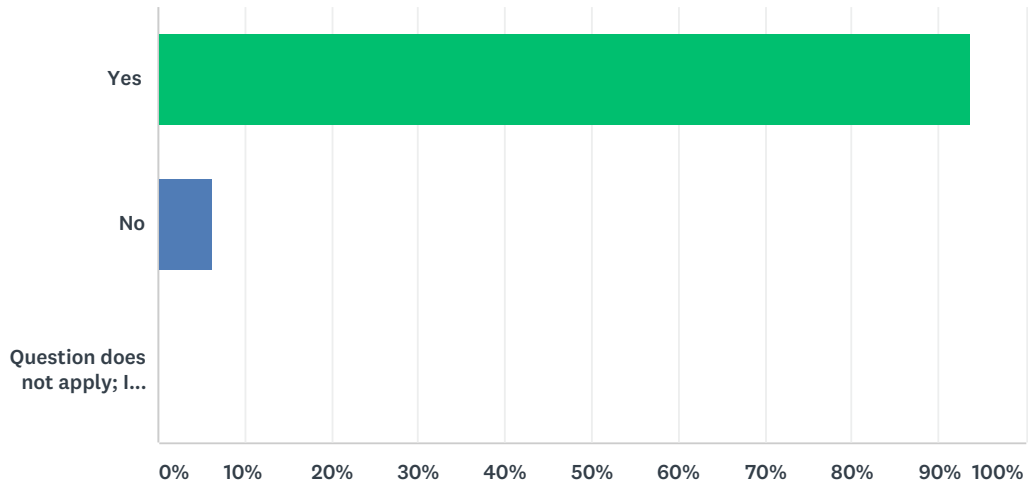
ANSWER CHOICES	RESPONSES	
Yes	93.72%	836
No	6.28%	56
Question does not apply; I did not need to work in the FSAA—PT Online System	0.00%	0
TOTAL		892

Q27 Did you use the FSAA—PT Online System User Guide to complete tasks in the FSAA—PT Online System?

Answered: 880   Skipped: 103
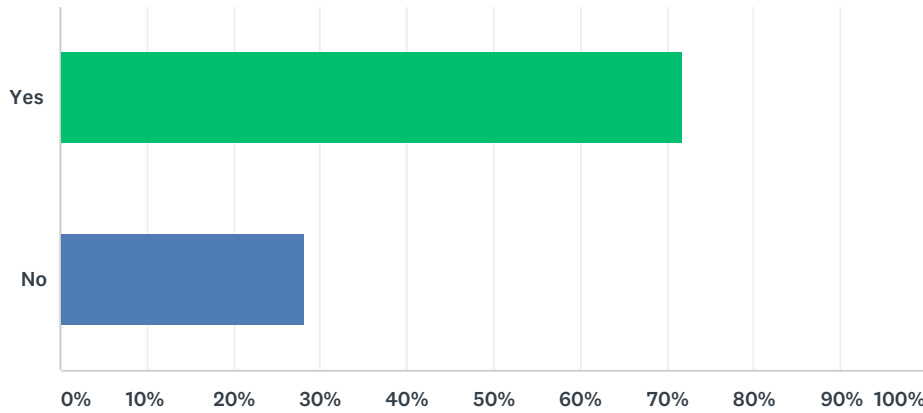
ANSWER CHOICES	RESPONSES	
Yes	71.82%	632
No	28.18%	248
TOTAL		880

Q28 Please rate the following sentence: The FSAA—PT Online System User Guide was a helpful and easy-to-use resource.

Answered: 640   Skipped: 343
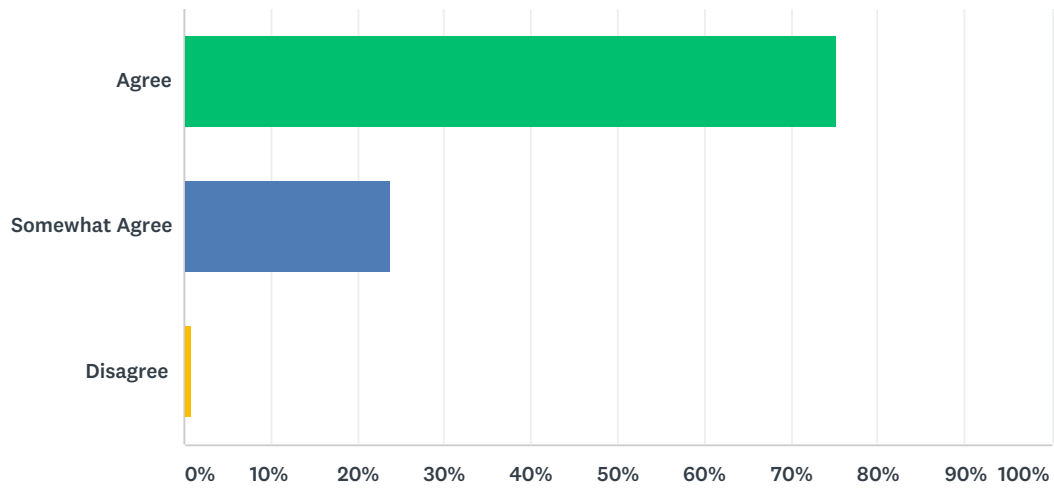
ANSWER CHOICES	RESPONSES	
Agree	75.31%	482
Somewhat Agree	23.91%	153
Disagree	0.78%	5
TOTAL		640

Q29 What suggestions do you have for improving the FSAA—PT Online System User Guide? (Please limit your response to 150 words.)

Answered: 153   Skipped: 830

#	RESPONSES	DATE
1	I don't have any suggestions for improving the Online System User Guide at this time.	5/3/2019 2:33 PM
2	None at this time.....	5/3/2019 1:50 PM
3	None	5/3/2019 1:12 PM
4	Everything was ok.	5/2/2019 9:58 AM
5	None	5/2/2019 9:40 AM
6	None	5/2/2019 9:02 AM
7	none	5/2/2019 7:29 AM
8	None	5/1/2019 10:56 PM
9	none	5/1/2019 10:40 AM
10	n/a	4/30/2019 9:28 AM
11	the tests are very long the students are tired	4/30/2019 8:52 AM
12	roght to thenpoint with example	4/29/2019 8:50 PM
13	I think it doesn't need any revisions.	4/29/2019 7:08 PM
14	No additional comments	4/29/2019 3:13 PM
15	None	4/29/2019 12:41 PM
16	Simplify. These are developmentally challenged students.	4/29/2019 12:36 PM
17	none	4/29/2019 11:43 AM
18	provide some specific examples for the open writing prompt for unique students who do not fit a specific criteria for unique accommodations	4/29/2019 11:41 AM
19	none at this time	4/29/2019 10:41 AM
20	I did not find material to practice science subject. Can you add something useful for practice before the test?	4/28/2019 10:38 PM
21	Shorter version for veteran teachers	4/27/2019 4:37 PM
22	We don't need so many	4/26/2019 3:44 PM
23	I was a little slow. Doesn't have no response as in the test booklet	4/26/2019 1:39 PM
24	none	4/26/2019 1:04 PM
25	No changes needed	4/26/2019 11:03 AM
26	better search capacity	4/26/2019 9:43 AM
27	n/a	4/26/2019 7:43 AM
28	Either it's pretty straight forward & easy to use or I've just done it for so many yrs, I gotten comfortable with the routine. I don't see how you can improve upon it--but then...I'm not as smart as many of my colleagues!	4/26/2019 7:35 AM
29	None	4/25/2019 4:09 PM
30	n/a	4/25/2019 2:18 PM
31	The Manual states there is a 2018-2019 FSAA—Performance Task Procedural Manual, however I could not locate it on the website.	4/25/2019 1:49 PM

32	By allowing teachers to use the FSAA online system after school to input test answers would be very helpful.	4/25/2019 12:39 PM
33	none	4/25/2019 10:08 AM
34	N/A	4/25/2019 8:38 AM
35	I would like not to have to input responses into the system. This is time consuming and sometimes the system was slow to load and proceed to the next question.	4/25/2019 8:31 AM
36	N/A	4/24/2019 7:58 PM
37	None at this time.	4/24/2019 5:44 PM
38	none	4/24/2019 3:50 PM
39	Nothing. Very informative	4/24/2019 2:38 PM
40	The FSAA test should have administered in the computer instead of paper-based.	4/24/2019 2:06 PM
41	None	4/24/2019 1:57 PM
42	Continue testing whether the students get it correct or not.	4/24/2019 1:34 PM
43	There should be visuals to accompany what each step is so that the person using it is positive that they are in the right window/spot.	4/24/2019 8:51 AM
44	Please give pictures for the writing prompts next year. It is very time consuming for teachers to print out pictures for the writing prompts when they should be provided	4/24/2019 8:30 AM
45	I do not have any suggestion at this time.	4/23/2019 3:30 PM
46	Its too long	4/23/2019 2:35 PM
47	It would be helpful to have shorter intervals of training modules	4/23/2019 2:12 PM
48	None	4/23/2019 1:52 PM
49	N/A	4/23/2019 1:19 PM
50	None at this time	4/23/2019 11:40 AM
51	Allow students who are able to answer the questions using the computer to do so.	4/23/2019 10:54 AM
52	None	4/23/2019 10:43 AM
53	None at this time	4/23/2019 10:43 AM
54	Need more practice materials.	4/23/2019 10:37 AM
55	Too much material to read-passages are too long	4/23/2019 10:05 AM
56	too long	4/23/2019 10:00 AM
57	Make sure it is mentioned that the browser chrome is used.	4/23/2019 9:30 AM
58	n/a	4/23/2019 7:54 AM
59	none	4/23/2019 7:02 AM
60	N/A	4/22/2019 8:37 PM
61	N/A	4/22/2019 6:05 PM
62	KEEP IT SIMPLE as it is too much!	4/22/2019 2:04 PM
63	It is very user friendly.	4/22/2019 12:56 PM
64	None	4/22/2019 11:10 AM
65	It is really good.	4/22/2019 7:05 AM
66	The FSAA is an impractical and useless assessment tool which does not address the important skills that InD and Autistic students need to improve reading and math skills and increase their independence. Their is also no curriculum to follow....very disappointed.	4/21/2019 7:54 PM
67	Everything at this time is very clear and concise.	4/20/2019 12:03 PM

68	Video models of object exchange, com boards, asl usage, examples and short real videos (or contrived) of appropriate admin	4/19/2019 6:36 AM
69	none	4/18/2019 1:03 PM
70	It was helpful from a teacher standpoint. Questions for the School coordinator were not answered at all which affected my ability to get information placed into the system.	4/18/2019 10:02 AM
71	Too many choices of guides and too much info.	4/18/2019 8:17 AM
72	I think it works well. I would not change anything at this time.	4/18/2019 7:46 AM
73	none	4/18/2019 6:59 AM
74	More Practice tests. Able to view past test results.	4/17/2019 4:11 PM
75	The guide is user friendly.	4/17/2019 3:22 PM
76	There should be a quick review option, not having to go through each question. However, some people may still want to go through each question.	4/17/2019 3:21 PM
77	NONE	4/17/2019 2:56 PM
78	none	4/17/2019 2:28 PM
79	resource for getting pictures vocabulary	4/17/2019 1:36 PM
80	none	4/17/2019 1:26 PM
81	I do not think entering scores should be the responsibility of the classroom teacher. Testing items should be sent in and scored by the state.	4/17/2019 1:21 PM
82	none	4/17/2019 12:49 PM
83	It was very easy to follow and understand.	4/17/2019 12:32 PM
84	The system was slow and took a long time to enter the scores.	4/17/2019 11:34 AM
85	none	4/17/2019 11:16 AM
86	I found it helpful, but feel that fellow teachers and test administrators don't use it as a guide or resource because of it's online only availability.	4/17/2019 11:15 AM
87	Create a separate and brief user guide specifically for teachers without the information for system administrator and SLC's.	4/17/2019 11:07 AM
88	an outline verson	4/17/2019 10:09 AM
89	Length. It takes away from teacher planning time.	4/17/2019 10:04 AM
90	None	4/17/2019 9:49 AM
91	None at this time	4/17/2019 9:39 AM
92	Video training modules are extremely helpful.	4/17/2019 9:35 AM
93	none	4/17/2019 9:20 AM
94	none	4/17/2019 9:09 AM
95	none	4/17/2019 9:09 AM
96	none	4/17/2019 9:01 AM
97	n/a	4/17/2019 8:47 AM
98	Since it is not a paper-based test, I was wondering why couldn't the higher functioning students take the test directly on the computer? I think students should use the computer while teachers input the answers in the booklet.	4/17/2019 8:03 AM
99	none	4/17/2019 8:03 AM
100	THIS IS AN EXTREMELY TIME CONSUMING TESTS--Students need nurturing and teaching in other ways than a test that is costing taxpayers $$$$$!!!	4/17/2019 7:58 AM
101	none	4/17/2019 7:58 AM
102	none	4/17/2019 7:46 AM

103	Make training videos so that one can access parts for review more easily and watch the videos without taking the test again.	4/17/2019 7:42 AM
104	Easy to navigate	4/17/2019 7:19 AM
105	N/a	4/16/2019 6:21 PM
106	None at this time.	4/16/2019 4:00 PM
107	N/A	4/16/2019 3:21 PM
108	None	4/12/2019 11:00 AM
109	None	4/12/2019 10:21 AM
110	It seems like once you have completed the training, it's very repetitive. It's hard to complete year after year when little changes.	4/11/2019 1:24 PM
111	None.	4/11/2019 12:47 PM
112	Train us to perform a DATAFOLIO.	4/11/2019 12:38 PM
113	None	4/9/2019 4:23 PM
114	Since I had trouble making the words for the writing, it would be nice if you provided pictures with words for the open-ended writing portion. The program I have available is not very user friendly.	4/9/2019 2:33 PM
115	Practice one item at a time and it should not presented all at once. Too much information to absorb all at once and to recall on the fly.	4/9/2019 2:05 PM
116	No concerns. User-friendly.	4/9/2019 11:04 AM
117	None	4/9/2019 9:50 AM
118	p. 61 is incorrect. It states that the template in Option 1 is for grades 4-7, but it should say grades 4-8. p. 62 includes grade 8, but it should start with grade 9.	4/8/2019 5:05 PM
119	The man's voice was very sleepy	4/8/2019 4:26 PM
120	none	4/8/2019 1:43 PM
121	none at present	4/8/2019 7:59 AM
122	N/A	4/6/2019 11:36 PM
123	na	4/6/2019 5:16 PM
124	Require schools to provide substitute teachers during testing days. If a sub is not provided, require schools to pay the teacher their $25 stipend for taking on another class all week.	4/5/2019 11:21 AM
125	n/a	4/3/2019 1:46 PM
126	none	4/2/2019 2:33 PM
127	None.	4/2/2019 2:27 PM
128	Have the teacher enter the on line responses during the assessments.	4/1/2019 10:29 AM
129	If we could get a link to the TAO cloud to find the log in and not have the system crash while trying to upload the answers it wouldn't take nearly as long.	3/29/2019 2:35 PM
130	N/A	3/28/2019 7:17 PM
131	Not user friendly!	3/28/2019 11:03 AM
132	none	3/25/2019 2:36 PM
133	Allowable time is very necessary.	3/25/2019 12:12 PM
134	none	3/24/2019 7:44 PM
135	The system was easy to use. The face to face training I participated in last year was very helpful. I kept the training materials and use them as a reference.	3/21/2019 5:07 PM
136	n/a	3/21/2019 10:37 AM
137	looks like some of our students could take the test on line the higher level students	3/19/2019 4:10 PM
138	None. I was completely satisfied with everything.	3/18/2019 8:29 PM

139	none	3/15/2019 8:22 AM
140	None at this time.	3/15/2019 8:22 AM
141	none	3/14/2019 1:11 PM
142	None currently	3/13/2019 11:57 PM
143	Perhaps it can be streamlined to be not so many sections	3/13/2019 2:42 PM
144	none	3/13/2019 8:09 AM
145	none at this time	3/12/2019 2:45 PM
146	n/a	3/12/2019 1:12 PM
147	I thought the user guide was adequate.	3/12/2019 11:33 AM
148	It was hard to navigate at times. If I had a specific question it took some time to find the answer.	3/12/2019 11:32 AM
149	none	3/12/2019 9:01 AM
150	none	3/12/2019 8:00 AM
151	none	3/11/2019 6:04 PM
152	NA	3/11/2019 3:35 PM
153	none	3/11/2019 2:39 PM

Q30 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: 836   Skipped: 147
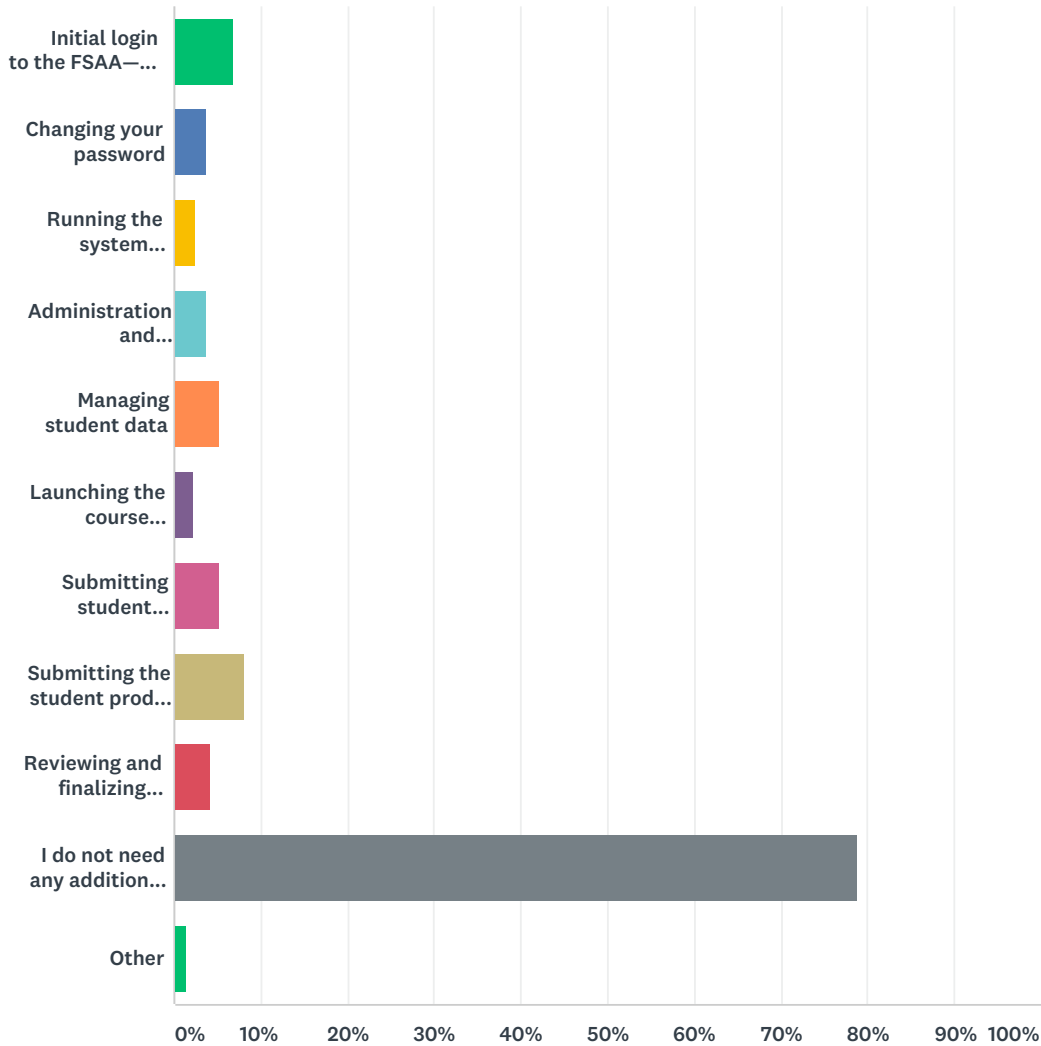
ANSWER CHOICES	RESPONSES	
Initial login to the FSAA—PT Online System	6.82%	57
Changing your password	3.71%	31
Running the system Diagnostic Tool	2.51%	21
Administration and Registration Tool (ART) (e.g., how to browse and manage student information, how to assign a test form to a student)	3.71%	31
Managing student data	5.26%	44
Launching the course assessment	2.39%	20

Submitting student responses	5.14%	43
Submitting the student product for the open-response writing prompt	8.13%	68
Reviewing and finalizing assessments	4.19%	35
I do not need any additional training information.	78.83%	659
Other	1.44%	12

Total Respondents: 836

#	OTHER	DATE
1	non nee or additinal training	4/30/2019 8:52 AM
2	It was clear and specific to achieve student's examinations.	4/29/2019 2:43 PM
3	I think someone else needs to do the inputting of responses. It's a waste of teacher and instructional time.	4/25/2019 8:32 AM
4	More information on scaffolding	4/24/2019 8:40 PM
5	It will be good to display with all questions number to recognize if there is any missing input of responses	4/23/2019 8:51 AM
6	Datafolio	4/16/2019 7:53 PM
7	train us datafolio	4/11/2019 12:39 PM
8	for the system not to get stuck and crash and log out	3/29/2019 2:36 PM
9	Information specifically stating Google Chrome is required to run the program.	3/27/2019 6:41 AM
10	How to get the Writing portion of the test reopened after the teacher accidently closed the test before entering the student's writing prompt answer.	3/18/2019 2:32 PM
11	Students needs are not listed when in explorer internet only chrome	3/14/2019 7:07 AM
12	the software is very intuitive. Once I read about the login process, the rest was very simple. Thank you!	3/12/2019 6:14 PM

Q31 (Please rate the following enhancements by checking the box that most closely represents your opinion.) As a teacher, the following enhancements to the ART were useful in performing your duties:

Answered: 825   Skipped: 158
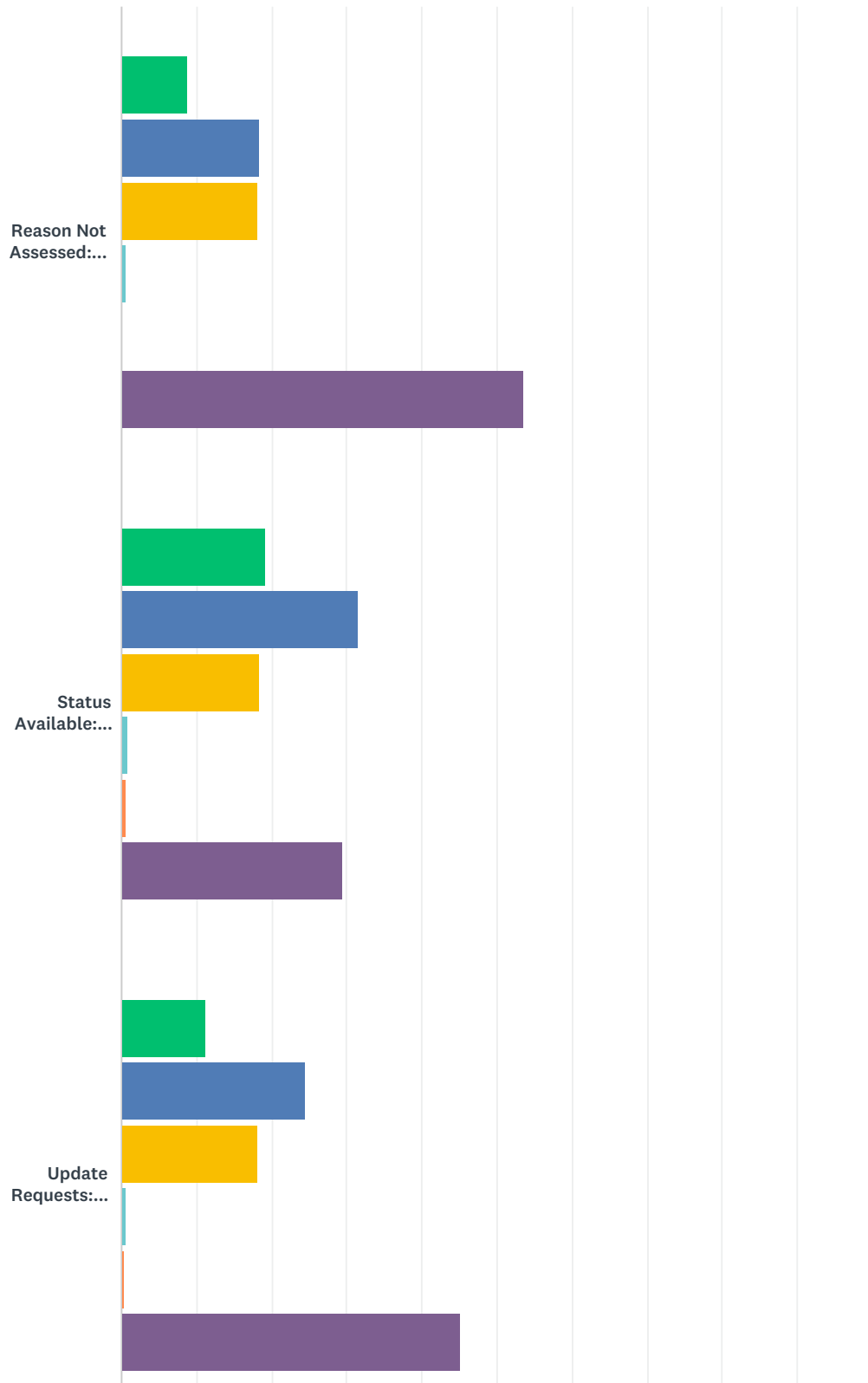
2018–19 FSAA—Performance Task Administration Survey
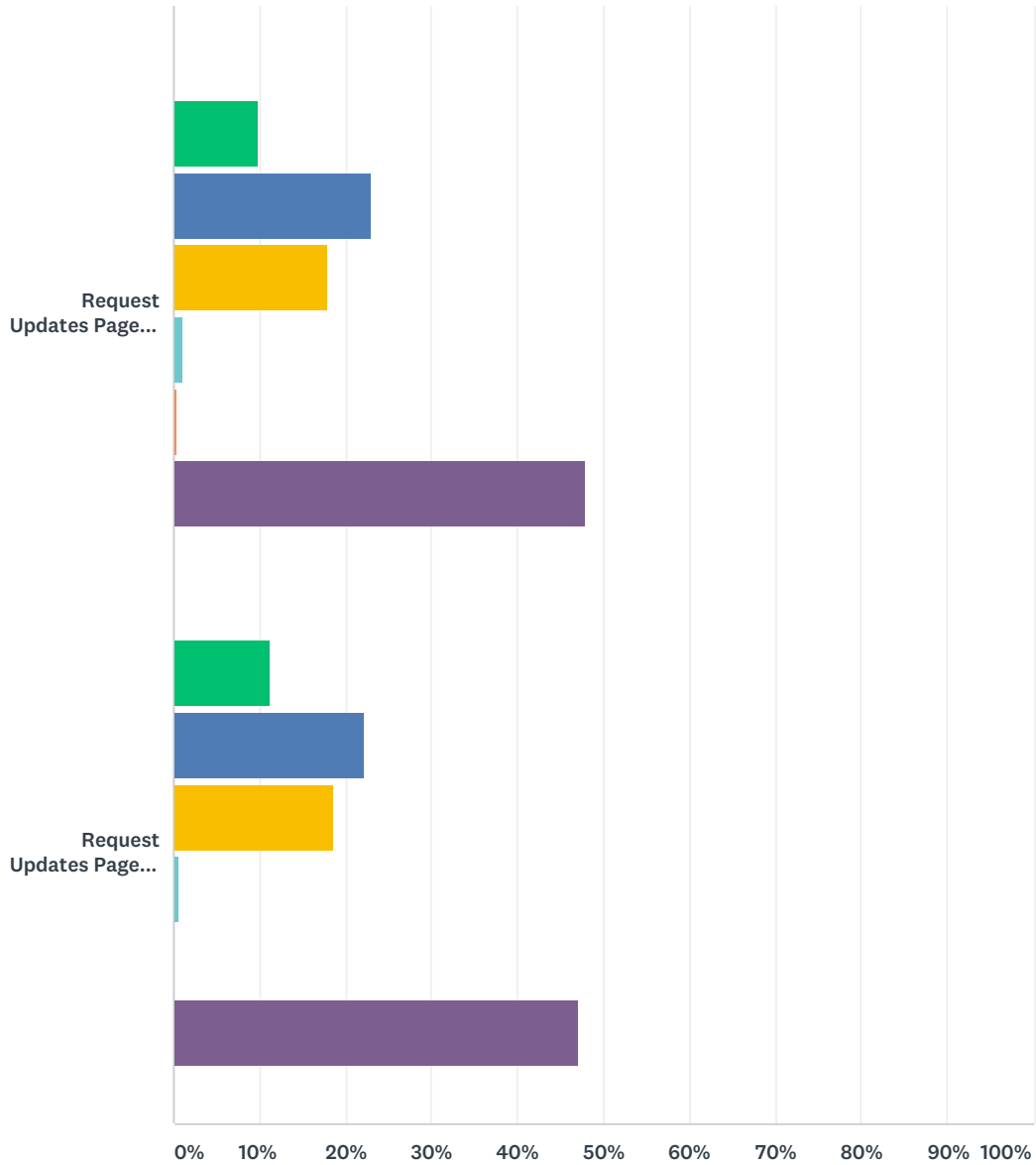
Strongly Agree　**Agree**　**Neutral**　**Disagree**　**Strongly Disagree**

N/A I did not use this feature.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A I DID NOT USE THIS FEATURE.	TOTAL
Reason Not Assessed: Assignments export includes the specific Reason Not Assessed	8.88% 73	18.49% 152	18.13% 149	0.73% 6	0.24% 2	53.53% 440	822
Status Available: ability to view the individual assessment status in the ART	19.18% 155	31.56% 255	18.32% 148	0.74% 6	0.62% 5	29.58% 239	808
Update Requests: update requests remain visible for all users	11.25% 91	24.47% 198	18.17% 147	0.62% 5	0.37% 3	45.12% 365	809
Request Updates Page: displays requests that you submitted to your System Administrator	9.79% 79	22.92% 185	18.09% 146	0.99% 8	0.37% 3	47.83% 386	807

Request Updates Page: includes a last update field	11.19% 91	22.26% 181	18.57% 151	0.62% 5	0.25% 2	47.11% 383	813

Q32 Did you contact the FSAA Service Center by phone or e-mail with any questions related to the FSAA—PT? (Check all that apply.)

Answered: 864   Skipped: 119
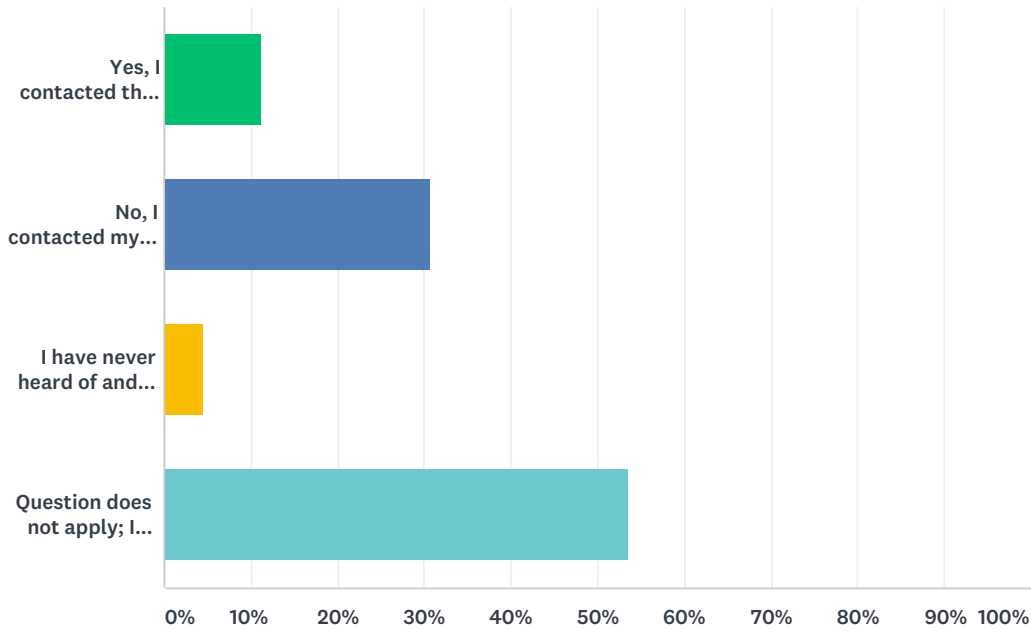
ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA—PT.	11.23%	97
No, I contacted my Alternate Assessment Coordinator or the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA—PT.	30.67%	265
I have never heard of and/or did not know how to contact the FSAA Service Center.	4.63%	40
Question does not apply; I had no questions.	53.47%	462
TOTAL		864

Q33 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

Answered: 95   Skipped: 888
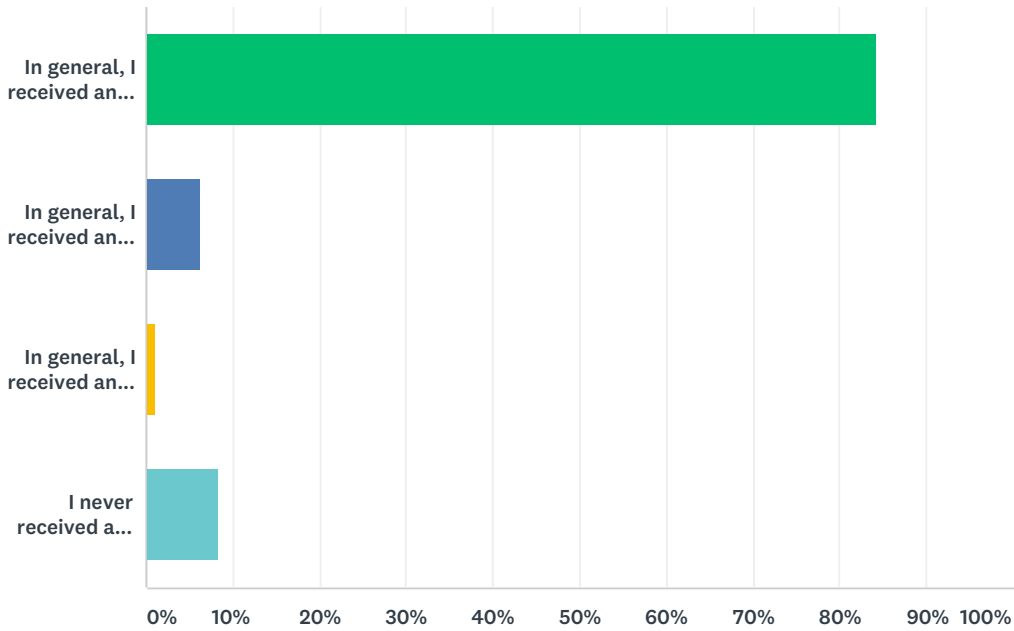
ANSWER CHOICES	RESPONSES	
In general, I received an initial call back or e-mail response within one business day.	84.21%	80
In general, I received an initial call back or e-mail response within two to three business days.	6.32%	6
In general, I received an initial call back or e-mail response in greater than three business days.	1.05%	1
I never received a callback or e-mail response from the FSAA Service Center.	8.42%	8
TOTAL		95

Q34 How satisfied were you with your experience with the FSAA Service Center?

Answered: 97   Skipped: 886
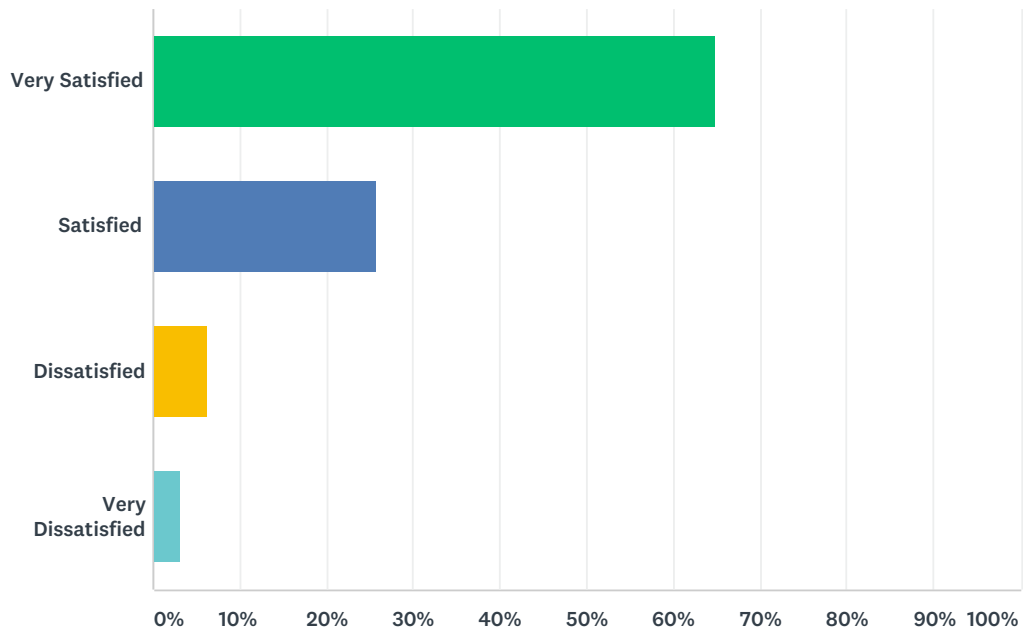
ANSWER CHOICES	RESPONSES	
Very Satisfied	64.95%	63
Satisfied	25.77%	25
Dissatisfied	6.19%	6
Very Dissatisfied	3.09%	3
TOTAL		97

Q35 Information collected from this survey will be used to improve administration resources, training materials, 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 150 words.)

Answered: 308   Skipped: 675

#	RESPONSES	DATE
1	None at this time.	5/3/2019 1:53 PM
2	Nothing this year	5/3/2019 1:22 PM
3	The test is not tailored for students to succeed. This test is a waste of money and not an accurate indication of a students level (especially in math). Where are the practice materials for students? The 2 sample questions provided for each subject are outdated and do not provide a clear idea of what the test will be like for students. Where can a teacher find the standards that will be covered on the exam? This past exam covered items not aligned to the standards (and presented it differently from the supplementary/suggested curriculum). They should have practice materials available to them. The face-to-face workshop is not needed (since most presenters don't know the exam since they do not administer). The modules should be made available by test only and for specific/special instructions out of the usual implementation of the exam. This whole exam needs to be obsolete.	5/3/2019 8:00 AM
4	n/a	5/3/2019 7:15 AM
5	I would like the Language Arts section of the Florida Standards Alternate Assessment to include more reading opportunities for students.	5/2/2019 5:04 PM
6	I don't have any recommendations.	5/2/2019 2:33 PM
7	THE ELA TEST IS RIDICULOUSLY LONG AND REDUNDANT. THE SKILLS CAN BE ASSESSED IN A SHORTER ASSESSMENT AND WITH SHORTER AND FEWER STORIES.	5/2/2019 11:32 AM
8	everything went well, some instructor had issues getting online.	5/2/2019 10:44 AM
9	The assessment is well structured and user friendly.	5/2/2019 10:00 AM
10	None	5/2/2019 9:42 AM
11	Nice setup. Window was long enough, but not being able to secure substitutes did not allow testing when planned at times. It would be nice to not have FSAA and Datafolio overlap.	5/2/2019 9:29 AM
12	None, I felt that everything went smoothly. There was a lot of repetition on this test from the past several years that could be updated. It would also be nice to have one-sided materials pre-cut and prepared to save time for testing students.	5/2/2019 9:06 AM
13	The test struggles with validity, it measures a lot of things that are unrelated to what the student knows and can do. If we are able to teach our students typical test-taking strategies that FSA students are able to (such as reading the questions first to know what you're looking for, then reading the passage, then going back to the questions) they/we are blocked from doing so by the rules and procedures of the actual test. The question isn't even written for our students to follow along Some distractors are very reinforcing high/interest for the students to the point that they're not able to even attend to the question/story until that distractor ends up covered up by the scaffolding procedure. A lack of practice materials (we get 1-2 sample questions for each subject) when FSA students get a plethora, including practice tests?! Where is the equitability?	5/2/2019 7:41 AM
14	i have no additional feedback	5/2/2019 7:32 AM
15	At this point I have no feedback	5/1/2019 11:00 PM

16	Please make sure school districts are approving substitute teacher coverage and that school are actually providing the substitute to the personnel administering the FSAA. General Ed. Teacher get substitutes when completing FSA testing and state other testing therefor should Special Education teachers should get a substitute during FSAA testing.	5/1/2019 9:28 PM
17	na	5/1/2019 4:22 PM
18	Please space out data folio and Performance. They both take a lot of time in different ways. I did not have enough time for both with 12 students testing.	5/1/2019 3:48 PM
19	A lot of the answers were in one place (i.e. middle, right side). It would be nice if the one sided books were cut out prior to being sent to schools. Also, if the communication boards were pre-made for the writing portion of the test.	5/1/2019 3:39 PM
20	It would be helpful if students were able to have the test questions in print along with picture labels (similar to ULS). For students that have a auditory processing disorder, hearing the items being read to them can cause confusion. Some students do best when they can read the questions and answer choices. Students should be tested on their instructional level, and some students are able to read at a first grade level.	5/1/2019 3:31 PM
21	I feel everything went very well. No complaints this year :)	5/1/2019 1:55 PM
22	As an ASD unit we should have a substitute so we can take the students to a quiet testing place just like all of the gen ed students get to test in a quiet environment. My students are expected to test in the classroom with other things going on around them - its ridiculous and unfair.	5/1/2019 9:02 AM
23	I have no comments other than I would like to see a longer window or a reduction in sessions to be tested.	4/30/2019 2:49 PM
24	x	4/30/2019 1:20 PM
25	n/a	4/30/2019 11:52 AM
26	My only concern is that students taking the FSAA are of a wide range of disabilities and why are we administering the same test to all of them?	4/30/2019 11:44 AM
27	I feel the training for this process is overly complicated.I did the training months before actually administering the test. If you could do a short 5 minute video overview of how to administer the test so teachers could access it as a refresher, I would have used it. Just do a simple example of a teacher administering the test with one scaffolded problem and how to properly administer the writing portion. Something quick and easy for teachers to access in our busy schedules. Also make your website easier to navigate so we don't have to search for the right links! I spent way too much time trying to find the link to log in and the process to log in.	4/30/2019 10:52 AM
28	there should not be separate cards or strips it should all be in one booklet. less chance of material getting lost.	4/30/2019 8:55 AM
29	Students have IEP Instructional and Testing Accommodations: Questions in the Test Booklet (in bold) - should also be available for students to READ along in their Student Response Booklet - otherwise, assessment is very auditory based. Gen ed students taking the FSA, with IEP accommodations, can READ and LISTEN listen to passage / text by clicking on the 'speaker icon'. Some of the FSAA questions / instructions in bold can only be read to students and 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 about the passage, therefore, their learning styles are inhibited. We teach our kids to use close reading strategies, using 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.	4/30/2019 8:36 AM
30	I'll provide feedback next year when I have to administer the FSAA—Performance Assessment.	4/29/2019 9:59 PM
31	FSAA Datafolio is an insult; the hospital/ home bound teachers, including myself, were required to prepare, create, complete and upload many hours of work on our personal (not work) hours.	4/29/2019 7:26 PM
32	I think the FSAA is way too advanced for the profoundly disabled students.	4/29/2019 7:12 PM
33	I would like to see an update to the stories and material.	4/29/2019 4:53 PM
34	I do not feel it was necessary to collect the manipulatives for 1-2 questions in each area. This took extra time and all but 1-2 questions needed actual manipulatives. The students had a visiual (on paper) and this step was unnecessary for administration of the test and I feel not helpful for the student.	4/29/2019 3:54 PM

35	I think it may be helpful to have a place to click no response when entering answers into the computer.	4/29/2019 3:17 PM
36	No additional comments. Thank you.	4/29/2019 3:14 PM
37	It would be nice if Manatee County could have gotten me a substitute teacher while i was administrating the test because Oneco Elementary adminstrators told me to just leave my aid, with my lesson plans and the rest of my students and go adminstrate the test.	4/29/2019 1:57 PM
38	Answers need to be in boxes for all questions. If my students are given sentences strips, they do not understand because they are only on a picture symbol level. All words and no pictures does not work at all. Format for my students is huge so if you change the format of the test and make it different than pictures with words in a box- they are lost in the format change and can not show what they really understand and know.	4/29/2019 1:29 PM
39	While I appreciate the efforts to assess InD students, and the attempts to align them to the age appropriate curriculum, I still do not feel that the test is an accurate representation for what my students can do. I am actually of the mind that any kind of standardized testing does not provide an accurate picture of my students due to their unique and wide range of abilities.	4/29/2019 1:13 PM
40	x	4/29/2019 12:37 PM
41	The system was too slow to put in responses after the test online. This took more time than the test itself.	4/29/2019 11:50 AM
42	The videos were a very helpful resource.	4/29/2019 11:23 AM
43	I would like a notification on when materials arrive at the district level and/or when they should arrive at the school level so that I can ensure my students have a wide window when testing. I missed over a month of time, due to not having materials until April 1st.	4/29/2019 11:18 AM
44	None needed	4/29/2019 8:15 AM
45	It would be easier to have the students just answer the questions online using an ipad or computer. This would save time for the teacher from not having to fill out the booklet, and the online portion. The teacher could then view the students answers at the end and maybe fill in one bubble sheet. I just felt like there were a lot of materials for the students to be seeing placed in front of them and for a lot of my kids it was really distracting. Having less materials in front of them somehow would make it easier for them to concentrate on just answering the questions at hand.	4/29/2019 7:51 AM
46	I find reading the long passages difficult for my students. We use short passages and then ask questions about the short passages. My students have significant cognitive issues and even if they answer the first questions correct it does not mean that they can remember all the information from a long passage. We work on three to five sentence paragraphs before checking understanding.	4/29/2019 7:48 AM
47	When entering student responses if I chose to review the answers it completely took me back through the test. I think it would be beneficial if there were a more effective way of reviewing without having to click back through the entire test.	4/29/2019 7:39 AM
48	The different forms of the test (A, B, C, etc.) seem to have different levels of difficulty. Some forms are harder and more complex than other forms within the same grade level. I don't understand why it's not all the same questions in a different order for the different forms. It is not fair to the students to not test the same complexity level of questions.	4/29/2019 7:05 AM
49	Everything was fine, well explained, and I felt secure of what I was doing. Thank you for your invaluable support.	4/28/2019 10:45 PM
50	Gets easier to administer every year, but questions are getting harder. Students with severe cognitive disabilities are guessing their way through the test making the score invalid-in my opinion. Don't really know how to fix that without putting subjective teachers in charge of stopping the test when they know guessing has been done.	4/27/2019 4:46 PM
51	Writing prompts were very difficult for students this year. It was not a topic of interest for maost if not all of my students. Therefore, even though we work on writing everyday, they became stuck and could not write for the passages. Many needed coaxing to finish session 3. In past years the students were more willing and able to respond/ create a writing prompt from the information provided.	4/26/2019 5:08 PM

52	This test is an absolute joke! You're wanting students with severe disabilities to answer questions that many general Ed students would not be able to answer! If the parents were to see this nonsense they would be Irritate!! I would love to see somebody from the state come and try to administer this test and show me how it really works for kids with severe disabilities it's complete and utter nonsense	4/26/2019 3:46 PM
53	It would be helpful if the state told principals they needed substitutes to cover classes when you were assessing students. Also, I did not like how the review part of the submitted answers had to be done one click at a time. So I wasted a lot of time when I made 1 mistake and had to click thru all of session 1 to make 1 change. I wish we could submit the child's answers as we did the test because going back after was very time consuming. It took about 25 minutes per child per subject area.	4/26/2019 3:44 PM
54	ELA was too long with too many passages to read. The student were bored and began to lose interest even with regular breaks.	4/26/2019 1:45 PM
55	none at this time.	4/26/2019 1:10 PM
56	I would like to have access to more practice materials for my students than those available on the FSAA portal.	4/26/2019 12:20 PM
57	The training modules was user friendly and eased the stress of administering the FSAA.	4/26/2019 11:06 AM
58	All ok	4/26/2019 10:04 AM
59	The test is made for auditory learners. It does not take into account students who are able to read for themselves. There are portions of the test that are overly wordy ie. Both the x-axis and the y-axis begin at -4 and increase to 4 by units of one. There are points plotted at .... Kids hear blah, blah, blah, blah, blah. Our Spring Break was 18 - 22. Even though the testing window opened before Spring Break, tests did not arrive on our campus until the week after Spring Break, reducing the testing window for us. In the response booklet, the answers are labeled A,B, C, D, however when answers are entered into the computer, there are no letters associated with the answers and nothing to click on for No Response.	4/26/2019 7:56 AM
60	With my InD (severe/profound cognitive level), medically fragile teen-age students, I have found the standardized test & datafolio (teacher-designed at a very basic level) to be absurd. My kids are functioning anywhere from 3 - 24 months cognitive level, 24 months being quite a generous stretch! I do not feel in my heart I am "underteaching" them. My kids are all in wheelchairs, diapers, non-verbal, no sign language, 3 are totally blind, one student has a rare disorder & has no hands & is also 80% deaf in both ears. She does not wear hearing aids because she takes them out & tries to eat them. Severe pica. Several have severe "tactile defensiveness." 3 Puerto Rican students live where Spanish is the dominate language. If they don't know when their diapers are wet, what am I going to teach them about the solar system, reproduction, geometry & the judicial system? I would love my superintendent visit my room, meet my kids & show me how to do a better job than what I'm doing!	4/26/2019 7:48 AM
61	In regards to the actual tests, the Algebra test was very wordy. Students are already weak in verbal skills and they disengage from the test quickly when it seems unnecessarily wordy. I would like to see at least the descriptions of charts be shorter and have the question be stated after the descriptions of the answer choices. Also, it would be a positive change if the correct answers were not bolded in the test booklet. The booklet can be awkward to will reading and trying to conceal answers. I think some savvy students may be tempted to look for answers in the book if they catch a glimpse and see bolded text.	4/25/2019 6:30 PM
62	For the writing portion visuals should be provided as materials. It was very difficult trying to find appropriate visuals for students that need it to answer. It was time consuming for the teacher and confusing for the student.	4/25/2019 5:10 PM
63	None	4/25/2019 4:14 PM
64	I would like to record the answers on papers and send the info to the state.	4/25/2019 3:17 PM
65	9th Grade ELA (A)Session 1, Item #4 Noun Clause: Question was worded in a way that my students had a hard time understand the skill. 9th Grade ELA (A)Session 1. Item #11 Prepositions: Question needs to be reworded. Was confusing to my students. Substitutes were provided for only 2 days out of 10 days of testing.	4/25/2019 3:01 PM
66	Having more practice examples is extremely needed.	4/25/2019 2:23 PM
67	Assist on creating writing vocabulary picture word cards/cutouts to better assist the students with their answer choices.	4/25/2019 2:19 PM

68	N/A	4/25/2019 1:52 PM
69	n/a	4/25/2019 1:51 PM
70	I have always questioned why the window for testing has Spring Break in the middle. Statically students with significant cognitive disabilities regress after a break. I was not able to get all my students assessed before Spring break and I definitely saw the regression of skill acquisition of the students that were tested after the break.	4/25/2019 12:59 PM
71	The class worked with a para on iReady, while the teacher administered the FSAA individually to a student. ESE/ASD teachers need an extra planning period to input the student answers into FSAA online and to work on IEPs. My student could only talk in 2 or 3 word sentences, very hard to understand him; and you could not read his handwriting; but he could type it into google docs or a Word doc; but this was not an allowable accommodation for FSAA Writing. By allowing teachers to use the FSAA online system after school to input test answers would be very helpful.	4/25/2019 12:42 PM
72	The verbose language surrounding all of the math questions, frequently with the question before the lengthy discriptions of the graphs, makes it almost impossible for the students to even remember what the question was asking and they end up with a blank stare on their face after those graph discriptions. The multiple reading passages and questions about going to college also seem a little insensitive to those students who may not have this option. It would be so much easier for those students who can, to enter their answers directly into the computer. Graphics could be much better and in color. Students could also do the writing digitally, which they are doing more and more in school.	4/25/2019 12:19 PM
73	N/A	4/25/2019 10:58 AM
74	Further training in the Datafolio testing. I know it's not the paper based FSAA, but I had no formal training and had to administer the Datafolio to a student that was new to the school. I find entering the responses into the system a waste of teacher/ instructional time. I find having to create test materials the vocabulary words (print, cut, laminate, and cut time consuming and should be given to us already. We should not have to create the materials, then later to be asked to return the material that I created.	4/25/2019 8:36 AM
75	none	4/25/2019 7:46 AM
76	Considering our students are Intellectually Disabled and are required to take the FSAA, I can honestly say this assessment is only an appropriate tool for those with minimal intellectual disabilities (which in my case were two out of the 17 I tested.) I had low cognitive students guess the correct answers, yet they had no idea what I was saying. How can this really assess our students? We need something better (or no more state testing)...until then, I will continue to administer the test to the best of MY abilities.	4/25/2019 1:05 AM
77	Everything worked out well when learning about the FSAA through the modules and trainings as well as while the test was administered to students and lastly inserting the scores to the computer. The one thing that I believe wasn't one of the questions in this survey was for next time to specify which form to use depending on the students abilities/disabilities and level of learning.	4/24/2019 8:48 PM
78	The page provided for the writing prompt should not be attached to the book. It should be available as a separated sheet for the student.	4/24/2019 5:47 PM
79	Most of the SVE students do not have the required (comprehension, reading, and math) skills to understand the contents and do well on the FSAA.	4/24/2019 5:35 PM
80	The window should be longer, the stories should be on a disc, and other professional duties should not be required during the testing window(IEPS, Articulation, and Community Based Instruction/Field Trips)	4/24/2019 4:37 PM
81	There should not be any teacher gathered materials from the classroom. If an area requires a ruler, then a paper ruler should be supplied in the packet of materials.	4/24/2019 3:57 PM
82	I am very pleased with all the information and materials that were giving to me. Thnank you =)	4/24/2019 2:44 PM
83	We have administered the FSAA tests without difficulties.	4/24/2019 2:41 PM
84	The quanity of oral reading of the math problems involving graphs and slopes was totally inappropriate. Not only was the written content difficult for me as a teacher, with an advanced degree to process, my student was absolutely lost. He even commented that he could not understand the content-TOO long and TOO confusing.	4/24/2019 2:19 PM

85	The ELA 1/2 are too long . The readings are extremely long. It is difficult for the students mantain their focuss.	4/24/2019 2:13 PM
86	None at this time.	4/24/2019 2:00 PM
87	None at this time	4/24/2019 1:44 PM
88	It would be nice if we could just enter on the compute the student responses as we are testing them. It is poor use of time to put the responses on paper and the go back and enter on the computer.	4/24/2019 12:59 PM
89	This is the first time i administer this test. When I went to the training, i found it to be very informative, I found the practice that we did at the training to be very helpful, and the instructors explained the process well. They were very informed and prepared. I felt confident in administering this test because of the training and the support from the videos.	4/24/2019 12:35 PM
90	N/A	4/24/2019 10:12 AM
91	All is ok	4/24/2019 9:26 AM
92	FSAA will be only for students that be able to communicate and can response at least some of questions. Also, has to be designed ONLY for students who can participate answering and the expectations for students with significant cognitive disabilities who can write (I had students not even hold the pencil)	4/24/2019 9:17 AM
93	The directions for submitting the responses could be explained better.	4/24/2019 7:59 AM
94	The were several questions that were very confusing for students. I noted on one particular math problem on the 3rd test, each student I tested answered that question incorrectly with the same incorrect answer. In my opinion this makes that a bad question if 5 students of varying levels all missed it. I have several students who will respond with the last thing they hear. There were many questions where "c" was the correct answer on all three Task for the item. One student's case he progressed through all three levels correctly and I know that the results are inaccurate as there was no intentional choice. His go to response is "C"	4/23/2019 8:59 PM
95	The FSAA Performance Task Administration went successfully in my opinion. I did not encounter any problems administering the tests.	4/23/2019 3:39 PM
96	I feel the FSAA software was very user friendly to upload the student responses. Overall a great experience	4/23/2019 3:38 PM
97	Students with profound cognitive disabilities should be exempt from this test. Period. I am talking about the severe-medically fragile ESE population, that the majority of our school district doesn't even know exists. Only 3-5 OCPS High Schools even have this type of ESE classroom. These student's can't identify the number "1", the letter "A", a color, their name, walk, talk, etc. They can't even sit through a test long enough without having a seizure. And, THAT'S OKAY. Let's focus on their abilities. After a year of working with my blind/deaf student who is in a wheelchair and at an infant level, she can now hold her own bottle while drinking her formula! That is amazing. Let's celebrate that and build her skills up from there. Not give her an algebra question to answer. That is child abuse. It is morally wrong. Would you give your 6 month old baby a 3rd grade reading passage with comprehension questions to answer? No, you wouldn't. And you would be offended if anyone else tried to get them to answer those questions. Because IT IS offensive. You're not even giving them a fair chance. "Oh, eye-gaze at the right answer since you can't move your hands. Even though you cognitively don't even know your own name. And you're blind... " That is offensive and wrong! Ask an infant a geometry question and guess what you're gonna get? Most likely 'child did not respond." And if they eye gazed at the right answer, then it was a coincidence. My student's do not have a voice (mentally or physically), so I have to be the one advocating for them. For student's with severe and profound disabilities (infant cognitive levels with medical impairments), GIVE THEIR TEACHERS THE OPTION TO EXEMPT THEM FROM THE FSAA. Datafolio is just as inappropriate. Again, these specific students in Profound classrooms don't even know their own names. So it is highly inappropriate to test them on standards. Especially 3 times a year with datafolio! They are barely at participatory levels due to their mental and medical impairments. So don't test them with impossible expectations. The data received from their test scores will NEVER be accurate. With inaccurate data, there is no purpose for them participating. Whoever is reading this, please, I welcome you to my classroom. Especially if you have never visited a profound room before. The majority of the World does not know my students exist. Changes need to be made. My student's shouldn't have to cater to the other populations of ESE that the FSAA is deemed appropriate for.	4/23/2019 3:31 PM

98	Please include at least the item number in print on the Braille version. I used the tactile materials with my student with a visual impairment. I do not read Braille, so it was EXTREMELY hard to figure out what materials went with which questions!	4/23/2019 2:56 PM
99	The test is not appropriate for most InD students. It is too difficult and the material is not relevant to my students.	4/23/2019 2:56 PM
100	I attended the FSAA—PT face to face training. At the training, I was told to scaffold at item 1 for Session 1. I was told that if the student required scaffolding at item 1, and got the answer correct, to move on to item 2. On the online platform to upload responses, I could not upload answers for item 2 if the student needed scaffolding on item 1 and got it correct with scaffolding.	4/23/2019 2:52 PM
101	The test was fine, the training was a little too long. However, the general combination of tests, training and method of testing are considered fine.	4/23/2019 2:38 PM
102	It would help if teachers can recover or reset the password, instead of asking someone else to do it.	4/23/2019 2:04 PM
103	n/a	4/23/2019 2:02 PM
104	You should have the stories recorded for students.	4/23/2019 1:57 PM
105	Some of the passages had confusing/contradictory sentences. Specifically, the soccer story.	4/23/2019 1:27 PM
106	This is the first time I administered the FSAA and thought it was very well planned and supported	4/23/2019 1:27 PM
107	The information in the FSAA is too difficult for the majority of students on a modified curriculum. Most of them do not read and have comprehension to the level of the passages. Many of them DO NOT write or understand parts of a paragraph. I find the majority of the math to be too difficult for our students as well.	4/23/2019 1:22 PM
108	It will be very helpful if school provides substitute teachers and a testing room while the classroom teacher administered the test in order to provide a quality one to one test administration without disruption from classroom noises and/or other behavior.	4/23/2019 12:21 PM
109	It is great the way it is.	4/23/2019 11:44 AM
110	Great experience!	4/23/2019 10:44 AM
111	More training materials before testing.	4/23/2019 10:40 AM
112	I think the training was good enough to administered the tests. .	4/23/2019 10:36 AM
113	N/A	4/23/2019 10:14 AM
114	I have no additional feedback, but I think the FSAA is perfect for my students who would probably pass out if they'd have to take the regular FSA test.	4/23/2019 9:26 AM
115	One difficulty that we had with the FSAA timeline this year was that the state counted spring break as a testing week. This required other teachers to help me test my students since they are highly challenging and take a lot of time to complete this assessment.	4/23/2019 9:20 AM
116	When it comes to reviewing the test before submitting it, I believe you should be able to see all the questions and responses on ONE page. This will allow teachers to double-check and make sure that each question has been marked and marked correctly without having to click through each and every question again. This will maximize efficiency and prevent any miss-clicks which could result in an invalid score.	4/23/2019 8:13 AM
117	I believe that the teacher gathered materials should be given to the school per each grade level or it should be deleted all together.	4/23/2019 7:58 AM
118	n/a	4/23/2019 7:55 AM
119	The ELA stories read to the students are way too long they lose focus when reading to them. The writing portion is useless. I also feel that it makes no sense to bubble in answers to just turn around and have to input the answers on the computer it is double work	4/23/2019 7:40 AM
120	As stated before, the only suggestion I have is for the test materials (student booklets, cut-outs, etc) to have better, student-friendly, pictures (some were not very good - very hard for the students to identify what they were, etc.,). Maybe some "real" pictures IN COLOR, NOT just black and white.	4/23/2019 7:10 AM

121	All sections of the FSAA—PT should be presented in Braille! This should be a given and not a requirement for teachers to make prior to FSAA—PT. Not only are we teaching, writing IEPs, meetings, supporting students, and testing we should NOT be responsible for producing Braille for a Standardized test! This is UNACCEPTABLE and should NOT be omitted for any sections!	4/22/2019 9:55 PM
122	Well organized.	4/22/2019 9:47 PM
123	N/A	4/22/2019 8:44 PM
124	N/A	4/22/2019 6:07 PM
125	There is too much information for educators. There is no reason to compile so much information for a test so simple.	4/22/2019 2:07 PM
126	The terminology (all tests). These students have significant cognitive disabilities and you are using advanced vocabulary. Also, every one of my students is also language disabled (as it is almost always part of a cognitive disability). The ELA stories are way to wordy...they lose focus after the first paragraph. If students could listen and or read something that long and complex, they wouldn't be eligible for alternate assessment. The US History EOC (since all my students took this test). The questions were fairly brief, but the same terminology was not used in both the reading and the question. For example, there was one question that talked about "gas" then the answers used the term "fuel". That is confusing. Is it a language assessment or a history assessment? Many of the questions were also very conceptual-even the first part. In general students with significant cognitive disabilities are concrete thinkers.	4/22/2019 10:38 AM
127	1) I feel that items that ask about rhyming words/word sounds are biased towards deaf/hard-of-hearing students who use ASL. Sometimes the students know to look for words with the same letter endings; other times they do now. There was one item in particular on the 7th grade ELA (I believe it was Session 2) that asked the student to identify a word that had the same sound as another word. The words did NOT have the sound spelled the same way. 2) Math questions with graphs can be very wordy and time consuming. Therefore it would be beneficial to have the question asked twice--before the graph is read, and then again afterwards.	4/22/2019 9:25 AM
128	Cards and strips should be eliminated. All items should be in the presentation books. When administering the writing test if a student requires the use of picture cards the picture cards should be available on the Portal with the ability for the teacher to print the cards, that way all students will be using the same picture cards.	4/22/2019 9:23 AM
129	When giving the ELA portion of the test (elementary) there are too many passages one right after another. Students easily lose interest, and it is difficult to keep them on task. I would have to take many breaks because they would get discouraged with all the passages that had to be read to them. I also feel it compromises the integrity of the test because the students are to overwhelmed with the passages to give a well thought response.	4/22/2019 8:44 AM
130	It was difficult to place the pictures in display of the ELA reading passages-especially when there were 2 passages. Some students need to have the pictures up close so they can see the pictures and this is difficult to do when reading the 2 passages. It would be better to have the pictures on the same page as the reading passages. It would be better to limit the amount of cut of materials and also to place the pictures on the same page as the reading passage.	4/22/2019 7:58 AM
131	There was too much reading involved in the Alg. EOC. Students became lost as information was read. Less reading with writing response. There needs to be more picture support for students to develop their open writing response. Students could formulate sentences based on picture details and then write a paragraph.	4/22/2019 7:25 AM
132	I would like to the picture/cards for open response will be provided to us.	4/22/2019 7:14 AM
133	Many of the math question teacher prompts were so incredibly wordy that I had a hard time following them. This doesn't assess math.	4/22/2019 7:10 AM
134	The FSAA is a total waste of valuable teaching time. Most of the areas that are assessed are not relevant to the needs of my students, reading levels are too high and wording is purposely confusing and misleading when reading the prompts to students. Math vocabulary is not relevant and too high. There is no curriculum or teaching materials that align. It is a poor assessment and appears that whoever participated in designing these tests probably never taught in an ESE classroom. I love working with my students and take pride in helping them be the best they can be; but what they are taught needs to be functional and relevant!!!!	4/21/2019 8:05 PM

135	It's about time that you provide training materials for this test! Gen ed has massive amounts of test prep materials, but we have the same 2 questions per subject, since 2016, which don't even begin to cover what is expected to be on the test according to the blueprint. There are no uniform pictures or real assistance for writing prompt 2. There should be more models of how to use pictures, how to scribe, and pictures provided for the actual test.	4/21/2019 4:58 PM
136	At this time everything has been clear, resourceful, and sufficient in terms of resources, training materials, and other areas.	4/20/2019 12:07 PM
137	FSAA—PT program seems ok to me.	4/19/2019 10:58 PM
138	FSAA Biology 1: Item 5, Task 2: Something children inherit from their parents-the ponytail picture is both a lousy picture and bad example. My students all mistook the American Sign Language and some chose 'hair' as opposed to the correct response, 'eye color'. Pick a different characteristic or at least a different and distinct hairstyle ('topknot', 'braid' or 'high ponytail'). FSAA US History: I question some of the material choices. Most of my Access students don't know their sibling's names but they are supposed to know José Martî? Was he really that important to US History? And so much focus on the Spanish American war- I think there are other things more important for students to be exposed to/know about US History. For my students, the trade policy and outsourcing questions were way over their heads. I also found Item 9, Task 3 to be too wordy and confusing for my students. Session 2, Item 1, Task 3 was poorly (vague) worded and much too abstract for my Access students. I understand the point of it but between the vocabulary being too varied and the analytical thinking required, they were totally lost and confused. There were several questions that my students blindly guessed and got lucky. *As for the testing window: the question earlier only had a yes/no answer for 'was there enough time to complete testing'. My answer would have been 'barely'. If the school could receive the materials even a week earlier, it would help.	4/19/2019 3:34 PM
139	Picture supports should be included for High School Writing.	4/19/2019 3:23 PM
140	Twice on the printed fsaa you can see through the pages. Twice a student noticed she/he could see through to the next page and once it caused distraction and a wrong answer. Online is good just needs visual scenario examples or video models. Quick little "what to do if" We could check back on quickly	4/19/2019 6:42 AM
141	It is very difficult to administer the braille assignment. Currently, there is no print on the braille pages. There aren't even page number to assist the teacher during administration. It's pretty crazy to have zero print on the page. It slows down the flow of testing.	4/18/2019 6:13 PM
142	This test does not accurately assess students on Access Points with low cognition. There needs to be an alternate assessment for TMH and SPMH. The test is great for the EMH population. The Brigance is designed to test higher functioning students and provides a checklist for low students, that would be more accurate even in this situation. Some SPMH students guess on the question and point without even looking and get complicated questions right and it's frustrating.	4/18/2019 3:30 PM
143	It was very slow in loading the response information.	4/18/2019 10:28 AM
144	Some of the questions are too "wordy" and way too long. Student focus and comprehension would increase if the questions were straight forward and too the point.	4/18/2019 10:15 AM
145	There are too many reading passages for the ELA and too many of the same type of questions on the Algebra FSAA. A shorter test would be appropriate and more manageable.	4/18/2019 10:10 AM
146	There needs to be a more obvious training module for school coordinators. It took for ever to find the information we needed to complete the student linking. Not difficult once we found the directions, but finding them too an entire day of wasted time.	4/18/2019 10:05 AM
147	Because many of my students have auditory processing difficulties, the amount of listening they had to do was very difficult. I try to teach using the minimum amount of language but the questions were very wordy and inconsistent with why my students are used to. I was also only able to use the online system using chrome.	4/18/2019 9:38 AM
148	Perhaps coordinators can be encouraged to make sure that the administrator of the subject area is also the teacher of record . It is difficulty to test students in area that you are not familiar. For example, if one does not teach English , how do they know if the writing model was used.	4/18/2019 9:09 AM
149	Good Job in all!	4/18/2019 8:19 AM
150	It was easy to import everything into the system.	4/18/2019 8:17 AM

151	Please allow teachers to be able to see the results so that (like general ed teachers) we are able to use this information in planning our lessons and goals. CAN WE GET TEXT BOOKS and subject trainings that are aligned to these subjects!	4/17/2019 4:18 PM
152	After doing the online module was not informative this year since I have done the same thing. It was a lot of time to not have any changes.	4/17/2019 3:16 PM
153	None	4/17/2019 3:14 PM
154	There are too many words in the questions for students with limited attention spans. Too many distractors	4/17/2019 2:59 PM
155	NONE	4/17/2019 2:57 PM
156	I was not given all student to be tested in the beginning until two weeks later. I then had to test more!	4/17/2019 2:44 PM
157	Time demands to administer and ENTER results are onerous. There are additional time demands -- beyond "regular/normal" lesson planning -- to prepare classroom materials for students NOT testing and NOT in a classroom with their "regular/normal" teacher. The "testing window" is absolutely the worst part of the school year: teachers don't get to teach, kids don't continue learning, and no one likes the "everything is on hold until testing is done" attitude that pervades the school each year during testing.	4/17/2019 2:07 PM
158	I don't remember where online the date needed to be changed. Somewhere in the modules, the date 2018 was being used instead of 2019.	4/17/2019 2:06 PM
159	I was listened too and the response was one that really didn't give me the answer I was expecting. I was looking for a picture resource to use for the list of vocabulary words I needed. However, I was left with the impression that I was on my own and that's not a good feeling when administering a state test. It would be great to have a resource that one can just use. Trying to find the right picture to fit vocabulary were time consuming and challenging.	4/17/2019 1:59 PM
160	I felt that funds should be put in place for sub for student. It is not fair to test students while you are conducting classes. if we don't do it for general education students, we should not do it for our SVE students. Every year, we hand up with no sub where we have to test the student in the hallway while we have to leave door open to manage class. FUnds should be available for subtittude for testing	4/17/2019 1:41 PM
161	questions were to wordy for my level students	4/17/2019 1:39 PM
162	none	4/17/2019 1:29 PM
163	The administration of the FSAA is consuming too much instructional time. The FSAA ELA test is unnecessarily long. If possible, it would be beneficial for our students to consider assessing with fewer items per test. Specific Mistake found on test: ELA Grade 6 Form B Session 2 Item 2 .... The sentence (Jane is funny and she is smart.) is a run-on sentence. Two complete sentences are joined together by the conjunction "and".	4/17/2019 1:28 PM
164	It would be great if the one sided materials came pre-cut and that the writing pictures would be provided to the teachers as well.	4/17/2019 1:22 PM
165	Question prompts should be read both before and after the answer selections are read aloud - numerous students wanted me to repeat the questions after I read the three answers, especially on tasks 2 and 3 where there is more information being read aloud. They forget what I asked.	4/17/2019 12:52 PM
166	Braille cutout cards were difficult to use and almost useless. Too many items were omitted for visually impaired students. Some questions required knowledge of things seen, information that a blind student would not have access to.	4/17/2019 12:52 PM
167	None	4/17/2019 12:51 PM
168	The reading passages are too long for the ELA assessments. You can watch the students "shut down" when they become bored. There must be a more user friendly way to assess a student's reading ability.	4/17/2019 11:55 AM
169	I believe it would be more efficient to make this a digital test. The teacher could save a lot of time if he/she could input the answers digitally while administering the test.	4/17/2019 11:47 AM

170	This test is too difficult for students who do not qualify for the Datafolio testing, but are not reading, recognizing words, understanding/comprehending reading passages, or able to recognize numbers. Certain students can make choices and often manually select correct answers, but do not recognize what they are selecting. This results in test scores that are skewed and not meaningful.	4/17/2019 11:46 AM
171	This year's writing prompts were outrageous. I'm not sure how you expect students to write "some of the steps" to prepare bread in a tiny line. The prompt regarding soccer was so broad and convoluted. We need to reconsider how writing is assessed. I do think we need to keep it, but I'm not quite sure these writing prompts were fully vetted, or at least fully vetted by someone who actually teaches these students.	4/17/2019 11:37 AM
172	Get rid of the area of teachers entering the test data. Should be a scan sheet.	4/17/2019 11:24 AM
173	it was easy to administer and had no major problems	4/17/2019 11:19 AM
174	What is the point in the writing portion for nonverbal students if you do not provide the same PEC communication cards for every student? Why dont you create standard cards for teachers to use so they dont have to create them? So much time is wasted in doing this. Teachers lose a month of teaching the class to administer these pointless tests!	4/17/2019 11:14 AM
175	I really wish the reading portions was shorten to just a few paragraphs. My students loose focus and comprehension of a story if it has more than 5 lines.	4/17/2019 10:29 AM
176	There should be more practice materials. At this point, the materials are old and have the 2016/2017 date and they are very limited. Our students and teachers need more resources and support to prepare out students for the exams. Also we should have the blueprint for the exams preferably at the start of the school year or close enough so it helps drive instructional focus. Additionally, testing coordinators need to follow state guidelines about deadlines for testing our students and recording responses in the online portal. They need to understand that our students are unique and test differently so they should not put pressure on teachers to administer according to their deadlines. For instance, teachers should not be told they MUST input responses two-three weeks before the deadline that the state gives.	4/17/2019 10:15 AM
177	good	4/17/2019 10:09 AM
178	Should have sections that are not read to the students, when the students are higher level.	4/17/2019 10:03 AM
179	The materials and program has been done quite well. My only problem is the amount of time to actually administer the test itself. It takes weeks to complete and that is to much time to miss with the students. The test itself does provide scores yet those scores do not directly correlate to what is actually being taught in the classrooms. The test also does not allow time to have the students themselves read passages, questions and answers on their own, which they do in the classroom. In short, it is an intrusion on academic time that impacts the students environment and routines resulting in diminishing returns for the students tested later in the testing period as a result. Create a test which measures core principles, able to administer independently AND quickly to students.	4/17/2019 10:00 AM
180	Nothing, i think everything is great	4/17/2019 9:59 AM
181	All went well. Thank you.	4/17/2019 9:50 AM
182	None at this time	4/17/2019 9:41 AM
183	In my opinion, there is too much verbage for the teacher to read in several items on the tests. It is too long for some students to follow.	4/17/2019 9:39 AM
184	Testing went very smoothly.	4/17/2019 9:38 AM
185	none	4/17/2019 9:21 AM
186	I think that subs should be provided during FSAA testing.	4/17/2019 9:19 AM
187	The directions for the Math items involving folded task cards (for symmetry) were confusing to follow. The directions for the Math item involving decimals was incorrect. We do not refer to the decimal point as a "point" when reading the decimal number. For example: 3.12 is read "three and twelve hundredths" not "three point one two".	4/17/2019 9:17 AM
188	In the TAO online portal, please add a NO RESPONSE item so that the online matches the testing booklet.	4/17/2019 9:11 AM

189	Some of the questions that ask for administrator not to read to the students were unfair to the population that I tested as they are not readers and with at an immediate disadvantage. I would also be a benefit to our student if the prompt levels that were removed be replaced. If a student is not on the Datafolio Performance Tasks and needs some assistance, they were unable to receive it because of the restriction.	4/17/2019 9:09 AM
190	Everything went smooth. I like how you improved the system.	4/17/2019 9:06 AM
191	I understand how this assessment must be aligned with the FSA, but the test is too long for most students with disabilities. It is very hard for them to sustain attention and motivation for a test that has to be given over a couple of days. I feel that I got the most participation out of students with one session for one day.	4/17/2019 8:52 AM
192	It would be great to have a guide book for civics and science so we know what to teach too.	4/17/2019 8:51 AM
193	I believe the questions the teacher asks the students should also be available to the students in written format. The way it is now requires good listening skills (which many do not have). Some students would improve their scores if they could also see the question in written form to follow along as the teacher asks the questions and refer back to.	4/17/2019 8:42 AM
194	Algebra 1, Form A, Response Booklet (00587) - Session 2 Item 3 - Task 2 and 3 - there is a typo in the Key printed beneath each graph - says "$50 per day" and I believe it should say "per hour."	4/17/2019 8:23 AM
195	My FSAA (ESE Coordinator) did a wonderful job preparing us for the Assessment, she made sure everything was ready. She resolved all the problem that I encounter especially with passwords. One suggestion that I would like to point out is that my school has a lot of higher functioning students that are capable of taking the computer-based assessment, I was wondering why don't we log them on to their specific test and while they are taking the assessment, we the administrators would input their answers in the booklet. If we are trying to make to include them, let start with that. That's just my suggestion.	4/17/2019 8:16 AM
196	AGAIN--THIS IS ANOTHER MONEY DRAINING, BUREAUCRATIC, INEFFICIENT WASTE OF TAXPAYER MONEY ALONG WITH ALL OTHER OVER-TESTING THAT GRADES STUDENTS & TEACHERS BASED ON TEST SCORES--PAY FOR PERFORMANCE IS A JOKE! UNLIKE YEARS PAST, NOW TEACHERS ARE IN A HAMSTER WHEEL OF "EDUCATION". PREPARE FOR A CONTINUED TEACHER MASS EXODUS FROM A PROFESSION THAT HAS LOST ALL COMMON SENSE!!!!!!!!!!!!	4/17/2019 8:04 AM
197	N/A	4/17/2019 8:00 AM
198	None	4/17/2019 7:49 AM
199	I was very happy with the test. The administration went smoothly as well as the online scoring.	4/17/2019 7:09 AM
200	I have been administering the FSAA for the past three years, and at least three other years since 2009 (when it first started, I think). As an English teacher, I find it very strange that at NO point on the ELA test, are students asked to read for themselves. Many times the first question has choices that are so obviously wrong, the student often does not need to have heard any part of the reading passage. Also, I had a couple of students try to 'see' the answers in the student test booklet while I was testing. Finally, when reporting the results on-line, the choices were labeled A, B, C in one place and not the other. It might also be helpful to have a 'comment' section for teacher's to record unusual observations during testing (for example, students who seemed to only select the same last choice given for their response, or on the open-ended writing when students clearly were randomly selecting words from the word list, instead of initiating their own thoughts.	4/16/2019 11:30 PM
201	I administered the test to 9 students (3rd-5th grade). I asked my administrators several times....what does the State think my 11 students were learning during the 3 weeks (all day, every day) that I was administering the FSAA. What are the students expected to learn when their teacher is unable to provide instruction for 3 weeks? I would love to have someone watch one of my lowest performing students take the FSAA and tell me that this is really the best way to assess his progress.	4/16/2019 10:12 PM
202	My visually impaired student does not use braille but does require large font and double spaced lines. She also requires color print in her daily work. A large font and color option would be awesome as it would benefit many students. The math problems are very wordy. Students tend to zone out after a few sentences being read to them let alone a paragraph. More to the point questions (for example "What point do the two lines intersect?" Rather then a whole huge description would be helpful.	4/16/2019 8:42 PM
203	The hardest part was login to fsaa portal. Information provided by the district was unclear.	4/16/2019 8:18 PM

204	.	4/16/2019 6:23 PM
205	no feedback	4/16/2019 5:08 PM
206	In the ELA assessment, I feel that there are too many stories to be read to the students by the test administrator. Some of the stories should be read by the student.	4/16/2019 4:42 PM
207	The long tasks (where the question was asked before lengthy amounts of information) were difficult for kids, even after repeating because they'd forgotten the question before the information was read. The tasks with graphs are an example of this. I think the question should be at the beginning and end of each of those tasks.	4/16/2019 4:28 PM
208	Please make this a computer based test . I administered 13 test and had a hard time submitting answers online.	4/16/2019 4:18 PM
209	I tested two non-verbal students. I spent many hours putting together communication board pictures trying to give varied answers without giving specific answers. Since the rest of the FSAA test is provided with sentence strips and cut out cards, I would like to be provided with symbol/picture cards to be used for my student to select from for the open writing portion. I had to ask for a program to be purchased and then had to locate and print what I thought would be appropriate choices. I was very concerned that I might not be giving them enough or too much information to choose from.	4/16/2019 4:16 PM
210	None at this time.	4/16/2019 4:02 PM
211	N/A	4/16/2019 3:21 PM
212	I had to take all of the training, but I did not have administer the FSAA to any student!	4/16/2019 3:21 PM
213	It would be great to have a different system for reviewing test answers. When you have 16 students to enter, 10 of which with 3 different tests, it becomes very difficult and time consuming to go back through each individual question to double-check it, without the ability to skip back ahead to the end once you start reviewing. If there was a way to check all responses at once when reviewing, that would be marvelous. Or at least a way to skip to specific questions or back to the end without clicking through the entire test again.	4/16/2019 10:47 AM
214	My students had limited prior knowledge for many of the ELA passages. These passages did not hold their attention and some were confused by the stories, their responses reflected this confusion.	4/15/2019 8:32 AM
215	I would like more training on Datafolio. One of my students worked on FSAA last year but this year might have benefited more from datafolio due to lack of mobility and speech.	4/12/2019 5:36 PM
216	My only real concern abut the FSAA—PT is in the open response writing task. For every teacher to create their own materials for their students seems random. I have students who do not need any additional assistance, and I have students who are non-verbal and can only make choices out of three pictures. I have always struggled with how to make this fair for all students. This year I spent a great deal of time reviewing the training modules and creating picture cards for the writing test. Then, it turns out, one of my students who doesn't really need picture supports probably scored worse on the writing test than the students who just "guessed" and picked an appropriate picture out of an array. She probably scored worse because she was able to talk a lot and veered into background information that had nothing to do with the text. My non-verbal students just had to pick one or two pictures.	4/12/2019 4:21 PM
217	The teacher scripts are too long and wordy for lower functioning students. The topics should be more interesting to the students. The website to enter results needs a "no Response" on each question.	4/12/2019 11:17 AM
218	I would like to know the data regarding number of words used in a question and incorrect responses. In many cases the questions give the answer/ or how to get the answer within the question. Increasing the number of words---loosing the students already short attention span. My guess is that the higher the word count the lower the correct answers.	4/12/2019 10:28 AM
219	The windows for assessments of all students should be examined to ensure everything isn't due on the same day. It was difficult for testing coordinators and teachers to complete everything and the level of stress was extremely high.	4/12/2019 10:02 AM
220	I was the site administrator, the teacher who administered the test had done so before.	4/11/2019 8:35 PM
221	My students were engaged in the testing process.	4/11/2019 4:34 PM

222	When inputting the student answers into the online system, having the answer options in the system have the same layout as the bubble student answer book would be easier then having the student response layout.	4/11/2019 3:43 PM
223	None.	4/11/2019 12:52 PM
224	I need a DATAFOLIO training.	4/11/2019 12:40 PM
225	Please provide pictures to go along with the writing. It was difficult and timely to gather pictures that related to topic and vocabulary.	4/11/2019 9:02 AM
226	I have not difficulty with the test or materials.	4/10/2019 5:46 PM
227	The overall test (all subtests) takes too long to give. I have 19 students and was out of my class for most of the day for nearly a month in order to check out the materials, give the tests, and submit to the online system. During this time, I got sick and lost my voice, but had to continue to test with what little voice I had as I was recovering. The longer passages and comparison of two passages was very difficult to complete while being sick. I could not stop or I would have run out of time. During this time, my other students were not getting real instruction of new information, but doing review work with the paraprofessionals. Behavior problems arose due to lack of supervision while I was testing. These tests take too long for a large class.	4/10/2019 8:50 AM
228	This assessment is a waste of time for 85% of the students assessed, but they are not "low" enough to qualify for the portfolio. Something else needs to be created. By the way, a stamp....really?! How many of our students, in this population even write, let alone write a letter and mail.	4/9/2019 6:17 PM
229	In your survey you offer less than one and between 2-3 for both hours and days. There is no option for 1 or 1.5...	4/9/2019 4:26 PM
230	One recommendation is to allow teachers to upload student responses as the teacher is administering the test.	4/9/2019 3:15 PM
231	You provide a word list for the writing, but it would be beneficial to provide picture word cards for the students to use for writing. The preparation is quite tedious to make and it is not always easy to find or make the pictures from the word lists you provide especially when you do not have a user friendly program.	4/9/2019 2:38 PM
232	Most teachers I found had issues with how to administer the adaptive portions of the assessment. That needs to be improved.	4/9/2019 2:09 PM
233	No concerns. Administration went smoothly.	4/9/2019 11:06 AM
234	The only concern I had was that I teach many students who are non-verbal, do not read or write, and do not have a way of communicating except to point or match. So the writing section was ineffective.	4/9/2019 10:08 AM
235	None	4/9/2019 9:52 AM
236	Civics EOC: Session 1 Item 10 Task 1 - the distractor answer is a porcupine which sounds similar to opinion (part of the question). Session 1 Item 16 Task 2 - distractor answer choice of helmet shows a helmet exactly like the stimulus picture ELA Grade 8: Session 1 Item 9 Task 2 - the distractor answer "They chewed gum" could imply the students chewed gum. It may be better to say "The scientists chewed gum." Session 1 Item 13 Task 3 - The "for/against" charts should line up with the corresponding passages. Having them not lined up confused some students.	4/8/2019 5:11 PM
237	I work with low non-verbal InD students. Administering the Writing portion of the FSAA was the most challenging; even though I used the vocabulary list provided and a voice output device/switch.	4/8/2019 2:22 PM
238	Thank you!	4/8/2019 10:25 AM
239	I feel corrections should be made by teachers ASAP when there is a need, even though we try to make sure corrections are not needed if discovered that a correction is needed teachers should be allow to re-open after a submitted data has been sent.	4/8/2019 8:07 AM
240	The only problem I had throughout the entire process was the ease to find the online input for the testing. Maybe it should be at the top of the FSAA portal with the name testing input or something simple so we don't have to hunt all over the FSAA page looking for it.	4/8/2019 7:46 AM
241	N/A	4/6/2019 11:38 PM

242	Please provide the materials needs for the test instead of teachers having to find it. Please also give school Administration a budget for FSAA substitutes . My principal refused to give us substitutes because they didn't have any funds. It's really stressfull trying to test students in your own class. And it is also stressful when your colleague and you have to group both classes together while one of you test students. Also I feel that it is better to input tests online when you are finished testing everyone.	4/6/2019 1:21 PM
243	I would like to receive more hard copy practice materials to practice with my students prior to the test window opening.	4/5/2019 3:49 PM
244	Very time consuming when you are testing over 10 students, no substitute, and some students had up to 3 assessments. With all that and reading out for every student is exhausting. Has the thought of recording or using computers to hear be a choice?	4/5/2019 2:47 PM
245	I wish I would have gotten practice materials to use with my students prior to giving the Writing prompt 2 for the ELA.	4/5/2019 2:39 PM
246	The FSAA takes some time to administer to each student. There is not enough coverage to ensure those students who are not being tested, are receiving roper instruction.	4/5/2019 1:14 PM
247	none	4/5/2019 12:59 PM
248	Provide substitute teachers during testing days and/or pay teachers their $25 stipend for taking in additional students.	4/5/2019 11:23 AM
249	Very disappointed that the "measured progress" group did not reply to an email I sent regarding accommodations.	4/5/2019 9:41 AM
250	It would be very helpful to have a designated space for testing students that is pre-arranged.	4/4/2019 2:02 PM
251	n/a	4/3/2019 1:48 PM
252	Having administering this test numerous times in the past I can honestly say administering this test is a joke at best. That is because it is both time consuming and cumbersome with all of the materials that we are forced to use. Second the students get frustrated when the see that we are skipping over pages. They are smart enough to understand that they did something wrong or got the answer wrong. This is demoralizing to the students and frustrating to the person forced to administer the test. Once again I suggest using something similar to the MBA test booklet we used in the past. That is because it is smaller, more condensed, and easier to manipulate. Not sure who approved of the state using this test testing system but I hope they got a financial windfall.	4/3/2019 9:19 AM
253	n/a	4/3/2019 9:18 AM
254	I found the training to be adequate for me to test my student. I was able to find answers to my questions in the Training Mods.	4/3/2019 7:52 AM
255	.	4/3/2019 5:47 AM
256	I feel that the test covered a great deal of material, but, I also feel that the stories that were read to the students were far too long for my students. They lost interest and grew tired of listening, (even with breaks), to be able to choose correct answers. Reading the first paragraph, then having the student answer a question was not that difficult. Then, having to read two stories, comparing the two were very difficult. I think the students would engage more, if they didn't have to listen to stories that were so long.	4/2/2019 4:53 PM
257	I found that when some of my students chose a wrong answer and I then covered an answer during scaffolding, they would sometimes point to that covered answer. There is no way to indicate that. It's not an option when scoring so do I put it under the other incorrect answer or put it as no response? I had 2 students do that. I didn't think it was right to say they chose the other wrong answer so I marked it as no response.	4/2/2019 2:51 PM
258	the administration went very smooth this year	4/2/2019 2:35 PM
259	Just one suggestion specific to this survey: Item #17 asks about # of hours spent administering various areas of the FSAA—PT. The choices are: Less than 1 hour, Approximately 2-3 hours, Approximately 3-4 hours, More than 4 hours, I did not administer this content area. There is no option for 1-2 hours. I needed that choice but had to select either less than 1 hour or 2-3 hours.	4/2/2019 2:35 PM
260	none	4/2/2019 2:34 PM
261	I had difficulty inputting answers into the online system, called the help center and they walked me through the trouble shooting procedure. It was successful and I was able to input all answers.	4/2/2019 1:58 PM

262	The questions in Algebra 1 are too wordy and hard to read in tasks two and three.	4/2/2019 12:25 PM
263	I would prefer more pre testing materials.	4/2/2019 11:51 AM
264	The process was easier this year than last year.	4/2/2019 11:24 AM
265	.	4/2/2019 11:16 AM
266	I have done this form of test for past 8 years it works for me and my students	4/1/2019 11:42 AM
267	It doesn't make sense to call the picture choices in the answer booklet "picture cards" since they are not separate pieces, it's confusing. "Picture choices" or "answer booklet page X" would make more sense.	4/1/2019 10:28 AM
268	There is too much room for teacher error when having teachers input scores on the computer.	4/1/2019 9:47 AM
269	This was my first time I administered the assessment and have no comments at this time.	3/28/2019 7:20 PM
270	NA	3/28/2019 1:14 PM
271	The training modules seem to provide more information than needed ad required to administer the FSAA. Since I've administered the FSAA for many years, I would like a refresher rather than the complete training.	3/27/2019 6:44 AM
272	I think it's crazy to have to administer the FSAA to a student that doesn't speak and is very mentally challenged. It's a total waste of time.	3/25/2019 2:39 PM
273	It would be nice to have some items where the student does the reading during the ELA portion of the test.	3/25/2019 9:50 AM
274	Entering answers on both a bubble sheet and in the computer is unnecessary extra work. Teachers should be able to enter answers straight into the computer which has the added bonus of scaffolding the questions correctly reducing administrator error.	3/24/2019 8:35 PM
275	Giving a visual test to a students with visual impairments that does not have the cognitive ability to utilize braille seems ridiculous. ELS passages are too long Test seems perfect for my higher students.	3/22/2019 7:51 AM
276	I felt very comfortable administering the test for the second year. I do review the videos and my training packet. The system is very easy to use.	3/21/2019 5:14 PM
277	I feel that the student's would be more successful with this test if the pictures were in color and the students were given the opportunity to respond using a computer or I Pad. Technology is more motivating than a paper test with black and white pictures.	3/19/2019 10:54 PM
278	I do not have any considerations to consider for feedback.	3/18/2019 8:35 PM
279	Even though our classrooms are language-enriched, the teachers at our school who administer the FSAA—PT, feel that our students would do better on the test if more simplified language and vocabulary was used.	3/18/2019 3:02 PM
280	All FSAA teachers should be allowed a sub for testing to give each student the best testing environment away from distractions.	3/17/2019 9:33 PM
281	I have students that should read the ELA passages themselves, maybe before I read to them, as I don't feel they pay as good of attention to my reading even though the reading passage book is placed where they can read along as I read. Since we are limited in what we can say it seemed there has to be a better way.	3/15/2019 2:39 PM
282	On some tasks the sequence of questions seemed confusing for students. I understand the complexity of the task increases but it seems the choices may have been too distracting. This may have been done intentionally to test generalization of knowledge. Some questions related to weather (snow) were very difficult for students to understand as the vast majority of them have lived their entire lives in Florida and have no comprehension of snow. I am very uncomfortable making up the word cards for the open response part of the writing test. I'm not sure if I am providing too much or too little. Or if my distractors are adequate. I'd like more direction on this or for the testing agency to provide those for us.	3/15/2019 8:33 AM
283	Students have difficulty maintaining all the information from the read aloud passages.	3/15/2019 8:28 AM

284	I would like to report that I felt prepared and confident in administering my test due to the excellent Face-to-Face training I received from Tricia S. in Lee County. My training included information and practical practice. I have to say one of the most beneficial parts of my training was the Scavenger Hunt that allowed us the Hands-on-opportunity to get to know our TAMs. Also, when we practiced administering the test with the instructor right there was a great tool for me. I was able to get instant and helpful feedback that I learned from. That was one of the most practical trainings I ever received.	3/14/2019 4:03 PM
285	The training provided by the district was not enough. I felt very unprepared. All interactions with the service center and their training opportunities were great.	3/14/2019 2:07 PM
286	One student was concerned about the story with the swamp and the plant. He ask "How do you stand up in a swamp?" He was also a little confused about the question on which item shows something that has to do with school. It had a picture of sports and a book. He chose the book, but commented that sports and the book both have to do with school.	3/14/2019 1:43 PM
287	I have no further comment. My district saw that I was properly trained we in advance before having to administer the exam.	3/14/2019 1:10 PM
288	I like how the test used many visuals to help all students be successful. I do think many of the questions for fifth grade were too long. This was a challenge to keep students focused and on task.	3/14/2019 12:25 PM
289	I have no feedback to offer at this time.	3/13/2019 11:59 PM
290	I liked the whole process this year. The more you use the program the better you get!	3/13/2019 6:46 PM
291	By the completion of the assessment I felt very confident that I was successful in administering the assessment.	3/13/2019 2:45 PM
292	Is it possible to have a perforated writing page at the end of the test manual for each student instead of having to cut it out?	3/13/2019 11:15 AM
293	none	3/13/2019 8:11 AM
294	My biggest--BIGGEST--struggle is that there is not FSAA-aligned curriculum designed for ACCESS inclusion students who are in core courses. I read the ACCESS standards and printed them out, but I have had to work extremely hard to try to develop information at my students' ability levels while in the gen ed class. Then (I am new) I come to understand that they are going to be tested over "who-know-what" (from my perspective). Just as their non-disabled peers have books, workbooks and videos, etc. at their level, the ACCESS students in a schools that does not have a separate class for them do not have the same materials available to them as their non-disabled peers. I do not know Civics to make things worse. I have spent many hours after work trying to develop leveled Civics materials for my ACCESS students. If there is going to be a test, there needs to be curriculum for Inclusion ESE Teachers to use (especially when they are out of their area of expertise).	3/12/2019 6:26 PM
295	None at this time	3/12/2019 2:48 PM
296	More information about testing coordinator and test security should be provided.	3/12/2019 1:54 PM
297	n/a	3/12/2019 1:13 PM
298	I think that visuals for the writing portion should be provided to us for use is needed. It is time consuming to make all the picture cards. I understand that not all students use the same type of visuals but at least we would have ones that matched the other visuals on the test and teachers could make additional materials if needed.	3/12/2019 11:04 AM
299	It is very challenging administering the FSAA with other students in the classroom. Those students are noisy and it is not fair to the students being given the assessment. I do not have a quiet place to administer. This test does not measure the true abilities of my students. I also feel that the directions/prompts that we read to our students are to long. My students have language deficits, I usually loose them after two sentences..Sometimes it feels like it goes on and on... It takes me all day to test one child!!! Hours and hours....How is that fair to the other students??? How long can special needs students engage without a teacher? A paraprofessional is not a teacher.!!! I must constantly stop what I am doing to re-direct the other students not testing. I also dont believe we are given a large enough window to test.. Although I get it done every year , (still testing now), I feel very rushed..........	3/12/2019 10:33 AM

300	Our test Administrator is very rude during our testing time. The way the testing is handled needs to be improve. Especially sign them out. At the end of the day you can never find her. the system needs to change	3/12/2019 10:25 AM
301	The fsaa was easy to administer this year.	3/12/2019 10:10 AM
302	Good experience	3/12/2019 8:03 AM
303	none	3/11/2019 6:06 PM
304	Teachers need support for understanding what accommodations are appropriate. Example: Read aloud for ELA is an accommodation for the FSA? Can a printed material be an accommodation for the FSAA? They are opposites but appropriate base on the students needs.	3/11/2019 3:46 PM
305	no	3/11/2019 2:19 PM
306	Wish it could be administered online	3/11/2019 1:57 PM
307	Don't like the wording of half the glasses are filled - different wording would be preferred to minimize confusion. ITEMS SHOULD HAVE MORE DIFFICUT SKILLS IN MAtH AND READING. SELECTIONS THE STUDENT CAN READ AND ANSWER.	3/11/2019 1:49 PM
308	None	3/11/2019 1:11 PM

FSAA—Performance Task

2018–19 Administrator Survey Results

Q1 Please select your school district.

Answered: 181   Skipped: 1

ANSWER CHOICES	RESPONSES	
Alachua - 01	0.55%	1
Baker - 02	0.00%	0
Bay - 03	0.00%	0
Bradford - 04	0.00%	0
Brevard - 05	0.00%	0
Broward - 06	1.10%	2
Calhoun - 07	0.00%	0
Charlotte - 08	0.55%	1
Citrus - 09	0.00%	0
Clay - 10	0.00%	0
Collier - 11	0.00%	0
Columbia - 12	0.55%	1
Dade - 13	54.70%	99
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.55%	1
Escambia - 17	0.00%	0
Flagler - 18	0.00%	0
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.00%	0
Glades - 22	0.00%	0
Gulf - 23	0.55%	1
Hamilton - 24	0.00%	0
Hardee - 25	0.00%	0
Hendry - 26	0.55%	1
Hernando - 27	0.00%	0
Highlands - 28	0.00%	0
Hillsborough - 29	9.39%	17
Holmes - 30	0.55%	1

Indian River - 31	0.00%	0
Jackson - 32	0.00%	0
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	0.00%	0
Lee - 36	1.66%	3
Leon - 37	0.00%	0
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.00%	0
Manatee - 41	0.00%	0
Marion - 42	6.63%	12
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	0.00%	0
Okaloosa - 46	0.55%	1
Okeechobee - 47	0.55%	1
Orange - 48	11.60%	21
Osceola - 49	0.00%	0
Palm Beach - 50	0.00%	0
Pasco - 51	0.00%	0
Pinellas - 52	1.10%	2
Polk - 53	0.00%	0
Putnam - 54	0.00%	0
St. Johns - 55	0.00%	0
St. Lucie - 56	0.00%	0
Santa Rosa - 57	0.55%	1
Sarasota - 58	0.00%	0
Seminole - 59	0.55%	1
Sumter - 60	3.31%	6
Suwannee - 61	0.55%	1
Taylor - 62	0.00%	0
Union - 63	1.66%	3
Volusia - 64	0.00%	0
Wakulla - 65	2.21%	4

Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	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		181

Q2 Please indicate your role below. (Select all that apply.)

Answered: 180   Skipped: 2
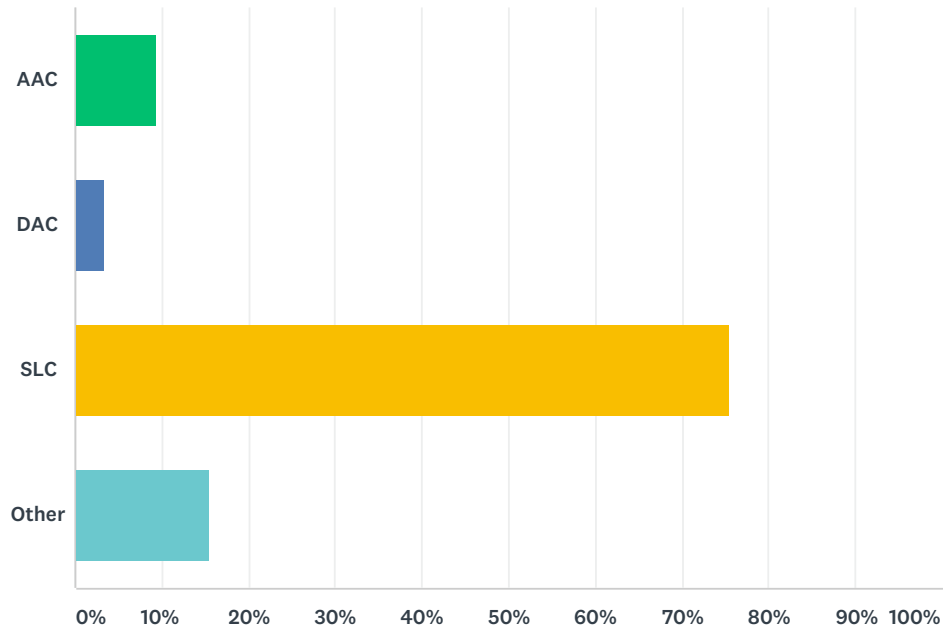
ANSWER CHOICES	RESPONSES	
AAC	9.44%	17
DAC	3.33%	6
SLC	75.56%	136
Other	15.56%	28
Total Respondents: 180		

#	OTHER	DATE
1	School Staffing Specialist	4/26/2019 4:17 PM
2	FSAA Coordinator	4/26/2019 12:52 PM
3	Teacher	4/26/2019 12:26 PM
4	Staffing Specialist and FSAA coordianator	4/26/2019 10:37 AM
5	School Testing Coordinator	4/26/2019 10:20 AM
6	Instructor/Coordinator	4/26/2019 8:55 AM
7	ESE Staffing Specialist	4/26/2019 8:15 AM
8	testing coordinator	4/25/2019 3:09 PM
9	SPED Teacher	4/25/2019 7:03 AM
10	SPED	4/24/2019 4:49 PM
11	SPED	4/24/2019 4:49 PM
12	SPED	4/24/2019 12:59 PM
13	teacher	4/23/2019 1:13 PM

14	Teacher	4/23/2019 11:30 AM
15	School Testing Coordinator	4/12/2019 2:05 PM
16	administrator	4/12/2019 12:25 PM
17	teacher	4/12/2019 11:23 AM
18	teacher	4/12/2019 9:56 AM
19	administrator	4/11/2019 4:51 PM
20	Teacher	4/11/2019 7:00 AM
21	ESE Teacher	4/8/2019 1:52 PM
22	teacher	4/8/2019 1:13 PM
23	Researcher	4/5/2019 4:22 PM
24	Support Facilitator	3/25/2019 12:56 PM
25	School Based Coordinator	3/15/2019 10:35 AM
26	school counselor	3/14/2019 11:18 AM
27	Adminstrator	3/13/2019 3:42 PM
28	Testing Coordinator	3/13/2019 3:13 PM

Q3 Did you participate in any Florida Standards Alternate Assessment— Performance Task (FSAA—PT) train-the-trainer sessions last year?

Answered: 182   Skipped: 0
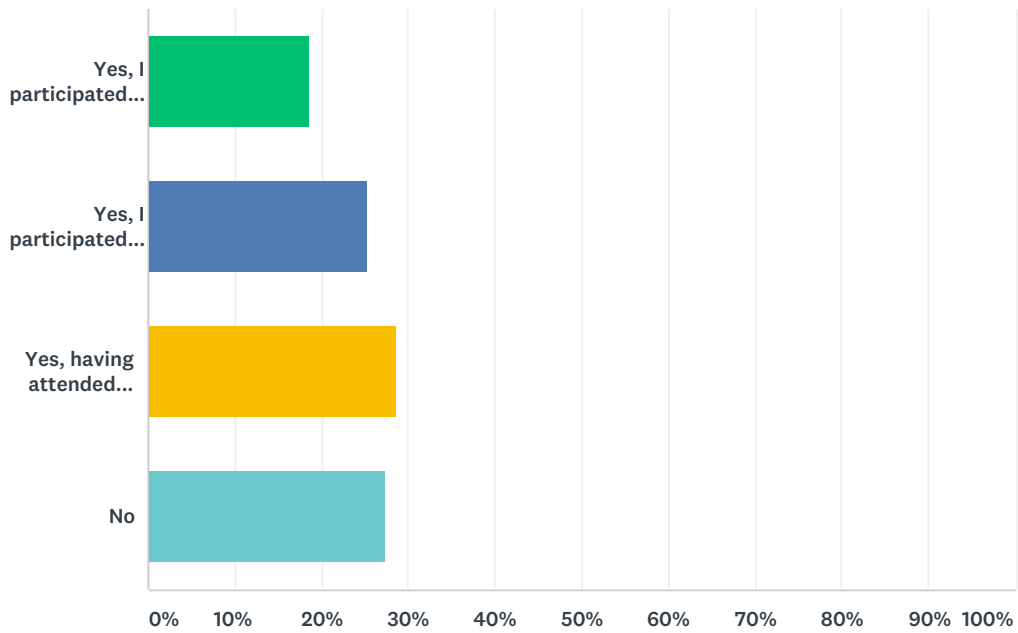
ANSWER CHOICES	RESPONSES	
Yes, I participated in the full-day face-to-face training.	18.68%	34
Yes, I participated in the half-day face-to-face training.	25.27%	46
Yes, having attended previous face-to-face trainings, I completed the online update training.	28.57%	52
No	27.47%	50
TOTAL		182

Q4 Did you provide face-to-face training to teachers or other trainers in your district?

Answered: 130   Skipped: 52
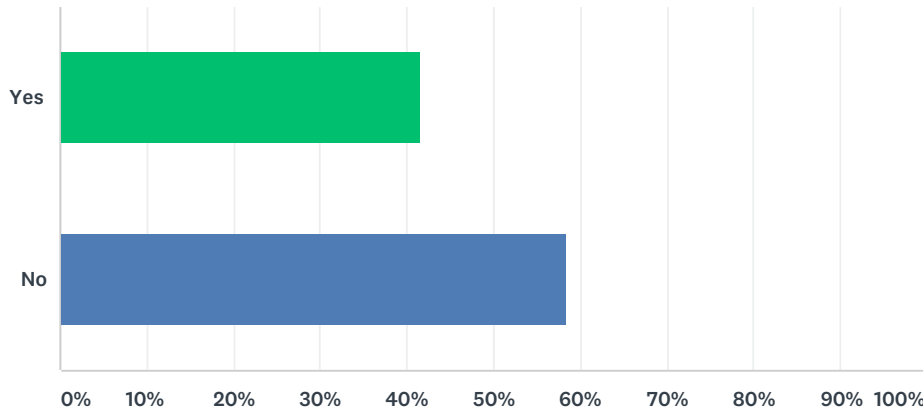
ANSWER CHOICES	RESPONSES	
Yes	41.54%	54
No	58.46%	76
TOTAL		130

Q5 Please rate the following statement: The FSAA—PT training prepared you to successfully provide training to others.

Answered: 54   Skipped: 128
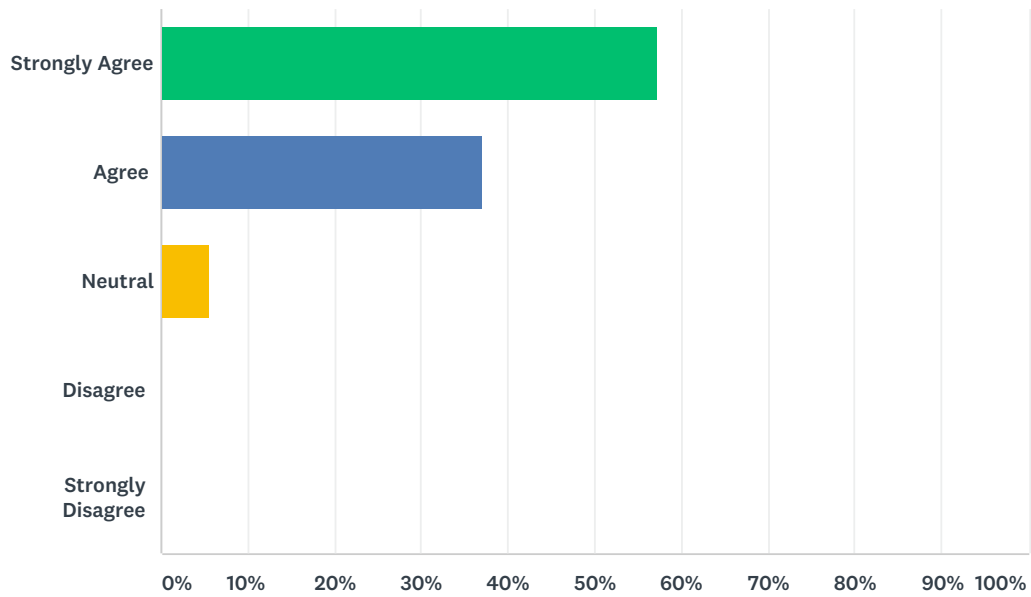
ANSWER CHOICES	RESPONSES	
Strongly Agree	57.41%	31
Agree	37.04%	20
Neutral	5.56%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		54

Q6 Are there additional topics that should be included in the FSAA—PT train-the-trainer sessions?

Answered: 128   Skipped: 54
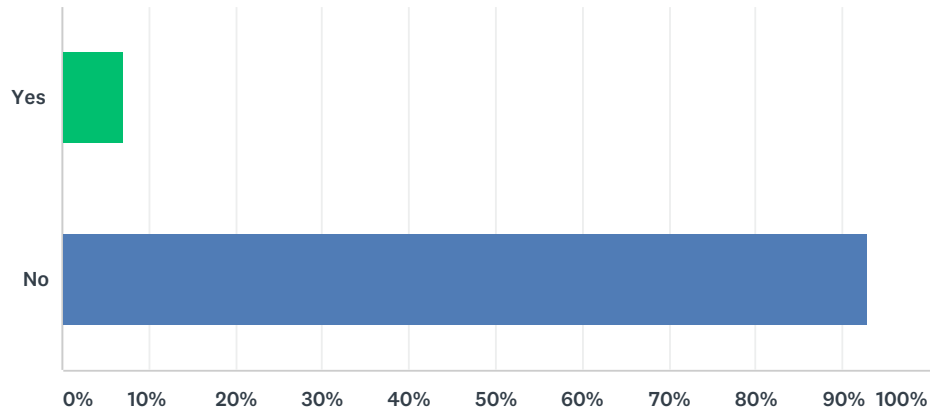
ANSWER CHOICES	RESPONSES	
Yes	7.03%	9
No	92.97%	119
TOTAL		128

Q7 What additional topics should be included in the train-the-trainer sessions? (Please limit your response to 150 words.)

Answered: 8   Skipped: 174

#	RESPONSES	DATE
1	Accommodations and criteria for use should be included. Additional video examples would be helpful, including the use of a student that is not easlly answering questions (even if this is an actor).	5/1/2019 12:52 PM
2	It has to be hands on instead of in a big lecture hall	4/26/2019 4:18 PM
3	On what to do with students are in the system but are 12th graders, More examples of writing in all main grade levels (elem, middle, and high school)--videos	4/26/2019 9:37 AM
4	-Specifics about administering writing portions(using picture cards) -All test administrators should be able to attend the live sessions each year	4/24/2019 12:36 PM
5	Training needs to give more real world examples. I would also like a powerpoint showing exactly how to input info after testing. Uploading the Writing would also be helpful.	4/15/2019 1:12 PM
6	explain more on the uploading of the writing portion.	4/12/2019 11:25 AM
7	Rounding out the writing section more A portion of the face-to-face to devote to helping staff understand the online system even before the refresher modules come out.	4/4/2019 11:18 PM
8	I think there needs to be specific elaboration for the writing component for students that are non-verbal and can not read. Specifically, address what and how the teachers can utilize the personal and classroom devices.	3/27/2019 1:05 PM

Q8 Over the course of the 2018–2019 school year, how often did you visit the FSAA Portal to access training information, announcements, and other FSAA resources?

Answered: 176   Skipped: 6
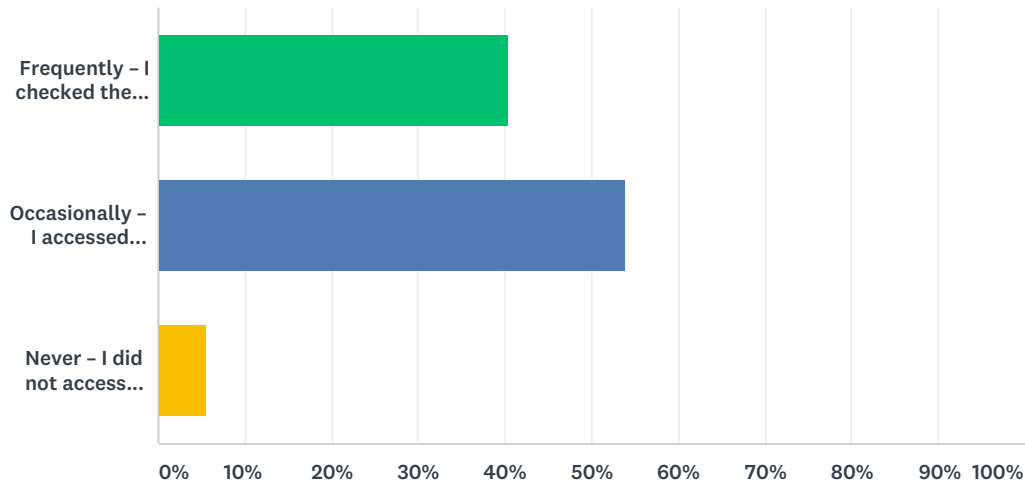
ANSWER CHOICES	RESPONSES	
Frequently – I checked the FSAA Portal for updates and accessed a variety of resources on a regular basis.	40.34%	71
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	53.98%	95
Never – I did not access resources on the FSAA Portal.	5.68%	10
TOTAL		176

Q9 Which of the following resources did you access on the FSAA Portal? (Check all that apply.)

Answered: 166   Skipped: 16

2018–19 FSAA—Performance Task Administrator Survey
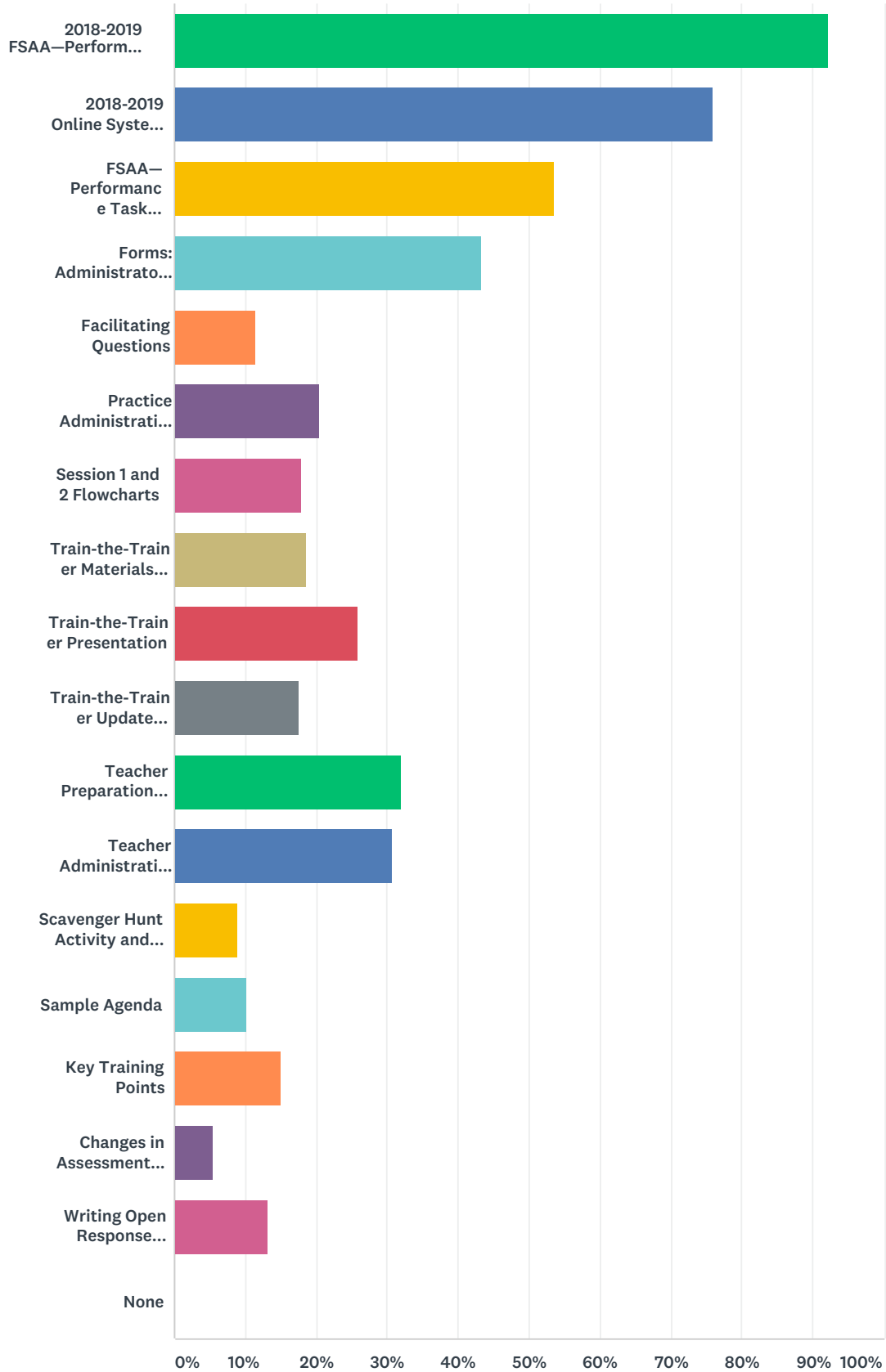
ANSWER CHOICES	RESPONSES	
2018–2019 FSAA—Performance Task Test Administration Manual (TAM)	92.17%	153

2018–2019 Online System User Guide	75.90%	126
FSAA—Performance Task Participation Parent Letter (English, Haitian Creole, Spanish)	53.61%	89
Forms: Administrator Observation Form, Coordinator-Designee Observation Form	43.37%	72
Facilitating Questions	11.45%	19
Practice Administration Activity	20.48%	34
Session 1 and 2 Flowcharts	18.07%	30
Train-the-Trainer Materials List	18.67%	31
Train-the-Trainer Presentation	25.90%	43
Train-the-Trainer Update Presentation	17.47%	29
Teacher Preparation Checklist	31.93%	53
Teacher Administration Training	30.72%	51
Scavenger Hunt Activity and Key	9.04%	15
Sample Agenda	10.24%	17
Key Training Points	15.06%	25
Changes in Assessment Brainstorm Activity	5.42%	9
Writing Open Response Activity and Key	13.25%	22
None	0.00%	0
Total Respondents: 166		

Q10 Are there any additional resources that you would like to see on the FSAA Portal that would enhance the effectiveness of your support of the administration process? (Please limit your response to 150 words.)

Answered: 47   Skipped: 135

#	RESPONSES	DATE
1	no	5/1/2019 4:18 PM
2	A checklist with dates similar to the Datafolio Checklist, containing tasks that need to be completed by the AAC and a separate checklist for SLCs which we could put our own dates into (our deadlines might be different county by county).	5/1/2019 12:56 PM
3	N/A	4/25/2019 7:06 PM
4	N/A	4/25/2019 3:19 PM
5	Enough information was provided	4/25/2019 11:17 AM
6	The one main thing is that my students due to their cognitive level, I believe they would of done better on The FSAA if I had had a file of pictures used in the test to familiarize them with what the pictures represent.	4/25/2019 7:06 AM
7	No.	4/24/2019 7:35 PM
8	The FSAA portal has been completed with important resources and very helpful tutorial.	4/24/2019 5:40 PM
9	The FSAA resource manual is very complete and I do not need any additional resources.	4/24/2019 4:54 PM
10	N/A	4/24/2019 3:40 PM
11	No	4/24/2019 2:09 PM
12	No	4/23/2019 2:43 PM
13	no	4/23/2019 1:44 PM
14	none	4/23/2019 1:42 PM
15	n/a	4/23/2019 1:35 PM
16	no	4/23/2019 1:14 PM
17	None at this time.	4/23/2019 11:21 AM
18	None	4/23/2019 10:09 AM
19	n/a	4/23/2019 10:06 AM
20	I did find the face to face training useful. I would suggest to make the performance task test with less instructions and more geared to the point.	4/23/2019 10:06 AM
21	No.	4/23/2019 9:57 AM
22	No	4/23/2019 9:29 AM
23	N/A	4/23/2019 9:21 AM
24	no	4/23/2019 9:06 AM
25	N/A	4/23/2019 8:59 AM
26	No. Great and prompt support was offered throughout the process.	4/23/2019 8:34 AM
27	no	4/23/2019 7:20 AM
28	NA	4/22/2019 10:19 PM
29	No. Everything was clear. I would prefer a manual provided Instead of having to print out both the teacher manual and on line manual.	4/22/2019 9:43 PM

30	N/a	4/22/2019 9:15 PM
31	No	4/22/2019 8:50 PM
32	More info on returning materials to the district. More info on bubbling test booklets.	4/15/2019 1:14 PM
33	No	4/11/2019 2:33 PM
34	No	4/11/2019 7:14 AM
35	The binder was a great resource.	4/8/2019 4:20 PM
36	More practice item questions	4/2/2019 12:51 PM
37	In the demonstration videos - skill comparisons: *Currently they demonstrate a more moderate skill level *Doing the same activity with a higher skill set would be beneficial (ie. a student verbally responding, pointing and/or using the computer to type a writing response on a teacher made template) Directions to teachers on how to create a writing template on the computer	3/27/2019 8:24 AM
38	N/A	3/25/2019 12:57 PM
39	I also use the Online User Guide?Teachers, so I know what they "see" so I can help them better.	3/21/2019 2:22 PM
40	no	3/15/2019 10:36 AM
41	No	3/12/2019 1:21 PM
42	none	3/12/2019 1:02 PM
43	none	3/12/2019 12:42 PM
44	none	3/12/2019 10:15 AM
45	No	3/12/2019 10:01 AM
46	No	3/12/2019 8:04 AM
47	The videos are helpful to the administration of FSAA—PT	3/11/2019 2:55 PM

Q11 Did you use the FSAA—PT Online System User Guide in your support of teachers and/or SLCs this year?

Answered: 175   Skipped: 7
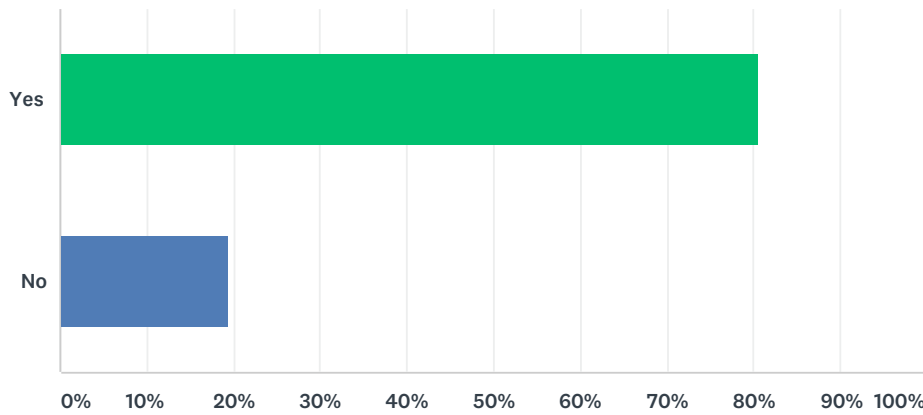
ANSWER CHOICES	RESPONSES	
Yes	80.57%	141
No	19.43%	34
TOTAL		175

Q12 Please rate the following statement: The FSAA—PT Online System User Guide was a helpful and easy-to-use resource.

Answered: 142   Skipped: 40
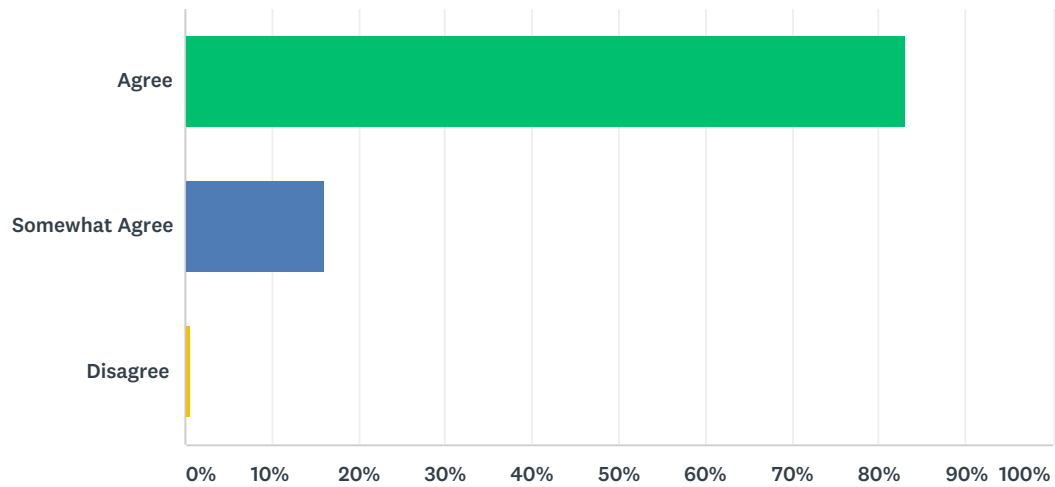
ANSWER CHOICES	RESPONSES	
Agree	83.10%	118
Somewhat Agree	16.20%	23
Disagree	0.70%	1
TOTAL		142

Q13 What suggestions do you have for improving the FSAA—PT Online System User Guide? (Please limit your response to 150 words.)

Answered: 37   Skipped: 145

#	RESPONSES	DATE
1	none	5/1/2019 4:21 PM
2	A separate guide for SLCs would be helpful. There was too much information they had to weed through to get to what pertained to them. The most confusing part is the Update requests...who has to submit them and where they go. Many SLCs had them sitting in the system and never checked it. Even after numerous emails from me.	5/1/2019 12:59 PM
3	Perhaps spend a little more time on this when you train the SLC.	5/1/2019 10:01 AM
4	This is a very good navigational tool, yet does not assist with some questions that have arisen during the year. To verify, some of these questions were directed to the FSAA-Service Center. Maybe, based on questions that were received, tips or FAQs could be incorporated into the User Guide. This long document can become confusing to teachers (test administrators) at times, because there is so much excess that they do not need including information for AACs/SLCs. It would be great is the document was split - one for test administrators & one for AACs/SLCs - and the latter was housed under the AAC tab. Maybe a notation similar to 'Remember to follow your district's guidelines.' would be helpful as there may different 'district-specific' processes in place than what is stated in the User Guide. For example, our district assigns and maintains records of passwords - teachers do not create their own.	4/29/2019 10:39 AM
5	None	4/26/2019 8:18 AM
6	Its very effective	4/25/2019 11:18 AM
7	The FSAA—PT Online System User Guide is very helpful and easy-to-use.	4/24/2019 5:40 PM
8	It was helpful and easy to use, I do not have any suggestions.	4/24/2019 4:57 PM
9	N/A	4/24/2019 3:41 PM
10	None	4/24/2019 2:09 PM
11	None	4/23/2019 1:42 PM
12	none	4/23/2019 1:16 PM
13	None	4/23/2019 12:51 PM
14	None at this time.	4/23/2019 11:22 AM
15	n/a	4/23/2019 10:07 AM
16	Add more videos and resource guides on different types of assessments and more blueprints if needed.	4/23/2019 10:07 AM
17	None.	4/23/2019 9:58 AM
18	very user friendly	4/23/2019 9:39 AM
19	None	4/23/2019 9:29 AM
20	none	4/23/2019 9:06 AM
21	none	4/23/2019 8:34 AM
22	None	4/23/2019 7:28 AM
23	none	4/23/2019 7:20 AM
24	NA	4/22/2019 10:19 PM
25	N/a	4/22/2019 9:15 PM
26	NA	4/22/2019 8:50 PM

27	None	4/11/2019 7:15 AM
28	Separate online user guides such as below: *One for AAC, DAC, SLC roles under the AAC tab *One for test administrators under the Teacher Resources tab The current version creates a lot of confusion for both new & experienced teachers prompting much doubt and many questions.	3/27/2019 8:25 AM
29	Don't bury the Measured Progress phone number and email so far back...of course I have it memorized by now!	3/21/2019 2:23 PM
30	none	3/15/2019 10:37 AM
31	an index that links to specific topics so that we don't have to scroll to hunt for the information.	3/13/2019 7:36 AM
32	If possible, I would like all of the modules of the PT-Online System User Guide to be ready at the same time. It's sometimes get confusing what you have completed when they are released at different times. Plus, once you have been through it one time, it kind of runs together.	3/12/2019 3:16 PM
33	none	3/12/2019 1:03 PM
34	none	3/12/2019 10:16 AM
35	None	3/12/2019 10:02 AM
36	None	3/12/2019 8:05 AM
37	It would be helpful to have a separate User Guide for Teachers. Also, the section regarding Not Assessed and Request Updates need to be clearer/easier to follow.	3/11/2019 12:37 PM

Q14 Did you view the six FSAA—PT Online System training tutorials for System Administrators posted on the FSAA—PT Portal?

Answered: 170   Skipped: 12
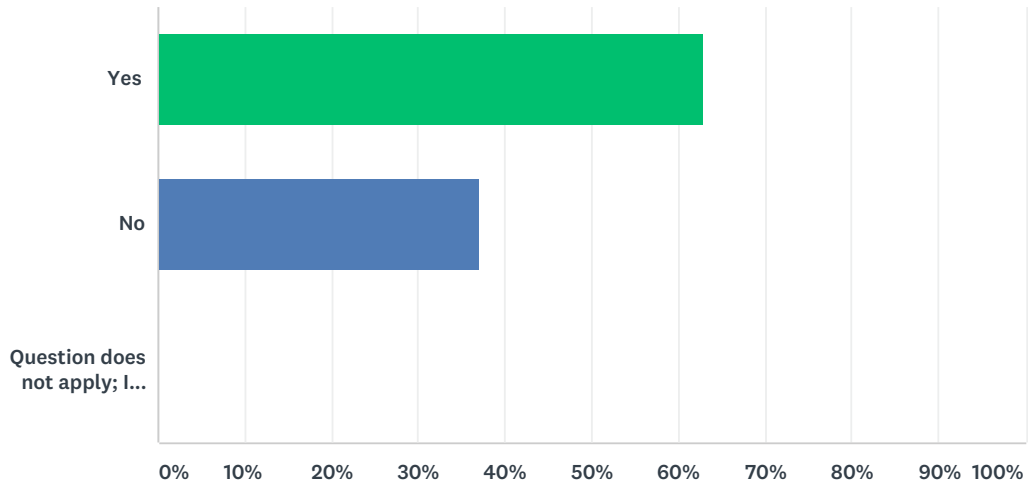
ANSWER CHOICES	RESPONSES	
Yes	62.94%	107
No	37.06%	63
Question does not apply; I did not need to work in the FSAA—PT Online	0.00%	0
System TOTAL		170

Q15 Were the tutorials comprehensive enough for you to understand how to complete tasks in the Administration and Registration Tool (ART)?

Answered: 108   Skipped: 74
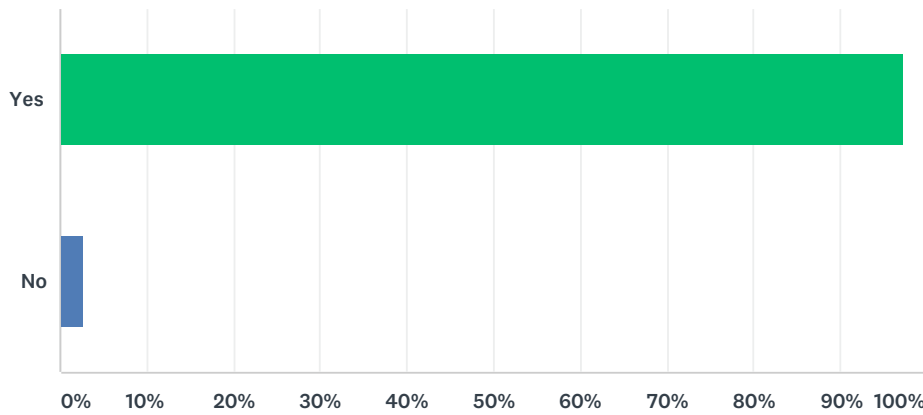
ANSWER CHOICES	RESPONSES	
Yes	97.22%	105
No	2.78%	3
TOTAL		108

Q16 What suggestions do you have for improving the tutorials for System Administrators? (Please limit your response to 150 words.)

Answered: 1   Skipped: 181

#	RESPONSES	DATE
1	I would add more videos of different situations in which the students can perform at various levels.	4/23/2019 10:07 AM

Q17 System Navigation (Check all that apply.)

Answered: 100   Skipped: 82
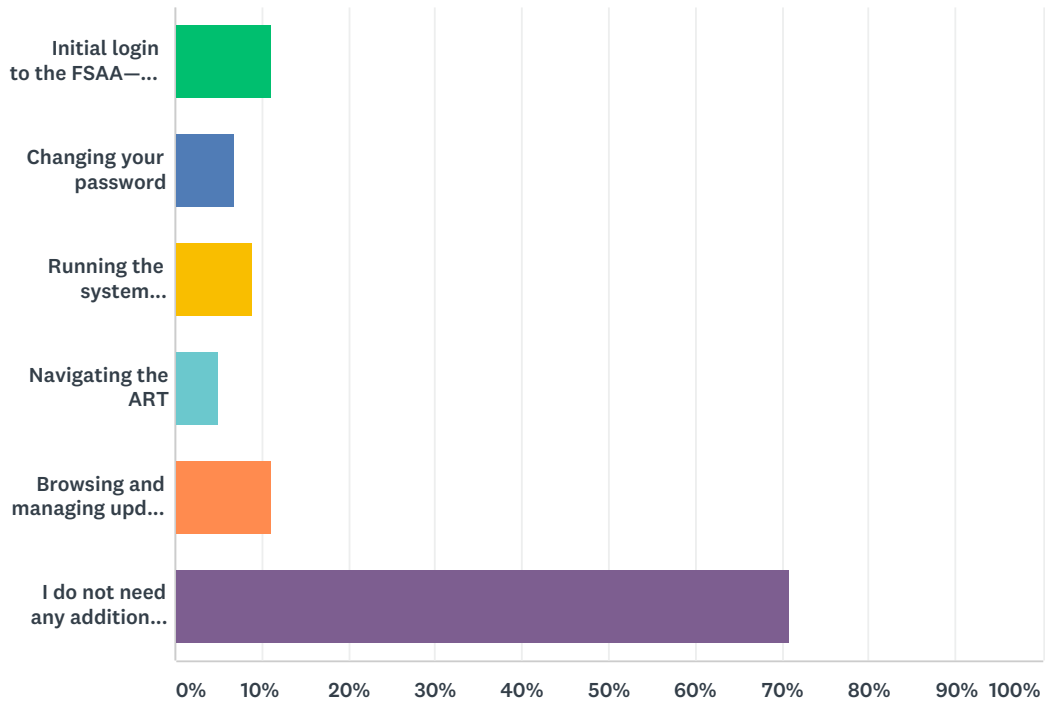
ANSWER CHOICES	RESPONSES	
Initial login to the FSAA—PT Online System	11.00%	11
Changing your password	7.00%	7
Running the system Diagnostic Tool	9.00%	9
Navigating the ART	5.00%	5
Browsing and managing update requests	11.00%	11
I do not need any additional training information.	71.00%	71
Total Respondents: 100		

Q18 SLC and Teacher User Management (Check all that apply.)

Answered: 97   Skipped: 85
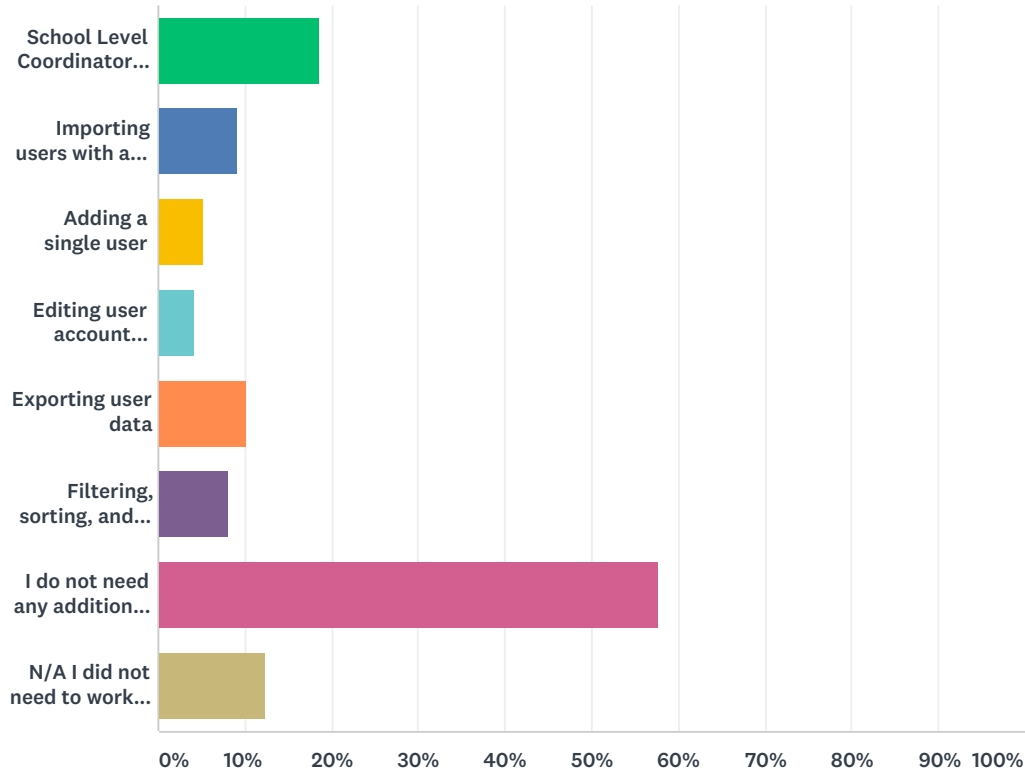
ANSWER CHOICES	RESPONSES	
School Level Coordinator (SLC) user role	18.56%	18
Importing users with a CSV file	9.28%	9
Adding a single user	5.15%	5
Editing user account information	4.12%	4
Exporting user data	10.31%	10
Filtering, sorting, and searching users	8.25%	8
I do not need any additional training information.	57.73%	56
N/A I did not need to work in the FSAA—PT Online System.	12.37%	12
Total Respondents: 97		

Q19 Student Management (Check all that apply.)

Answered: 98   Skipped: 84
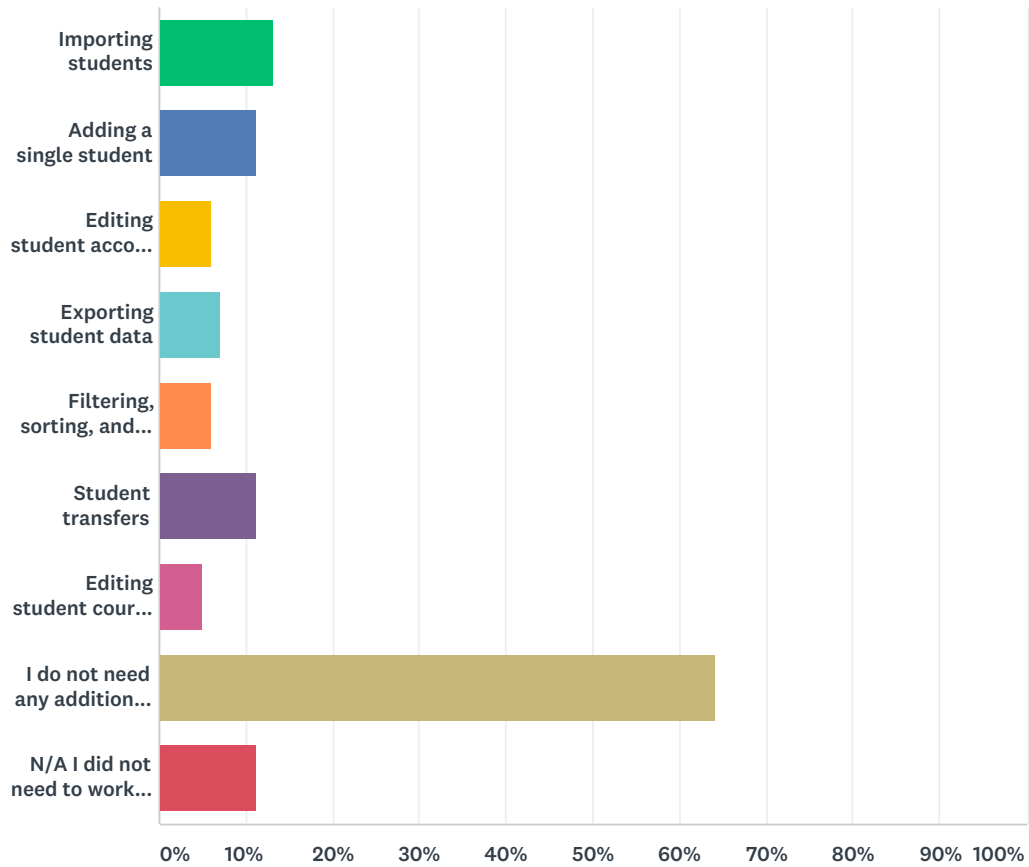
ANSWER CHOICES	RESPONSES	
Importing students	13.27%	13
Adding a single student	11.22%	11
Editing student account information	6.12%	6
Exporting student data	7.14%	7
Filtering, sorting, and searching students	6.12%	6
Student transfers	11.22%	11
Editing student course assessments	5.10%	5
I do not need any additional training information.	64.29%	63
N/A I did not need to work in the FSAA—PT Online System.	11.22%	11
Total Respondents: 98		

Q20 Are there any additional topics you would like covered in a future tutorial? (Please limit your response to 150 words.)

Answered: 23   Skipped: 159

#	RESPONSES	DATE
1	none	5/1/2019 4:21 PM
2	The SLCs do not have the time to view all of the videos becasue there is too much information that they do not need in them (much of the infor is for AACs). If separate vieos for SLCs can't be made, maybe having a table of contents at the beginning of the video and then have it broken down by topic so they can quickly locate the information they need.	5/1/2019 1:06 PM
3	Ordering materials	4/29/2019 10:42 AM
4	N/A	4/25/2019 3:20 PM
5	At this moment, I feel comfortable with the tutorial received.	4/24/2019 5:40 PM
6	We need Science tutorial as a supplement because It was included.	4/24/2019 5:01 PM
7	No	4/24/2019 2:10 PM
8	None	4/23/2019 1:43 PM
9	none	4/23/2019 1:17 PM
10	None at this time.	4/23/2019 11:23 AM
11	No.	4/23/2019 9:59 AM
12	none	4/23/2019 9:39 AM
13	no	4/23/2019 9:08 AM
14	no	4/23/2019 8:35 AM
15	None	4/23/2019 7:28 AM
16	none	4/23/2019 7:21 AM
17	A reminder of web browser needed to input and access online accounts.	4/22/2019 9:17 PM
18	NA	4/22/2019 8:55 PM
19	No	4/11/2019 7:16 AM
20	N/A	3/25/2019 12:58 PM
21	No	3/21/2019 2:25 PM
22	none	3/12/2019 1:04 PM
23	none	3/12/2019 10:17 AM

Q21 Would you benefit from a FSAA—PT Online System face-to-face training?

Answered: 165   Skipped: 17
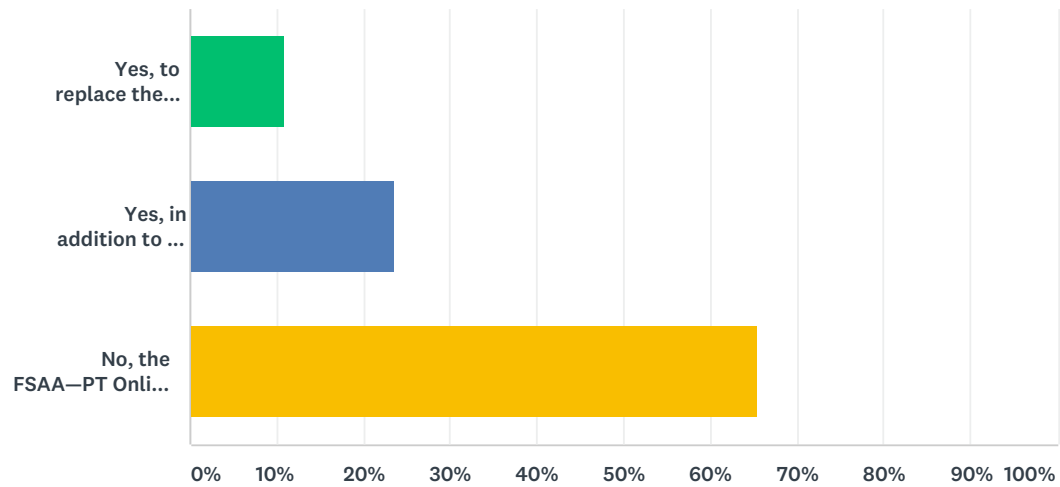
ANSWER CHOICES	RESPONSES	
Yes, to replace the FSAA—PT Online System training tutorials for AACs.	10.91%	18
Yes, in addition to the FSAA—PT Online System training tutorials for AACs.	23.64%	39
No, the FSAA—PT Online System training tutorials for AACs provide enough information.	65.45%	108
TOTAL		165

Q22 Did you use a School Level Coordinator to assist with System Administrator duties within the online system?

Answered: 163   Skipped: 19
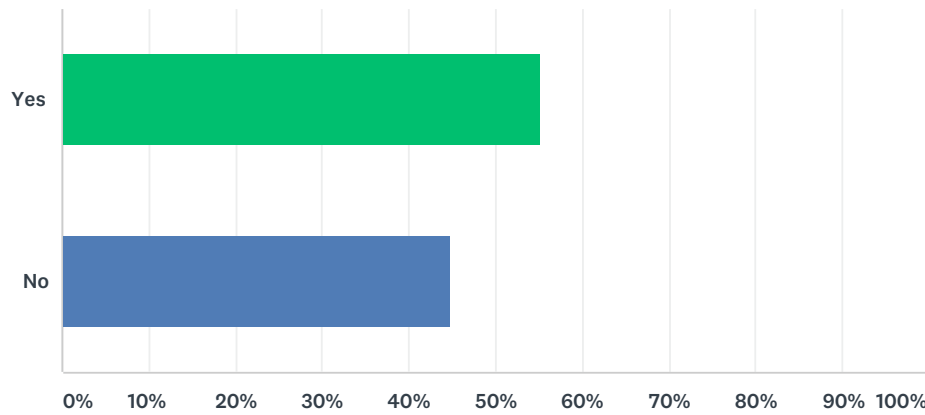
ANSWER CHOICES	RESPONSES	
Yes	55.21%	90
No	44.79%	73
TOTAL		163

Q23 SLC Role: (Please rate the following functions by checking the box that most closely represents your opinion.) The SLC user role was useful in supporting the Alternate Assessment Coordinator (AAC) with

Answered: 90   Skipped: 92
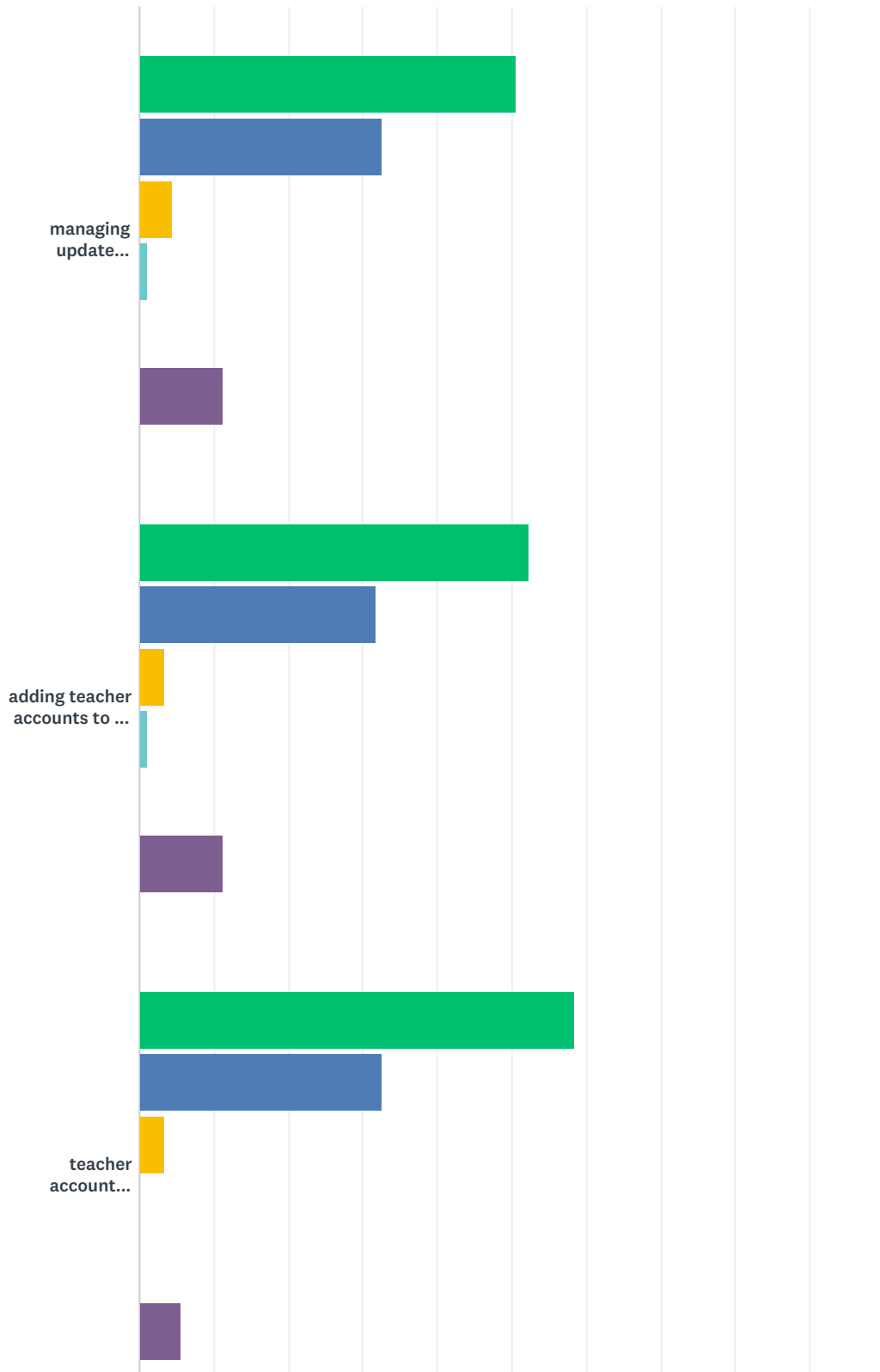
2018–19 FSAA—Performance Task Administrator Survey
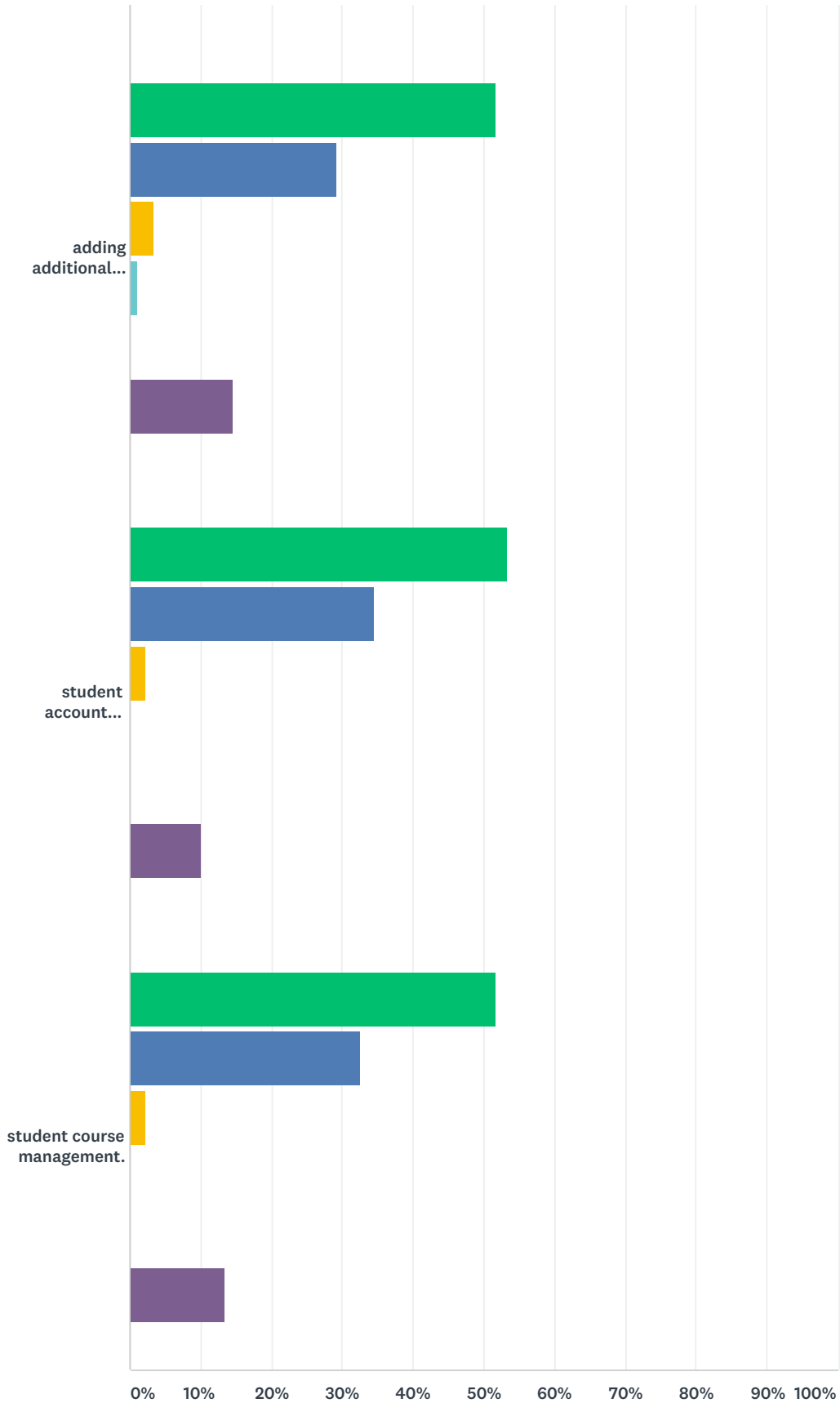
adding
additional...

student
account...

student course
management.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree
N/A I did not use this feature.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A I DID NOT USE THIS FEATURE.	TOTAL
managing update requests.	50.56% 45	32.58% 29	4.49% 4	1.12% 1	0.00% 0	11.24% 10	89
adding teacher accounts to the ART.	52.27% 46	31.82% 28	3.41% 3	1.14% 1	0.00% 0	11.36% 10	88
teacher account management.	58.43% 52	32.58% 29	3.37% 3	0.00% 0	0.00% 0	5.62% 5	89
adding additional students to the ART.	51.69% 46	29.21% 26	3.37% 3	1.12% 1	0.00% 0	14.61% 13	89
student account management.	53.33% 48	34.44% 31	2.22% 2	0.00% 0	0.00% 0	10.00% 9	90
student course management.	51.69% 46	32.58% 29	2.25% 2	0.00% 0	0.00% 0	13.48% 12	89

Q24 As a System Administrator, the following enhancements to the ART were useful in performing duties:

Answered: 152   Skipped: 30
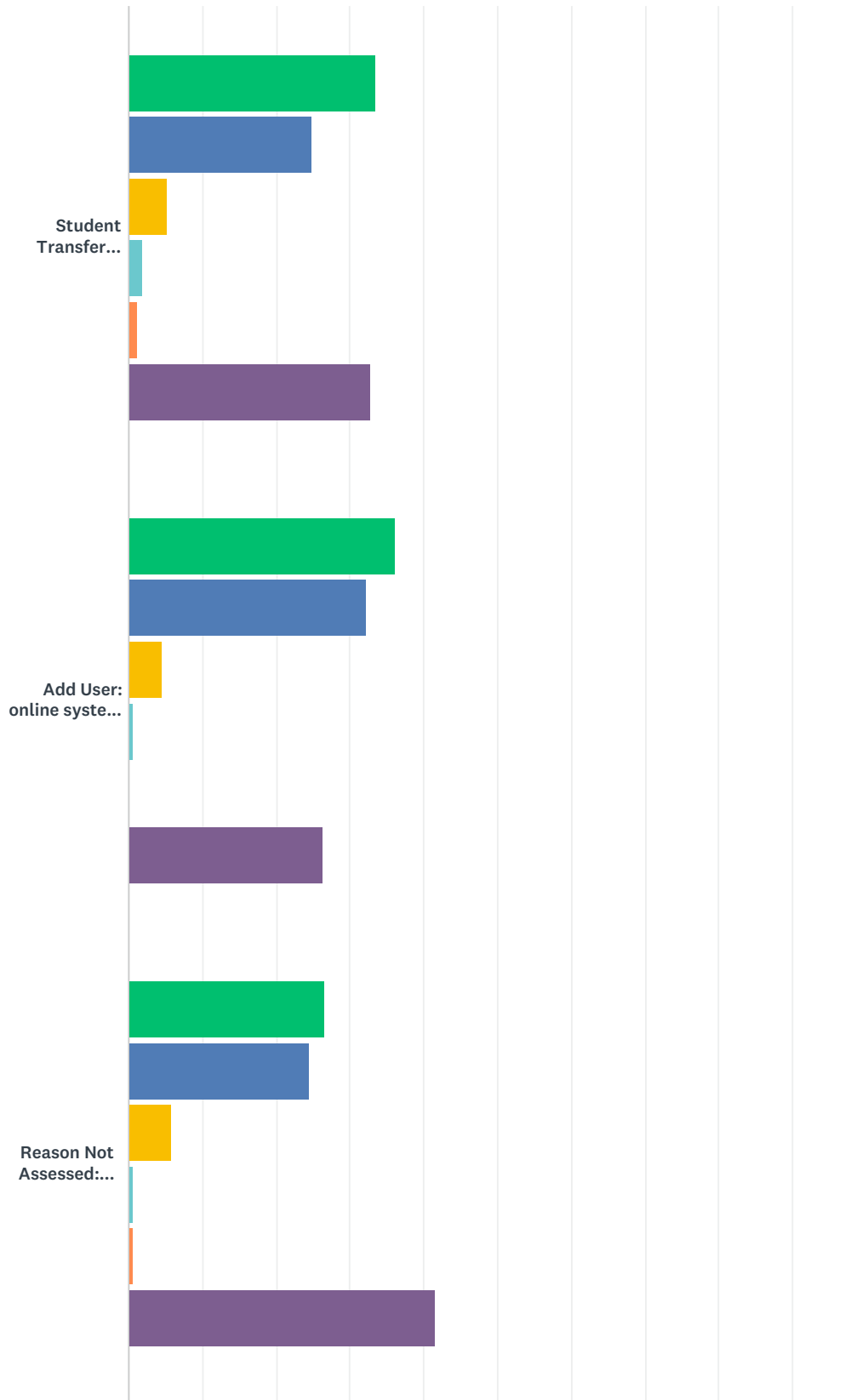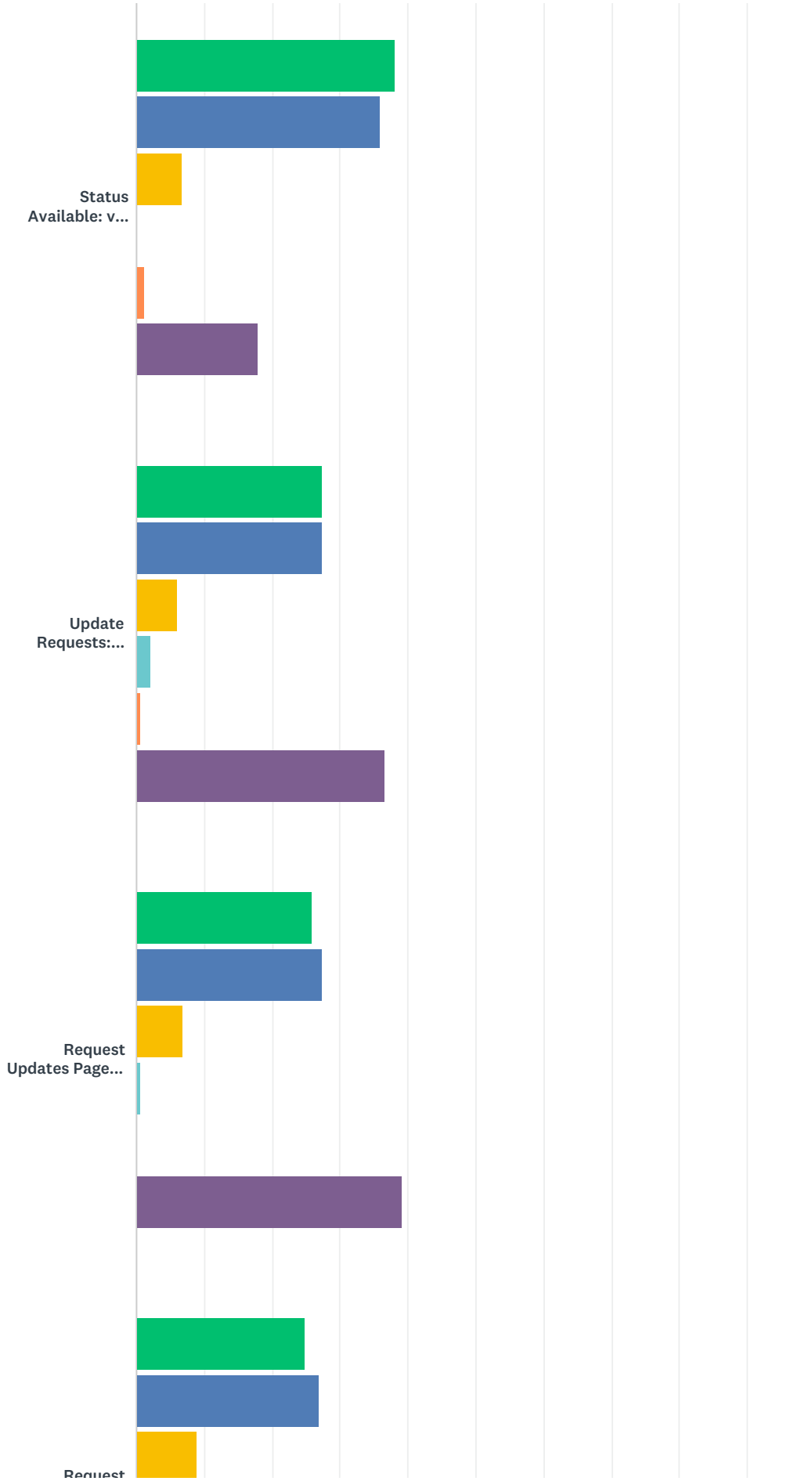
2018–19 FSAA—Performance Task Administrator Survey
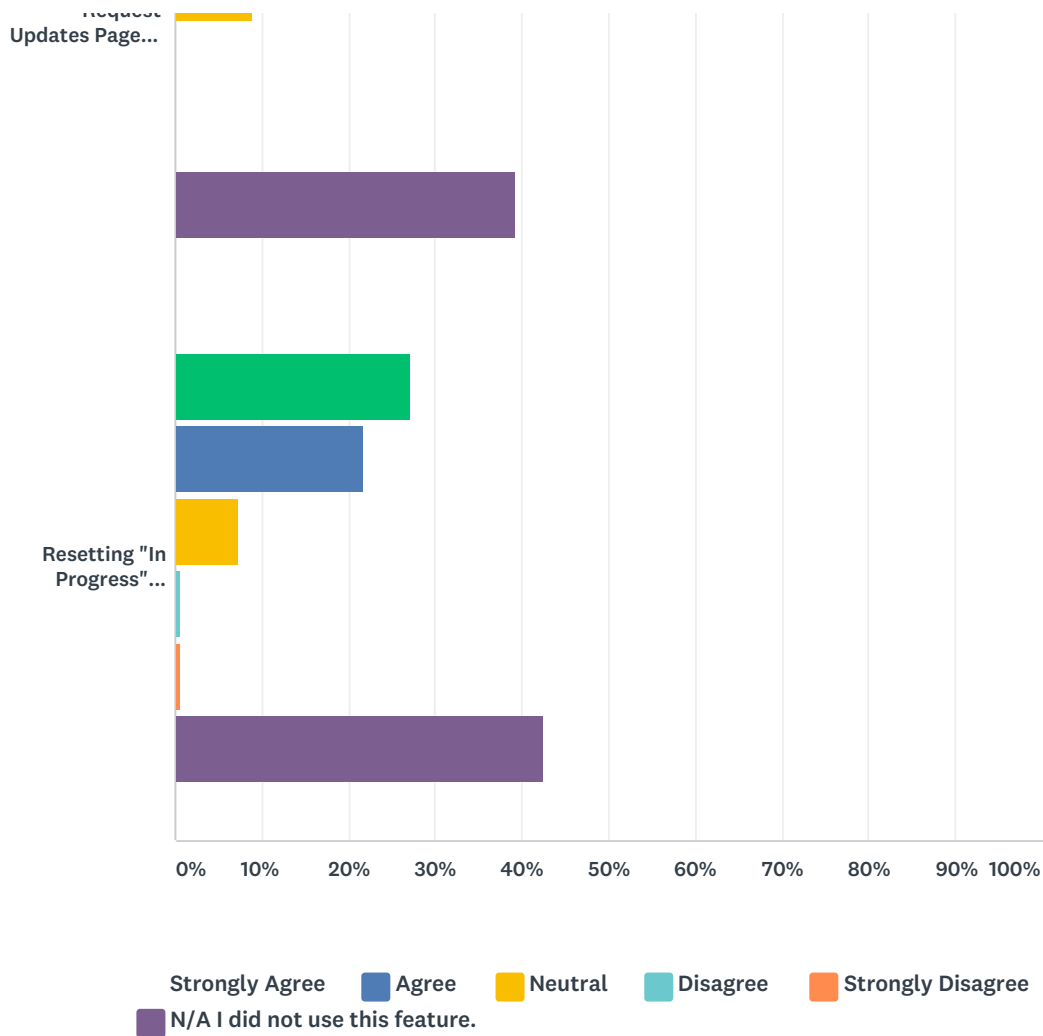
Status Available: v...

Update Requests:...

Request Updates Page...

Request

Strongly Agree ■ **Agree** ■ **Neutral** ■ **Disagree** ■ **Strongly Disagree**
■ **N/A I did not use this feature.**

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A I DID NOT USE THIS FEATURE.	TOTAL
Student Transfer Assessment Status: all assigned tests are displayed when the transfer student match is made	33.55% 51	25.00% 38	5.26% 8	1.97% 3	1.32% 2	32.89% 50	152
Add User: online system defaults to the district of the System Administrator creating the account	36.18% 55	32.24% 49	4.61% 7	0.66% 1	0.00% 0	26.32% 40	152
Reason Not Assessed: Assignments export includes the specific Reason Not Assessed	26.49% 40	24.50% 37	5.96% 9	0.66% 1	0.66% 1	41.72% 63	151
Status Available: view the individual assessment status in the ART	38.00% 57	36.00% 54	6.67% 10	0.00% 0	1.33% 2	18.00% 27	150
Update Requests: update requests remain visible for all users	27.33% 41	27.33% 41	6.00% 9	2.00% 3	0.67% 1	36.67% 55	150
Request Updates Page: displays the newest requests first	26.03% 38	27.40% 40	6.85% 10	0.68% 1	0.00% 0	39.04% 57	146
Request Updates Page: includes a last update field	24.83% 36	26.90% 39	8.97% 13	0.00% 0	0.00% 0	39.31% 57	145

Resetting "In Progress" Course Assessment: ability to reset an assessment to the default setting (Not Started) without contacting the FSAA Service Center	27.15% 41	21.85% 33	7.28% 11	0.66% 1	0.66% 1	42.38% 64	151

Q25 Did you contact the FSAA Service Center by phone or e-mail with any questions related to the FSAA—PT? (Check all that apply.)

Answered: 155   Skipped: 27
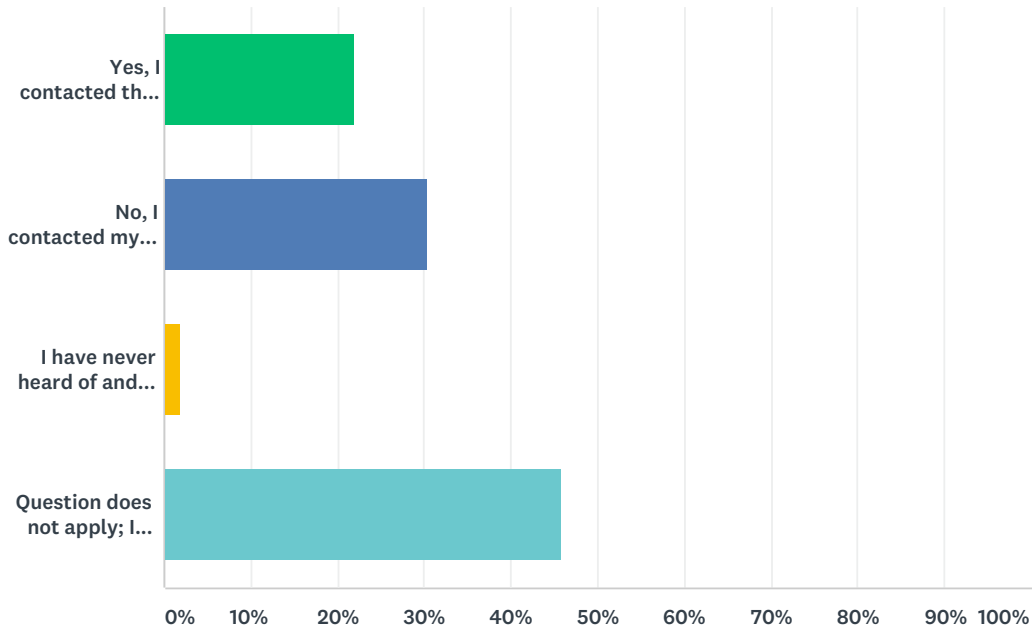
ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA—PT.	21.94%	34
No, I contacted my Alternate Assessment Coordinator or the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA—PT.	30.32%	47
I have never heard of and/or did not know how to contact the FSAA Service Center.	1.94%	3
Question does not apply; I had no questions.	45.81%	71
TOTAL		155

Q26 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

Answered: 35   Skipped: 147

ANSWER CHOICES	RESPONSES	
In general, I received an initial call back or e-mail response within one business day.	94.29%	33
In general, I received an initial call back or e-mail response within two to three business days.	0.00%	0
In general, I received an initial call back or e-mail response in greater than three business days.	2.86%	1
I never received a callback or e-mail response from the FSAA Service Center.	2.86%	1
TOTAL		35

Q27 How satisfied were you with your experience with the FSAA Service Center

Answered: 35   Skipped: 147
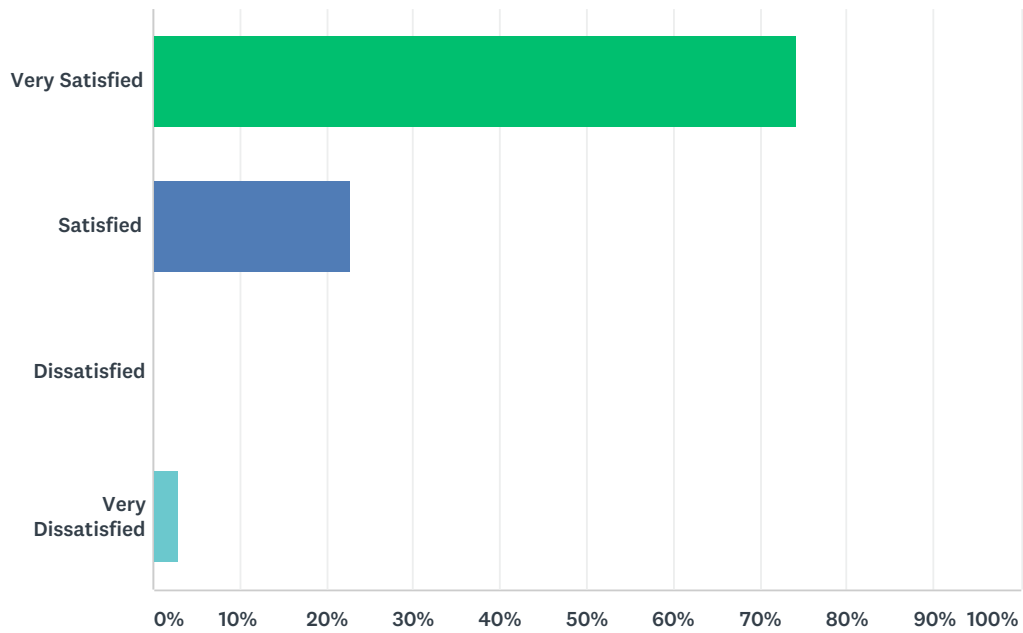
ANSWER CHOICES	RESPONSES	
Very Satisfied	74.29%	26
Satisfied	22.86%	8
Dissatisfied	0.00%	0
Very Dissatisfied	2.86%	1
TOTAL		35

Q28 Did you contact the FSAA Service Center with questions by sending a request through the FSAA—PT Online System? (Check all that apply.)

Answered: 105   Skipped: 77
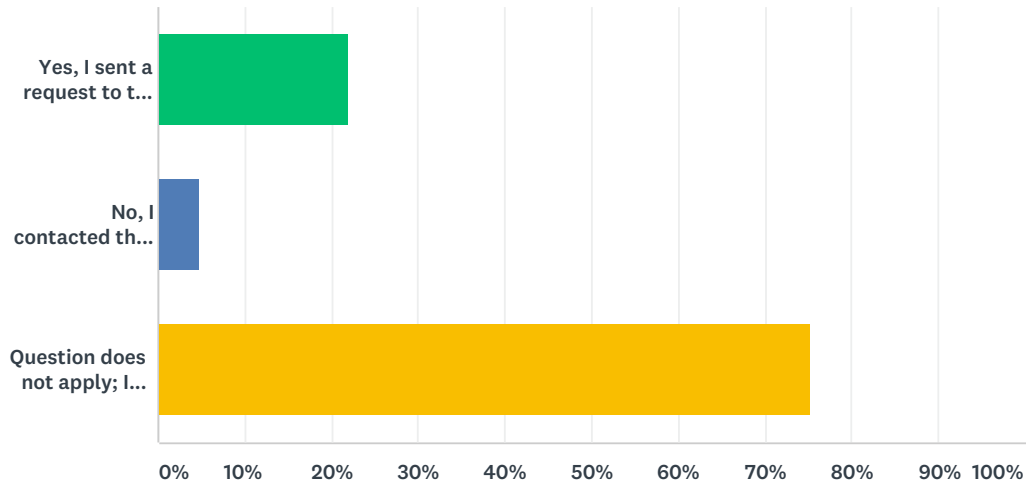
ANSWER CHOICES	RESPONSES	
Yes, I sent a request to the FSAA Service Center through the FSAA—PT Online System when I had questions.	21.90%	23
No, I contacted the Florida Department of Education rather than sending a request to the FSAA Service Center when I had questions.	4.76%	5
Question does not apply; I had no questions.	75.24%	79
Total Respondents: 105		

Q29 Approximately how long did it take for you to get an initial response from the FSAA Service Center when a request was sent through the FSAA—PT Online System?

Answered: 23   Skipped: 159
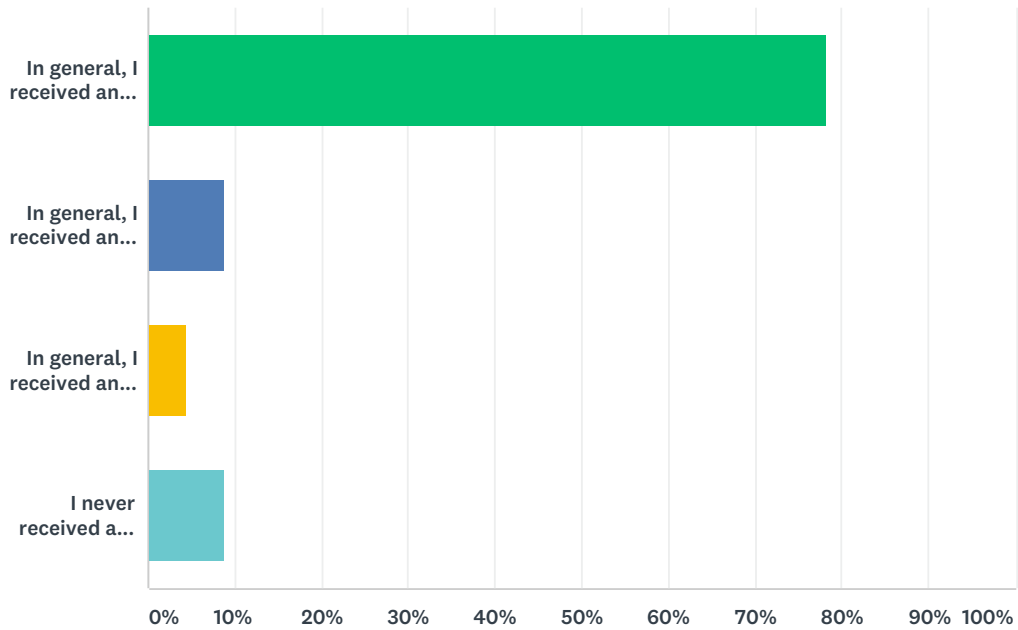
ANSWER CHOICES	RESPONSES	
In general, I received an initial call back, e-mail, or system response within one business day.	78.26%	18
In general, I received an initial call back, e-mail, or system response within two to three business days.	8.70%	2
In general, I received an initial call back, e-mail, or system response in greater than three business days.	4.35%	1
I never received a callback, e-mail, or system response from the FSAA Service Center.	8.70%	2
TOTAL		23

Q30 How satisfied were you with your experience with the FSAA Service Center when contacted through the FSAA—PT Online System?
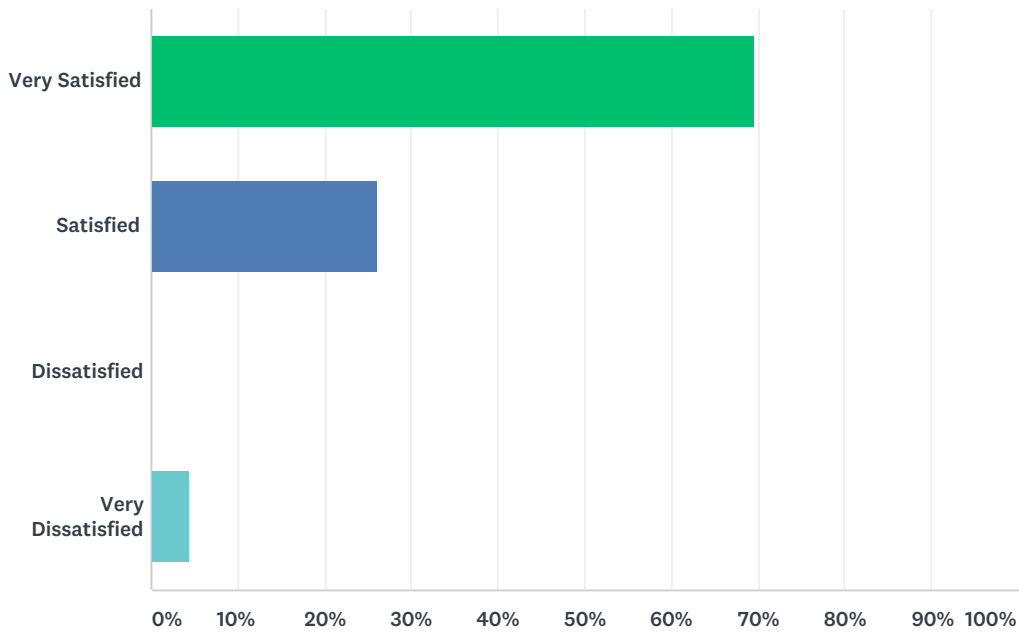
Answered: 23   Skipped: 159

ANSWER CHOICES	RESPONSES	
Very Satisfied	69.57%	16
Satisfied	26.09%	6
Dissatisfied	0.00%	0
Very Dissatisfied	4.35%	1
TOTAL		23

Q31 Information collected from this survey will be used to improve online system training resources, system functionality, and other areas of the FSAA—PT program. The text box below is for System Administrators to provide feedback on any general, ART-specific, or training-specific considerations. (Please limit your response to 150 words.)

Answered: 42   Skipped: 140

#	RESPONSES	DATE
1	Teachers need additional practice items. Having only 2 per content area is not enough. Labeling them "Session 1" and "Session 2" would also be helpful becasue it is confusing to the teachers that it does not say which session you are in. There should be 2 items at session 1 and then switch to session 2 and have 2 additional items. Please add the name of the school to the module completion reports. We have over 100 schools and this requires added time looking up school names. I had a couple instances where I submitted an update request and it did not go anywhere (I also did not have a copy of it). Carrie said she never received them but I did submit them. These had to be resubmitted. Update requests going from teacher to SLC was a problem because SLCs do not "check in" on a daily basis. Teachers waited on responses without calling me or their SLC to check in which cause a lag in their inputting. When an SLC submits a request to me and then I respond, it does not remain in my list of update requests...I have no record of the request or that it was completed. I would like to be able to sort by teacher once in the school. There were several issues with Chrome browser (not being able to type in certain areas and other weird floating words, etc.) and the only answer from the Service Center was to install a new browser on their device. Teachers are restricted from doing this and other browsers are not allowed on classroom devices. Please make it so that the Chrome browser is compatible with the testing platform...or the testing platform is compatible with Chrome. AAC should be able to edit usernames of teachers if there was a typo or misspelling. Datafolio CP#3 should not end on the same day as the Elem. and MS window closes. Too much going on all at the same time for me and especially for teachers that have students taking both assessments. High school SLCs should not be able to select the Civics EOC since Civics is given in 7th grade.	5/1/2019 2:09 PM
2	Let me express sincere appreciation for the dedication and hard work of your team to listen to the various school districts and make evident changes to improve both the product and the process over the past 4 school years. Kudos to each of you!!! My wish list includes looking at the test upload dates for FSAA—PT and Datafolio going into the new school year. This year, if Datafolio CP#2 had been required to be uploaded into the AVS by January 25th and CP#3 was moved up some in the calendar (even by 2 weeks) there may have been less crossover. The nature of multitasking in the classroom has many teachers, despite best laid plans, scrambling right at the deadline creating various levels of frustration. Many of our teachers in separate class settings have both assessment types occurring simultaneously and a little more deadline separation would be helpful. In a few cases, the teacher needs to test students on the general standards as well creating even more overlap confusion with Wida, FSA, etc.	4/29/2019 11:02 AM
3	Please try to make the print directions for packing and prepping materials match the actual process. Specifically, the printed packing materials include the documents to be uploaded in a sperate envelope but other instructions tell us to NOT put in an envelope to return but upload instead. One set of consistent directions would reduce confusion. Also, could there be a FAQ section added somewhere so we could get answers online?	4/26/2019 5:24 PM
4	Helping the teacher manage materials was stressful this wasn't and easy task for a 1styear coordinator	4/26/2019 4:20 PM

5	Add name of school to completion status module in addition to the school number Teachers, SLCs AACs should be notified when online system is down or if assignments are missing Schools should be able to share assessments (some kids are in hospital homebound for only part of the day) We should be able to to edit usernames of teachers and/or SLCs if something is uploaded or put in wrong Be able to sort teachers in the TAO system by students and school Teachers are not able to install different browsers on their computers which was an issue for many schools The system was really slow when teachers were trying to input assessments Teachers would like to see additional training materials, especially for the Open Response Writing (more practice articles with the different questions)	4/26/2019 9:55 AM
6	The names of the students that are already inputted on the portal need to be spelled correctly and have the correct grade.	4/26/2019 8:21 AM
7	N/A	4/25/2019 7:08 PM
8	N/A	4/25/2019 3:22 PM
9	Please fix the bug that causes test status to remain "in progress" when test was submitted. Also, please refine system so that individual assignments can reset rather than the student's entire test profile.	4/25/2019 8:10 AM
10	The FSAA—PT program has been very clear and easy to use; the information provided was extremely helpful, and I am really grateful for all .your help and support.	4/24/2019 5:41 PM
11	The system was easy to use and very clear, resources were available and useful.	4/24/2019 5:14 PM
12	N/A	4/24/2019 3:43 PM
13	None	4/23/2019 1:47 PM
14	Any improvement is good for the benefit for all. The instruction is well written and the training package was quite explicitly.	4/23/2019 12:56 PM
15	The system was helpful and easy to use. No additional recommendations are suggested at this time.	4/23/2019 11:35 AM
16	I had no problems administering the test at this time. It was self explanatory for myself.	4/23/2019 10:10 AM
17	n/a	4/23/2019 10:08 AM
18	Very satisfied with over all program and FSAA testing.	4/23/2019 10:01 AM
19	all good	4/23/2019 9:41 AM
20	It would be helpful if the SLC could access the drop-down box that indicates why a student was not assessed with the FSAA—PT, instead of allowing only the student's teacher access to the "Reason Not Assessed" box in the online system.	4/23/2019 9:39 AM
21	n/a	4/23/2019 9:23 AM
22	none at this time.	4/23/2019 9:13 AM
23	N/A	4/23/2019 8:36 AM
24	Very easy to manipulate and understand.	4/23/2019 7:37 AM
25	None	4/23/2019 7:30 AM
26	NA	4/22/2019 10:25 PM
27	NA	4/22/2019 9:01 PM
28	When using the ART it was important to note that you have to use Google Chrome. I first used edge and had difficulty.	4/15/2019 1:18 PM
29	No thanks.	4/11/2019 2:36 PM
30	None	4/11/2019 7:22 AM
31	When I mark a request from a teacher as resolved, can they receive an email so they know it's fixed? Or, when I use "return request" to let them know it's taken care of, can those stay in my request updates log/area?	4/10/2019 7:41 PM
32	I would like to be able to delete a student/teacher if I incorrectly upload or enter information. Currently we can deactivate.	4/5/2019 4:55 PM

33	this is my first experience with FSAA. Still learning new things.	4/4/2019 10:41 AM
34	N/A	3/25/2019 1:00 PM
35	In the Update Request page, once a Transfer has been accepted, it is not tagged as "Resolved", so I keep seeing that I have requests to address. There's got to be a way for the system to recognize "transfer accepted" as an indicator of Action Resolved. Thanks...	3/21/2019 2:31 PM
36	It would be beneficial to have Grade 10 - ELA 2 assigned to all Grade 10 students. All Grade 9 students were assigned the Grade 9 - ELA 1 assessment. In addition, the ability to import a student assignment file for EOC courses would be most helpful once the online system is "live". Our list of EOC courses to import was 20 pages long and took staff three days to manually assign. Time could have been better spent training School Level Coordinators or making other preparations for the assessment.	3/18/2019 10:29 PM
37	The response time between questions for answer input was slow and made the process of entering answers onto the online platform take longer than needed. Can all the responses be available on one page (for each subject tested) instead of a screen-by-screen version?	3/14/2019 8:05 AM
38	I appreciate having the online training sessions so I can complete them at my own pace and review as needed.	3/12/2019 3:30 PM
39	none	3/12/2019 1:05 PM
40	none	3/12/2019 10:18 AM
41	Sooner availability to Module 4 will help with ensuring proper implementation of the online system.	3/11/2019 2:58 PM
42	It would be helpful if students who need to take Access EOCs are automatically updated into the system. We are a large district and it is extremely time-consuming adding each student individually. It would be helpful if we could see requests that we advance forward. After I advanced them, there were no longer in my in box.	3/11/2019 12:43 PM

Table F-1. 2018–19 FSAA—PT: Content and Bias Review Bias Panelist Feedback – ELA & Social Studies

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Bias and Sensitivity Overview Session was helpful.	0%	0%	0%	25%	75%	
Overall, the item review process worked well.	0%	0%	0%	25%	75%	
The Bias and Sensitivity Guidelines document and Checklist were helpful.	0%	0%	0%	12%	88%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	12%	88%	
I had all the materials necessary to complete this task.	0%	0%	0%	12%	88%	
The location of the meeting and facilities worked well.	0%	0%	0%	12%	88%	

Three things I liked best about this experience…

- Lots of collaboration and opportunities to dialogue with other educators
- Ms. Quiet was gracious and intelligent
- Open for feedback
- The people and staff; everyone was respectful
- Hotel, hotel staff, Measured Progress staff, and committee members
- The structure of the review process
- Gained understanding of how the questions are made/system in general
- Diverse group of participants
- Location, hotel, and facilitator

Three things I would change about this experience…

- Participants had a difficult time focusing on our goal; Many commented on content and were not reminded to stay focused on bias and sensitivity
- Too many options; a lot of tasks for ELA
- It can be difficult at times to keep content and bias separate

Questions I still have…

- Will the participants receive the revisions?

Table F-2. 2018–19 FSAA—PT: Content and Bias Review Bias Panelist Feedback – Mathematics & Science

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Bias and Sensitivity Overview Session was helpful.	0%	0%	0%	22%	78%	
Overall, the item review process worked well.	0%	0%	0%	0%	100%	
The Bias and Sensitivity Guidelines document and Checklist were helpful.	0%	0%	0%	0%	100%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Process
- Collaboration with a diverse group
- Extensive and provides justifications for test
- Facilitator was great!
- Well organized
- Comfort of hotel/conference center
- Size of the group
- Respectful, professional, friendly committee
- Gluten free food provided
- Great pace
- Seeing the VI materials
- Seeing all grade levels

Three things I would change about this experience…

- Planned out what to achieve each day better
- Structured discussion with other teachers when work is done
- Add a Q&A or recap with DOE representation

Questions I still have…

Table F-3. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – ELA 1 & 2

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	0%	0%	100%	
Overall, the item review process worked well.	0%	0%	0%	0%	100%	
The Content Review Checklist was helpful.	0%	0%	0%	0%	100%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	14%	86%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	0%	100%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	14%	86%	Tampa would be better

Three things I liked best about this experience…

- Feedback and views from other educators
- Location
- Guidance from facilitator
- Aligning the content with the standards
- The interaction with those in different roles, gen ed teachers, admin, etc.
- Teamwork

Three things I would change about this experience…

-

Questions I still have…

Table F-4. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – Algebra & Geometry

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	0%	43%	57%	
Overall, the item review process worked well.	0%	0%	0%	0%	100%	
The Content Review Checklist was helpful.	0%	0%	0%	43%	57%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	0%	100%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	0%	100%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	14%	86%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Collaborating with peers about content
- Evaluating/understanding DOK
- Facilitator was very helpful
- Sharing ideas and coming up with conclusions as a group
- I liked having all the materials on hand
- Working together in a small group with different types of educators
- Discussion and aligning standards
- Increasing my knowledge of standards and special education testing
- Analyzing test questions with a variety of teachers from around the state
- Learning how the items are rated
- Meeting facilities were excellent

Three things I would change about this experience…

- Test items on chart paper or projected on white boards would make it easier to explain an edit you would like to include

- It is difficult when the author is facilitating the meeting
- At times, correcting questions became overwhelming

Questions I still have…

- How will this information be shared and will our responses lead to these changes?

Table F-5. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – Civics & U.S. History

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	12%	13%	75%	Helpful but not necessarily for me to due population of students I teach
Overall, the item review process worked well.	0%	0%	0%	13%	87%	
The Content Review Checklist was helpful.	0%	0%	0%	0%	100%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	0%	100%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	0%	100%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- The experience was great; everyone was very involved and respectful; very informative
- I gained a better understanding of the content and writing of questions
- Very information; really enjoyed the sessions
- The group was easy to work with and the facilitator very helpful
- Everything was very organized
- Great way to provide feedback on a test

- Hotel much better than Tampa last year
- Hearing other points of view
- Group was collaborative, informative, and goal-oriented

Three things I would change about this experience…

- Reviewing the content was difficult and I did not feel I was able to contribute as much due to the severe/profound disabilities and extreme medical issues I teach; Reviewing/editing the questions still does not make the FSAA any easier to administer; I felt out of place as most of the group was school district personnel, DOE staff, principals, curriculum specialists, etc.

Questions I still have…

Table F-6. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – Mathematics Grades 3–8

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	0%	22%	78%	
Overall, the item review process worked well.	0%	0%	0%	0%	100%	
The Content Review Checklist was helpful.	0%	0%	0%	22%	78%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	11%	89%	Very helpful!
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	22%	78%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	0%	100%	Great group!
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	Love it here!

Three things I liked best about this experience…

- Personnel, location, and timing
- Able to provide my input based on my experience and the students I work with
- Collaboration and hearing other points of view
- Meeting new people, FSAA has a great helpful staff - always full of smiles
- The breaks made it less stressful
- The location was great; working with familiar people from last year's session
- Being involved in the process

- Meeting fellow educators and discussing the materials
- The opportunity to see the progression of skills through the grades
- Diversity of the group made the decision process flow smoothly; we had almost every aspect of people who do and don't work with these students, so we all looked at "different" things and come together easily

Three things I would change about this experience...

- Lunch on our own
- Work in small groups within the committee

Questions I still have...

- How can we address the curriculum even with accommodations/modifications to meet students with significant cognitive disabilities and still provide age appropriate materials/curriculum>

Table F-7. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – ELA Grades 3-8

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	0%	33%	67%	
Overall, the item review process worked well.	0%	0%	0%	44%	56%	
The Content Review Checklist was helpful.	0%	0%	0%	44%	56%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	22%	78%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	22%	78%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	11%	89%	
I had all the materials necessary to complete this task.	0%	11%	0%	22%	67%	
The location of the meeting and facilities worked well.	0%	0%	0%	11%	89%	

Three things I liked best about this experience...

- Seeing the care taken for selecting each task and distractor
- Wonderful experience; gained an understanding of the assessment
- Facilitator, participants, and location
- Collaboration with colleagues, facilitator
- Capturing notes in real time
- High technology
- The group and provided materials
- Working with a diverse team
- Clear objectives that help our population
- Comfortable location
- Working with professionals/peers from different counties, DOE, and Measured Progress
- Being a part of the process
- Facilitator was flexible and had a positive attitude

Three things I would change about this experience…

- More explanations would have been helpful at the start
- Emphasizing the need to keep receipts for reimbursement
- Make the process more systematic
- Provide grade level words, Lexile, and all standards to promote understanding

Questions I still have…

Table F-8. 2018–19 FSAA—PT: Content and Bias Review Content Panelist Feedback – Science

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The Content Overview Session was helpful.	0%	0%	0%	33%	67%	
Overall, the item review process worked well.	0%	0%	0%	22%	78%	
The Content Review Checklist was helpful.	0%	0%	0%	11%	89%	
I understood how to use the Depth of Knowledge when rating items.	0%	0%	0%	11%	89%	
I understood how to use the Presentation Rubric when rating items.	0%	0%	0%	11%	89%	
The process for providing feedback and recommendations worked well.	0%	0%	0%	11%	89%	
I had all the materials necessary to complete this task.	0%	0%	0%	11%	89%	
The location of the meeting and facilities worked well.	0%	0%	0%	22%	78%	

Three things I liked best about this experience…

- Excellent facilitator; great hotel
- Open discussions about the tasks and items
- The ability to have input into the process
- Interaction between content area experts and educators from various areas
- Understanding what is taught in the grade I don't teach
- Insight into the test/item development
- Collaboration, shared knowledge/experience
- Having a say in how the questions are worded
- Understanding and participating in the process
- Utilizing this new knowledge in test preparation
- Hearing other perspectives and having opportunities to improve FSAA
- Presenters were very knowledgeable, worked well as a team, and were very respectful

Three things I would change about this experience…

- Room in hotel to prepare for departure if not remaining overnight
- Slightly repetitive, but I don't see a way to change that

Questions I still have…

- Will the same people come back next time?

Table F-9. 2018–19 FSAA—PT: Passage Bias Review

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
I was provided clear expectations for the goals of the meeting.	0%	0%	0%	0%	100%	
Overall, the task of reviewing the Item Specifications worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The meeting was organized and well facilitated.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Panel; facilitator; accommodations
- The overall experience; being able to identify obstacles "our" students may face; the size/length of the passages

- Meeting very organize; the folders and the content were very helpful
- Collaborating with other educators; discussing how passages align with standards; learning about ACCESS assessment
- The group discussion and input
- Lunch was fabulous; feeling that our input was useful and valued
- The process; seeing and hearing different viewpoints/opinions; working with educators from across the state

Three things I would change about this experience…

- None
- The possibility to see the pic/map that will accompany the passage; offer this opportunity to other educators; parking
- Work on having more consistent technology
- Would like to see some examples of the questions/charts that go with the passages
- Nothing!
- Technical issues were challenging

Questions I still have…

- Why are most of the sentences so short in the passages?

Table F-10. 2018–19 FSAA—PT: Content Advisory Committee – English Language Arts

English Language Arts	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
I was provided clear expectations for the goals of the meeting.	0%	0%	0%	0%	100%	
Overall, the task of reviewing the Item Specifications worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	12%	88%	
The meeting was organized and well facilitated.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Working with teachers who have different experiences
- Location; Collaboration with others in my field to develop tests for students; Efficiency in which meetings are held
- I really enjoyed having various level/grades in the group (some were not teaching special needs students.)
- Analyzing the tasks; Learning the assessment/creation process; Networking
- Facilitator; Accommodations; Panel participants
- Great teamwork! Excellent feedback! Awesome facilitator!
- I liked having people that were familiar with the process to help things keep moving; The notes being put where we can see; Group discussions to see new perspectives
- It was a great learning experience that I want to keep participating in! I like meeting other people. You get to see what others are doing in their classrooms.
- Awesome ☺

Three things I would change about this experience…

- Materials complete (stems, responses, etc.)
- There wasn't coffee & tea during sessions. Really missed the mints. ☺
- Have fewer holes in the tasks so we are better able analyze the tasks.
- nothing–nothing–nothing
- I wouldn't change anything.

Questions I still have…

- None. Always enjoy participating! Great group of facilitators.
- Students who use a device to communicate, how do you want them to complete the test, or do they need to use their device?
- How long should we allot to take this test?
- Should we be going to a specific place for tests?
- What about our Matrix students?

Table F-11. 2018–19 FSAA—PT: Content Advisory Committee – Mathematics

Mathematics	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
I was provided clear expectations for the goals of the meeting.	0%	0%	0%	0%	100%	
Overall, the task of reviewing the Item Specifications worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The meeting was organized and well facilitated.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Pacing while in group
- Learning from colleagues; Seeing what the ESE teachers do to modify for students; The facilitator
- Working with peers as a group
- Being able to collaborate with both teachers of Gen. Ed. Math and Sped; Interesting to see the "process"; Feeling like I've contributed
- Respectful discussion; Location; Being involved in development process
- Opportunity to interact with other ESE professionals who have experiences with the test; Opportunity to view sequencing of objectives/access points across all grades; Opportunity to make sure special needs of my students are not ignored.
- Collaboration with committee; Exposure to alternate assessment material; Exposure to various grade level assessments

Three things I would change about this experience…

- Shorter sessions over course of day; Air travel option regardless of distance
- Warmer temperatures in meeting rooms
- None at this time
- Raise the thermostat in the meeting room! Be able to see examples of the graphics, etc. to better understand test items. 3
- Increase temperature in the room a few degrees; More time to be able to analyze the content in greater detail

Questions I still have…

- How can I be hired to be on the items review committee?
- How can I become a member of the team?
- Why test students to this extent?

Table F-12. 2018–19 FSAA—PT: Content Advisory Committee – Science

Science	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
I was provided clear expectation for the goals of the meeting.	0%	0%	0%	0%	100%	
Overall, the task of reviewing the Item Specifications worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The meeting was organized and well facilitated.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	0%	100%	

Three things I liked best about this experience…

- Group worked well together; Great insight and feedback!
- The discussions; The organization
- Facilitator; DOE rep.; Healthy discussion and involvement by panelists
- Measured Progress' staff is awesome! Hotel is nice.
- Location; Process organization; Feel of professionalism
- Collaboration with teachers at all levels; Time to analyze the questions/specs; Specific supporting documents/papers
- Working with other teachers knowledgeable in their specialty content and application to students
- Prompt; Prepared; Willing to listen and give good feedback

Three things I would change about this experience…

- The Temperature
- Have the item specs be like the test above each other instead of beside or flipping pages back and forth
- Do Miami or Jackson
- Nothing really
- A/C temperature; Nothing else!
- Only one: not as cold of a room.

Questions I still have…

- Will there be EOC for any other HS course soon?
- None. This is a valuable professional development experience. Thank you!

Table F-13. 2018–19 FSAA—PT: Content Advisory Committee – Social Studies

Social Studies	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
I was provided clear expectation for the goals of the meeting.	0%	0%	0%	0%	100%	
Overall, the task of reviewing the Item Specifications worked well.	0%	0%	0%	0%	100%	
I had all the materials necessary to complete this task.	0%	0%	0%	0%	100%	
The meeting was organized and well facilitated.	0%	0%	0%	0%	100%	
The location of the meeting and facilities worked well.	0%	0%	0%	14%	86%	

Three things I liked best about this experience…

- The exchange in ideas; The opportunity to contribute; Having the chance to participate
- Very knowledgeable/experienced facilitator; Well set-up room for small group; All group members participated in discussion
- Feel input is well recognized; Meeting different teachers and educators that deal with the same things; Learning new things
- Great presenter; explained clearly
- Collaboration; Active participation; Pacing
- The chance to hear other's view.
- The group leader; Our group—a good cross section of educators; The overall process

Three things I would change about this experience…

- Have a form to record the item specifications checklist for each grade level/items reviewed
- Start meeting/work at 9 AM. Would not feel so rushed.
- Have a "hot" lunch instead of cold sandwiches and salads.
- I cannot think of anything, each time the process gets better … great work!

Questions I still have…

- None. Thank you.

Table F-14. 2018–19 FSAA—PT: Train-the-Trainer, Full Day

Full Day	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The high level overview of the FSAA program was helpful.	0%	0%	0%	8.3%	87.5%	4.2% didn't respond
The review of the FSAA—PT administration procedure was clear.	0%	0%	0%	4.2%	91.7%	4.2% didn't respond
The administration videos were helpful.	0%	0%	0%	12.5%	79.2%	8.3% didn't respond
The practice administration activity was helpful.	0%	0%	0%	12.5%	83.3%	4.2% didn't respond
The questions I had about the 2018 FSAA—PT were answered.	0%	0%	8.3%	4.2%	83.3%	4.2% didn't respond
Overall the training worked well.	0%	0%	0%	0%	91.7%	8.3 didn't respond

Three things I liked best about this experience…

- The Partner activity
- Listening to partners experiences x 2
- Able to comfortably ask questions
- Having different presenters

- Quick pace, open format for questions
- Pacing, specific details, riders
- Collaborating with other districts, videos, model of websites
- Face to face X2
- Excellent, clear presentation
- Healthy options for breakfast, lunch, very great way to show us how much you care!
- Relaxed and openness of the training team. Comfortable overall
- Very informative, well presented, very thankful I was able to attend.
- Materials Provided, resources that will be available, flow/schedule.
- Ease of getting questions answers
- Experience of the instructors
- Hands on experience, videos, visuals
- Very comfortable and clear
- Questions / Videos / Examples

Three things I would change about this experience…

- Incorporating more collaboration or movement, as well as providing participants time to explore content in other ways. Creating a product of technology?
- PowerPoint for review of material, not new teachers
- More time to practice.
- Adding a no response piece to the AVS
- More time on data section, now sure how to present more, I found the data piece was challenging.
- Ending time

Questions I still have…

- What are "jump drives" used for scanning and security protocol procedures.
- When getting ready to train teachers, where do I begin? So much information was shared, Im not sure where to start / what to share.

Table F-15. 2018–19 FSAA—PT: Train-the-Trainer, Half Day Update

Update Training	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Comments
The FSAA—PT half-day update training worked well.	0%	0%	1.6%	16.4%	82%	
The review of the FSAA—PT administration survey results was helpful.	0%	0%	4.2%	25.4%	73.8%	
The FSAA—PT administration training points were helpful.	0%	1.6%	6.6%	29.5%	60.7%	
I have the materials and resources I need to conduct trainings in my district.	0%	0%	6.6%	29.5%	60.7%	1.6% didn't respond
The questions I had about the 2019 FSAA—PY were answered.	0%	0%	6.6%	26.2%	67.2%	
Overall the training worked well.	0%	0%	1.6%	19.7%	78.7%	

Three things I liked best about this experience…

- Hearing what other districts and what worked well for them
- Easy to follow
- Awesome venue
- Small groups
- Sharing from other Districts.
- Loved the key training points handout.
- The review of the survey results, roles of the AAC, and talking about VAM
- Training key points, copy of PowerPoint, Group activities
- Opening reflection Activity, informative, venue
- Open session much appreciated. Maybe consider offering through adobe connect for veteran trainers.
- Location, focused on changes.
- Liked the training broken up for new or returning. Likes smaller groups.
- Hotel, Training room/small groups, relevance of the training.
- Collaboration with other Districts, TAM was final, location, key training points
- Shorter, great opportunities to work with others, varied activities
- Hearing things that have gone wrong, so we can fix them
- Loved the hotel, Angie great at Q&A, MP does a great job with feedback and incorporating
- Hit key points, concise
- Good presenters, flow of training, networking with districts
- Short and to the point for us who have completed the full day training numerous times, measured progress is always prepared.
- The ability to share with the group as to what worked and didn't work in your district. The direct feedback from MP and DOE, the training addressed the needs of AACs
- Presenters were open to answering questions, materials
- ½ day update, Q&A opportunities, sharing ideas
- DOE & MP open to discussion and feedback
- Statistics from teacher surveys
- Short days, Data provided, facilities
- Short update, updated important fact list
- Location, resources, presenters
- Shortened training for those of us well versed in FSAA—PT
- Location, Venue, trainers
- Incorporations of the key training points
- Opportunity to talk with other districts, time to think about needs of the district
- Surveys, asked for AAC/SLC suggestions
- Opportunities to share experiences with other districts

Three things I would change about the experience…

- Please start on time and provide more training materials for new teachers
- PowerPoints that include all slides should be provided. Slides were shown that were not included in the PowerPoint. Many of these were very important slides. Online System PowerPoint was not provided. Please send participants both PowerPoints so we have complete information
- Webinar for next year. Make it a requirement for new trainers only to attend face to face. Have all slides presented available in PowerPoint print out.
- Please have the PowerPoint fully inclusive of the presented materials. Face to face training was not needed for experienced trainers. Online updates and reminders would have sufficed.
- Have the PowerPoint on the online system to refer back to as I train teachers
- Would be nice to offer an accountability session for FSAA in conjunction with this session. Usually different people handle this in Districts.

- Please add the resources for accountability and VAM to the MP website so we can get out teachers to go there for all resources.
- Wish the train the trainer presentations were available earlier, ad I train/update returning teachers is early August. Need online update PowerPoint, missing slides when reviewing PowerPoint
- Please provide all slides for the PowerPoint that were displayed on the screen. I had to take pictures of slides that I needed that weren't provided in the handouts.
- Online PowerPoint prior to training
- Spent a longtime on lessons learned and sharing out – keep to 30 min or less.
- Sessions allowed participants to get off topic or discussions lasted too long
- Access to materials presented either paper or online to take notes. Its hard to take notes on information when we don't have the full presentation
- Have the training in Tampa
- Give us the full PowerPoint
- Provide all slides for PPT, provide access electronically as well.
- Provide paper copy of complete PowerPoint

Questions I still have…

- Why can't all updates/new information be presented at this annual training for Trainers? Need to start training teachers right away. Updates for major changes would be nice to know.
- Why didn't we get the PowerPoint about the online system? That review would be a nice resource
- Printed practice tests
- Thank you for staying positive through criticism
- Why we cannot be provided with NEW practice materials, more than 2 items per content area, at least 2 – 3 items for session 1. 2 – 3 different ones for session 2. We would even print them out at the district if they cannot be printed for us. We had a "Library" of practice materials with FAA and the teachers were able to use many variations with their students. With only 2 items the teachers and students get bored doing the same things over and over so they end up not using them at all.
- I hope to see changes that we requested or presented in the meeting today

APPENDIX G—PROCESSING AND REPORTING BUSINESS REQUIREMENTS

Processing and Reporting Business Requirements

FSAA—Performance Task 743350: Spring 2019 Florida Standards Alternate Assessment—Performance Task			
Version Number	**Date**	**Updated Content Description**	**Updated By Name**
0.1	11/14/2018	Initial Document	Jeff Matey
0.7	01/18/2019	Review and Update	Keira Nevers
0.9	02/28/2019	Ready for Dev Review	Keira Nevers
0.11	03/04/2019	Dev Review	Keira Nevers
0.17	03/06/2019	Ready for Client Review	Keira Nevers
1.0	04/03/2019	Review and Edit with Client	Keira Nevers
2.0	04/11/2019	Client Services and Client requested edits made. Ready for signoff	Keira Nevers

Glossary	
FSAA	Florida Standards Alternate Assessment
FDOE	Florida Department of Education
ELA	English Language Arts
PBT	Paper Based Test
TAO	Testing Assisté par Ordinateur (in French) / Computer Based Testing
OAT	Open Assessment Technologies
FLEID	Florida Education Identifier
ART	Administration and Registration Tool
AAC	Alternate Assessment Coordinator

Approval

I acknowledge that I have read this requirements document and been informed of its contents. By entering my name, title, and date approved, I certify my approval. I have received a copy of this document for my records and understand that any further changes will require additional approvals as necessary.

Version	Printed Name	Title	Date Approved

Table of Contents

I.   Overview

This document will describe the Information Technology Processing and Reporting Business Requirements for the 2018-2019 Florida Standards Alternate Assessment—Performance Task testing window in support of providing the Florida Department of Education (FDOE) FSAA—Performance Task student assessment test results.

A.   Points of Contact

Title	Name	Contact Email
Client Services Program Manager	Larry Ehret	Ehret.Larry@measuredprogress.org
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Primary Data Analyst	Tyler Blouin	Blouin.Tyler@measuredprogress.org
Principal Data & Reporting Architect	Andrea Hebert	Hebert.Andrea@measuredprogress.org

B.   Risks

Any risks shall be identified and recorded in their respective repositories. All stakeholders shall be notified of any risks associated to their responsible area's and be engaged as necessary.

C.   Deliverables

Data file deliverables shall pass all validation rules and formats based on the layout and specification document. All printed or online deliverables presented to FDOE shall pass all quality assurance testing and validation to ensure accurate and precise reporting results.

1) Printed Report deliverables shall be delivered to the school Districts of FDOE by carrier, packed by school and available using the LENS online portal.

Type of Report	Provided to State	Provided to District	Brief Description of Contents
School Report	Online	Three Print blk & wht 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

Table 1.0 Printed Deliverables

2) Data files shall be delivered to FDOE via secure FTP where applicable, and available online as required.

Type of Datafile	Provided to State	Provided to District	Brief Description of Contents
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
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

Table 1.1 Datafile Deliverables

D. Quality Assurance

All data files and reports identified as a deliverable to the client shall pass internal quality assurance measures. The Software Quality Assurance (SQA) team works together with the data processing and data analysis teams to ensure that quality data is captured and delivered accurately. Quality control checks are being performed by the data processors and data analysts as the data is handed off via multiple internal software tools. Included in the final execution, the SQA team executes test cases validating student printed reports and student labels for accuracy in comparison to the previously agreed-upon report design specifications.

II.   General Information

A.   Assessments

The table below outlines the FSAA assessments students are eligible to participate based on enrolled grade.

1) For grades 03–10, a student is expected to participate in all content area tests required at a student's enrolled grade.
2) Students enrolled in grades 06–08 have the option to participate in Access Civics EOC assessment.
3) Students enrolled in high school have the option to participate in Access Algebra I, Access Geometry, Access U.S. History and Access Biology I EOC assessments.
4) To fulfill educational requirements, students enrolled in high school may submit a Grade 09 or 10 ELA assessment.
5) 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	U.S. 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	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, FDOE 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 assessment are not required to also submit a grade 10 ELA 2 assessment.
^Civics is intended to be assessed at grade 7 or upon completion of the course. This is an EOC and is allowed at grades 06–08.
R = Required O = Optional

Table 2.0 Test Content Requirements

B.   Student Test Administration

1) General Item Task Types
    a) Selected response where a student selects one option
    b) Multi-select where a student selects more than one option

    c) Match/Sort/Merge/Sequence where a student response is correct or incorrect
    d) Writing Prompt
2) Scaffolding
    a) Task 1 items in Sessions 1 and 2 item sets
    b) If a student is unable to answer the Task 1 question correctly, scaffolding shall be administered by removing one response option.
    c) After the removal of one response option, the task is presented to the student again with the remaining options only.
3) Session I
    a) Item sets 1–16
    b) Adaptive where each student is administered Task 1
    c) Task 2 is administered only if the student responds correctly, without scaffolding to Task 1.
    d) Task 3 is administered only if the student responds correctly to Task 2.
4) Session II
    a) Field-test item sets 17–19
    b) Non-adaptive where each student is administered Task 1, 2, and 3 in each item set
    c) Administration of each task is not dependent upon performance on the previous task.
5) Session III (ELA – Writing Only)
    a) Writing stimulus/prompts shall be administered as selected response and open response
    b) Each student is administered all five (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.   IT Processing Pre-Test Assessment Administration

Pre-test assessment administration activities shall be completed prior to the test assessment administration window. The pre-administration window shall allow for the client to gather the student and testing subject data to provide Measured Progress and all other vendors the information to administer the test assessments.

A.   Student Roster and Test Data Preparation

1) Student registration shall be administered and managed in the ART systems where users are able to add students and assign tests.
2) Student Test Administration shall utilize the TAO systems testing platform where users are able to submit evidence and student assessment results.
3) All student assessments are administered with Paper Based Tests.
4) Student's teachers, certified teacher or other licensed professional shall enter the student response and evidence of student's writing results in the TAO systems using the testing platform.
5) Student demographics and test assignment shall be provided to Measured Progress IT Processing in the pre-defined format and layout specified.
    a) Each assessed student shall have a unique FLEID number
    b) Student demographics shall be validated and loaded to ART to enable test assignment
    c) Test upload shall be used for the initial bulk upload and imported
    d) Users shall have the ability to add tests for students once the student exists in the system
    e) AAC clean-up shall commence with a review of imported data to make necessary updates accordingly in the FSAA Online System.

6) Test assignment shall allow users to build out expected tests for each grade and subject.
7) Test item mapping shall be provided to Measured Progress IT Reporting in the pre-defined format and layout specified.

IV. Post-Test Assessment Administration

The test assessment administration window shall be defined and closed prior to processing and reporting for Reporting. The commencement of the testing window shall initiate activity to complete all results and reporting to the client.

A.   Performance Task Comparison with Datafolio

Students may have testing results in both Performance Task and Datafolio assessments. In the event that there are students that have testing results in both testing assessment platforms, the rules for retaining results shall be derived based on student test attempts and Not Tested Reason from each assessment.

1) A single student FLEID shall determine an individual student.
2) Comparison shall be derived only when a student has been identified to have test results in both assessments.
3) Test results from both Performance Task and Datafolio shall be used to determine the record of source for student reporting results
4) Attempted status shall be derived and used to determine the comparison for each platform.
5) The data shall be presented pre-discrepancy for both platforms for analysis and decisions
   a) Pre-discrepancy results from Performance Task assessments shall be compared to pre-discrepancy results from AVS Datafolio assessments using FLEID.
   b) Test attemptedness status is not determined for processing comparison results
6) Performance Task results shall be provided by TAO systems from ART
   a) Item attempt flag shall be used to consider the number of items a student attempted for a particular test, with the absence of a Not Tested Reason
   b) If no items are attempted, the record shall be considered "No Attempt" for comparison purposes.
7) Datafolio results shall be provided by the AVS platform.
   a) AVS final progress scores for each of the three progress entries shall be used for comparison.
   b) If no items are submitted, or the student has a Not Tested Reason, the result shall be considered "No Attempt" for comparison purposes.
   c) Any student with at least one progress entry shall be considered attempted for comparison purposes.
8) Comparison Rules shall be based on the Performance Task Not Tested Reason, if any, and the attempted status compared to the attempted status of the Datafolio test record
9) An action for each attempted status and Not Tested Reason shall be assigned to each record accordingly

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

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

Table 4.0 Assessment Comparison

B.   Student Assessment Data

1)   The TAO system shall utilize the Deactivation Tool to determine the deactivation status
2)   Deactivation is enabled to be set at a district level and used students who are no longer enrolled.
    a)   Deactivation status flag shall be set to "Disabled"
    b)   All records with a deactivation status flag set to Disabled shall be suppressed for processing and reporting purposes.
3)   Item set score shall be derived based on the format of student responses collected from the online testing platform

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, Task 2 Correct, and Task 3 Incorrect	Yes
6	E	Task 1, 2, and 3 Correct	Yes

Table 4.1 Score Assignment

a)   Task Student Score
    i)   Each task is scored as correct, incorrect or not attempted
    ii)   Task 1 items are indicated as being scaffolded or not scaffolded
    iii) A task is considered scaffolded only if the scaffolding indicator is true
    iv)   A task is considered not attempted if the student response is NULL.
b)   Task 1 Accuracy Scores
    i)   Numerator is the number of included item sets scored where C, D or E
    ii)   Denominator shall be set to 16, else 0 if no item sets exist
    iii) Percent ([Numerator]/[Denominator]) shall be calculated if the denominator is not 0, and rounded to the nearest whole number.
c)   Task 2 Accuracy Scores
    i)   Numerator is the number of included item sets scored where D or E.
    ii)   Denominator is the number of included item sets scored C, D or E.
    iii) Percent ([Numerator]/[Denominator]) shall be calculated if the denominator is not 0, and rounded to the nearest whole number.
d)   Task 3 Accuracy Scores
    i)   Numerator is the number of included item sets scored E.
    ii)   Denominator is the number of included item sets scored D or E.
    iii) Percent ([Numerator]/[Denominator]) shall be calculated if the denominator is not 0, and rounded to the nearest whole number.

e) Task 1 Accuracy Scores Scaffolded
   i) Numerator is the number of included item sets scored B.
   ii) Denominator is the number of included item sets scored A or B.
   iii) Percent ([Numerator]/[Denominator]) shall be calculated if the denominator is not 0, and rounded to the nearest whole number.

f) Writing Scores
   i) Selected Response Items are captured when the student response is not NULL or blank
   ii) If an item is NULL or blank, the item is considered Not Attempted
   iii) Writing prompt is scored using four dimensions (Title, Introduction, Supporting Details and Conclusion) rubric.
   iv) An attempt is considered when at least one item is returned a score ranging 0–3.
   v) Each raw dimension score shall have a rubric score of 1, 2 or 3.
      (1) 1 = Insufficient
      (2) 2 = Partial
      (3) 3 = Complete
   vi) A raw score of 0 shall be derived if the student response is blank, no score or non-English
      (1) B = Blank
      (2) N = No Score
      (3) F = Non-English

g) Writing Task Accuracy Scores
   i) Numerator is the number of Writing selected-response items answered correctly
   ii) Denominator shall be set to 5, else 0 if no Writing selected-response items answered correctly
   iii) Percent ([Numerator]/[Denominator]) shall be calculated if the numerator is not 0, and rounded to the nearest whole number

V.   Participation and Exclusions

For each assessment required based on student eligibility and for each optional assessment submitted in the testing platform, a student participation status shall 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 shall be based on criteria for meeting attemptedness requirements as well as test data provided in the testing platform.

A.   Not Tested Reason

Not Tested Reasons shall be available in the TAO system using the testing platform to assign specific cases where a student may not be tested. The reasons are pre-defined and only available as a selection in the testing platform. Only one Not Tested Reason may be selected and applied to a student result.

B.   Student Test Participation

1) Test Attemptedness shall be derived based on the participation of student engagement in the assessment and shall be set to M = "Meets Test Attemptednes"s status, D = "Did Not Meet Test Attemptedness" status or N = "Not Tested Reason".
   a) "Meets Test Attemptedness" shall be derived when a student has attempted two or more item sets in any category that is not ELA (Reading or Writing).

b) "Meets Test Attemptedness" shall be derived when a student has attempted two or more item sets in Reading category.

c) "Meets Test Attemptedness" shall be derived when a student has attempted one or more selected response items or has a non-blank response to a prompt in the Writing category

d) "Did Not Meet Test Attemptedness" shall be derived when a student has attempted at least one item, but does not meet the minimum requirement to reach a "Meets Test Attemptedness" status

e) "Not Tested" shall be derived when a student has no attempts (blank value) to any item sets, and there is no Not Tested Reason submitted with the test

f) "No Response" shall be derived when a student has been administered the test but has no response to all item sets (NULL value), and a Not Tested Reason is not listed.

Test Attemptedness 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 one of the selected Not Tested reasons exist	Not Tested Unspecified	No
N	No reason provided in the testing platform for not tested, and every item has NULL value	No Response	No
*Not Tested Reason Participation Status is ignored for processing and reporting			

Table 5.0 Participation Status

C.   Test Invalidations

1) Districts shall have the ability to invalidate a test for a student with the option to invalidate the test.

2) The invalidated test value shall be stored in the student test result as "Test Administration Violation" in the Not Tested Reason.

D. School Type Reporting

1) School types shall be denoted in groups for reporting purposes.
2) All student results data shall report based on the testing district code and school code.
3) A datafile shall be generated for each school with at least one student enrolled, regardless of School Type designation.
4) A datafile shall be generated for each School Administration Unit.
5) Every student shall be assigned a school type based on the school provided by the testing platform and school organization data provided by FDOE. The table below summarizes the school type analysis and reporting impact.
6) 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.
7) Students identified as belonging to private schools are excluded from all aggregations (school, district, and state level).

School TypeID	School SubTypeID	School Type Description	Analysis Abbreviation
1	1	Public	PUB
1	11	Charter	CHA
1	14	Vocational-Tech Program	VOC
1	15	Special Education Program	SEP
1	17	Alternative Program	ALT
1	18	Other	OTH
1	24	Adult	ADT
1	26	Correctional	COR
1	27	Hospital Home bound (District Responsible)	HOM
3	3	Private	PRI

Table 5.1 School Type Description

VI. Psychometrics Scaling and Scoring

A. 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

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.

Level	Item Score – For Scaled Score Calculation Only
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

Table 6.0 Item Score Level

4) 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
5) The approved scaled score cut scores will be used to assign students an achievement level based on the scaled score provided by psychometrics
6) Records with a perfect incorrect response pattern (i.e., all wrong answers) are assigned to the lowest obtainable scale score (LOSS)
7) 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 student does not demonstrate an adequate level of success
2	Level 2 student demonstrates a limited level of success
3	Level 3 student demonstrates a satisfactory level of success
4	Level 4 student demonstrates an above satisfactory level of success

Table 6.0 Achievement Level Descriptor

B.   Student Longitudinal Achievement Level

1) All Test Grades 03–08 ELA, Grade 09 ELA 1, Grade 10 ELA 2, and Grades 03–08 Math assessments are eligible for longitudinal data reporting.
2) Up to three academic year achievement levels shall be provided for each student assessed this current year and two years prior to this current year assessment, regardless of the grade level.
3) Student test records shall be matched year over year by FLEID.
4) Each FLEID must be unique to one individual student.

VII. Aggregates and Calculations

A.   Aggregate Data Calculations (School, District, State)

1) Aggregation School: Student's district code concatenated with school code identifies school.
2) Aggregation District: Student's district code identifies district.
3) Aggregation State: All students in the FSAA—Performance Task assessment data is identified as "FL" for the State aggregations.
4) Number of Students Assessed: Number of students with a "Tested" participation status meeting school type inclusion rules.
5) 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.
6) Number of Students at each Achievement Level: Number of Students with a "Tested" participation status earning the achievement level meeting school type inclusion rules.
7) 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.
8) 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.
9) 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.

B.   Aggregate Data Suppression Rules

1) Measured Progress shall not suppress the number of students assessed and number of students not assessed for the State Summary File only.
2) Measured Progress shall suppress achievement level aggregations by district, and/or school in order to comply with standard redaction rules.
    a)   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.
    b)   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.   Specific Reporting Rules

A.   General Information

1) Format Data
    a)   Test Subject shall be labelled grouped and ordered by the Grade and Assessment Subject

Report Subject Order	Test Subject Label*	Assessment
1	ELA	Grades 03–08 ELA

Report Subject Order	Test Subject Label*	Assessment
2	MATHEMATICS	Grades 03–08 Math
3	SCIENCE	Grades 05 & 08 Science
1	ACCESS ELA 1	Grade 09 ELA 1
1	ACCESS ELA 2	Grade 10 ELA 2
2	ACCESS ALGEBRA 1	High School Algebra 1 EOC
3	ACCESS BIOLOGY 1	High School Biology 1 EOC
4	ACCESS GEOMETRY	High School Geometry EOC
5	ACCESS CIVICS	Grades 06-08 Civics EOC
6	ACCESS U.S. HISTORY	High School U.S. History EOC
*For ELA and HS ELA assessments, replace "ELA" with "ENGLISH LANGUAGE ARTS" for roster headers		

Table 8.0 Test Subject Label

a) Student Name shall be printed on each report
   i) Format student name in upper case
   ii) Print [Last name], [First Name]
b) Enrolled Grade shall be printed on each report
   i) Sort order: If a report PDF file contains results for more than one enrolled grade, then order the grade results sequentially by grade within each content area.
   ii) Always print enrolled grade with leading 0's when grade is less than 10.
c) Enrolled District: [district code]-District Name
d) 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) Grades 03–08 ELA, Math, and Science will be included in one report with a 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) EOCs and ELA 1 & 2 content areas will receive a single page report with a cover letter on the front and content report on the back
4) Each content page/report will have test content specific header

Grade Permitted	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

Grade Permitted	Subject	Report Page Header
06–08	Civics	Your Student's Performance on the Civics End-of-Course Assessment
09–12	U.S. History	Your Student's Performance on the U.S. History End-of-Course Assessment

Table 8.1 Report Headers

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 Not Scaffold
      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, and 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
      i) Each arrow marker has a group of data score points associated with it which the score marker will align.
         (1) Achievement Level 4 has nine data groups.
         (2) Achievement Levels 3, 2, and 1 each have eight data groups.
   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 shall be the current school year, for example, "2018–2019".
      ii) Achievement Level: If the student earned an achievement level for the academic year, print earned achievement level.
      iii) If the student did not earn an achievement level for that academic year, print "*" and the footnote "Student achievement level not available, please contact your student's teacher."
         (1) FLEID value shall be used to identify individual students year over year
   b) For tests where longitudinal data are not reported
      i) Print "Your Student's Achievement Levels Over Time in the [Content Area] Assessment" where [Content Area] is indicated in the table below.

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	
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.
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.
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 06–08 Civics EOC	Civics	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.
U.S. History EOC	High School U.S. History	No	This assessment is administered when the course is completed. Therefore, only current year scores and achievement levels are reported.

Table 6.2 Longitudinal Achievement

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 shall be generated and produced with the naming conventions where SAYY is the school academic year, for example, 1819.
   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) FlAltPerformance[SAYY]StudentSchool[grade]Admin[#]_ [discode‖schcode].pdf
   c) Civics (06-08) will be grouped in one PDF for a school
      i) FlAltPerformance[SAYY]StudentSchoolCIVAdmin[#]_ [discode‖schcode].pdf
      ii) High School grades (09, 10, 11, 12) will be grouped by subject PDFs for a school
      iii) FlAltPerformance[SAYY]StudentSchoolELA1Admin[#]_ [discode‖schcode].pdf
      iv) FlAltPerformance[SAYY]StudentSchoolELA2Admin[#]_ [discode‖schcode].pdf
      v) FlAltPerformance[SAYY]StudentSchoolAl1Admin[#]_ [discode‖schcode].pdf
      vi) FlAltPerformance[SAYY]StudentSchoolBIO1Admin[#]_ [discode‖schcode].pdf
      vii) FlAltPerformance[SAYY]StudentSchoolGEOAdmin[#]_ [discode‖schcode].pdf
      viii) FlAltPerformance[SAYY]StudentSchoolUSHAdmin[#]_ [discode‖schcode].pdf
   d) Students shall be sorted in the PDF by Enrolled Grade, Last Name, First Name, FLEID
11) Print Release

a)   Measured Progress shall provide print files to print vendor for printing and shipping school packs to the districts

b)   Districts shall distribute to each school when there is at least one tested student enrolled in the school

c)   A school may receive more than one package depending on the number of tested students

d)   ELA, Math, and Science grades (03–08) will be grouped in one package

e)   ELA1 (grade 09), ELA2 (grade 10), and EOCs will be grouped in a separate package

f)   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)

g)   Student Reports will be sorted by Test Grade, Last Name, First Name, and FLEID

h)   ELA1 (grade 09), ELA2 (grade 10), and EOC Student Reports will be sorted by Subject, Test Grade, Last Name, First Name, and FLEID.

i)   Blank/missing names are sorted as-is (fully blank names sort to the top).

j)   Slip Sheet

   i)   Florida Alt Performance Task 18–19

   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

Table 8.3 Rubric

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.

c)   Student score section will be blank.

2)   Scaled score and achievement level shall only be populated for student with participation status of "Tested".

3)   Test Accuracy shall only display students with participation status of "Tested".

a)   Task 1, 2, 3, Writing Task Print "[Numerator] out of [Denominator]"

b)   If [Numerator] = 0, then print "NA".

4)   Writing rubric dimension scores (0–3) will always be printed.

5) For Grade 3 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 into one PDF for a school.
        i) FlAltPerformance[SAYY]StudentRosterAdmin[#]_ [discode||schcode].pdf
    c) Student data will be listed on the roster by test, enrolled grade, last name, first name, and FLEID.
    d) Each test will start on its own page.
7) Print Release
    a) Measured Progress will provide print files to the print vendor for printing and shipping school packs to the districts.
    b) Districts will distribute to each school when there is at least one student enrolled in the school with a test participation status assigned.
    c) A school may receive more than one package depending on the number of tested students.
    d) Every print package will start with a slip sheet as the first entity (with a blank back page), followed by the roster pages
    e) Student data will be listed on the roster by test, enrolled grade, last name, first name, and FLEID.
    f) Each test will start on its own page
    g) Slip Sheet
        i) Florida Alt Performance Task [SA-YY]
        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.   Specific Data File Rules

A.   State Student Test Results

1) Layout: FLAlt[SAYY]PerformanceTaskStudentTestResultsLayout.xls
2) File Name: FLAlt[SAYY]PerformanceTaskStudentTestResults.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, and FLEID.
6) Remove commas from variable values.
7) Included Students/Tests: All student tests are included, regardless of assigned participation status or school type.

B.   District Student Test Results

1) Layout: FLAlt[SAYY]PerformanceTaskStudentTestResultsLayout.xls

2)   File Name: FLAlt[SAYY]PerformanceTaskStudentTestResults[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, and FLEID.
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: FLAlt[SAYY]PerformanceTaskAssessedSummaryLayout.xls
2)   File Name: FLAlt[SAYY]PerformanceTaskAssessedSummary[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 alphabetical order by school name, test grade, and test subject.
10) Apply achievement level aggregation suppression rules outlined earlier in this document.

D.   State Assessed Summary

1)   Layout: FLAlt[SAYY]PerformanceTaskAssessedSummaryLayout.xls
2)   File Name: FLAlt[SAYY]PerformanceTaskAssessedSummary.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 alphabetical order by district name, school name, test grade, and test subject.
9)   Achievement level aggregation suppression rules outlined earlier in this document will not be applied.

X.   Re-run Administrations

A.   Re-run Administration Procedures

All submissions during the test submission extension timeframe will be included in the re-run and will also include makeup tests, late tests and appeals.   Additionally, appeals submitted until mid-September that result in a score change will be included.

1) Student reports will be delivered online and print in fall (exact date TBD)
2) Only new student reports or student reports that contain a student level test score change will be printed
3) Percent of students at each achievement level will be updated or recalculated
4) The aggregations printed will be based on round 2 reporting
5) Update State Student Test Results data
6) Update State Assessed Summary data
7) Create State Report List data
    a) Layout: FLAlt[SAYY]PerformanceTaskRelease2ReportListLayout.xls
    b) File Name: FLAlt[SAYY]PerformanceTaskRelease2ReportList_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, and 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.
8) Create District Report List data
    a) Layout: FLAlt[SAYY]PerformanceTaskRelease2ReportListLayout.xls
    b) File Name: FLAlt[SAYY]PerformanceTaskRelease2ReportList_[district code].csv
    c) File Type: CSV
    d) First row will be a header row containing variable names.
    e) Remaining rows will contain student list following the layout.
    f) Students will be sorted by tested grade, tested subject, and FLEID.
    g) Remove commas from variable values.
9) 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.

XI. Non-Functional Requirements

A.   Operational Requirements

1) Vendor system
    a) Performance shall be satisfactory.
    b) Availability shall be uninhibited during the open windows.
    c) Security measured shall be in place for the protection of data and transfers.
    d) Usability of the system must be satisfactory.
    e) Integrity of the system shall be adequate.
2) Carrier vendor timeliness
    a) Material receipt is on time.

    b)   Material delivery is on time.

3)   Training
    a)   Training is performed
    b)   Training is available and delivered adequately.

4)   Systems support, and maintenance is available.

5)   Schedules are adhered to (including handoff schedule to and from reporting groups).
    a)   Scheduled dates are agreed to and adhered to.

6)   Resources
    a)   Availability of personnel must be adequate and permit capacity.
    b)   Accessibility of systems shall be available for processing and reporting.

XII. Appendix and Approval

A.   Approval

APPENDIX H—WRITING RUBRIC STATISTICS

Table H-1. 2018–19 FSAA—PT: Writing Rubric Statistics by Item Number—ELA

Grade	Item ID	Dimension	Dim	Max	Avg.	CorrW Total	P0	P1	P2	P3
04	466237	Title	1	3	2.08	0.51	4.67	17.70	42.49	35.15
	466237	Introduction	2	3	1.81	0.53	6.00	19.07	63.20	11.73
	466237	Supporting Details	3	3	2.30	0.61	4.23	13.37	30.89	51.51
	466237	Conclusion	4	3	1.81	0.54	8.65	20.96	50.82	19.56
05	466016	Title	1	3	2.02	0.53	4.02	13.66	58.68	23.65
	466016	Introduction	2	3	2.02	0.54	5.11	13.42	55.34	26.13
	466016	Supporting Details	3	3	2.00	0.46	4.26	8.99	69.32	17.44
	466016	Conclusion	4	3	1.92	0.50	7.77	15.96	52.62	23.65
06	465977	Title	1	3	2.14	0.54	6.28	10.88	45.03	37.81
	465977	Introduction	2	3	2.08	0.55	7.74	12.68	43.85	35.74
	465977	Supporting Details	3	3	1.88	0.56	6.40	24.16	44.91	24.53
	465977	Conclusion	4	3	2.02	0.55	9.14	12.43	46.10	32.33
07	466163	Title	1	3	1.96	0.51	5.61	14.89	57.87	21.62
	466163	Introduction	2	3	1.85	0.52	6.37	16.16	63.75	13.72
	466163	Supporting Details	3	3	1.90	0.51	6.43	18.45	53.76	21.36
	466163	Conclusion	4	3	1.79	0.52	7.58	21.12	56.05	15.25
08	466780	Title	1	3	1.74	0.46	6.66	45.03	15.64	32.67
	466780	Introduction	2	3	1.87	0.59	7.03	23.63	45.12	24.22
	466780	Supporting Details	3	3	1.88	0.54	6.60	19.45	53.67	20.28
	466780	Conclusion	4	3	1.74	0.57	7.71	27.87	46.79	17.62
09	466293	Title	1	3	1.87	0.58	7.19	17.83	55.63	19.34
	466293	Introduction	2	3	1.78	0.60	8.27	19.56	57.75	14.42
	466293	Supporting Details	3	3	1.85	0.55	9.18	19.79	47.81	23.22
	466293	Conclusion	4	3	1.71	0.61	10.32	23.60	50.74	15.34
10	466420	Title	1	3	1.74	0.56	7.38	29.57	44.25	18.81
	466420	Introduction	2	3	1.61	0.60	8.84	34.91	42.65	13.60
	466420	Supporting Details	3	3	1.51	0.56	10.08	34.80	49.42	5.70
	466420	Conclusion	4	3	1.51	0.60	11.12	37.11	41.49	10.27

Table H-2. 2018–19 FSAA—PT: Writing Rubric Statistics Correlation by Item Number—ELA

Grade	Dimension	Dim	Item ID	Title	Introduction	Supporting Details	Conclusion
04	Title	1	466237	1.00	0.55	0.56	0.49
	Introduction	2	466237	0.55	1.00	0.58	0.62
	Supporting Details	3	466237	0.56	0.58	1.00	0.58
	Conclusion	4	466237	0.49	0.62	0.58	1.00
05	Title	1	466016	1.00	0.63	0.55	0.55
	Introduction	2	466016	0.63	1.00	0.57	0.61
	Supporting Details	3	466016	0.55	0.57	1.00	0.55
	Conclusion	4	466016	0.55	0.61	0.55	1.00
06	Title	1	465977	1.00	0.64	0.58	0.61
	Introduction	2	465977	0.64	1.00	0.60	0.66
	Supporting Details	3	465977	0.58	0.60	1.00	0.61
	Conclusion	4	465977	0.61	0.66	0.61	1.00
07	Title	1	466163	1.00	0.64	0.59	0.61
	Introduction	2	466163	0.64	1.00	0.67	0.70
	Supporting Details	3	466163	0.59	0.67	1.00	0.69
	Conclusion	4	466163	0.61	0.70	0.69	1.00
08	Title	1	466780	1.00	0.54	0.49	0.48
	Introduction	2	466780	0.54	1.00	0.68	0.70
	Supporting Details	3	466780	0.49	0.68	1.00	0.68
	Conclusion	4	466780	0.48	0.70	0.68	1.00
09	Title	1	466293	1.00	0.70	0.63	0.66
	Introduction	2	466293	0.70	1.00	0.69	0.74
	Supporting Details	3	466293	0.63	0.69	1.00	0.74
	Conclusion	4	466293	0.66	0.74	0.74	1.00
10	Title	1	466420	1.00	0.71	0.66	0.66
	Introduction	2	466420	0.71	1.00	0.77	0.77
	Supporting Details	3	466420	0.66	0.77	1.00	0.79
	Conclusion	4	466420	0.66	0.77	0.79	1.00

Table H-3. 2018–19 FSAA—PT: Writing Rubric Statistics Summary by Item Number—ELA

Grade	Dimension	Dim	Max	Avg.	SD
04	Title	1	3	2.08	0.84
	Introduction	2	3	1.81	0.71
	Supporting Details	3	3	2.30	0.85
	Conclusion	4	3	1.81	0.85
05	Title	1	3	2.02	0.73
	Introduction	2	3	2.02	0.77
	Supporting Details	3	3	2.00	0.66
	Conclusion	4	3	1.92	0.84
06	Title	1	3	2.14	0.85
	Introduction	2	3	2.08	0.89
	Supporting Details	3	3	1.88	0.85
	Conclusion	4	3	2.02	0.90
07	Title	1	3	1.96	0.77
	Introduction	2	3	1.85	0.73
	Supporting Details	3	3	1.90	0.80
	Conclusion	4	3	1.79	0.79
08	Title	1	3	1.74	0.99
	Introduction	2	3	1.87	0.86
	Supporting Details	3	3	1.88	0.80
	Conclusion	4	3	1.74	0.84
09	Title	1	3	1.87	0.80
	Introduction	2	3	1.78	0.79
	Supporting Details	3	3	1.85	0.88
	Conclusion	4	3	1.71	0.85
10	Title	1	3	1.74	0.84
	Introduction	2	3	1.61	0.83
	Supporting Details	3	3	1.51	0.75
	Conclusion	4	3	1.51	0.82

APPENDIX I—REPORT SHELLS

THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). 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—PT 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 readministered 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 4

This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, and differentiate and generalize 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 **16** out of **16** questions. Your student's accuracy is **100%**.
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 **11** out of **16** questions. Your student's accuracy is **69%**.
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 **11** out of **11** questions. Your student's accuracy is **100%**.
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	3	Your student's response provided a **complete** title.
Introduction	3	Your student's response provided a **complete** introduction.
Supporting Details	3	Your student's response provided **complete** supporting details.
Conclusion	3	Your student's response provided a **complete** conclusion.

† Scores for each component range from zero to three points earned.

Your Student's Score

4 — 660

Level 4
Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

◄ **627**

618

3

Level 3
Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

599

2

Level 2
Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

583

1

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
2019	Level 4
2018	Level 3
2017	Level 3

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	11%	12%	20%
Level 3	44%	40%	36%
Level 2	32%	40%	25%
Level 1	13%	8%	18%

FLEID: FL000000000000   **Name:** LASTNAME, FIRSTNAME

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 **1** 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 **9** out of **15** questions. Your student's accuracy is **60%**.
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 **4** out of **9** questions. Your student's accuracy is **44%**.

Your Student's Score

- 660
- **4** — **Level 4** Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.
- 617
- **3** ◄ **609** — **Level 3** Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.
- 600
- **2** — **Level 2** Students at this level demonstrate a limited level of success with the Florida Standards Access Points.
- 586
- **1** — **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
2019	Level 3
2018	Level 2
2017	Level 2

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	5%	4%	20%
Level 3	**34%**	**28%**	**30%**
Level 2	48%	52%	28%
Level 1	13%	16%	22%

Your Student's Performance on the Grade 5 Science 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 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 **16** out of **16** questions. Your student's accuracy is **100%**.
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 **14** out of **16** questions. Your student's accuracy is **88%**.
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 **9** out of **14** questions. Your student's accuracy is **64%**.

Your Student's Score

660

4

Level 4
Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

616

◄ 612

3

Level 3
Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

599

2

Level 2
Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

580

1

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	11%	8%	25%
Level 3	37%	40%	31%
Level 2	42%	40%	27%
Level 1	10%	12%	16%

THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). 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—PT 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 readministered 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 U.S. History End-of-Course 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 words or phrases directly from the stimulus. • The student may be asked to: identify, state, 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., laws, citizen, government, United States, historian).	Your student correctly answered **16** out of **16** questions. Your student's accuracy is **100%**.
TASK 2 • Tasks at this level generally require the student to make some level of inference. • The student may be asked to: 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., legal, branches of government, jobs, peace, protest).	Your student correctly answered **12** out of **16** questions. Your student's accuracy is **75%**.
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, compare/contrast, conclude, or categorize 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., amendment, naturalization, population, economy, civil rights).	Your student correctly answered **5** out of **12** questions. Your student's accuracy is **42%**.

Your Student's Score

875

4

Level 4
Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

818

3 ◄ **805**

Level 3
Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

792

2

Level 2
Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

778

1

Level 1
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

725

Your Student's Achievement Levels Over Time on the U.S. History Assessment

This assessment is administered when the course is completed. 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	11%	25%	25%
Level 3	**42%**	**42%**	**36%**
Level 2	21%	19%	19%
Level 1	26%	13%	20%

FLEID: FL000000000000   **Name:** LASTNAME, FIRSTNAME

THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME	**Spring 2019**
FLEID: FL000000000000	**District: DA-Demonstration District A**
Grade: 10	**School: DEM1-Demonstration School 1**

Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). 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—PT 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 readministered 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 Algebra 1 End-of-Course 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 **16** out of **16** questions. Your student's accuracy is **100%**.
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 **11** out of **16** questions. Your student's accuracy is **69%**.
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 **6** out of **11** questions. Your student's accuracy is **55%**.

Your Student's Score

875

4

Level 4
Students at this level demonstrate an above satisfactory level of success with the Florida Standards Access Points.

823

◄ **819**

3

Level 3
Students at this level demonstrate a satisfactory level of success with the Florida Standards Access Points.

797

2

Level 2
Students at this level demonstrate a limited level of success with the Florida Standards Access Points.

774

1

Level 1
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.

725

Your Student's Achievement Levels Over Time on the Algebra 1 Assessment

This assessment is administered when the course is completed. 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	0%	8%	20%
Level 3	**45%**	**11%**	**40%**
Level 2	45%	38%	28%
Level 1	9%	12%	12%

FLEID: FL000000000000   **Name:** LASTNAME, FIRSTNAME

APPENDIX J—DIFFERENTIAL ITEM FUNCTIONING RESULTS

Table J-1. 2018–19 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	Number "Low" Favoring Reference	Number "Low" Favoring Focal	Number "High" Total	Number "High" Favoring Reference	Number "High" Favoring Focal
3	Male	Female	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	3	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	3	1	2	0	0	0
			3	16	5	3	2	1	0	1
		Hispanic	1	16	0	0	0	0	0	0
			2	16	4	0	4	0	0	0
			3	16	3	2	1	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	3	0	3	0	0	0
			2	16	1	0	1	1	0	1
			3	16	5	5	0	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	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	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	0	0	0	0	0	0
			3	16	2	1	1	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	2	0	2	0	0	0
			2	16	4	3	1	0	0	0
			3	15	3	1	2	0	0	0
			WRI-MC	5	2	1	1	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
4	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	1	0	1
			2	9	2	2	0	1	0	1
			WRI-MC	5	2	0	2	0	0	0
			WRI-WP	4	0	0	0	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
			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	4	1	3	0	0	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	White	Hispanic	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
	Non-Limited English Proficient	Limited English Proficient	1	16	1	0	1	0	0	0
			2	16	1	1	0	0	0	0
			3	15	1	0	1	1	1	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	2	2	0	0	0	0
			2	16	3	2	1	1	0	1
			WRI-MC	5	1	0	1	0	0	0
			WRI-WP	4	0	0	0	0	0	0
6	Male	Female	1	16	1	0	1	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
	White	Black	1	16	1	0	1	0	0	0
			2	16	1	1	0	0	0	0

Grade	Reference	Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
6	White	Black	3	16	4	1	3	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	3	2	1	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	2	1	0	0	0
			2	16	3	1	2	0	0	0
			3	15	6	4	2	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	1	0	1	0	0	0
			2	9	3	3	0	0	0	0
			WRI-MC	5	2	1	1	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	5	2	3	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

Grade	Reference	Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
7	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	5	2	3	0	0	0
			3	14	3	2	1	1	1	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	1	1	0	0	0	0
			2	14	3	1	2	0	0	0
			WRI-MC	5	1	1	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
8	Male	Female	1	15	0	0	0	0	0	0
			2	15	0	0	0	0	0	0
			3	15	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	15	0	0	0	0	0	0
			2	15	0	0	0	0	0	0
			3	15	2	0	2	1	1	0
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
		Hispanic	1	15	0	0	0	0	0	0
			2	15	1	0	1	0	0	0
			3	15	1	1	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	15	2	0	2	0	0	0
			2	15	3	2	1	1	0	1
			3	14	1	1	0	1	0	1
			WRI-MC	5	0	0	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	15	1	1	0	0	0	0
			2	8	1	0	1	0	0	0
			WRI-MC	5	1	0	1	0	0	0
			WRI-WP	4	0	0	0	0	0	0

Grade	Reference	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	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	1	1	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	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	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	3	1	2	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	0	1	0	0	0
			2	16	2	2	0	2	2	0
			WRI-MC	5	2	1	1	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	1	1	0	0	0	0
			2	11	2	0	2	0	0	0
			WRI-MC	5	0	0	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	3	2	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	1	1	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
10	White	Hispanic	WRI-MC	5	1	1	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	0	0	0
			2	7	2	2	0	1	1	0
			WRI-MC	5	1	0	1	0	0	0
			WRI-WP	4	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	2	1	1	0	0	0
			2	13	1	0	1	0	0	0
			WRI-MC	5	1	1	0	0	0	0
			WRI-WP	4	0	0	0	0	0	0

Table J-2. 2018–19 FSAA—PT: Number of Items Classified as "Low" or "High"
DIF Overall and by Group Favored—Mathematics

Grade	Reference	Focal	Task	Number of Items	Total (Low)	Favoring Reference (Low)	Favoring Focal (Low)	Total (High)	Favoring Reference (High)	Favoring Focal (High)
					Number "Low"			Number "High"		
3	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
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	0	0	0	0	0	0
		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	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	3	0	3	0	0	0
4	Male	Female	1	16	0	0	0	0	0	0
			2	16	2	1	1	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	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	1	1	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	3	1	2	0	0	0
			3	16	3	2	1	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	6	3	3	0	0	0
			2	13	4	3	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	2	2	0	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	2	1	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0

Grade	Reference	Focal	Task	Number of Items	Number "Low" Total	Favoring Reference	Favoring Focal	Number "High" Total	Favoring Reference	Favoring Focal
5	White	Hispanic	2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	4	1	3	0	0	0
			3	13	2	1	1	1	1	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	0	0	0
			2	14	3	0	3	0	0	0
	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
6	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	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	0	0	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	1	0	1	0	0	0
			2	16	5	0	5	0	0	0
			3	16	4	1	3	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	1	1	0	0	0	0
			2	7	0	0	0	0	0	0
	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
7	White	Black	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	2	1	1	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	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	2	1	0	0	0
			3	14	2	1	1	3	1	2
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	2	1	1	0	0	0
			2	13	2	2	0	1	0	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
8	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	1	0	1	0	0	0
			3	16	2	2	0	0	0	0
	White	Hispanic	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	2	2	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	4	1	3	0	0	0
			3	15	2	0	2	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	1	1	0	1	0	1
			2	8	3	2	1	0	0	0

Table J-3. 2018–19 FSAA—PT: Number of Items Classified as "Low" or "High" DIF Overall and by Group Favored—Science

Grade	Reference	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	0	1	1	1	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	1	0	0	0	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
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	4	2	2	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	0	0	0
			2	15	2	0	2	0	0	0
			3	3	1	1	0	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	1	1	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	1	2	1	0	1
		Hispanic	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	1	0	1	1	0	1
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	1	1	0	1	1	0
			3	13	4	1	3	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	1	0	1	0	0	0
			2	9	1	0	1	0	0	0

Table J-4. 2018–19 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	0	0	0	0	0	0
			3	16	2	0	2	0	0	0
	White	Black	1	16	0	0	0	0	0	0
			2	16	1	1	0	0	0	0
			3	16	1	1	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
	Non-Limited English Proficient	Limited English Proficient	1	16	4	2	2	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	2	0	2	0	0	0

Table J-5. 2018–19 FSAA—PT: Number of Items Classified as "Low" or "High"
DIF Overall and by Group Favored—HS Biology 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	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	1	0	1	0	0	0
			3	16	0	0	0	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	1	1	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
	Not Economically Disadvantaged	Economically Disadvantaged	2	11	1	0	1	1	0	1

Table J-6. 2018–19 FSAA—PT: Number of Items Classified as "Low" or "High"
DIF Overall and by Group Favored—HS Geometry

Grade	Reference	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	1	0	1	0	0	0
			2	16	1	0	1	0	0	0
			3	14	8	7	1	0	0	0
	White	Black	1	16	1	1	0	0	0	0
			2	16	3	1	2	1	1	0
			3	6	2	2	0	0	0	0
		Hispanic	1	16	1	1	0	0	0	0
			2	16	5	3	2	0	0	0
			3	8	2	0	2	0	0	0

Table J-7. 2018–19 FSAA—PT: Number of Items Classified as "Low" or "High"
DIF Overall and by Group Favored—Civics

Grade	Reference	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	1	0	0	0	0
			3	16	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	4	1	3	0	0	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	1	0	1	0	0	0
			3	16	1	1	0	0	0	0
	Non-Limited English Proficient	Limited English Proficient	1	16	0	0	0	0	0	0
			2	16	2	1	1	0	0	0
			3	16	3	2	1	1	1	0
	Not Economically Disadvantaged	Economically Disadvantaged	1	16	0	0	0	0	0	0
			2	15	2	1	1	0	0	0

Table J-8. 2018–19 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
	Male	Female	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	3	0	0	0	0
11		Black	1	16	0	0	0	0	0	0
			2	16	3	1	2	0	0	0
	White		3	16	3	2	1	1	1	0
		Hispanic	1	16	0	0	0	0	0	0
			2	16	0	0	0	0	0	0
			3	16	3	3	0	0	0	0

APPENDIX K—DIMENSIONALITY

2015–16 DIMENSIONALITY

The DIF analyses of the previous section were performed to identify items that showed evidence of differences in performance between pairs of subgroups beyond that which would be expected based on the primary construct that underlies total test score (also known as the "primary dimension," e.g., general achievement in mathematics). When items are flagged for DIF, statistical evidence points to their measuring an additional dimension(s) to the primary dimension.

Because tests are constructed with multiple content-area subcategories, and their associated knowledge and skills, the potential exists for a large number of dimensions being invoked beyond the common primary dimension. Generally, the subcategories are highly correlated with each other; therefore, the primary dimension they share typically explains an overwhelming majority of variance in test scores. In fact, the presence of just such a dominant primary dimension provides the foundation for the reporting and interpretation of a single score for each student taking the FSAA-PT. As noted in the previous section, a statistically significant DIF result does not automatically imply that an item is measuring an irrelevant construct or dimension. An item could be flagged for DIF because it measures one of the construct-relevant dimensions of a subcategory's knowledge and skills.

The purpose of dimensionality analysis is to investigate whether violation of the assumption of test unidimensionality is statistically detectable and, if so, (a) the degree to which unidimensionality is violated and (b) the nature of the multidimensionality.

The dimensionality analyses were conducted using the nonparametric methods DIMTEST (Stout, 1987; Stout, Froelich, & Gao, 2001) and DETECT (Zhang & Stout, 1999). Both of these methods use as their basic statistical building block the estimated average conditional covariances for item pairs. A conditional covariance is the covariance between two items conditioned on expected total score for the rest of the test, and the average conditional covariance is obtained by averaging over all possible conditioning scores. When a test is strictly unidimensional, all conditional covariances are expected to take on values within random noise of zero, indicating statistically independent item responses for examinees with equal expected scores. Nonzero conditional covariances are essentially violations of the principle of local independence, and local dependence implies multidimensionality. Thus, nonrandom patterns of positive and negative conditional covariances are indicative of multidimensionality.

DIMTEST is a hypothesis-testing procedure for detecting violations of local independence. The data are first divided into a training sample and a cross-validation sample. Then an exploratory analysis of the conditional covariances is conducted on the training sample data to find the cluster of items that displays the greatest evidence of local dependence. The cross-validation sample is then used to test whether the conditional covariances of the selected cluster of items display local dependence, conditioning on total score on the nonclustered items. The DIMTEST statistic follows a standard normal distribution under the null hypothesis of unidimensionality.

DETECT is an effect-size measure of multidimensionality. As with DIMTEST, the data are first divided into a training sample and a cross-validation sample. The training sample is used to find a set of mutually exclusive and collectively exhaustive clusters of items that best fit a systematic pattern of positive conditional covariances for pairs of items from the same cluster and negative conditional covariances from different clusters. Next, the clusters from the training sample are used with the cross-validation sample data to average the conditional covariances: Within-cluster conditional covariances are summed; from this sum the between-cluster conditional covariances are subtracted; this difference is divided by the total number of item pairs; and this average is multiplied by 100 to yield an index of the average violation of local independence for an item pair. DETECT values less than 0.2 indicate very weak multidimensionality (or near unidimensionality); values of 0.2 to 0.4, weak to moderate multidimensionality; values of 0.4 to 1.0, moderate to strong multidimensionality; and values greater than 1.0, very strong multidimensionality (Roussos & Ozbek, 2006).

The use of a training sample and a cross-validation sample is required for exploratory DIMTEST hypothesis testing analyses in order to have proper control of the type 1 error rate.   For DETECT, the use of a training sample and a cross-validation sample is implemented to decrease the risk of an inflated DETECT index in the case of unidimensionality. In this case, the signs of the conditional covariances will exhibit random patterns; but DETECT will still find the clusters that best exemplify the systematic pattern associated with multidimensionality by capitalizing on chance. Such random patterns, however, are unlikely to repeat themselves in a new independently chosen sample, thus resulting in an appropriately small DETECT index in the cross-validation sample in the case of unidimensionality. The disadvantage of using training and cross-validation samples is that the DETECT index is estimated using a smaller sample size, which, of course, increases the noise in the estimator. When the total sample size is large (for example, 2000 or more) for an analysis, the increase in noise is negligible; however, when the total sample size is small, it may sometimes be helpful to implement DETECT without using training and cross-validation samples. We refer to this as using DETECT with no cross validation. In this case, the entire sample is used to select the clusters; and the entire sample is used to estimate the DETECT index.

When a DETECT analysis is conducted with no cross validation, extra caution is called for in the interpretation of the results. The critical focus in this case is on the interpretation of the clusters and the sign pattern matrix. In the case of unidimensionality with a small sample size, the items will have been assigned to clusters in a random fashion; and there will be evidence of substantial noise in the sign pattern matrix. Hence, if the clusters are found to be uninterpretable with substantial noise in the sign pattern matrix, the conclusion should be that there is no evidence of substantial multidimensionality, regardless of the size of the DETECT index. On the other hand, in the case of moderate to strong multidimensionality with a small sample size, the use of the total sample results in the clusters being more interpretable and less noise in the sign pattern matrix as compared to when the sample is split into a training sample and a cross-validation sample. The interpretation of the DETECT index must still be conducted with caution. In general, if it is determined

that a DETECT analysis without cross validation would be helpful, a run with training and cross-validation samples should also be conducted to aid in the interpretation of the results.

DIMTEST and DETECT require that data sets have full responses without any missing values. DIMTEST and DETECT were applied to the 2015–16 assessments for ELA and mathematics in grades 3 through 8, ELA in grades 9 and 10, and science in grades 5 and 8 – a total of 16 tests. For all these tests, Session 2 consisted of 9 item sets (27 items) that were administered non-adaptively to all the test takers. The 9 item sets in Session 2 consist of 6 operational item sets (18 items) that all the students took plus 3 field-test item sets (9 items). There also were additional ELA writing-prompt-based field-test items. These were new items that did not have counterparts within the operationally scored items. Thus, the dimensionality analysis of the writing-prompt-based items are treated separately below. Here we will first focus on the results for the operational ELA, mathematics, and science performance-task item sets, plus their corresponding field-test item sets. Thus, each analyzed test consisted of 27 items. Next, we describe the sample sizes for each of the analyzed tests.

For 13 of the 16 ELA, mathematics, and science tests, there were two field-test forms per operational form. Because the total sample size for each test consisted of about 2900 examinees, this resulted in approximately 1450 examinees per analyzed test. There were three tests that did not have two field-test forms – grade 10 ELA, which had four field-test forms, and grades 3 and 8 ELA, each of which had only one field-test form. Since there was only one field-test form for ELA in grades 3 and 8, the sample size was the total number of examinees who took the tests, about 2900. For grade 10 reading, two of the four field-test forms had approximately 950 examinees each while the other two had approximately 500 examinees each. Thus, only the two grade 10 field-test forms with 950 examinees each were included in our analyses.

Two sets of analyses were then conducted: (1) DIMTEST and DETECT analyses of the field-test forms using training and cross-validation samples, and (2) DETECT analyses of the field-test forms conducted without cross-validation. In the first set of analyses, DIMTEST was applied to each test using training and cross-validation samples. For the datasets for which the DIMTEST null hypothesis was rejected, DETECT was then conducted in order to estimate the effect size of multidimensionality. The second set of analyses was conducted to obtain less noisy estimation of the DETECT item clusterings. For ELA in grades 3 and 8, analyses were conducted in two ways – first, using the smaller (approximately 1450) field-test sample sizes and, second, using the full (approximately 2900) sample size. This allowed us to better judge the effect of sample size in our interpretations of the results for the other tests.

For the DIMTEST analyses, the null hypothesis of unidimensionality was rejected at a significance level of 0.05 for every dataset. Thus, for every dataset DETECT was used to estimate the effect size of the violations of local independence found by DIMTEST. Table 8-2 displays the multidimensional effect size estimates from DETECT.

Table K-1. 2016–1 FSAA-PT: Multidimensionality Effect Sizes by Content Area

Content	Grade	Form	Number of Examinees	DETECT with Cross Validation	DETECT with No Cross Validation .
Mathematics	3	A[1]	1,423	0.57	0.69
		B[1]	1,358	0.51	0.60
	4	A[1]	1,469	0.48	0.46
		B[1]	1,435	0.45	0.63
	5	A[1]	1,468	0.56	0.71
		B[1]	1,436	0.78	0.76
	6	A[1]	1,475	0.45	0.49
		B[1]	1,424	0.34	0.46
	7	A[1]	1,492	0.62	0.66
		B[1]	1,463	0.49	0.68
	8	A[1]	1,522	0.48	0.56
		B[1]	1,448	0.48	0.49
Reading	3	A[1]	1,445	0.47	0.57
		B[1]	1,353	0.60	0.52
		Common[2]	2,798	0.54	0.53
	4	A[1]	1,471	0.36	0.46
		B[1]	1,441	0.30	0.36
	5	A[1]	1,478	0.29	0.47
		B[1]	1,440	0.37	0.50
	6	A[1]	1,479	0.23	0.45
		B[1]	1,428	0.30	0.48
	7	A[1]	1,495	0.39	0.47
		B[1]	1,463	0.34	0.47
	8	A[1]	1,525	0.32	0.46
		B[1]	1,460	0.36	0.47
		Common[2]	2,985	0.39	0.45
	9	A[1]	1,558	0.56	0.64
		B[1]	1,496	0.54	0.60
	10	A[1]	983	0.18	0.41
		B[1]	932	0.57	0.55
Science	5	A[1]	1,461	0.33	0.44
		B[1]	1,440	0.31	0.43
	8	A[1]	1,518	0.41	0.61
		B[1]	1,451	0.43	0.56

[1] field test item forms
[2] items common to all field test forms

Scanning the results, as expected, the DETECT indices for the analyses using cross validation are generally lower than the results that did not use cross validation. A positive bias is to be expected when cross-validation is not used due to the statistic's capitalization on chance. Even when cross-validation is used, the 27-item test length would still induce a small amount of positive bias – about 0.15, estimated from the results of Roussos and Ozbek (2006). When cross-validation is not used, the bias would be expected to be still larger. Of course, random estimation error (random noise) also occurs in the estimation of the DETECT

index, and such random error would be expected to be greater in the case where cross-validation is used because of the smaller sample size used in calculating the DETECT index.

Comparing the content areas, ELA and science have similar DETECT indices, while mathematics tends to have values that are higher than ELA or science, within mathematics, taking the 0.15 bias into account, most of the results indicate weak multidimensionality or moderate multidimensionality on the low side of the moderate range. The highest DETECT index for mathematics occurred for Form B of grade 5, still indicating moderate multidimensionality, though on the high end of the moderate range. Thus, overall for mathematics, the DETECT index indicates weak to moderate multidimensionality. For ELA and science, most of the results indicate very weak or weak multidimensionality. The highest values occurred for the grade 3 and grade 9 tests, which displayed moderate multidimensionality on the low side of the moderate range. Thus, for ELA and science, the DETECT index generally indicates very weak (<0.20) to weak (0.20 to 0.30) multidimensionality.

In addition to an estimate of the size of violation, DETECT also produces a listing of how the items cluster into different dimensions. The patterns were investigated for all the results, both with and without cross validation, and a consistent pattern emerged across those results. The analyses with cross validation, as expected displayed a substantial amount of noise in the sign-pattern matrices. Of the 32 analyses, 13 displayed a strong tendency of forming three clusters corresponding to items having the three keys of "A", "B", and "C", respectively. Another 17 analyses showed only some indication of a cluster or two being associated with an answer key. For two other tests, the clusters did not seem to have any obvious interpretation. If the keys really do have some role to play in the multidimensionality, then we would expect the results with the larger sample sizes in the no-cross-validation analyses to confirm such a role. When the no-cross-validation results were investigated, it was found that 28 of the 32 analyses displayed a strong tendency of DETECT to form three clusters, each aligned to one of the three answer keys. Importantly, for the two tests with full sample size analyses, grade 3 and grade 8 ELA, not only was the DETECT index nearly the same for both cross-validation and no-cross-validation, but the strong clustering tendency was present for both tests for the no-cross-validation case.

These results indicate that the violations of local independence are related to the placement of the correct response options. This phenomenon requires further research, the scale and size of which is beyond the scope of the standard analyses conducted for this section. The nature of these results indicate that there are students who tend to give responses corresponding to a particular key to some degree on at least some items, regardless as to whether the particular key is the correct response or not. Given that the DETECT effect sizes are not large, this phenomenon is probably occurring with a small, but still substantial number of students, and the phenomenon is present to at least some degree for nearly every item on each test. Such hypotheses about these types of results have been confirmed in other testing programs and, thus, warrant further investigation here. Until further investigation is conducted, no conclusion can yet be drawn on the implications of these results.

DETECT was also performed for the operational ELA Session 2 items combined with the writing-prompt stand-alone and essay field-test items. These field-test items consisted of 5 Writing MC items and a writing prompt essay scored on 4 traits using a rubric of 0-3 on each trait. In 2015-16, 6 writing prompt forms were spiraled and randomly assigned to each student. Combining all the operational ELA items with the field-test writing items for each field-test form resulted in 6 forms, each of which consisted of 39 points, with approximately 500 students on each form. Each of these forms was then analyzed using DIMTEST and DETECT. The DIMTEST null hypothesis was rejected at a significance level of 0.01 for every grade. Table 8-3 displays the multidimensional effect size estimates from DETECT for Form A (similar results occurred for Forms B, C, D, E, and F).

Table K-2. 2015-16 FSAA-PT: Multidimensionality Effect Sizes by Grade for Reading and Writing Combined

Content Area	Grade	Multidimensionality Effect Size
	4	0.96
	5	0.61
	6	0.81
Reading + Writing	7	0.64
	8	0.83
	9	0.96
	10	1.04
	Average	0.84

All the DETECT values indicated moderate to strong multidimensionality. These test forms tended to show more multidimensionality than did the operational mathematics, ELA, or science test forms. How DETECT divided the tests into clusters was also investigated to see if there were any discernable patterns with respect to item type. The combined ELA/Writing tests clearly showed two dimensions for each grade: one for ELA combined with writing multiple-choice items and the other for the writing prompts. To mitigate the possible effects of multidimensionality on scoring, the ELA scale was set by calibrating and equating all MC items first and then bringing the writing prompts onto that scale. Please refer to chapter 10 for details.

2016–17 DIMENSIONALITY

The DIF analyses of the previous section were performed to identify items that showed evidence of differences in performance between pairs of subgroups beyond that which would be expected based on the primary construct that underlies total test score (also known as the "primary dimension," e.g., general achievement in mathematics). When items are flagged for DIF, statistical evidence points to their measuring an additional dimension(s) to the primary dimension.

Because tests are constructed with multiple content-area subcategories, and their associated knowledge and skills, the potential exists for a large number of dimensions being invoked beyond the common primary dimension. Generally, the subcategories are highly correlated with each other; therefore, the primary dimension they share typically explains an overwhelming majority of variance in test scores. In fact, the presence of just such a dominant primary dimension provides the foundation for the reporting and interpretation of a single score for each student taking the FSAA-PT. As noted in the previous section, a statistically significant DIF result does not automatically imply that an item is measuring an irrelevant construct or dimension. An item could be flagged for DIF because it measures one of the construct-relevant dimensions of a subcategory's knowledge and skills.

The purpose of dimensionality analysis is to investigate whether violation of the assumption of test unidimensionality is statistically detectable and, if so, (a) the degree to which unidimensionality is violated and (b) the nature of the multidimensionality.

The dimensionality analyses were conducted using the nonparametric methods DIMTEST (Stout, 1987; Stout, Froelich, & Gao, 2001) and DETECT (Zhang & Stout, 1999). Both of these methods use as their basic statistical building block the estimated average conditional covariances for item pairs. A conditional covariance is the covariance between two items conditioned on expected total score for the rest of the test, and the average conditional covariance is obtained by averaging over all possible conditioning scores. When a test is strictly unidimensional, all conditional covariances are expected to take on values within random noise of zero, indicating statistically independent item responses for examinees with equal expected scores. Nonzero conditional covariances are essentially violations of the principle of local independence, and local dependence implies multidimensionality. Thus, nonrandom patterns of positive and negative conditional covariances are indicative of multidimensionality.

DIMTEST is a hypothesis-testing procedure for detecting violations of local independence. The data are first divided into a training sample and a cross-validation sample. Then an exploratory analysis of the conditional covariances is conducted on the training sample data to find the cluster of items that displays the greatest evidence of local dependence. The cross-validation sample is then used to test whether the conditional covariances of the selected cluster of items display local dependence, conditioning on total score on the nonclustered items. The DIMTEST statistic follows a standard normal distribution under the null hypothesis of unidimensionality.

DETECT is an effect-size measure of multidimensionality. As with DIMTEST, the data are first divided into a training sample and a cross-validation sample. The training sample is used to find a set of mutually exclusive and collectively exhaustive clusters of items that best fit a systematic pattern of positive conditional covariances for pairs of items from the same cluster and negative conditional covariances from different clusters. Next, the clusters from the training sample are used with the cross-validation sample data to average the conditional covariances: Within-cluster conditional covariances are summed; from this sum the between-cluster conditional covariances are subtracted; this difference is divided by the total number of item pairs; and this average is multiplied by 100 to yield an index of the average violation of local independence for an item pair. DETECT values less than 0.2 indicate very weak multidimensionality (or near unidimensionality); values of 0.2 to 0.4, weak to moderate multidimensionality; values of 0.4 to 1.0, moderate to strong multidimensionality; and values greater than 1.0, very strong multidimensionality (Roussos & Ozbek, 2006).

The use of a training sample and a cross-validation sample is required for exploratory DIMTEST hypothesis testing analyses in order to have proper control of the type 1 error rate. For DETECT, the use of a training sample and a cross-validation sample is implemented to decrease the risk of an inflated DETECT index in the case of unidimensionality. In this case, the signs of the conditional covariances will exhibit random patterns; but DETECT will still find the cluster that best exemplifies the systematic pattern associated with multidimensionality by capitalizing on chance. Such random patterns, however, are unlikely to repeat themselves in a new independently chosen sample, thus resulting in an appropriately small DETECT index in the cross-validation sample in the case of unidimensionality. The disadvantage of using training and cross-validation samples is that the DETECT index is estimated using a smaller sample size, which, of course, increases the noise in the estimator. When the total sample size is large (for example, 2000 or more) for an analysis, the increase in noise is negligible; however, when the total sample size is small, it may sometimes be helpful to implement DETECT without using training and cross-validation samples. We refer to this as using DETECT with no cross validation. In this case, the entire sample is used to select the clusters; and the entire sample is used to estimate the DETECT index.

When a DETECT analysis is conducted with no cross validation, extra caution is called for in the interpretation of the results. The critical focus in this case is on the interpretation of the clusters and the sign pattern matrix. In the case of unidimensionality with a small sample size, the items will have been assigned to clusters in a random fashion; and there will be evidence of substantial noise in the sign pattern matrix. Hence, if the clusters are found to be uninterpretable with substantial noise in the sign pattern matrix, the conclusion should be that there is no evidence of substantial multidimensionality, regardless of the size of the DETECT index. On the other hand, in the case of moderate to strong multidimensionality with a small sample size, the use of the total sample result in the clusters being more interpretable and less noise in the sign pattern matrix as compared to when the sample is split into a training sample and a cross-validation sample. The interpretation of the DETECT index must still be conducted with caution. In general, if it is

determined that a DETECT analysis without cross validation would be helpful, a run with training and cross-validation samples should also be conducted to aid in the interpretation of the results.

DIMTEST and DETECT require that data sets have full responses without any missing values. DIMTEST and DETECT were applied to the 2016–17 assessments for grade 7 civics and high school U.S. history where Session 2 (consisting of 9 item sets) was administered non-adaptively to all the test takers. The 9 item sets consist of 6 operational item sets that all the students took plus 3 item sets that were unique to each of four field-test forms. The sample sizes for the 6 item sets that were in common across the field-test forms were approximately 2500 students for civics and approximately 3800 for U.S. history. The sample sizes for the field-test forms were approximately 650 for civics and 950 for U.S. history. The 18 points associated with 6 operational item sets are below the 20 points generally recommended as the minimum to be used with DETECT to avoid undesirable inflation of the DETECT index. While the field-test forms easily meet this criterion (26 or 27 points each), the sample sizes are smaller than recommended for use with cross validation, especially for civics. Thus, the decision was made to conduct two sets of analyses: (1) DIMTEST and DETECT analyses of the common item sets to get as large a sample size as possible, using training and cross-validation samples, and (2) analyses of the field-test forms conducted with cross-validation for DIMTEST, but conducted both with and without cross-validation for DETECT. For each dataset, DIMTEST was applied to each test using training and cross-validation samples. For the datasets for which the DIMTEST null hypothesis was rejected, DETECT was then conducted in order to estimate the effect size of multidimensionality.

For the DIMTEST analyses, the null hypothesis of unidimensionality was rejected at a significance level of 0.05 for every dataset. Thus, for every dataset DETECT was used to estimate the effect size of the violations of local independence found by DIMTEST. Table 8-2 displays the multidimensional effect size estimates from DETECT.

Before discussing the results, note that the number of items on field-test forms C and D for U.S. history was 26, instead of the expected 27, because each form had one field-test item that was determined to be flawed and, thus, was not scored. Scanning the results, as expected the DETECT indices for the analyses using cross validation are lower than the results that did not use cross validation. The former are probably negatively biased, while the latter are probably positively biased. The results for the common operational items, while containing less noise, will also be positively biased because of the short test length. According to Roussos and Ozbek (2006), the bias would be expected to be at least 0.20.

Table K-3. 2016–17 FSAA-PT: DETECT Results by Content Area—With and Without Cross Validation

Content	Form	Number of Items	Number of Examinees Analyzed	DETECT with Cross Validation	DETECT with No Cross Validation
Civics (Grade 7)	A[1]	27	694	0.46	0.82
	B[1]	27	651	1.18	1.41
	C[1]	27	645	0.82	1.08
	D[1]	27	577	0.45	0.90
	Common[2]	18	2,567	0.89	
U.S. History (High School)	A[1]	27	1,026	0.56	0.78
	B[1]	27	972	0.65	0.72
	C[1]	26	961	0.49	0.73
	D[1]	26	873	0.54	0.64
	Common[2]	18	3,832	0.89	

[1] field test item forms
[2] items common to all field test forms

For civics, all of the results indicate moderate to strong (0.4 to 1.0) violations of local independence. Even with cross validation, the average was about 0.70, about halfway between moderate and strong. Thus, we can conclude that the DETECT effect size can be categorized as moderate for civics. For U.S. history, all the DETECT indices indicate a moderate effect size, with the largest being the value for the 18 common items, which is expected to be inflated. Thus, as for civics, the results indicate a moderate amount of multidimensionality.

In addition to an estimate of the size of violation, DETECT also produces a listing of how the items cluster into different dimensions. The patterns were investigated for all the results, both with and without cross validation, and a consistent pattern emerged across those results. Because the analyses of the 18 common items for each test had the largest sample sizes and were only conducted with cross validation, their results are the most statistically reliable. For these analyses, for both civics and history, the Task 2 and Task 3 items that had a key of "C" always formed a cluster separate from the items that had a key of "A." For the Task 1 items with a key of "C," the history test had no such items among its18 common items; and the civics test, the Task 1 "C" items showed evidence of being attracted to both the "A" items as well as to the other "C" items. For the items with a key of "B," the civics test had only two such items, so that no conclusion could be drawn; but for the history test, the "B" items clearly clustered with the "A" items.

The clustering results for the field-test forms, both with and without cross validation, were also examined. As expected, the results without cross validation, because of their larger sample sizes, produced less noisy results in terms of the regularity in the sign-pattern matrices. These results showed a very high degree of similarity with the results for the common items. In particular, in all cases, the Task 2 and Task 3

"C" items clustered separately from the remaining items. Where Task 1 "C" items existed, they tended to cluster together with the other "C" items; and the "B" items tended to cluster together with the "A" items.

These results indicate that the violations of local independence are related to the placement of the correct response options. This phenomenon requires further study. The nature of these results indicate that there are students who tend to give correct responses to "C" items (at least for Task 2 and Task 3 items) while giving incorrect responses to the other items. Such hypotheses about these types of results have been confirmed in other testing programs and, thus, warrant further investigation here. Until further investigation is conducted, no conclusion can yet be drawn on the implications of these results.

APPENDIX L—IRT PARAMETERS

Table L-1. 2018–19 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	1.4507	0.0542	-0.4997	0.0221	266817	1.8071	0.0877	-1.1033	0.0273
179304	1.2645	0.0617	-0.1988	0.0313	266821	0.5582	0.0434	-0.7538	0.0984
179308	0.4682	0.0457	-0.3063	0.1152	266825	0.8039	0.0417	-0.0314	0.0396
257264	1.7752	0.0741	-0.7999	0.0220	266827	1.2560	0.0488	-0.6140	0.0258
257266	0.8986	0.0458	-0.3958	0.0411	266829	0.6788	0.0530	-0.1175	0.0744
257268	0.5103	0.0408	0.1113	0.0678	266834	0.8849	0.0400	-0.9608	0.0423
262777	1.4796	0.0652	-0.9725	0.0284	266836	0.8118	0.0380	0.2890	0.0336
262779	1.3759	0.0570	-0.1839	0.0243	266838	0.7911	0.0597	-0.2545	0.0752
262781	1.1562	0.0649	0.1074	0.0352	267318	0.5794	0.0275	0.0732	0.0396
265873	0.8513	0.0343	-0.3026	0.0310	267320	0.5935	0.0401	-0.1337	0.0645
265877	0.7971	0.0470	-0.4805	0.0572	267322	0.5076	0.0473	0.9870	0.0769
265879	0.5790	0.0440	0.8485	0.0570	268696	0.6292	0.0355	-0.6089	0.0570
265882	1.3438	0.0583	-0.9516	0.0301	444068	1.4307	0.0530	-0.4599	0.0220
265884	0.6274	0.0344	-0.1283	0.0458	444101	0.4307	0.0358	-0.5211	0.1003
265887	0.5923	0.0432	1.0072	0.0577	444121	0.5384	0.0424	0.6925	0.0604
265893	1.3986	0.0641	-1.0744	0.0321	444418	1.6821	0.0678	-0.7268	0.0219
265898	0.6410	0.0328	0.3629	0.0388	444562	0.7916	0.0432	-0.4157	0.0481
265902	0.4145	0.0450	-0.7706	0.1665	444588	0.9015	0.0518	0.2518	0.0387
265947	1.7817	0.0814	-0.9938	0.0251	444968	1.6279	0.0613	-0.5274	0.0206
265949	0.5517	0.0313	0.5071	0.0446	444985	0.6780	0.0437	-0.5687	0.0688
265950	0.6354	0.0487	1.0393	0.0602	445018	0.8832	0.0656	-0.5523	0.0764
265962	0.6764	0.0306	-0.4354	0.0396	522500	1.7617	0.0724	-0.7620	0.0216
265964	0.6130	0.0364	0.1666	0.0491	522512	0.8482	0.0435	-0.2769	0.0405
265965	0.4337	0.0435	0.4216	0.0907	522528	0.4877	0.0399	0.6781	0.0606

Table L-2. 2018–19 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	0.8626	0.0473	-0.8887	0.0538	265994	1.1350	0.0877	-1.0337	0.0848
221288	0.7117	0.0390	0.3386	0.0394	266003	1.9162	0.0905	-1.1309	0.0247
244384	1.6715	0.0704	-0.9417	0.0238	266006	0.9068	0.0389	0.8900	0.0342
244386	1.2043	0.0682	-1.0171	0.0497	266009	0.4024	0.0481	1.5712	0.1195
244388	0.6654	0.0394	-0.0651	0.0470	266012	0.4426	0.0254	-0.6421	0.0613
245006	1.5539	0.0698	-1.1032	0.0283	266014	0.5175	0.0329	0.1947	0.0552
245008	0.9594	0.0512	-0.9708	0.0514	267327	1.9551	0.0881	-1.0354	0.0226
245009	0.5383	0.0370	-0.3630	0.0683	267329	0.9813	0.0481	-0.6275	0.0392
257092	0.6765	0.0425	0.1178	0.0537	267331	0.6437	0.0384	0.7959	0.0457
257096	0.4915	0.0495	1.1853	0.0892	267432	1.6366	0.0681	-0.9183	0.0238
257204	1.6313	0.0710	-1.0217	0.0256	267434	0.9156	0.0401	-0.9631	0.0388
257206	0.9718	0.0482	-0.6604	0.0411	267436	0.7699	0.0312	-0.0766	0.0313
257208	1.2878	0.0637	-0.0978	0.0301	267438	0.4964	0.0262	-0.4776	0.0511
262717	1.3615	0.0588	-1.0337	0.0296	267440	0.6040	0.0274	0.0824	0.0379
262719	1.1355	0.0516	-0.4950	0.0322	268793	0.5300	0.0457	0.7422	0.0735
262721	0.9660	0.0517	0.1069	0.0357	268889	2.1184	0.0975	-1.0431	0.0214
262733	1.1322	0.0495	-1.0593	0.0349	268896	0.5172	0.0257	0.2925	0.0441
262734	0.6108	0.0321	0.4278	0.0416	446693	0.9329	0.0421	-1.0827	0.0415
262736	0.6953	0.0624	-0.7580	0.1144	446708	0.7441	0.0352	0.2115	0.0356
265967	1.0809	0.0445	-0.8476	0.0315	446720	0.7328	0.0500	0.3991	0.0518
265969	0.6070	0.0360	-0.4532	0.0575	521757	1.7378	0.0746	-0.9752	0.0236
265971	0.3771	0.0360	0.2580	0.0852	521770	0.6821	0.0374	-0.4645	0.0493
265981	1.2357	0.0559	-1.1557	0.0351	521783	0.9502	0.0511	0.2474	0.0351
265983	0.3529	0.0297	-1.2887	0.1393	522739	1.4995	0.0641	-0.9982	0.0268
265986	0.4006	0.0325	1.3746	0.0972	522755	0.4844	0.0300	0.2782	0.0501
265990	1.9018	0.0802	-0.9059	0.0211	522767	0.7060	0.0501	-0.1253	0.0635
265992	1.1818	0.0568	-0.5396	0.0337					

Table L-3. 2018–19 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)
98981	1.4828	0.0627	-0.9931	0.0265	445195	0.4804	0.0406	0.2694	0.0735
98984	0.8077	0.0450	-0.9923	0.0614	445404	1.0433	0.0438	-0.3761	0.0300
181684	1.6590	0.0908	-1.4230	0.0372	445510	0.6242	0.0385	0.7101	0.0458
181688	0.7701	0.0367	-0.7085	0.0437	522936	1.5808	0.0761	-1.2298	0.0310
181692	0.7348	0.0420	-0.4386	0.0533	522997	1.1776	0.0457	-0.1748	0.0245
257594	1.6598	0.0715	-1.0066	0.0245	523013	0.8538	0.0485	0.2479	0.0393
257596	1.0415	0.0472	-0.5159	0.0344					
257598	0.4650	0.0355	0.3088	0.0606					
262728	1.6001	0.0702	-1.0539	0.0262					
262730	1.1223	0.0492	-0.5094	0.0316					
266051	0.6195	0.0303	-0.9574	0.0534					
266053	1.1780	0.0569	-0.7488	0.0370					
266055	0.4559	0.0364	-0.3824	0.0912					
266057	1.7105	0.0790	-1.1287	0.0266					
266059	0.9980	0.0407	-0.0898	0.0275					
266061	0.2689	0.0330	1.9202	0.1776					
266063	2.0529	0.1025	-1.1896	0.0247					
266065	1.4279	0.0588	-0.5367	0.0246					
266066	0.7625	0.0402	0.8626	0.0383					
266076	1.6767	0.0762	-1.1075	0.0265					
266082	0.3763	0.0356	-0.3671	0.1131					
266090	1.1177	0.0448	-0.8312	0.0298					
266092	0.4822	0.0316	-0.3848	0.0670					
266094	0.7207	0.0438	0.5737	0.0448					
266096	1.3998	0.0538	-0.7563	0.0239					
266098	0.4331	0.0295	0.5801	0.0568					
266101	0.4484	0.0425	0.6573	0.0787					
266105	1.3040	0.0554	-1.0178	0.0299					
266107	0.4273	0.0282	-0.0547	0.0596					
266109	0.5602	0.0428	-0.1415	0.0719					
266791	1.3924	0.0605	-1.0605	0.0293					
266797	0.6666	0.0438	-0.0049	0.0566					
266843	1.6825	0.0728	-1.0116	0.0244					
266845	1.3056	0.0647	-0.8606	0.0374					
267267	0.9297	0.0403	-0.2906	0.0317					
267500	1.8262	0.0888	-1.1952	0.0270					
267502	1.7168	0.0765	-1.0625	0.0250					
267504	1.3847	0.0539	-0.7920	0.0245					
267506	0.6879	0.0287	-0.1518	0.0340					
267508	0.9262	0.0413	-1.0801	0.0413					
268737	0.7748	0.0359	-0.1705	0.0360					
268835	1.1319	0.0699	-0.7534	0.0580					
268838	0.7085	0.0377	0.4828	0.0373					
268973	0.5903	0.0411	-0.8324	0.0886					
444895	1.2943	0.0594	-1.1919	0.0347					
445090	0.9901	0.0418	0.0209	0.0286					
445133	1.2070	0.0499	-0.9426	0.0301					

Table L-4. 2018–19 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	0.8431	0.0356	-0.7374	0.0355	267311	1.0934	0.0472	-1.0453	0.0348
153818	0.8070	0.0470	-0.9298	0.0631	267313	0.8678	0.0393	-0.0244	0.0319
153820	0.9080	0.0507	-0.0286	0.0404	267314	0.6588	0.0451	0.9225	0.0517
257571	1.8096	0.0915	-1.2841	0.0293	267342	1.1073	0.0438	-0.7632	0.0287
257573	0.9213	0.0430	-0.6843	0.0382	267344	0.7566	0.0441	-0.8038	0.0614
257575	0.2246	0.0282	0.1833	0.1190	267346	0.6537	0.0407	0.5345	0.0456
263023	1.4304	0.0649	-1.1640	0.0310	267359	1.9841	0.0800	-0.8280	0.0191
263025	0.6437	0.0363	-0.7864	0.0591	267361	0.6277	0.0347	0.2607	0.0400
263027	0.6930	0.0395	0.0414	0.0455	267363	0.4356	0.0411	1.1270	0.0856
266135	1.1669	0.0436	-0.5530	0.0250	267368	2.0727	0.0957	-1.0764	0.0217
266137	0.6082	0.0370	-0.0143	0.0493	267370	1.5037	0.0708	-0.7604	0.0297
266139	0.4135	0.0410	1.2375	0.0937	267372	0.4732	0.0339	1.2109	0.0720
266162	1.2932	0.0597	-1.2205	0.0351	267400	0.8796	0.0360	-0.6452	0.0327
266165	1.1614	0.0465	-0.1030	0.0248	267402	0.3943	0.0302	0.0732	0.0691
266168	0.4379	0.0389	0.5256	0.0685	267403	0.3169	0.0369	-0.0202	0.1291
266172	1.0817	0.0445	-0.8909	0.0316	267581	1.4445	0.0672	-1.2139	0.0321
266176	0.6520	0.0363	-0.3892	0.0501	267616	1.0523	0.0405	-0.5961	0.0276
266185	1.0546	0.0583	0.1009	0.0363	267623	1.2374	0.0447	-0.4174	0.0229
266198	0.8303	0.0326	-0.1612	0.0293	267627	0.7608	0.0316	-0.3578	0.0329
266200	0.7981	0.0462	-0.2504	0.0499	267631	0.6269	0.0313	-1.0214	0.0546
266852	1.3021	0.0617	-1.2729	0.0366	456617	1.7534	0.0730	-0.9350	0.0222
266854	0.3336	0.0263	-0.2687	0.0778	456629	0.8315	0.0405	-0.2643	0.0365
266856	0.5764	0.0430	-0.3103	0.0694	456642	0.5700	0.0413	0.3425	0.0546
267269	0.8267	0.0637	-0.3238	0.0760	523138	1.3379	0.0599	-1.1472	0.0321
267285	1.6554	0.0970	-1.5629	0.0427	523156	1.4394	0.0666	-0.7772	0.0303
267287	0.7765	0.0378	-0.8372	0.0458	523169	0.4295	0.0330	0.9944	0.0700
267289	1.3961	0.0743	-0.6925	0.0362					

Table L-5. 2018–19 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	1.8525	0.0886	-1.2570	0.0262	266321	0.5205	0.0340	-0.4357	0.0719
245651	0.9204	0.0391	-0.3493	0.0319	266325	1.3736	0.0584	-1.1234	0.0297
245653	0.6311	0.0405	-0.1350	0.0586	266327	0.4770	0.0292	-0.4418	0.0634
257775	1.7652	0.0831	-1.2501	0.0270	266329	0.7063	0.0434	-0.0125	0.0501
257777	1.1761	0.0465	-0.2917	0.0257	267265	0.3962	0.0385	0.8723	0.0867
257779	0.7011	0.0425	0.1161	0.0476	267266	0.3487	0.0358	1.9728	0.1470
257812	1.8555	0.0694	-0.7143	0.0192	267393	1.2774	0.0634	-1.4579	0.0417
257814	0.6293	0.0443	-0.1472	0.0676	267395	1.0789	0.0442	-0.5309	0.0302
257816	0.5817	0.0353	-0.3079	0.0575	267397	0.5390	0.0345	0.9882	0.0548
257830	1.0514	0.0507	-0.8556	0.0411	267799	1.7860	0.0796	-1.1479	0.0247
257831	0.6689	0.0389	-0.2669	0.0518	267802	1.1062	0.0493	-1.2506	0.0388
263093	0.6534	0.0302	0.8243	0.0415	267804	0.8916	0.0334	-0.3863	0.0292
263095	0.6119	0.0487	0.4121	0.0667	267806	0.7470	0.0311	-0.6763	0.0378
263103	1.5904	0.0636	-0.9516	0.0238	267809	0.6103	0.0301	-1.1609	0.0594
263107	0.7187	0.0411	0.3411	0.0428	268735	1.8780	0.0860	-1.1773	0.0243
266296	1.9068	0.0816	-1.0445	0.0219	268814	0.6990	0.0367	-0.5204	0.0501
266298	1.0011	0.0463	-0.5554	0.0362	268825	1.4776	0.0707	-1.3430	0.0336
266300	0.3895	0.0369	-1.0965	0.1608	446344	1.7997	0.0789	-1.1153	0.0240
266302	2.1931	0.1040	-1.1702	0.0215	446374	0.2898	0.0280	-1.7647	0.2062
266304	1.2809	0.0483	0.0219	0.0220	446401	0.7984	0.0407	0.1126	0.0380
266306	1.1505	0.0786	-0.4774	0.0603	446617	1.0556	0.0409	-0.8066	0.0303
266308	1.3230	0.0609	-1.3007	0.0352	446635	1.2142	0.0715	-1.1199	0.0553
266310	0.7368	0.0324	0.1605	0.0335	446653	0.8381	0.0421	0.2441	0.0349
266312	0.7875	0.0511	-0.1332	0.0575	523237	1.6771	0.0918	-1.5093	0.0365
266313	0.8291	0.0321	-0.4409	0.0315	523267	0.8843	0.0366	-0.4047	0.0322
266315	0.4820	0.0321	-0.0056	0.0627	523280	0.6855	0.0402	-0.0320	0.0489
266319	0.8033	0.0316	-0.4777	0.0327					

Table L-6. 2018–19 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)
257838	1.8236	0.0986	-1.3663	0.0325	267229	0.5691	0.0347	-0.3342	0.0578
263148	1.3897	0.0679	-1.2944	0.0367	267231	0.6270	0.0412	0.4677	0.0508
263150	1.2199	0.0483	-0.1081	0.0241	267376	1.3186	0.0528	-0.8206	0.0269
263167	0.7731	0.0327	-0.5380	0.0360	267378	1.4210	0.0716	-0.7156	0.0355
263169	0.9277	0.0475	-0.3724	0.0422	267380	0.7472	0.0477	-0.3517	0.0594
266345	1.4159	0.0543	-0.6767	0.0237	267810	2.1876	0.1020	-1.0559	0.0214
266347	0.9239	0.0518	-0.7358	0.0542	267813	1.5055	0.0669	-1.0866	0.0289
266349	0.5162	0.0383	-0.0476	0.0702	267826	1.2521	0.0497	-0.7767	0.0273
266351	1.7374	0.0856	-1.2397	0.0296	267828	0.4953	0.0268	-0.7912	0.0607
266353	1.4441	0.0599	-0.4450	0.0242	267830	0.6889	0.0296	-0.2733	0.0360
266355	0.7989	0.0421	0.9746	0.0394	268497	1.7376	0.0775	-1.0576	0.0254
266356	1.1021	0.0488	-1.0839	0.0369	268499	0.7605	0.0388	-0.4834	0.0445
266358	0.4792	0.0285	0.6859	0.0535	268734	0.9235	0.0574	-0.0265	0.0492
266359	0.6390	0.0471	0.9154	0.0607	268845	0.6622	0.0312	0.0450	0.0370
266876	1.7521	0.0818	-1.1422	0.0269	268849	0.5972	0.0407	-0.1838	0.0643
266878	0.9569	0.0470	-0.6979	0.0412	268851	0.4438	0.0363	0.9407	0.0676
266880	0.6183	0.0376	0.0491	0.0500	268882	0.5520	0.0396	-0.2109	0.0754
266894	1.2414	0.0597	-1.2846	0.0396	447230	1.8130	0.0856	-1.1517	0.0265
266896	1.8461	0.0949	-0.9860	0.0301	447247	0.9739	0.0572	-1.2318	0.0642
266898	0.6656	0.0350	0.5718	0.0394	447262	0.9662	0.0446	0.0769	0.0302
266911	2.1814	0.0993	-1.0155	0.0208	447277	0.9727	0.0436	-1.0739	0.0405
266913	0.7628	0.0415	-0.6933	0.0523	447296	0.7401	0.0352	0.0469	0.0368
266915	0.9324	0.0497	-0.0954	0.0387	447313	0.6569	0.0515	-0.5783	0.0946
266928	1.4927	0.0616	-0.9107	0.0258	523482	1.4370	0.0676	-1.2149	0.0333
266930	0.6490	0.0369	-0.5203	0.0557	523494	0.8148	0.0367	-0.1086	0.0336
266932	0.3372	0.0323	1.1176	0.0944	523506	0.8587	0.0530	-0.2279	0.0533
267227	1.6802	0.0673	-0.8125	0.0224					

Table L-7. 2018–19 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)
96788	1.0076	0.0416	-0.2884	0.0289	266864	1.0676	0.0673	-0.8108	0.0595
183973	1.5503	0.0740	-1.2358	0.0318	267294	2.1800	0.1055	-1.1225	0.0225
183982	0.8168	0.0371	-0.1654	0.0344	267296	0.7477	0.0347	0.2334	0.0337
183994	0.5160	0.0378	0.4631	0.0593	267298	1.1013	0.0655	0.0330	0.0414
263363	1.4702	0.0707	-1.2648	0.0339	267303	1.8019	0.0857	-1.1758	0.0270
263365	0.7869	0.0370	-0.3572	0.0389	267305	0.6131	0.0331	-0.3660	0.0491
263367	0.9480	0.0534	-0.1418	0.0430	267307	0.7340	0.0455	-0.1490	0.0535
263422	1.6208	0.0666	-0.8985	0.0243	267907	1.9601	0.0904	-1.0852	0.0237
263424	0.7736	0.0376	0.1513	0.0348	267909	1.1346	0.0534	-1.2685	0.0415
266376	2.0961	0.0991	-1.1003	0.0228	267911	0.6598	0.0284	0.0495	0.0357
266378	0.5711	0.0327	-0.3722	0.0536	267913	0.6602	0.0325	-1.0688	0.0559
266380	0.6089	0.0391	0.5571	0.0498	267915	0.3935	0.0234	0.3623	0.0569
266382	0.8894	0.0392	-0.9910	0.0414	268628	2.4056	0.1423	-1.3666	0.0261
266399	2.0774	0.0895	-0.9213	0.0207	268689	2.0187	0.0968	-1.1424	0.0242
266401	0.3747	0.0283	0.4119	0.0636	268691	0.9707	0.0439	-0.3844	0.0334
266403	0.3598	0.0377	0.4291	0.0955	268693	0.3854	0.0345	-0.1452	0.0953
266405	0.5353	0.0286	-1.0071	0.0646	268958	0.9027	0.0521	-0.2293	0.0474
266406	0.4084	0.0354	-1.9555	0.1882	268959	0.6582	0.0512	-0.2888	0.0824
266408	0.2118	0.0277	2.6128	0.2955	445359	1.4029	0.0572	-0.8925	0.0270
266410	1.8917	0.0843	-1.0334	0.0235	445371	0.4638	0.0300	0.8997	0.0596
266412	0.2966	0.0263	0.1736	0.0803	445383	0.7702	0.0572	0.1026	0.0631
266414	0.2810	0.0355	-0.7909	0.1971	456665	0.5706	0.0319	-0.0128	0.0488
266416	2.0082	0.0920	-1.0635	0.0229	456686	0.3752	0.0378	1.8056	0.1308
266418	1.3503	0.0683	-0.8374	0.0373	523773	1.6742	0.0666	-0.7945	0.0226
266420	0.4180	0.0321	0.3745	0.0618	523787	0.8941	0.0408	0.6363	0.0314
266860	1.7121	0.0810	-1.1851	0.0283	523799	0.8832	0.0669	0.2534	0.0580
266862	0.7423	0.0392	-0.7454	0.0529					

Table L-8. 2018–19 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	0.9108	0.0346	-0.6528	0.0302	267143	1.1844	0.0533	-0.6497	0.0331
246987	1.1345	0.0562	-0.7165	0.0406	267145	0.3297	0.0305	0.5570	0.0758
246992	0.4619	0.0344	0.7460	0.0598	267164	1.8180	0.0753	-1.0448	0.0218
257967	0.7804	0.0338	-1.0451	0.0431	267166	0.8287	0.0418	-0.8144	0.0487
257969	1.0010	0.0578	-0.1739	0.0436	267168	0.7616	0.0386	0.4124	0.0357
257970	0.7739	0.0355	-0.3361	0.0391	267170	1.3612	0.0599	-1.2462	0.0320
266450	1.0058	0.0401	-0.9523	0.0328	267172	1.5289	0.0637	-0.6969	0.0254
266452	0.5258	0.0288	0.6088	0.0470	267174	0.7836	0.0442	-0.3884	0.0496
266454	0.3041	0.0374	1.8049	0.1658	267199	1.8532	0.0798	-1.1154	0.0227
266456	1.3503	0.0480	-0.6680	0.0223	267201	0.6736	0.0388	-1.1471	0.0719
266458	0.3953	0.0285	0.5210	0.0607	267203	0.7506	0.0402	-0.3123	0.0452
266460	0.4410	0.0406	1.2335	0.0896	267211	1.9203	0.0756	-0.9168	0.0194
266474	1.0750	0.0424	-0.9545	0.0311	267213	0.8372	0.0396	-0.3853	0.0376
266476	0.7111	0.0399	-0.9823	0.0648	267215	0.6132	0.0383	0.2878	0.0486
266480	1.8059	0.0737	-1.0175	0.0215	268242	1.5164	0.0835	-1.6039	0.0430
266482	0.6705	0.0331	-0.2460	0.0408	268246	1.8896	0.0849	-1.1838	0.0236
266484	0.5948	0.0401	-0.0207	0.0588	268249	0.3753	0.0218	0.6239	0.0611
266884	1.5666	0.0572	-0.7725	0.0209	268252	0.7551	0.0306	-0.6599	0.0355
266886	0.7161	0.0429	-0.9900	0.0722	268254	0.7846	0.0300	-0.3511	0.0306
266888	0.7585	0.0434	-0.1655	0.0471	268812	0.6580	0.0377	-0.0363	0.0481
266902	1.4379	0.0649	-1.2823	0.0317	444430	1.8417	0.0700	-0.8453	0.0193
266904	0.8588	0.0360	-0.3192	0.0321	444443	0.5463	0.0312	0.0033	0.0464
266906	0.4605	0.0367	-0.3801	0.0891	444457	0.7565	0.0455	1.2540	0.0512
267136	1.4184	0.0530	-0.8428	0.0233	528516	0.9850	0.0376	-0.7796	0.0302
267138	1.0701	0.0504	-0.6233	0.0374	528536	0.6891	0.0348	-0.1133	0.0412
267140	0.7033	0.0393	0.7723	0.0402	528550	0.5961	0.0455	-0.4717	0.0890
267141	1.5911	0.0627	-0.9719	0.0230					

Table L-9. 2018–19 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)
151599	0.8614	0.0350	-0.5298	0.0345	261867	1.5572	0.0792	-0.6602	0.0328
151602	0.7572	0.0421	-0.4231	0.0551	261869	1.1026	0.0817	-0.9501	0.0821
151604	0.7972	0.0517	-0.1026	0.0605	261871	1.3038	0.0539	-0.8119	0.0285
179019	1.8515	0.0858	-0.9826	0.0245	261873	1.3965	0.0770	-0.8210	0.0419
179043	1.5163	0.0698	-0.5178	0.0278	261875	1.3661	0.0840	-0.6710	0.0498
179045	0.2733	0.0286	1.3181	0.1100	265030	1.5024	0.0653	-0.9196	0.0273
179089	1.2631	0.0541	-0.9183	0.0312	265032	0.7922	0.0457	-0.9360	0.0665
179095	1.5779	0.0768	-0.6175	0.0303	265034	0.4101	0.0306	0.5538	0.0655
179099	1.0316	0.0502	0.3535	0.0309	266579	1.0634	0.0491	-1.1363	0.0415
256331	0.8941	0.0384	0.0701	0.0316	266581	1.2553	0.0537	-0.3525	0.0288
256333	0.7015	0.0444	0.3975	0.0515	266583	0.6757	0.0396	0.7753	0.0435
256353	1.1045	0.0466	-0.8660	0.0335	267245	1.5963	0.0797	-1.2042	0.0326
256355	1.2373	0.0541	-0.2139	0.0293	267247	0.9030	0.0373	0.1899	0.0298
256357	0.6538	0.0414	0.7864	0.0466	267249	0.2183	0.0307	2.4372	0.2480
261837	0.6638	0.0331	-1.1637	0.0611	268831	1.3553	0.0624	-1.0892	0.0334
261839	0.8589	0.0380	0.0756	0.0344	429673	1.2868	0.0482	-0.4500	0.0245
261841	0.4873	0.0393	0.4100	0.0749	429686	1.1516	0.0556	-0.0778	0.0335
261847	1.3621	0.0517	-0.5151	0.0240	429698	0.2294	0.0323	1.7026	0.1618
261849	1.3215	0.0639	-0.2357	0.0323	524217	0.7228	0.0333	-0.9157	0.0489
261851	0.5519	0.0402	1.7985	0.0769	524232	0.5868	0.0310	0.8637	0.0477
261859	0.8534	0.0360	-0.7139	0.0379	524248	0.2191	0.0337	2.0015	0.2216
261861	0.7288	0.0414	-0.5896	0.0599	524263	1.4168	0.0600	-0.8707	0.0277
261863	0.5827	0.0392	0.1872	0.0615	524275	0.9835	0.0546	-0.8788	0.0553
261865	1.1596	0.0489	-0.8752	0.0324	524287	0.5534	0.0338	0.9274	0.0508

Table L-10. 2018–19 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	1.7904	0.0861	-1.1222	0.0279	265051	2.2130	0.1207	-1.2427	0.0270
151619	0.9042	0.0417	-0.3641	0.0352	265053	1.3422	0.0718	-1.0276	0.0413
151622	0.6444	0.0413	0.0044	0.0546	265055	0.7467	0.0368	0.3175	0.0349
223540	1.5597	0.0641	-0.8117	0.0244	265057	1.4283	0.0629	-1.0018	0.0298
223545	0.6001	0.0352	-0.2330	0.0522	265059	0.8648	0.0387	0.1245	0.0311
223547	0.3673	0.0354	1.3565	0.1003	265061	0.6536	0.0446	0.5717	0.0513
223564	1.2093	0.0543	-0.4518	0.0302	265068	1.3283	0.0525	-0.6978	0.0258
223567	0.7504	0.0429	0.3681	0.0398	265070	0.5808	0.0359	-0.4114	0.0630
245490	1.6475	0.0693	-0.8599	0.0242	265072	0.4741	0.0382	1.3071	0.0771
245494	0.4841	0.0392	1.3457	0.0855	268415	0.4592	0.0307	-0.7847	0.0818
256365	1.3981	0.0674	-1.2132	0.0361	268417	0.7079	0.0383	0.6906	0.0429
256367	0.6893	0.0326	0.3018	0.0358	268795	0.3110	0.0272	0.1312	0.0801
256372	1.6600	0.0825	-1.2154	0.0320	268891	1.5123	0.0678	-1.0329	0.0292
256383	0.6117	0.0307	-0.8987	0.0553	268895	0.6209	0.0428	0.8884	0.0554
256385	0.7193	0.0371	-0.0528	0.0416	268898	0.3159	0.0322	1.9994	0.1543
256387	0.8705	0.0547	0.2960	0.0452	429761	1.3931	0.0544	-0.6574	0.0244
261883	2.1523	0.1079	-1.1161	0.0243	429777	0.4541	0.0338	-0.5908	0.0900
261885	0.7507	0.0348	0.0846	0.0338	429793	0.4866	0.0424	-0.3917	0.1010
261886	0.4522	0.0378	0.3396	0.0731	429816	0.8824	0.0574	-1.1708	0.0762
261905	1.0453	0.0434	-0.7818	0.0328	429831	0.6643	0.0312	-0.7120	0.0461
261907	0.6149	0.0358	-0.3279	0.0552	429855	0.9186	0.0468	0.2883	0.0353
261909	0.5436	0.0492	-0.9927	0.1400	524679	1.2900	0.0587	-1.0960	0.0347
262582	1.2645	0.0508	-0.7438	0.0275	524691	0.9643	0.0436	-0.3070	0.0331
262584	0.7679	0.0455	-0.8398	0.0663	524709	0.7530	0.0450	0.1930	0.0449

Table L-11. 2018–19 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	1.6085	0.0812	-1.3514	0.0353	262546	0.5689	0.0350	1.1153	0.0553
179121	0.7879	0.0352	-0.2385	0.0337	262565	1.4976	0.0706	-1.2407	0.0333
179123	0.6616	0.0383	1.0806	0.0505	262567	1.0104	0.0428	-0.2961	0.0288
246011	1.5993	0.0776	-1.2777	0.0329	262569	0.6083	0.0388	0.2246	0.0506
246013	0.6790	0.0310	0.8164	0.0405	262600	1.1584	0.0442	-0.6012	0.0259
246015	0.2746	0.0347	1.6966	0.1642	262602	0.6848	0.0353	0.8410	0.0419
256466	1.7259	0.0692	-0.8265	0.0217	262604	0.6973	0.0604	-0.2659	0.0984
256468	0.4040	0.0277	0.8616	0.0647	265194	1.4546	0.0629	-1.0534	0.0290
256470	0.7080	0.0499	0.1511	0.0606	265196	0.9974	0.0412	0.2023	0.0264
256473	1.0174	0.0444	-0.2505	0.0300	265198	0.3609	0.0364	2.1884	0.1524
256474	0.2355	0.0295	1.8775	0.1836	266564	1.2627	0.0596	-1.2787	0.0389
256475	1.0475	0.0394	-0.4121	0.0259	266566	1.0768	0.0473	-0.5502	0.0318
256477	0.8832	0.0433	0.3143	0.0334	266568	0.5435	0.0356	0.0140	0.0575
256478	0.6358	0.0475	1.1022	0.0585	268418	0.6416	0.0338	-0.3130	0.0462
256480	1.1492	0.0495	-1.0374	0.0342	268965	1.0237	0.0451	-1.0705	0.0384
256484	0.5419	0.0370	0.8390	0.0567	432636	1.6498	0.0737	-1.1000	0.0274
256492	1.6010	0.0673	-0.9659	0.0252	432648	0.8342	0.0374	-0.0933	0.0318
256494	0.8586	0.0390	-0.0161	0.0313	432660	0.5973	0.0387	0.6852	0.0508
256496	0.5392	0.0382	0.8517	0.0576	524918	1.2365	0.0533	-1.0497	0.0327
256504	1.1856	0.0478	-0.8343	0.0290	524930	0.6337	0.0322	0.0266	0.0401
256506	0.5733	0.0316	1.3194	0.0600	524955	0.5711	0.0488	-0.7207	0.1116
256508	0.6367	0.0776	-1.1624	0.2096	525008	1.7406	0.0788	-1.1086	0.0266
262542	1.9902	0.0946	-1.1510	0.0251	525032	0.5836	0.0300	0.3158	0.0404
262544	1.2369	0.0524	-0.4392	0.0264	525044	0.5892	0.0415	0.2095	0.0621

Table L-12. 2018–19 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)
244472	1.5322	0.0611	-0.7910	0.0229	265373	0.4206	0.0268	0.0943	0.0561
244474	0.2847	0.0265	0.1537	0.0874	265374	0.8033	0.0460	0.3235	0.0445
244475	0.4493	0.0414	2.2383	0.1504	265375	1.6957	0.0727	-0.9554	0.0235
262571	1.5426	0.0601	-0.7227	0.0220	265377	0.9571	0.0430	-0.1942	0.0312
262573	0.6822	0.0350	0.8943	0.0430	265379	0.3210	0.0327	1.1425	0.0991
262575	0.4829	0.0460	1.1054	0.0841	265392	1.1778	0.0526	-1.0851	0.0345
262577	0.8289	0.0351	-0.6801	0.0354	265394	1.0719	0.0496	-0.6068	0.0353
262579	1.1471	0.0563	-0.5406	0.0369	265396	0.5661	0.0360	0.9836	0.0540
262581	0.6036	0.0497	-0.8150	0.1122	265397	1.1420	0.0480	-0.9129	0.0311
262594	1.5238	0.0661	-1.0030	0.0264	265399	1.0964	0.0475	-0.1542	0.0288
262596	1.4213	0.0687	-0.7232	0.0314	265401	1.3154	0.0773	-0.1498	0.0392
262598	0.9715	0.0516	-0.2132	0.0388	265403	1.5906	0.0649	-0.8485	0.0230
262607	1.5892	0.0853	-0.9892	0.0362	265405	0.4629	0.0294	0.4628	0.0530
262609	0.8826	0.0443	-0.0715	0.0355	265407	0.8082	0.0510	0.5150	0.0478
262611	1.8721	0.0856	-1.0578	0.0236	267260	1.1911	0.0484	-0.8195	0.0283
262613	1.6122	0.0825	-0.8603	0.0315	267263	0.6682	0.0454	0.0636	0.0583
262615	0.9945	0.0511	-0.2932	0.0368	268893	1.4069	0.0618	-1.0428	0.0290
265361	0.9683	0.0402	-0.7861	0.0329	432672	1.1781	0.0483	-0.8483	0.0291
265363	0.4919	0.0316	-0.3727	0.0667	432684	0.4128	0.0284	0.1987	0.0607
265365	0.7293	0.0433	0.5377	0.0471	432696	0.7090	0.0461	0.1940	0.0555
265366	1.1562	0.0443	-0.5939	0.0258	432708	1.2929	0.0505	-0.7152	0.0250
265368	0.7139	0.0388	-0.1600	0.0457	432720	1.1261	0.0533	-0.3634	0.0334
265370	0.4720	0.0393	0.3335	0.0747	432732	0.7868	0.0497	0.0029	0.0508
265371	1.3430	0.0647	-1.2488	0.0360	455105	0.7702	0.0386	-0.1651	0.0395

Table L-13. 2018–19 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	1.1230	0.0455	-0.8495	0.0303	265670	0.1834	0.0269	2.6935	0.3143
180168	0.7951	0.0419	0.3097	0.0398	265676	1.4139	0.0613	-1.0756	0.0297
244055	1.5076	0.0872	-1.6546	0.0486	265678	0.4891	0.0284	-0.1171	0.0533
244057	0.5119	0.0259	1.3333	0.0630	265680	0.3978	0.0321	0.9555	0.0785
244059	0.8384	0.0589	-0.2100	0.0699	266622	1.2665	0.0647	-1.4835	0.0456
245396	1.6022	0.0759	-1.2531	0.0314	266624	0.7270	0.0371	-0.9209	0.0541
245403	0.8041	0.0337	0.1975	0.0310	266629	1.4229	0.0731	-1.4596	0.0413
245405	0.3028	0.0313	1.1769	0.1060	266631	0.9126	0.0419	-0.7304	0.0390
257325	0.4988	0.0272	-1.1714	0.0725	266632	0.8990	0.0438	-0.1610	0.0379
257327	0.5994	0.0302	0.2179	0.0442	268453	0.8185	0.0432	-0.6798	0.0508
257329	0.4310	0.0360	1.0276	0.0812	268745	1.0740	0.0485	-0.0943	0.0314
257342	1.1079	0.0435	-0.7186	0.0285	268960	0.4787	0.0295	-0.3460	0.0641
257344	0.9270	0.0437	-0.1873	0.0351	432348	1.4913	0.0738	-1.3662	0.0366
257346	0.4107	0.0342	1.4625	0.0868	432360	0.6941	0.0319	-0.2224	0.0380
262864	0.7292	0.0334	-1.0065	0.0476	432372	0.4433	0.0344	-0.3506	0.0924
262868	0.8123	0.0495	-0.2901	0.0558	432385	1.3299	0.0606	-1.2121	0.0346
265654	1.1985	0.0550	-1.2391	0.0382	432397	0.6139	0.0316	-0.3714	0.0473
265656	0.6584	0.0300	0.7927	0.0407	432409	0.1084	0.0206	-1.1140	0.4165
265658	0.5379	0.0427	0.5043	0.0739	525262	1.5718	0.0711	-1.1567	0.0293
265660	0.8610	0.0347	-0.6132	0.0331	525277	0.5742	0.0302	-0.2216	0.0468
265662	0.6221	0.0326	0.4557	0.0434	525290	0.8266	0.0449	0.0935	0.0429
265664	0.4927	0.0443	-0.2070	0.1124	525364	1.1634	0.0475	-0.8854	0.0302
265666	1.2437	0.0479	-0.6832	0.0256	525379	0.3880	0.0267	0.1811	0.0635
265668	0.7868	0.0425	-0.5559	0.0515	525394	0.6072	0.0402	0.3893	0.0586

Table L-14. 2018–19 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	0.8006	0.0346	-0.7689	0.0410	266575	0.8798	0.0488	-0.5660	0.0524
257359	1.3417	0.0743	-0.9048	0.0448	267236	1.9342	0.1071	-1.3977	0.0331
257360	0.8615	0.0501	-0.3079	0.0515	267238	1.0287	0.0521	-0.9967	0.0472
262902	1.2453	0.0599	-1.3118	0.0418	267240	0.6104	0.0345	-0.0894	0.0495
262904	1.2477	0.0568	-0.6444	0.0326	267271	0.9145	0.0484	-0.0160	0.0387
262906	0.9186	0.0560	-0.7115	0.0626	267273	1.0292	0.0602	-0.5675	0.0519
262914	0.6831	0.0308	-0.7040	0.0452	268854	0.8023	0.0351	-0.8294	0.0423
262916	1.0523	0.0526	-0.4898	0.0401	433433	1.0743	0.0477	-1.0934	0.0396
262918	0.7249	0.0438	0.3164	0.0480	433449	1.0569	0.0507	-0.6195	0.0392
262928	0.6447	0.0382	-0.6773	0.0666	433465	1.5192	0.0765	-0.1425	0.0285
262930	0.6300	0.0400	0.1096	0.0565	433626	1.3579	0.0564	-0.8979	0.0292
265708	1.7871	0.0844	-1.1473	0.0283	433638	0.7612	0.0402	-0.4832	0.0494
265712	1.6586	0.0783	-1.1801	0.0306	433650	0.4419	0.0336	0.7693	0.0640
265714	0.4918	0.0280	0.2506	0.0484	455154	0.8033	0.0410	-0.6527	0.0483
265716	0.5286	0.0402	0.0185	0.0749	455178	0.8656	0.0535	-0.6445	0.0624
265718	1.5954	0.0680	-0.9428	0.0267	525411	1.0564	0.0415	-0.5921	0.0299
265720	0.7842	0.0391	-0.2615	0.0409	525425	0.5707	0.0325	0.6740	0.0468
265722	0.8902	0.0506	0.0683	0.0430	525438	0.3917	0.0408	0.1325	0.1216
265730	1.5304	0.0696	-1.1254	0.0311	525455	0.9882	0.0409	-0.7852	0.0348
265732	1.4413	0.0661	-0.5614	0.0289	525467	1.1820	0.0567	-0.4452	0.0352
265736	1.6318	0.0703	-0.9637	0.0266	525481	0.7026	0.0492	-0.4625	0.0786
265738	1.2732	0.0666	-0.8021	0.0414	525536	0.9419	0.0395	-0.8081	0.0367
266571	1.1243	0.0520	-1.2160	0.0418	525548	0.6763	0.0354	-0.0322	0.0441
266573	0.6162	0.0384	-1.1800	0.0869	525560	0.8924	0.0550	0.0290	0.0502

Table L-15. 2018–19 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	1.8344	0.0833	-0.7118	0.0250	262258	0.8388	0.0338	-0.7795	0.0359
220671	1.3976	0.0613	-1.1382	0.0292	262259	1.4028	0.0670	-0.6741	0.0334
220676	1.0530	0.0517	-0.9163	0.0435	262262	1.0174	0.0547	-0.0959	0.0404
220687	1.1321	0.0575	-0.5289	0.0409	264988	1.9712	0.1098	-1.3980	0.0292
220769	1.9675	0.0941	-1.1727	0.0230	264990	0.9448	0.0487	-1.2176	0.0531
220771	2.0719	0.1024	-0.8650	0.0238	264992	1.0559	0.0451	-0.2454	0.0315
220776	0.7350	0.0382	-0.0558	0.0410	268128	1.5692	0.0744	-0.3348	0.0280
243643	1.1061	0.0399	-0.5510	0.0261	268841	1.4933	0.0729	-1.3152	0.0325
243651	0.6250	0.0342	0.3470	0.0438	268843	0.7298	0.0398	0.2496	0.0398
243654	0.4279	0.0412	0.2301	0.0995	268858	0.6045	0.0376	0.5601	0.0468
243705	2.2297	0.1102	-1.1721	0.0209	268969	1.7286	0.0744	-0.7322	0.0236
243708	0.8266	0.0400	-0.7815	0.0463	268971	1.2892	0.0540	-1.0549	0.0294
243712	0.8117	0.0393	0.5357	0.0349	482468	2.1923	0.0998	-1.0480	0.0193
243737	1.6936	0.0841	-1.2929	0.0289	482494	0.5945	0.0324	-0.5312	0.0557
243742	2.7971	0.1401	-0.8248	0.0178	483380	1.0072	0.0498	0.1134	0.0350
243745	1.2706	0.0582	-0.2498	0.0289	527536	1.2997	0.0565	-1.1360	0.0309
243754	2.3359	0.1154	-1.1520	0.0199	527549	1.7493	0.1029	-1.1808	0.0378
243759	1.8213	0.0761	-0.5553	0.0213	527562	0.7833	0.0363	0.4345	0.0335
243761	1.1351	0.0546	-0.0005	0.0308	527578	1.2933	0.0612	-1.3102	0.0360
256037	2.1310	0.0913	-0.9481	0.0187	527597	1.2918	0.0526	-0.5901	0.0278
256039	1.4368	0.0634	-0.5189	0.0277	527612	1.7443	0.0988	-0.6345	0.0356
256041	0.4591	0.0345	1.6997	0.0888	527676	1.4512	0.0688	-1.2743	0.0319
262240	1.4306	0.0538	-0.7703	0.0232	527690	1.3646	0.0552	-0.5508	0.0261
262241	1.0388	0.0512	-0.6572	0.0432	527704	0.7809	0.0530	-0.9504	0.0867

Table L-16. 2018–19 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	1.2170	0.0525	-1.0783	0.0335	265090	1.1462	0.0514	-1.1799	0.0377
222940	0.8113	0.0369	0.0917	0.0335	265092	0.8668	0.0421	-0.6510	0.0441
222947	0.5839	0.0408	1.0959	0.0584	265094	0.5316	0.0352	0.2769	0.0554
222968	1.6623	0.0758	-1.1500	0.0277	268874	0.7710	0.0341	-0.8939	0.0434
222972	0.8455	0.0418	-0.6371	0.0443	268976	1.1317	0.0770	-0.5879	0.0616
222977	0.4881	0.0358	-0.2710	0.0775	268978	0.9044	0.0498	0.0537	0.0397
245056	1.7495	0.0894	-1.3341	0.0311	424424	1.4463	0.0601	-0.9712	0.0273
245058	0.8180	0.0357	-0.1248	0.0330	424436	0.9239	0.0408	0.1133	0.0302
245060	0.4088	0.0350	-0.1027	0.0932	424448	0.3854	0.0361	1.0261	0.0825
245073	1.1360	0.0460	-0.8662	0.0310	424461	1.7757	0.0813	-1.1333	0.0260
245075	0.7083	0.0385	-0.5163	0.0530	424473	1.0731	0.0509	-0.6835	0.0378
245077	0.5089	0.0361	0.6153	0.0584	424485	0.7383	0.0492	-0.8058	0.0788
245078	1.6953	0.0982	-1.5449	0.0396	483621	1.8954	0.0904	-1.1813	0.0257
245080	1.0806	0.0468	-0.7096	0.0335	483636	1.1795	0.0615	-1.0057	0.0449
245082	0.6798	0.0392	-0.2418	0.0517	483649	0.7025	0.0375	0.0632	0.0410
256698	1.2197	0.0460	-0.6015	0.0259	484004	1.3808	0.0530	-0.7198	0.0248
256702	0.6448	0.0398	-0.5583	0.0665	484031	1.6651	0.0870	-0.6621	0.0329
262656	1.2060	0.0596	-0.7566	0.0397	484053	0.7480	0.0576	-0.8667	0.0985
262660	1.8384	0.0853	-1.1438	0.0256	527222	1.3818	0.0572	-0.9666	0.0282
262662	1.0215	0.0463	-0.4863	0.0341	527234	0.6540	0.0379	-0.7390	0.0638
262664	0.4821	0.0339	0.5461	0.0572	527246	0.6671	0.0431	-0.2526	0.0604
262672	0.6292	0.0283	-0.4636	0.0418	527405	1.9157	0.0851	-1.0416	0.0231
262674	0.8541	0.0421	0.0679	0.0386	527419	0.7002	0.0333	0.4026	0.0360
262676	0.3961	0.0397	1.6387	0.1077	527432	0.7877	0.0501	0.4595	0.0486

Table L-17. 2018–19 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	1.1013	0.0437	-1.1255	0.0341	266656	0.6744	0.0345	-0.6491	0.0535
257696	0.7533	0.0324	-0.3578	0.0378	266658	0.6353	0.0379	-0.2077	0.0565
257697	0.4641	0.0312	0.3317	0.0596	266660	1.6097	0.0618	-0.9979	0.0233
257723	1.1456	0.0388	-0.5590	0.0238	266662	0.8270	0.0336	0.0226	0.0296
257725	0.8847	0.0392	-0.0648	0.0336	266664	0.3997	0.0314	0.8810	0.0679
257726	0.5591	0.0408	-0.2234	0.0835	266683	0.8414	0.0371	-1.3740	0.0505
263283	0.6196	0.0315	-0.2720	0.0473	266685	0.8917	0.0337	-0.0075	0.0279
263285	0.5278	0.0350	0.0731	0.0635	266686	1.1271	0.0570	0.0215	0.0359
265824	1.3657	0.0506	-0.9372	0.0254	266700	1.3218	0.0459	-0.7232	0.0231
265826	0.9607	0.0395	-0.2411	0.0300	266702	1.0334	0.0444	-0.3073	0.0318
265829	0.5243	0.0370	-0.3622	0.0823	266703	0.7574	0.0482	-0.4074	0.0664
265857	0.6276	0.0298	-1.4028	0.0643	437000	1.6248	0.0617	-0.9663	0.0227
265859	1.0743	0.0397	-0.1102	0.0256	437016	0.7705	0.0325	0.0470	0.0314
265860	0.5463	0.0349	0.7375	0.0508	437028	0.7577	0.0431	0.1760	0.0454
265906	1.2724	0.0447	-0.7573	0.0241	438397	1.1290	0.0409	-0.8432	0.0278
265910	0.8578	0.0392	-0.4512	0.0403	438409	1.0514	0.0427	-0.1970	0.0283
265913	0.5715	0.0338	1.1918	0.0512	438424	0.4647	0.0325	1.0596	0.0594
265926	1.2115	0.0451	-0.9472	0.0280	455313	1.3394	0.0473	-0.7828	0.0235
265928	0.9386	0.0382	-0.1765	0.0298	525622	1.5196	0.0549	-0.8468	0.0222
265931	0.3765	0.0310	0.4093	0.0742	525634	0.5491	0.0300	-0.4176	0.0560
265934	1.4004	0.0612	-1.3264	0.0335	525647	0.5224	0.0341	0.1888	0.0575
265936	1.0322	0.0379	-0.2045	0.0254	525795	1.2409	0.0486	-1.0955	0.0304
265938	0.5657	0.0349	0.0683	0.0559	525807	0.4233	0.0269	-1.0075	0.0927
266654	1.2956	0.0476	-0.9101	0.0260	525821	0.7930	0.0375	0.0946	0.0377

Table L-18. 2018–19 FSAA—PT: IRT Parameters for Dichotomous Items—Biology 1

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
224592	1.5542	0.0830	-1.5523	0.0372	267020	2.2812	0.1085	-1.2382	0.0202
224599	0.8253	0.0519	-1.8315	0.0906	267022	1.0346	0.0439	-0.6079	0.0318
224606	0.9525	0.0386	-0.1503	0.0293	267024	0.7692	0.0454	-0.7435	0.0652
245877	1.8015	0.0702	-0.9424	0.0202	267032	2.3152	0.1363	-1.5079	0.0268
245881	0.5252	0.0292	0.0191	0.0480	267034	0.9670	0.0457	-1.1386	0.0441
245882	1.0212	0.0570	-0.0549	0.0418	267036	1.1954	0.0478	-0.0424	0.0254
245928	2.7645	0.1438	-1.2882	0.0183	267043	1.5717	0.0592	-0.8834	0.0217
245932	0.6537	0.0417	0.1011	0.0567	267045	0.6834	0.0364	-0.6535	0.0554
246478	0.6226	0.0281	0.2339	0.0371	267047	0.6054	0.0438	-0.9783	0.1040
265544	1.8416	0.0848	-1.2646	0.0243	267049	3.0990	0.1674	-1.2908	0.0168
265546	0.8315	0.0364	-0.5262	0.0366	267051	0.8448	0.0358	-0.4393	0.0334
265548	0.6001	0.0342	0.3523	0.0472	267053	0.8677	0.0474	-0.4097	0.0484
265594	2.5821	0.1481	-1.4347	0.0224	267055	1.2799	0.0587	-1.3616	0.0352
265596	1.0735	0.0433	-0.6566	0.0294	267057	0.3837	0.0283	-1.6624	0.1384
265598	0.6363	0.0403	-0.8181	0.0768	267059	1.0407	0.0451	-0.0365	0.0309
266984	1.4622	0.0711	-1.4308	0.0340	425930	2.3585	0.1168	-1.2835	0.0204
266986	1.9202	0.0860	-0.9145	0.0233	425944	0.8890	0.0410	-0.8240	0.0411
266988	0.6268	0.0331	0.1242	0.0416	425959	0.6454	0.0344	0.0418	0.0445
266990	2.9825	0.1466	-1.1775	0.0160	527736	1.7433	0.0809	-1.2957	0.0261
266992	0.9816	0.0440	-0.6716	0.0354	527748	0.7877	0.0318	0.5560	0.0324
266994	0.6700	0.0378	-0.2104	0.0507	527756	0.7582	0.0523	0.0292	0.0627
267008	0.8523	0.0392	-1.3640	0.0484	527854	1.9701	0.0901	-1.2317	0.0225
267010	1.3149	0.0553	-0.7270	0.0289	527866	0.4941	0.0314	-1.2587	0.0930
267012	0.6002	0.0340	0.5292	0.0447	527884	1.4161	0.0785	-0.7844	0.0381

Table L-19. 2018–19 FSAA—PT: IRT Parameters for Dichotomous Items—Geometry

Item Number	a	SE(a)	b	SE(b)	Item Number	a	SE(a)	b	SE(b)
257669	1.4937	0.0806	-1.5434	0.0408	266775	0.6761	0.0320	-1.0355	0.0521
257671	0.9499	0.0441	-0.7956	0.0402	266779	0.9850	0.0492	-0.6042	0.0414
257673	0.4404	0.0310	0.9563	0.0662	266787	1.0134	0.0594	-0.2612	0.0463
257711	0.9815	0.0440	-1.1692	0.0416	266804	0.9063	0.0432	-1.3436	0.0500
257713	0.7951	0.0370	-0.1282	0.0374	266806	1.2499	0.0530	-0.3694	0.0281
257715	0.8086	0.0512	-0.0125	0.0535	266808	0.8939	0.0554	-0.2685	0.0538
257717	1.5928	0.0909	-1.6086	0.0417	440428	1.5513	0.0686	-1.1130	0.0282
257719	0.7305	0.0325	-0.1018	0.0358	440443	0.6224	0.0328	-0.0935	0.0445
257721	1.1595	0.0652	-0.1889	0.0398	440459	0.6428	0.0441	-0.0627	0.0638
266520	0.6118	0.0287	-0.7194	0.0481	440823	1.8979	0.0984	-1.3587	0.0291
266522	1.2646	0.0581	-0.2760	0.0316	440838	0.6106	0.0326	-0.5690	0.0530
266524	0.5546	0.0469	-0.2693	0.0979	440852	0.9292	0.0491	-0.1794	0.0419
266526	0.8551	0.0438	-1.5421	0.0603	440918	1.3106	0.0530	-0.8704	0.0279
266528	1.0719	0.0451	-0.3150	0.0297	440931	0.6111	0.0338	-0.0154	0.0473
266530	0.3752	0.0331	0.7725	0.0775	440944	0.4823	0.0386	0.6533	0.0688
266585	0.9594	0.0439	-1.2256	0.0440	455245	1.8605	0.0867	-1.1616	0.0255
266587	0.4425	0.0274	0.2128	0.0566	455257	1.0501	0.0451	-0.1800	0.0289
266589	0.3139	0.0338	0.7565	0.1062	455276	0.5794	0.0413	0.0021	0.0668
266597	1.1425	0.0543	-1.3526	0.0421	526263	1.5556	0.0814	-1.4677	0.0370
266599	0.4296	0.0286	-0.7420	0.0827	526275	1.0104	0.0408	-0.0625	0.0278
266601	1.0163	0.0511	-0.0843	0.0385	526287	0.6145	0.0408	0.4788	0.0530
266761	1.5958	0.0762	-1.2765	0.0310	526552	2.1511	0.1077	-1.2319	0.0242
266764	0.7877	0.0363	-0.2071	0.0366	526564	1.1655	0.0550	-0.7020	0.0346
266769	0.6423	0.0406	0.3001	0.0520	526576	0.6497	0.0480	-1.0082	0.1002

Table L-20. 2018–19 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	1.1822	0.0589	-1.3320	0.0436	431439	1.5386	0.0844	-1.4163	0.0392
427722	0.9850	0.0420	-0.2215	0.0310	431455	1.0391	0.0432	-0.3028	0.0295
427827	0.3861	0.0357	0.0661	0.0921	431470	0.7584	0.0433	0.6055	0.0399
427855	1.4091	0.0558	-0.7501	0.0255	431670	1.9750	0.0843	-0.8790	0.0212
427888	0.8909	0.0461	-0.3598	0.0426	431867	1.5429	0.0749	-1.2136	0.0321
427914	0.5401	0.0427	-0.2975	0.0888	431880	0.9066	0.0533	-1.2530	0.0680
428052	1.9537	0.0815	-0.8285	0.0209	431893	0.8443	0.0401	0.4199	0.0331
428065	1.5609	0.0922	-0.9253	0.0436	431907	1.6821	0.0869	-1.2857	0.0321
428079	0.8225	0.0433	0.2587	0.0355	431922	0.9314	0.0416	-0.4167	0.0348
428618	1.8301	0.0796	-0.9498	0.0232	431935	0.5378	0.0388	-0.1672	0.0711
428635	0.5945	0.0363	-0.6317	0.0664	431963	0.5536	0.0334	-0.1123	0.0528
428649	0.5577	0.0376	0.5862	0.0528	432009	0.4854	0.0411	-0.0985	0.0864
428765	2.0617	0.1253	-1.4189	0.0322	432298	1.3892	0.0603	-1.0081	0.0298
428779	1.4800	0.0627	-0.6431	0.0260	432311	0.3987	0.0286	-0.0735	0.0683
428795	0.8087	0.0502	-0.6631	0.0645	432324	0.6144	0.0429	0.3056	0.0571
428824	1.7283	0.0792	-1.0709	0.0262	434033	1.7692	0.0860	-1.1664	0.0277
428837	1.2907	0.0615	-0.6624	0.0339	434047	1.2629	0.0552	-0.4859	0.0293
428860	0.6965	0.0400	0.3490	0.0413	434061	0.3661	0.0326	0.9634	0.0780
428874	2.5946	0.1403	-1.1578	0.0206	517397	0.9597	0.0410	-0.8665	0.0367
428887	1.2641	0.0568	-0.5664	0.0303	517473	0.7488	0.0401	-0.4051	0.0486
428900	1.9245	0.0821	-0.8877	0.0217	517601	0.8224	0.0474	0.5198	0.0408
428929	1.0659	0.0594	-0.3942	0.0442	518887	1.9442	0.0989	-1.2016	0.0266
429269	1.0604	0.0486	-0.1795	0.0309	518899	0.7619	0.0347	0.1794	0.0337
429300	0.8810	0.0521	0.2453	0.0415	518911	0.5325	0.0419	0.0449	0.0764

Table L-21. 2018–19 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	1.2080	0.0553	-1.2503	0.0350	425756	2.0869	0.0880	-0.9910	0.0187
423286	1.8667	0.0763	-0.4930	0.0201	425771	1.3196	0.0585	-0.4824	0.0266
423300	0.6431	0.0418	0.1096	0.0491	425787	1.1425	0.0625	-0.2158	0.0363
424080	1.8441	0.0923	-1.3222	0.0272	426853	1.7393	0.0686	-0.8836	0.0202
424096	1.8193	0.0816	-0.8365	0.0230	426873	1.0605	0.0526	-0.6433	0.0379
424124	1.2532	0.0620	-0.4273	0.0312	426990	0.3552	0.0344	-0.5258	0.1218
424139	1.2231	0.0618	-0.7033	0.0377	427065	2.3844	0.1255	-1.3009	0.0220
424154	1.3546	0.0511	-0.7391	0.0228	427489	2.0982	0.0888	-0.9978	0.0187
424168	0.5933	0.0429	-0.3553	0.0726	427506	0.6446	0.0341	-0.1763	0.0418
424280	2.0443	0.0848	-0.9630	0.0187	427535	1.1424	0.0540	-1.3224	0.0390
424293	0.6569	0.0361	-0.4474	0.0481	427551	0.6315	0.0458	-0.5074	0.0787
424314	0.7027	0.0419	0.3523	0.0449	427571	0.9438	0.0396	-0.2379	0.0297
424334	2.3055	0.1036	-1.0762	0.0184	427584	0.3628	0.0349	0.2733	0.0871
424349	1.0021	0.0437	-0.2912	0.0290	427597	0.6642	0.0338	-0.6074	0.0453
424599	0.3867	0.0343	0.8868	0.0788	427610	0.8435	0.0423	0.6032	0.0373
425387	2.2937	0.1035	-1.0861	0.0186	517162	1.6007	0.0772	-1.3075	0.0298
425402	0.5259	0.0307	-0.2147	0.0496	517226	1.0394	0.0438	-0.4414	0.0288
425427	0.9876	0.0552	-0.2031	0.0416	517242	0.5223	0.0359	0.9263	0.0600
425445	2.5237	0.1152	-1.0711	0.0172	517864	1.5418	0.0717	-1.2509	0.0290
425460	1.1019	0.0512	-0.6200	0.0324	517876	0.5562	0.0332	-0.9425	0.0687
425477	0.6213	0.0382	0.2053	0.0465	517888	0.6626	0.0364	0.4720	0.0441
425510	1.7651	0.0871	-1.3147	0.0279	518352	1.4183	0.0555	-0.8667	0.0234
425535	1.3869	0.0549	-0.4324	0.0227	518371	0.8232	0.0421	-0.4649	0.0416
425552	0.8279	0.0492	-0.2572	0.0480	518384	0.5652	0.0403	0.0562	0.0608

Table L-22. 2018–19 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	SE(D3)
466237A	0.48839	0.01689	-1.02771	0.03310	0	0	1.33432	0.11313	0.27395	0.06198	-1.60827	0.05128
466237B	0.64668	0.01585	-0.28956	0.02743	0	0	1.53908	0.07801	0.94208	0.04445	-2.48116	0.05455
466237C	0.71970	0.02538	-1.10111	0.02639	0	0	0.83591	0.08414	0.05574	0.04931	-0.89165	0.03617
466237D	0.55929	0.01612	-0.36255	0.02701	0	0	1.24456	0.07729	0.68352	0.05039	-1.92808	0.05259

Table L-23. 2018–19 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	SE(D3)
466016A	0.63912	0.01644	-0.74110	0.02668	0	0	1.20875	0.09240	0.85973	0.04971	-2.06848	0.04200
466016B	0.62025	0.01673	-0.70887	0.02640	0	0	1.00138	0.08701	0.88719	0.05169	-1.88857	0.04208
466016C	0.56375	0.01244	-0.65790	0.03163	0	0	0.90202	0.10799	1.69719	0.06535	-2.59921	0.05114
466016D	0.50969	0.01438	-0.52878	0.02907	0	0	0.95089	0.08857	0.99051	0.05861	-1.94140	0.05199

Table L-24. 2018–19 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	SE(D3)
465977A	0.58878	0.01883	-0.89894	0.02794	0	0	0.49476	0.08982	0.86716	0.06062	-1.36192	0.04162
465977B	0.57357	0.01862	-0.77764	0.02717	0	0	0.51831	0.08383	0.79363	0.05884	-1.31195	0.04344
465977C	0.59627	0.01819	-0.58608	0.02528	0	0	1.45605	0.07893	0.21027	0.04575	-1.66632	0.04656
465977D	0.57311	0.01774	-0.65194	0.02607	0	0	0.42202	0.08010	0.95757	0.05901	-1.37959	0.04424

Table L-25. 2018–19 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	SE(D3)
466163A	0.54731	0.01409	-0.63875	0.02925	0	0	1.18756	0.09311	1.03148	0.05569	-2.21904	0.04985
466163B	0.59564	0.01405	-0.34742	0.02819	0	0	1.34525	0.08114	1.16919	0.04956	-2.51444	0.05406
466163C	0.49894	0.01366	-0.57824	0.03043	0	0	1.36284	0.09425	0.83592	0.05668	-2.19876	0.05485
466163D	0.54562	0.01409	-0.29779	0.02833	0	0	1.49482	0.08012	0.85301	0.04962	-2.34784	0.05681

Table L-26. 2018–19 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	SE(D3)
466780A	0.34689	0.00912	-0.85063	0.03425	0	0	2.79404	0.12520	-2.67258	0.08901	-0.12147	0.09364
466780B	0.63922	0.01931	-0.45979	0.02418	0	0	1.37037	0.07197	0.26867	0.04374	-1.63904	0.04462
466780C	0.56866	0.01577	-0.46174	0.02790	0	0	1.35098	0.08428	0.71480	0.05053	-2.06578	0.05105
466780D	0.59621	0.01727	-0.26350	0.02568	0	0	1.63959	0.07293	0.28852	0.04421	-1.92811	0.05230

Table L-27. 2018–19 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	SE(D3)
466293A	0.71329	0.01928	-0.37127	0.02345	0	0	1.16398	0.06688	0.72899	0.04271	-1.89297	0.04250
466293B	0.76633	0.01994	-0.18599	0.02234	0	0	1.24882	0.05892	0.75428	0.03877	-2.00310	0.04415
466293C	0.55140	0.01688	-0.38334	0.02696	0	0	1.08207	0.07753	0.65172	0.05303	-1.73378	0.05108
466293D	0.73675	0.02043	-0.09268	0.02180	0	0	1.26296	0.05536	0.55682	0.03844	-1.81978	0.04521

Table L-28. 2018–19 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	SE(D3)
466420A	0.64678	0.01788	-0.34129	0.02242	0	0	1.62175	0.06396	0.13768	0.03849	-1.75943	0.04512
466420B	0.77139	0.02033	-0.08047	0.01986	0	0	1.66153	0.04982	0.10024	0.03202	-1.76177	0.04356
466420C	0.71837	0.01804	0.27557	0.02254	0	0	1.92945	0.05074	0.51208	0.03327	-2.44154	0.06441
466420D	0.76364	0.02003	0.12619	0.02007	0	0	1.68984	0.04595	0.16055	0.03209	-1.85039	0.04885

APPENDIX M—CUMULATIVE SCALE SCORE DISTRIBUTIONS

Figure M-1. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: ELA Grade 3   Bottom: ELA Grade 4

Cumulative Scale Score Distributions: English Language Arts Grade 03
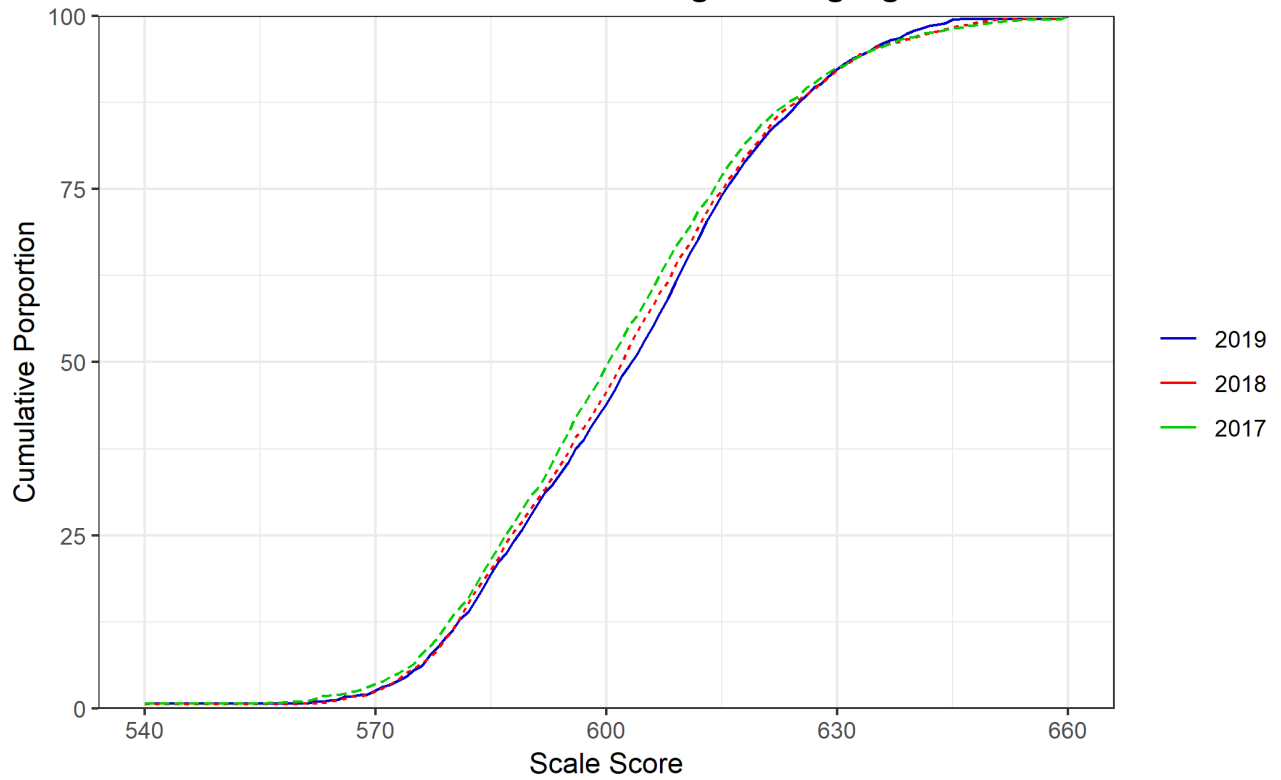
Cumulative Scale Score Distributions: English Language Arts Grade 04
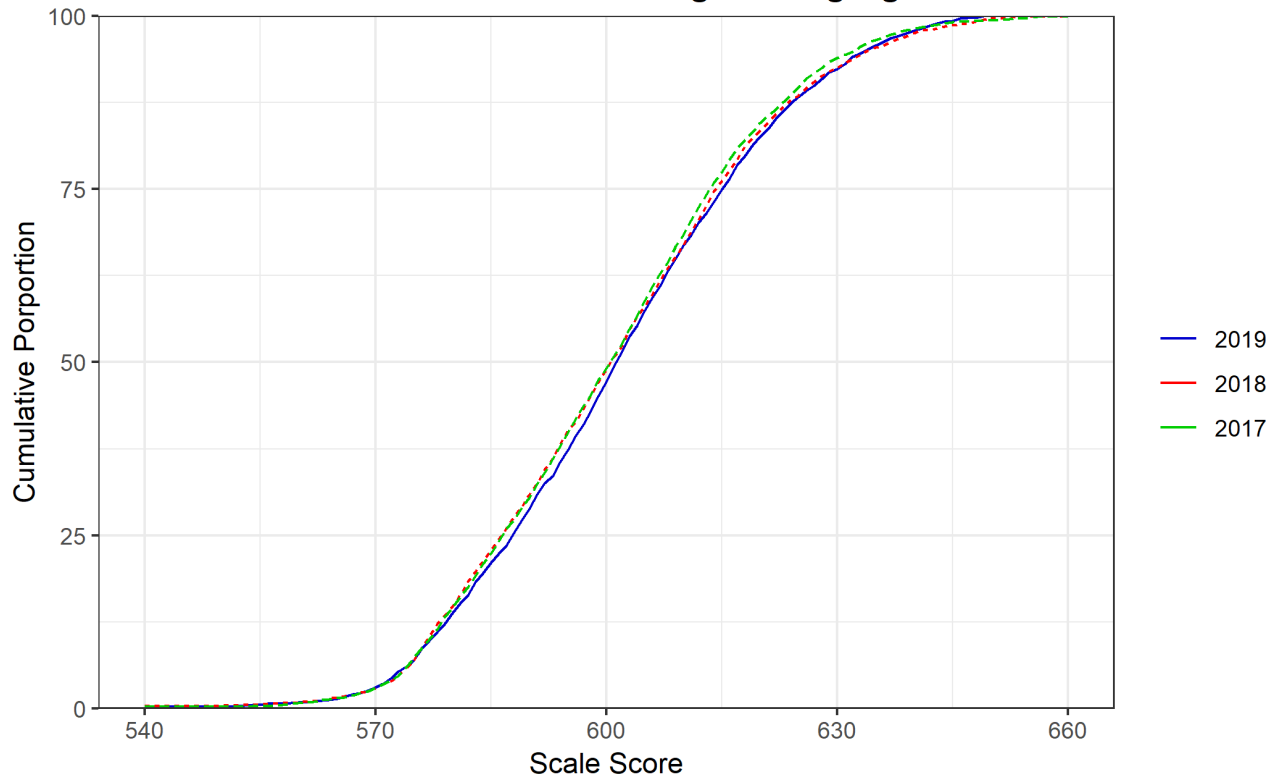
FigureM-2. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: ELA Grade 5   Bottom: ELA Grade 6

Cumulative Scale Score Distributions: English Language Arts Grade 05
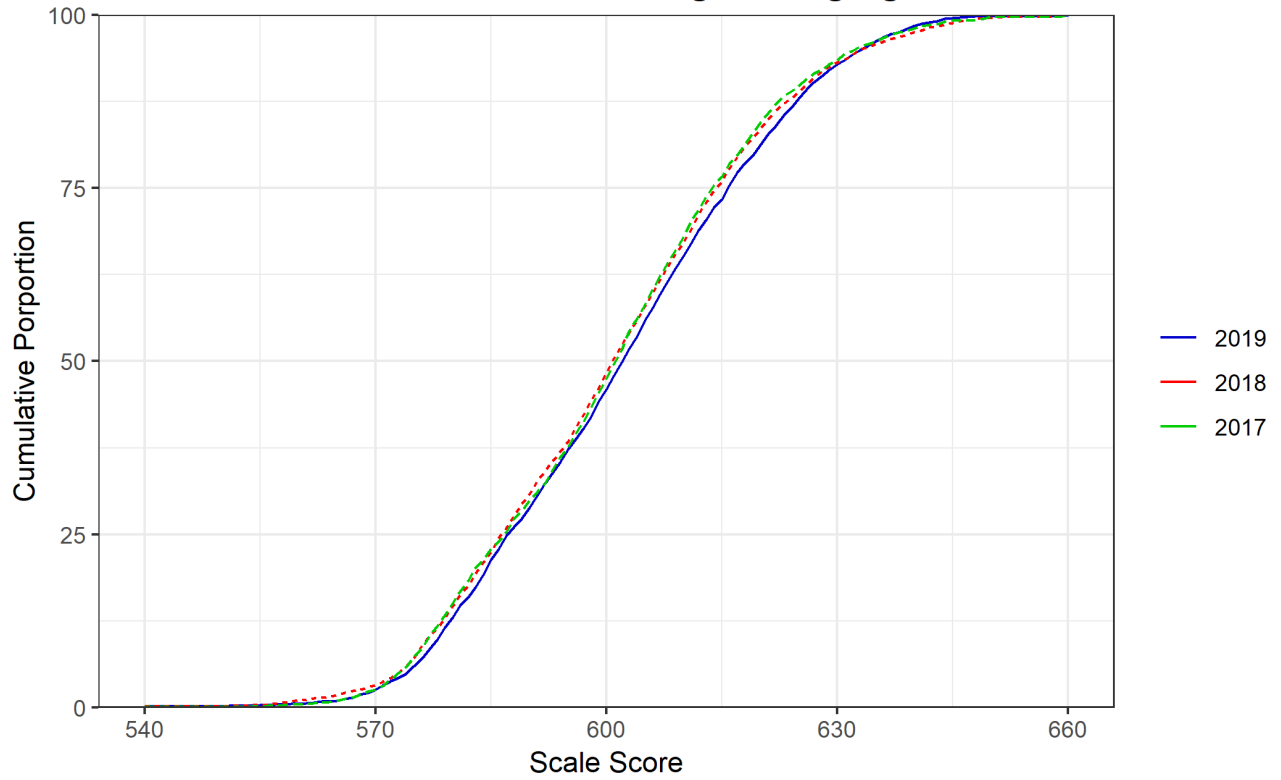
Cumulative Scale Score Distributions: English Language Arts Grade 06
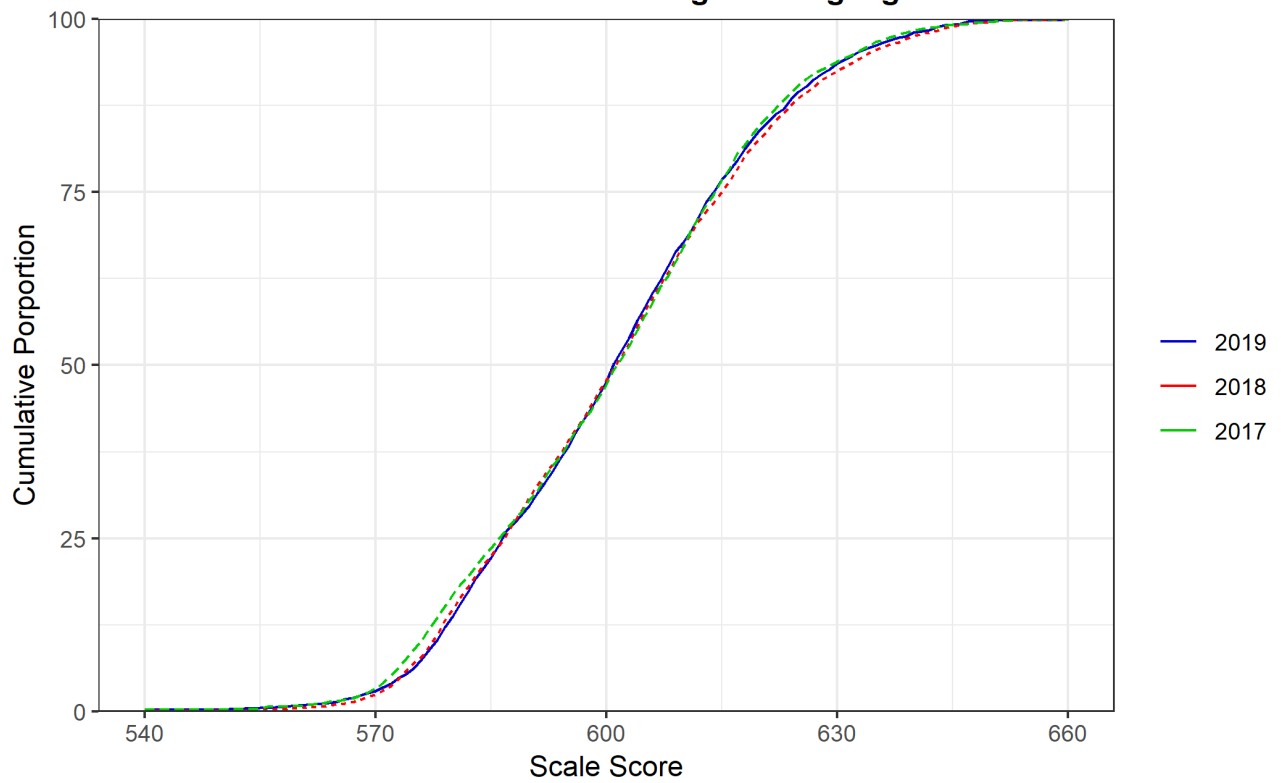
Figure M-3. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: ELA Grade 7   Bottom: ELA Grade 8

Cumulative Scale Score Distributions: English Language Arts Grade 07
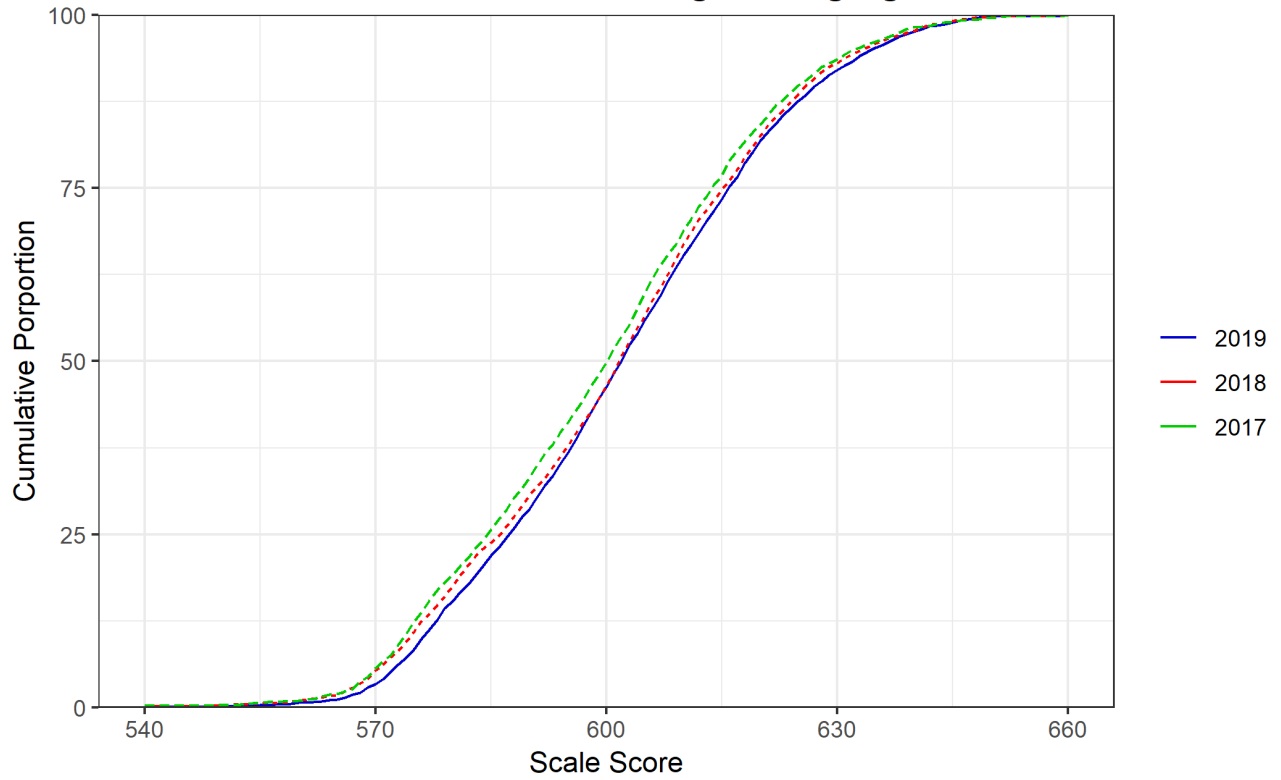
Cumulative Scale Score Distributions: English Language Arts Grade 08
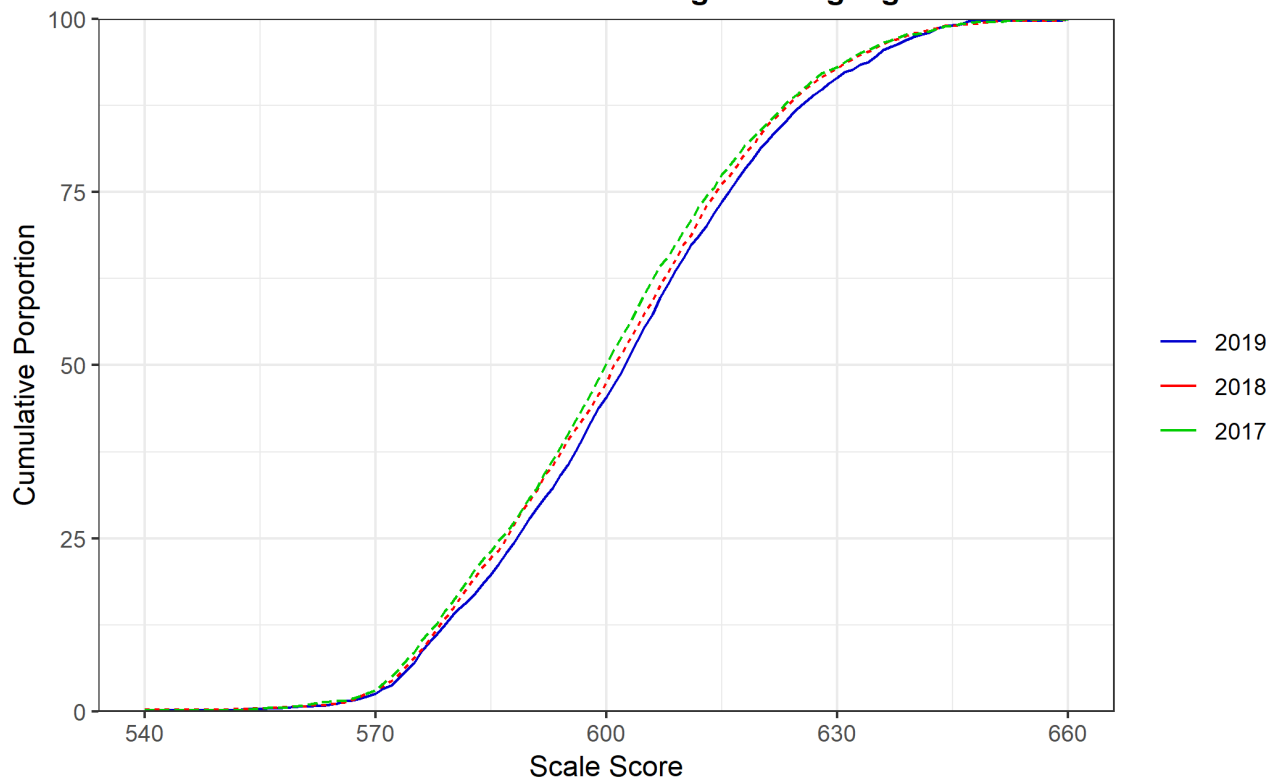
Cumulative Scale Score Distributions: English Language Arts Grade 09

Cumulative Scale Score Distributions: English Language Arts Grade 10
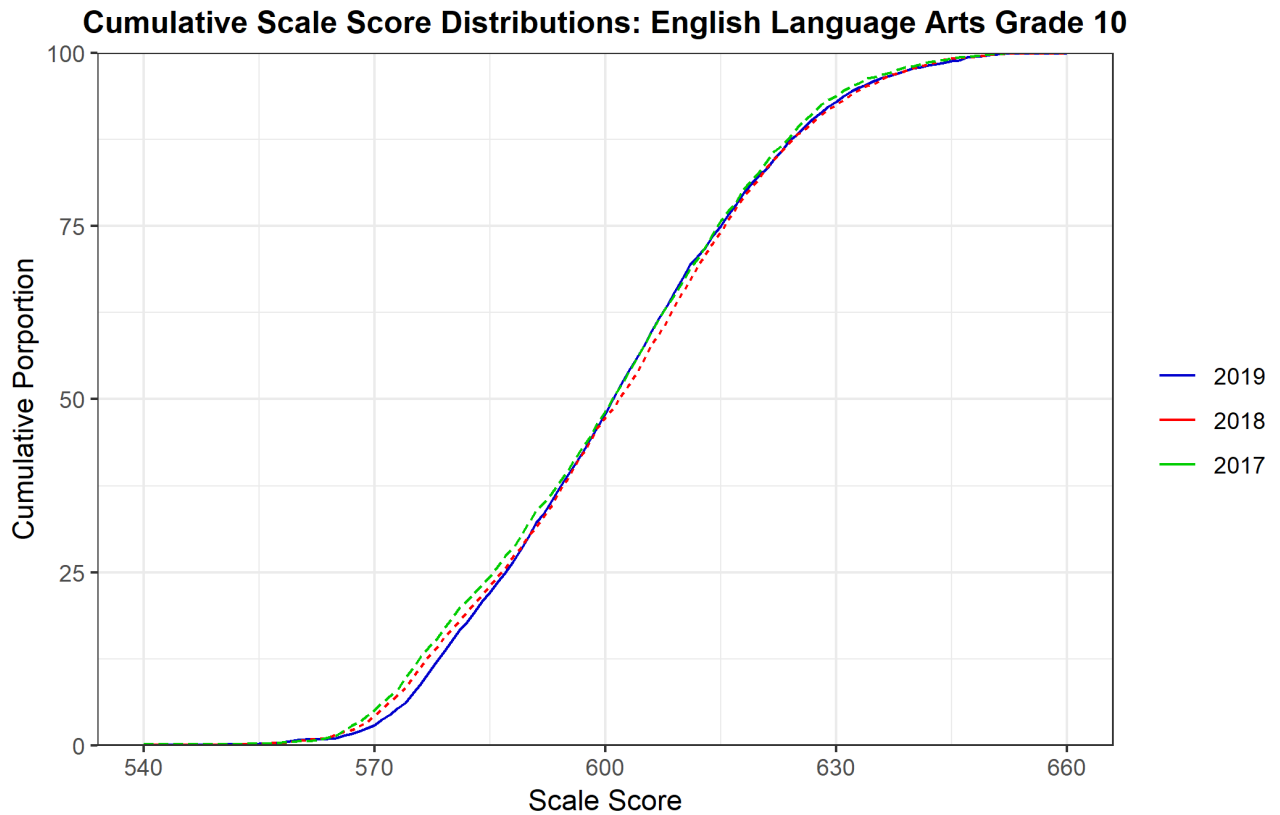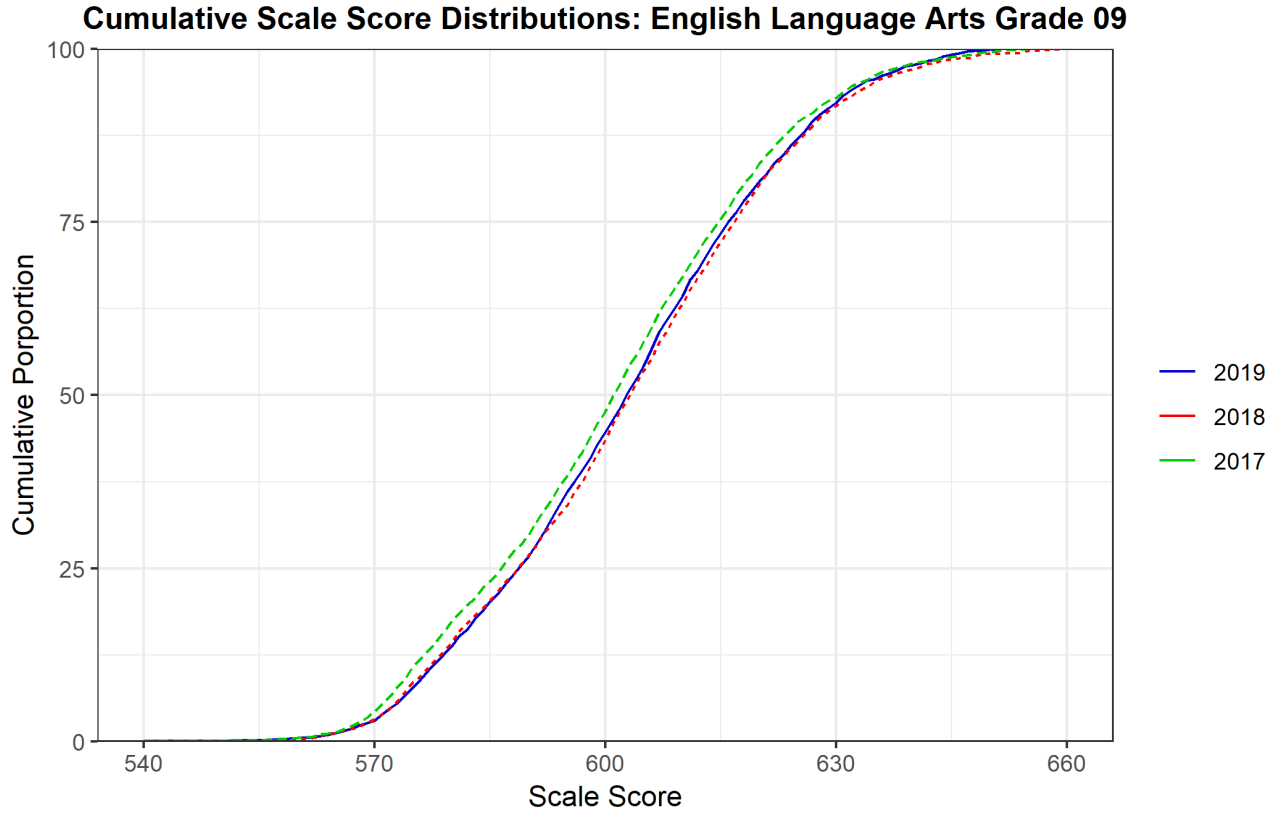
Figure M-5. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: Mathematics Grade 3   Bottom: Mathematics Grade 4

Cumulative Scale Score Distributions: Mathematics Grade 03

Cumulative Scale Score Distributions: Mathematics Grade 04
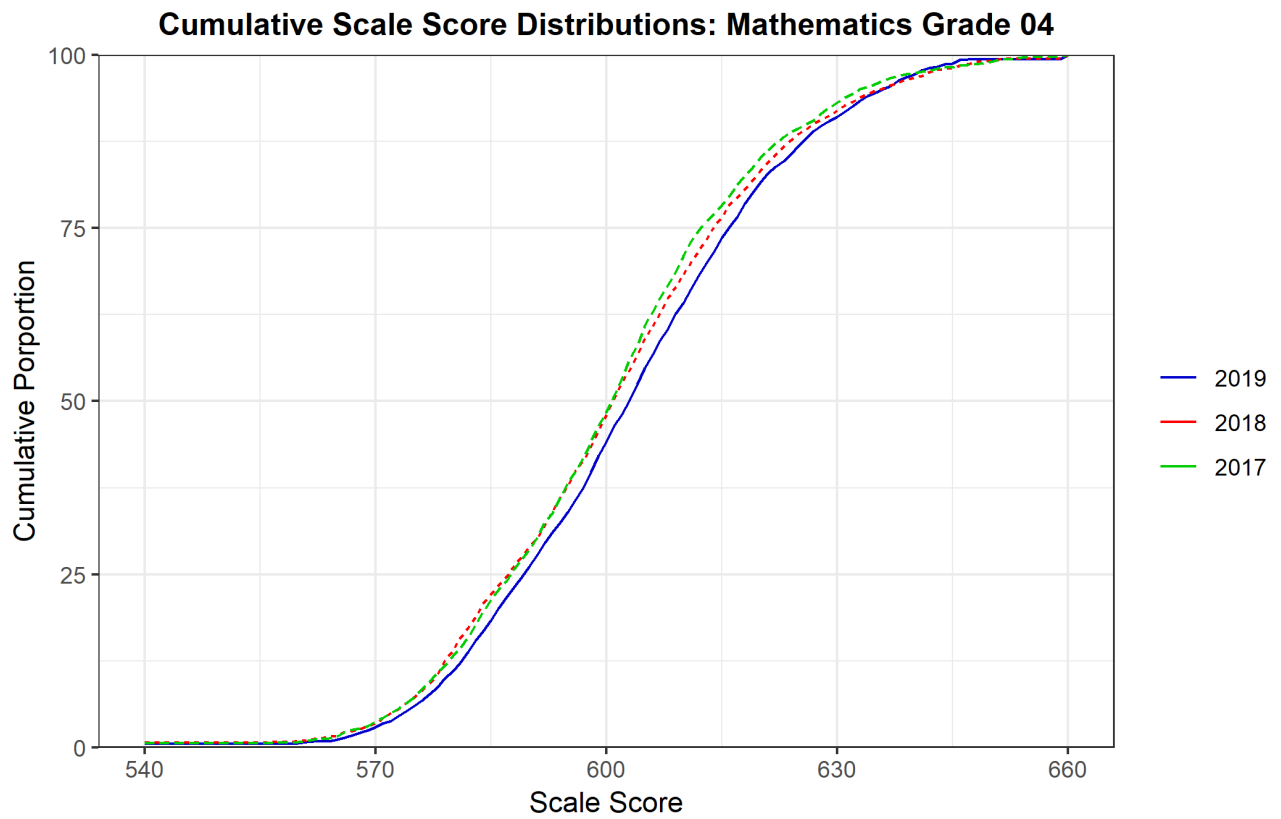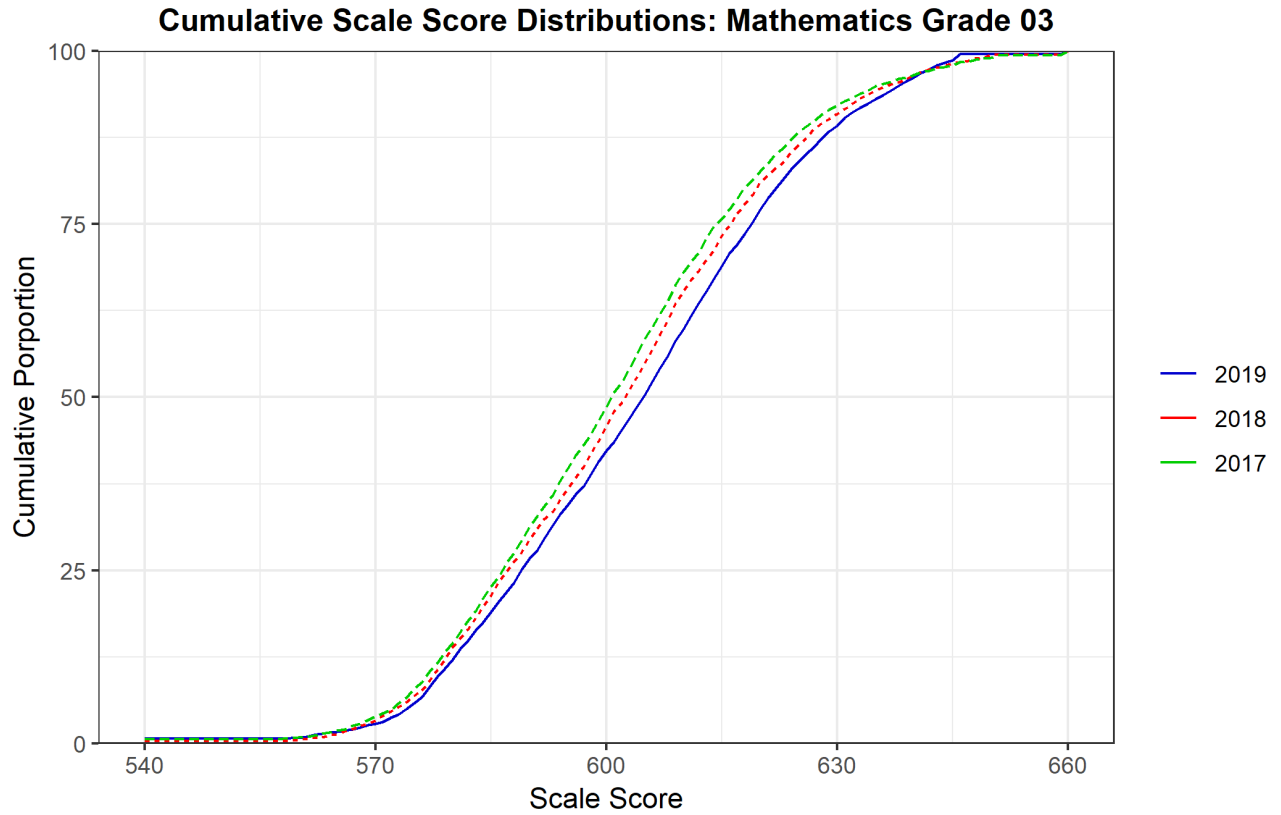
Figure M-6. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: Mathematics Grade 5   Bottom: Mathematics Grade 6

Cumulative Scale Score Distributions: Mathematics Grade 05
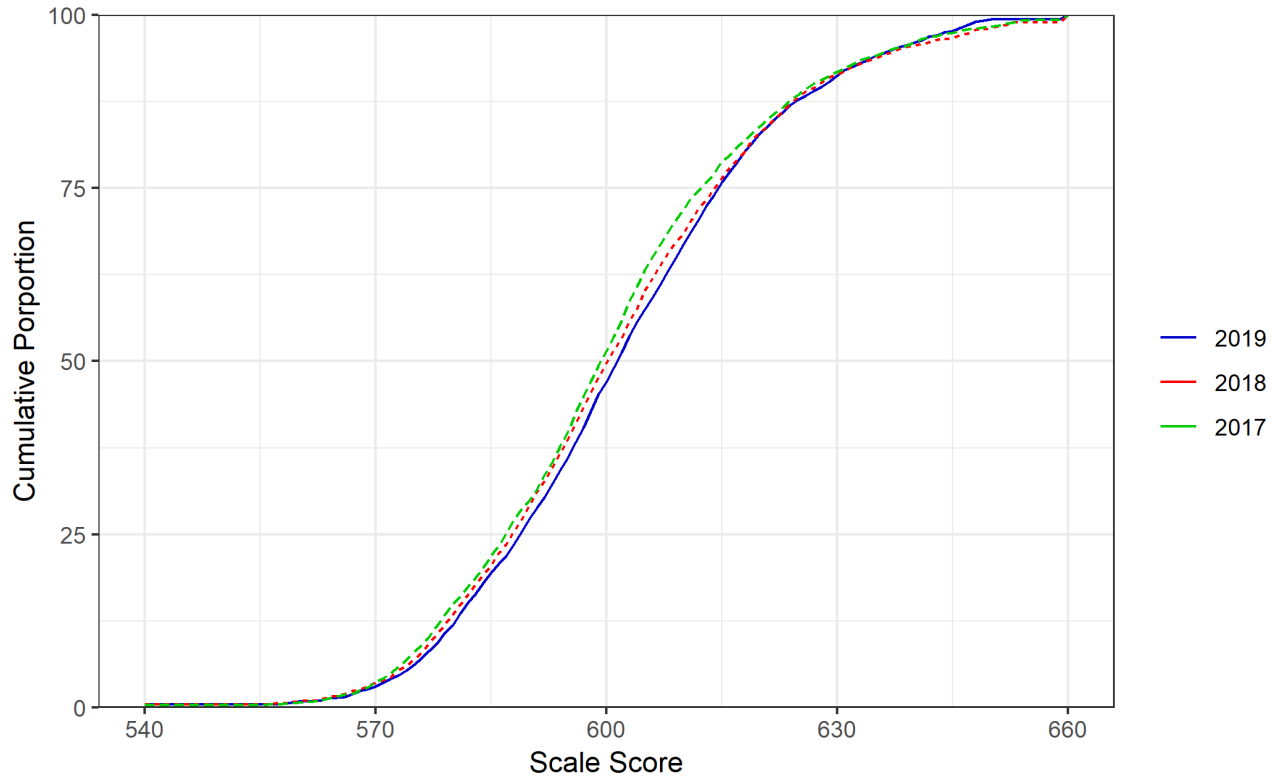
Cumulative Scale Score Distributions: Mathematics Grade 06
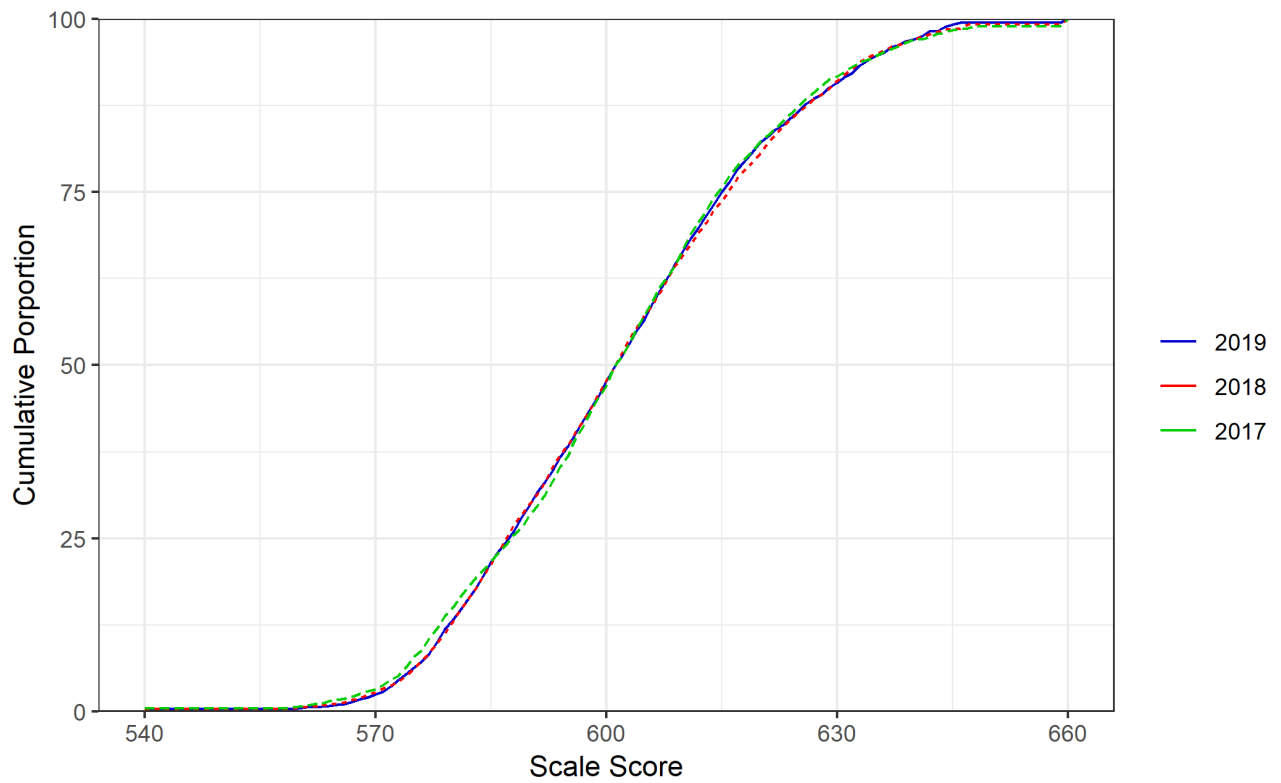
FigureM-7. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: Mathematics Grade 7   Bottom: Mathematics Grade 8

Cumulative Scale Score Distributions: Mathematics Grade 07
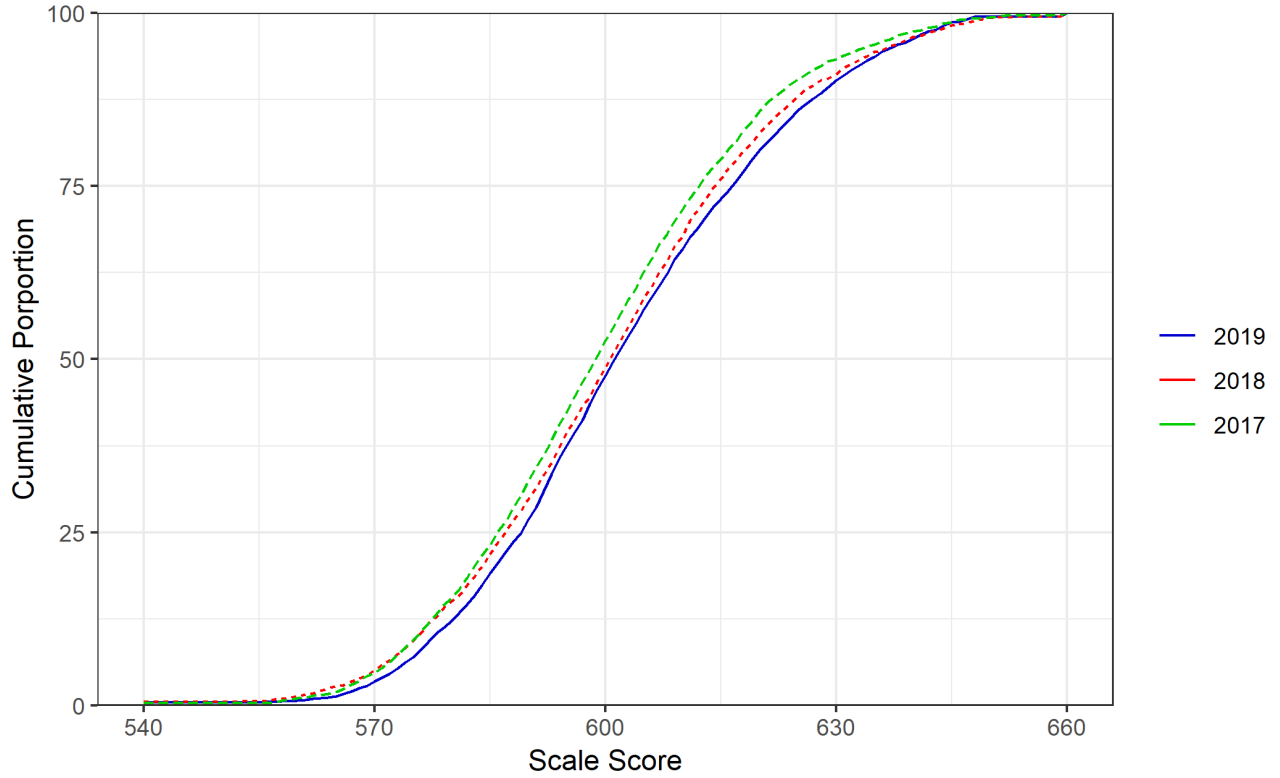
Cumulative Scale Score Distributions: Mathematics Grade 08
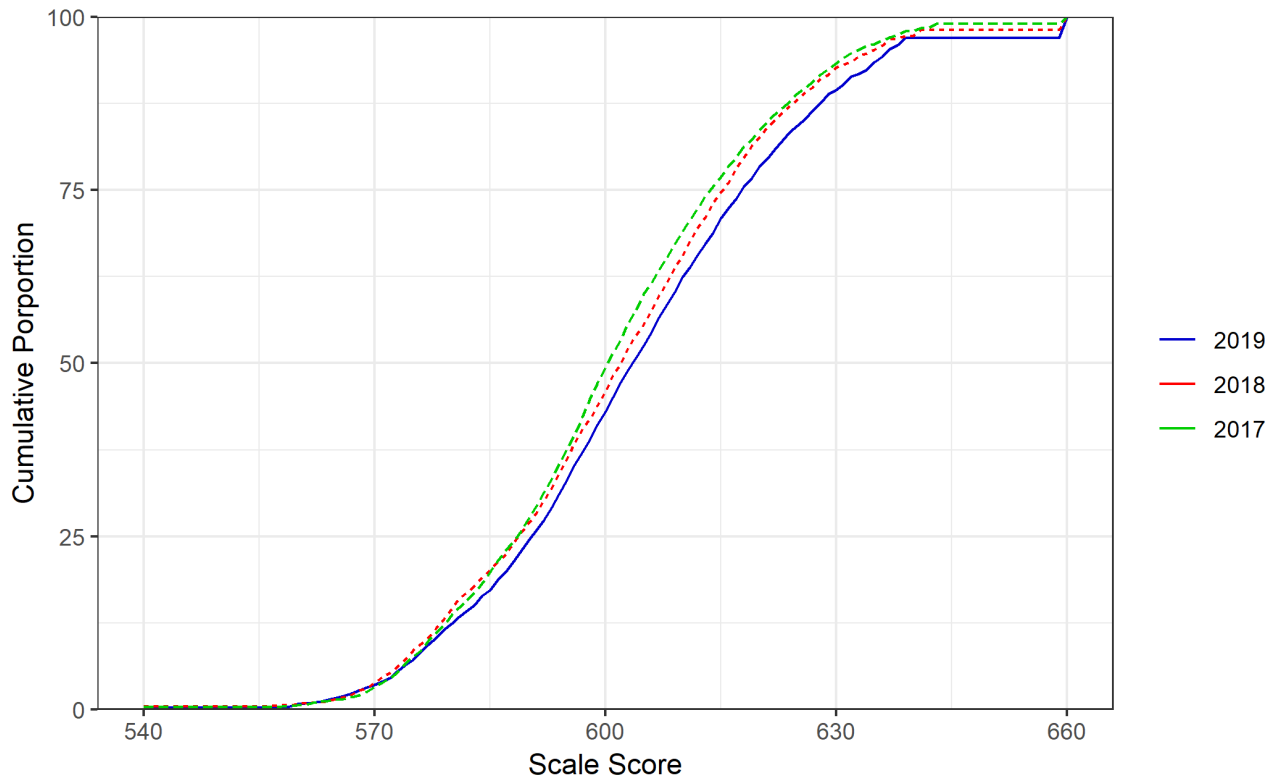
Figure M-8. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: Science Grade 5   Bottom: Science Grade 8

Cumulative Scale Score Distributions: Science Grade 05
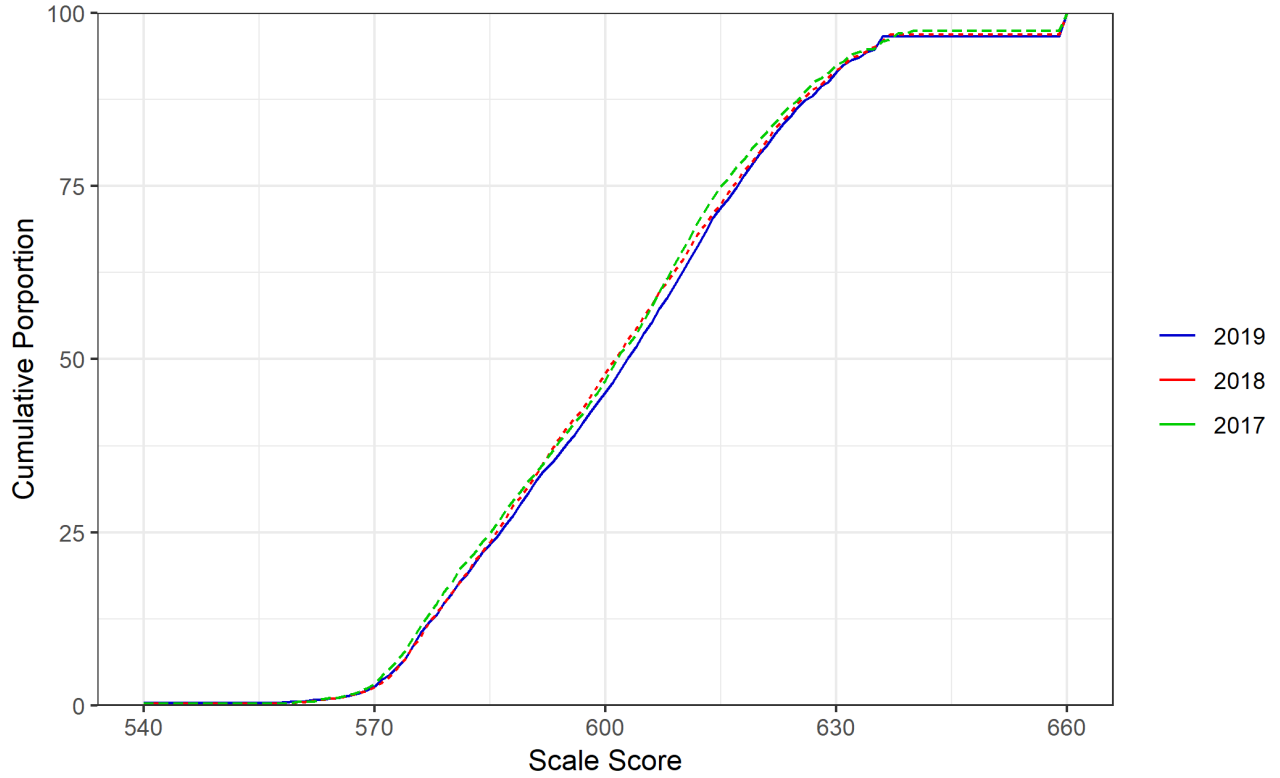
Cumulative Scale Score Distributions: Science Grade 08
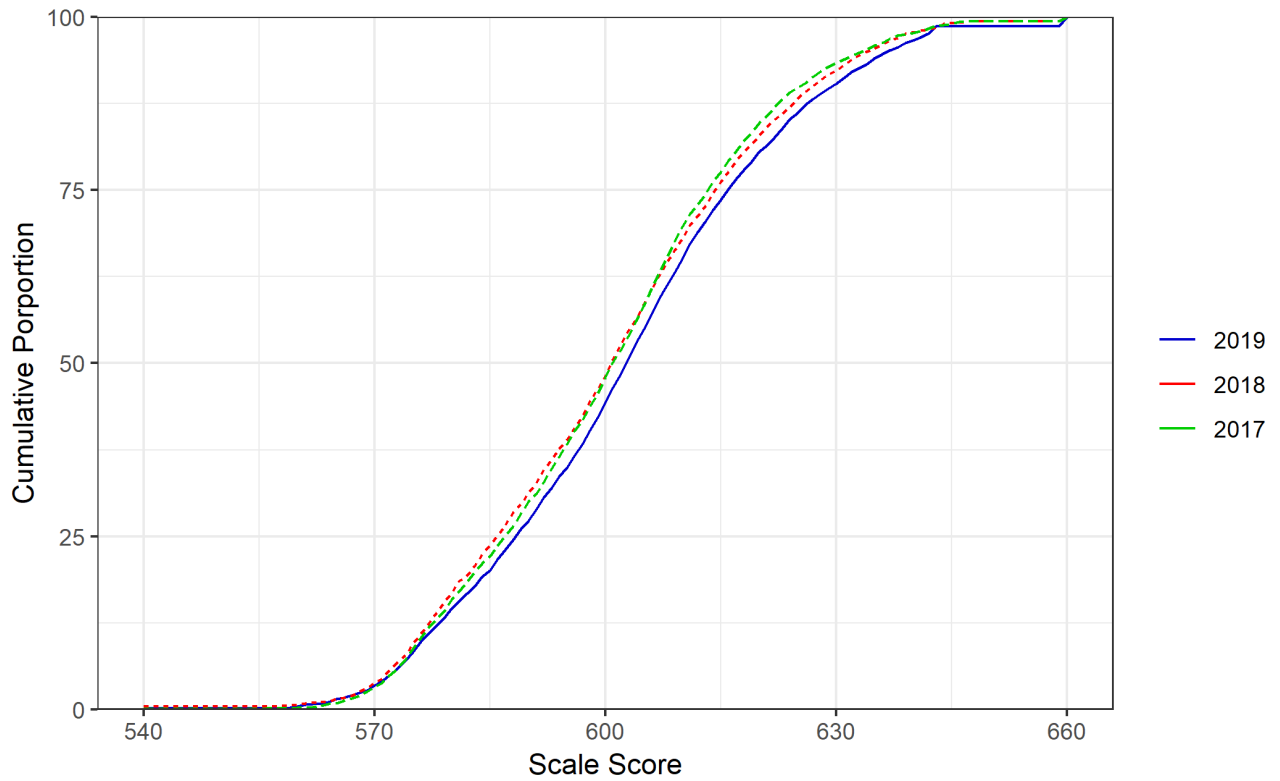
Cumulative Scale Score Distributions: Algrebra Grade HS

Cumulative Scale Score Distributions: Biology Grade HS
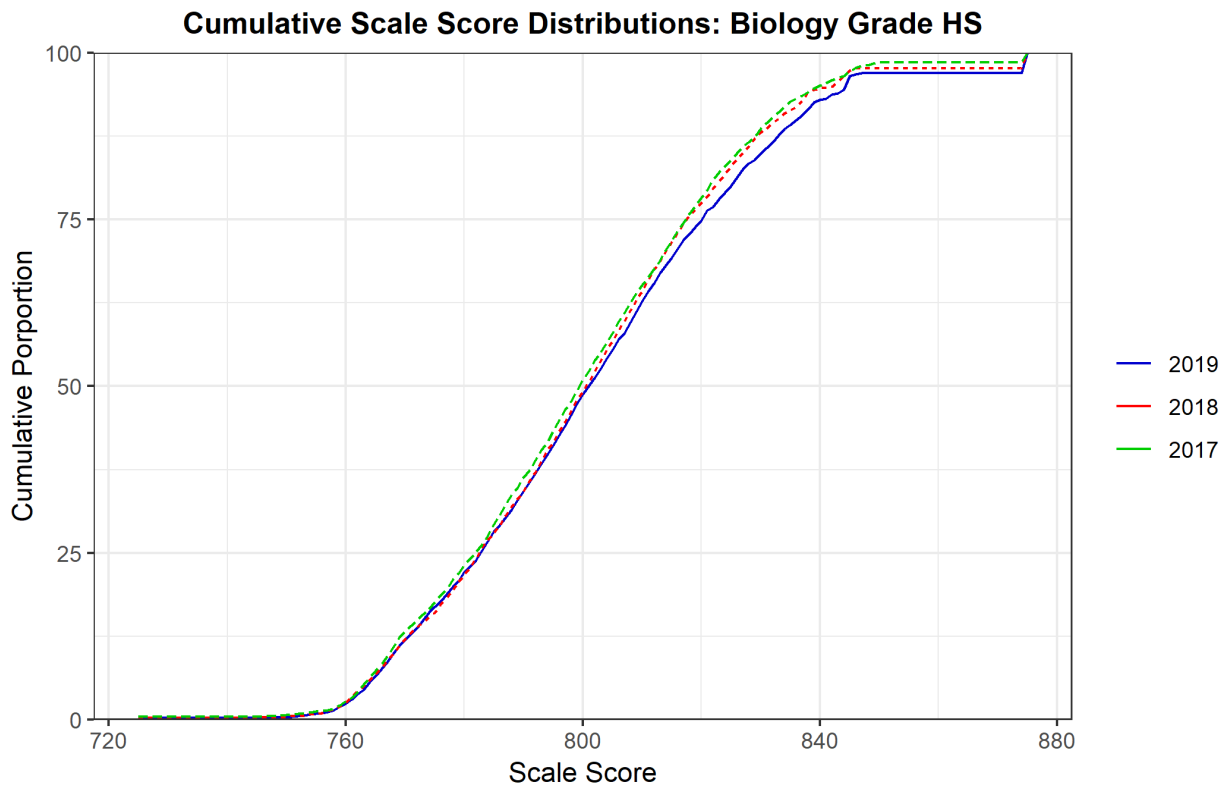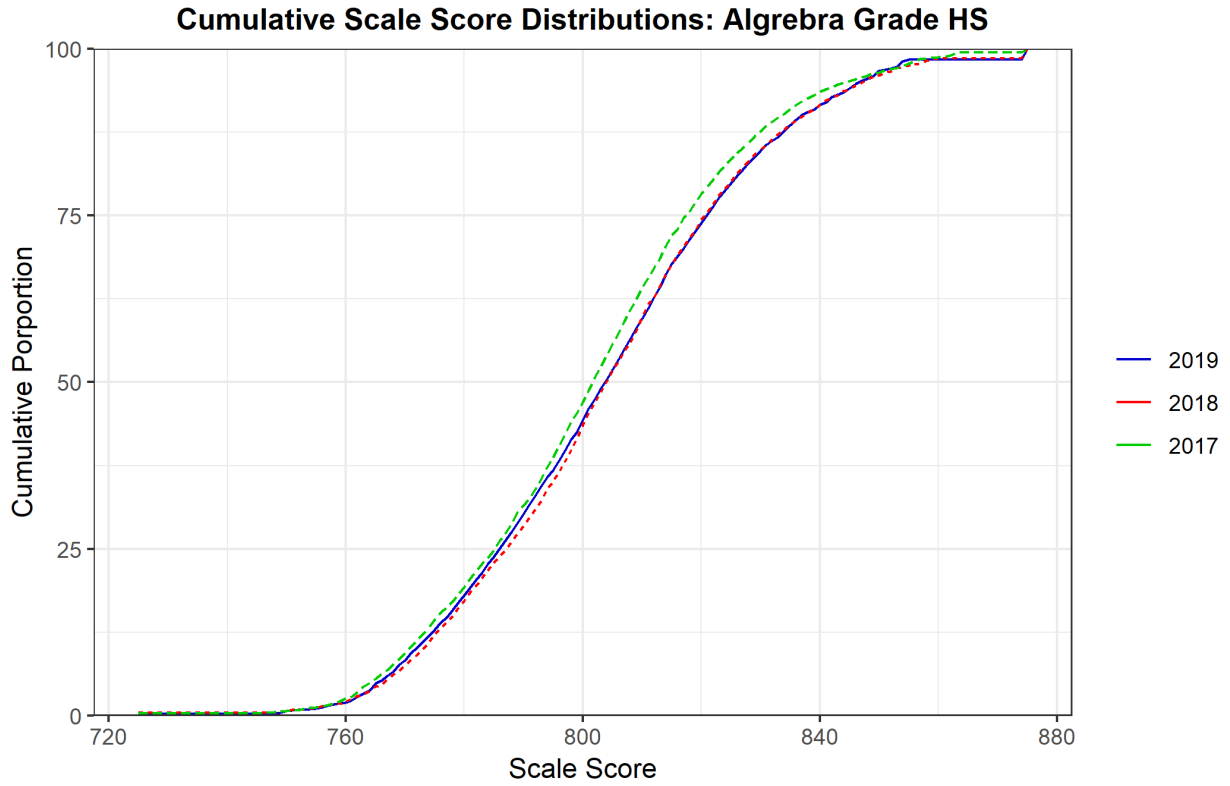
Figure M-10. 2018–19 FSAA—PT: Cumulative Scale Score Distribution
Plots Top: Geometry Grade HS   Bottom: Civics Grade 7

Cumulative Scale Score Distributions: Geography Grade HS
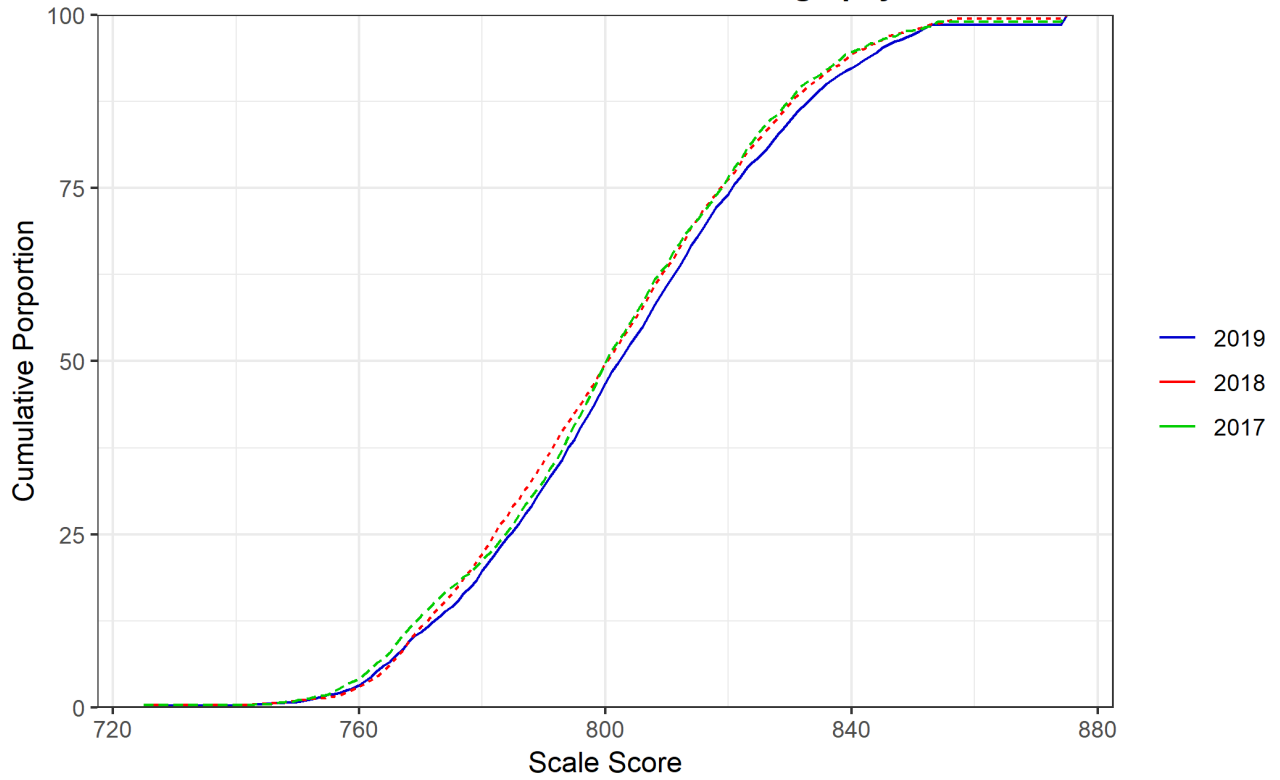
Cumulative Scale Score Distributions: Civics Grade 07
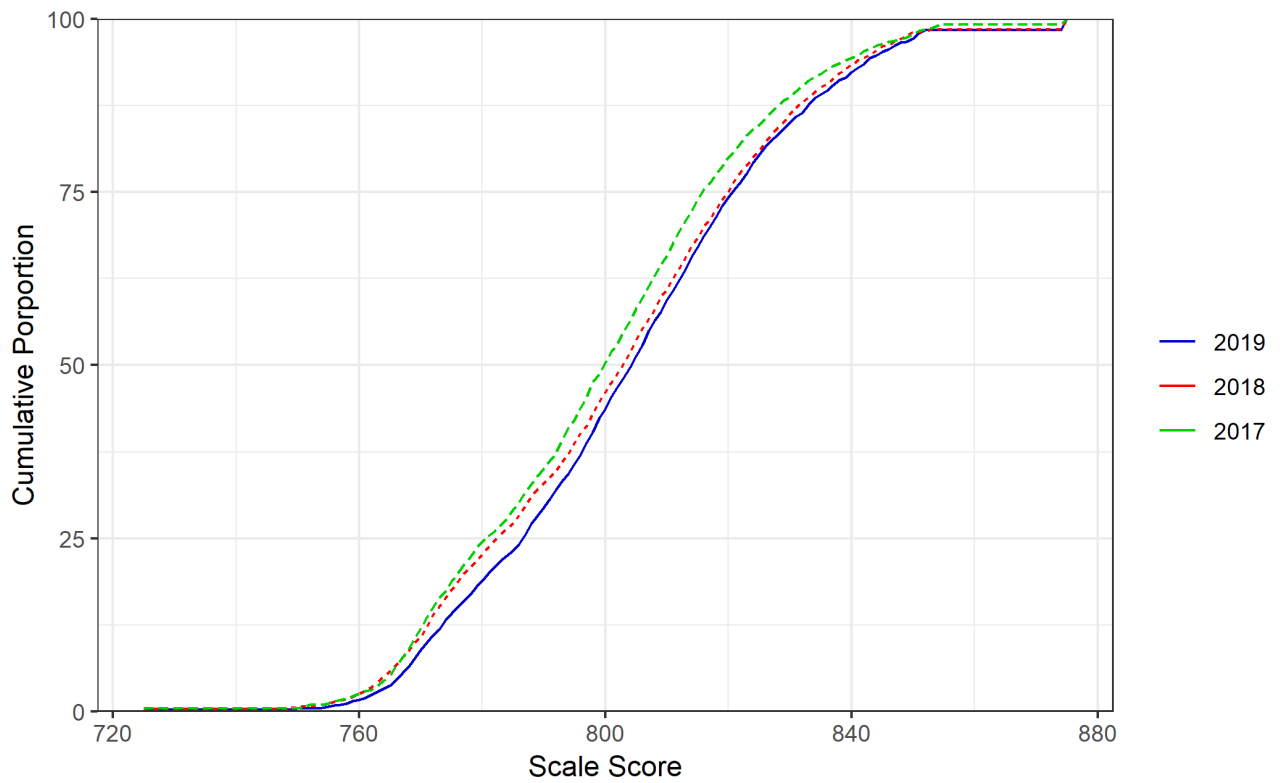
Figure M-11. 2018–19 FSAA—PT: Cumulative Scale Score Distribution Plots
U.S. History Grade HS

Cumulative Scale Score Distributions: US History Grade HS
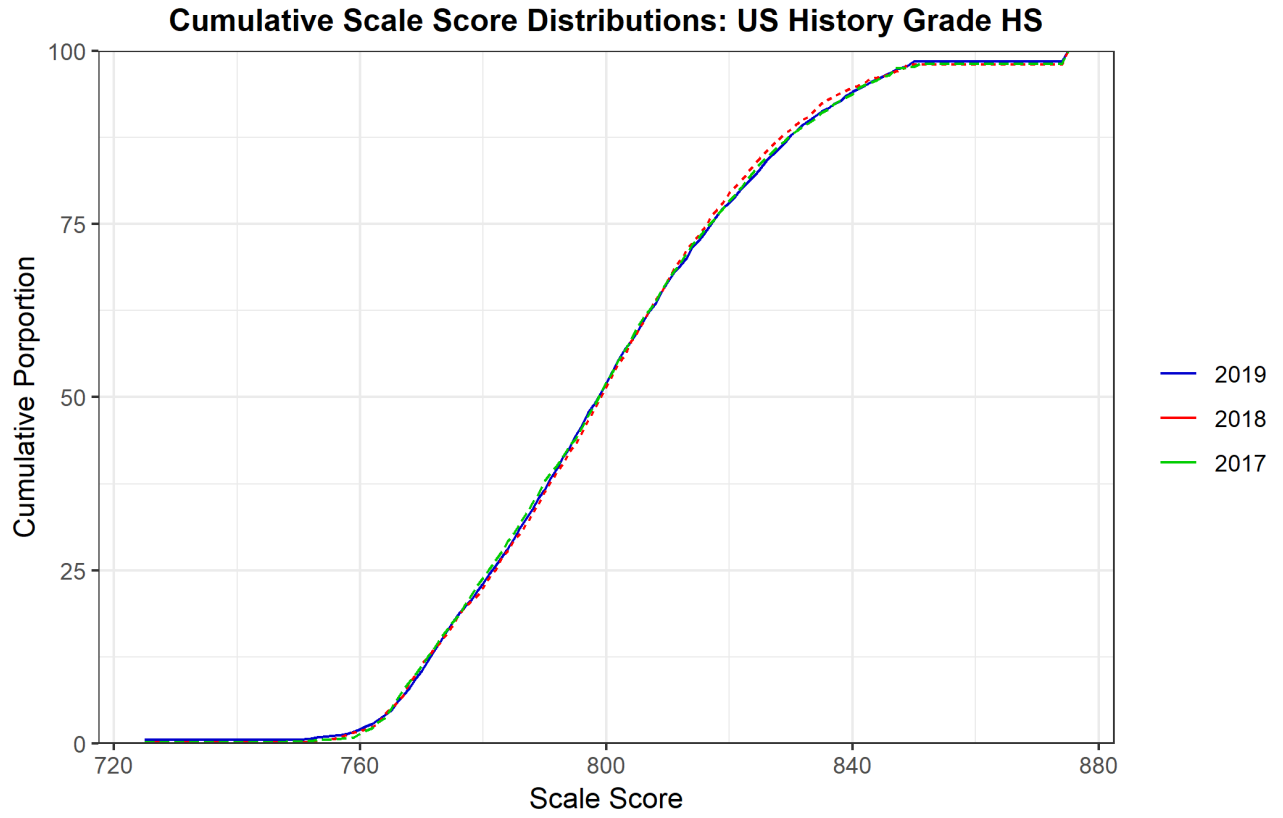
APPENDIX N—ACHIEVEMENT LEVEL DISTRIBUTIONS

Table N-1. 2018–19 FSAA—PT: Achievement Level Distributions by Grade—ELA

Grade	Achievement Level	2017–18	2018–19
3	1	15.14	13.94
	2	26.95	26.74
	3	35.89	36.69
	4	22.02	22.63
4	1	16.42	15.12
	2	24.95	24.23
	3	37.96	39.16
	4	20.67	21.49
5	1	17.53	15.87
	2	26.80	26.07
	3	35.13	35.32
	4	20.54	22.73
6	1	18.00	17.25
	2	26.20	26.42
	3	34.15	35.92
	4	21.65	20.41
7	1	20.50	17.69
	2	22.08	24.91
	3	35.11	34.02
	4	22.31	23.38
8	1	16.39	14.99
	2	25.97	24.71
	3	30.62	30.38
	4	27.02	29.92
9	1	15.87	15.21
	2	21.69	24.05
	3	41.23	40.20
	4	21.21	20.54
10	1	20.47	19.22
	2	21.64	23.02
	3	33.84	34.42
	4	24.05	23.35

Table N-2. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Mathematics

Grade	Achievement Level	2017–18	2018–19
3	1	21.31	18.95
	2	22.31	21.77
	3	31.14	30.05
	4	25.24	29.23
4	1	23.38	20.08
	2	20.06	19.74
	3	35.99	36.83
	4	20.57	23.35
5	1	20.54	19.46
	2	27.05	25.76
	3	30.28	32.09
	4	22.12	22.70
6	1	21.25	21.56
	2	24.61	23.95
	3	29.43	30.97
	4	24.71	23.52
7	1	23.47	20.52
	2	23.34	25.13
	3	30.69	28.63
	4	22.50	25.72
8	1	20.01	17.21
	2	20.44	20.00
	3	32.57	31.60
	4	26.98	31.19

Table N-3. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Science

Grade	Achievement Level	2017–18	2018–19
5	1	14.57	14.66
	2	29.97	27.64
	3	27.91	29.62
	4	27.56	28.08
8	1	15.41	13.13
	2	30.75	28.96
	3	34.28	35.82
	4	19.56	22.10

Table N-4. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Algebra 1

Grade	Achievement Level	2017–18	2018–19
HS	1	10.00	11.06
	2	26.53	27.17
	3	40.19	38.16
	4	23.28	23.61

Table N-5. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Biology 1

Grade	Achievement Level	2017–18	2018–19
HS	1	13.94	13.75
	2	26.47	25.92
	3	39.23	37.24
	4	20.36	23.10

Table N-6. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Geometry

Grade	Achievement Level	2017–18	2018–19
HS	1	17.45	15.36
	2	29.08	28.10
	3	36.61	36.92
	4	16.86	19.62

Table N-7. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—Civics

Grade	Achievement Level	2017–18	2018–19
7	1	13.99	11.06
	2	24.77	24.67
	3	32.31	34.21
	4	28.93	30.07

Table N-8. 2018–19 FSAA—PT: Achievement Level Distribution by Grade—U.S. History

Grade	Achievement Level	2017–18	2018–19
HS	1	19.80	19.81
	2	17.99	18.57
	3	38.24	36.59
	4	23.97	25.04

APPENDIX O—SUBGROUP RELIABILITY

Table O-1. 2018–19 FSAA—PT: Subgroup Reliabilities—ELA

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
3	All Students	3,164	0.91	5.62
	Female	615	0.91	5.57
	Male	1,402	0.91	5.62
	Undefined	1,147	0.91	5.66
	Hispanic	736	0.92	5.61
	American Indian / Alaska Native	4	NA	NA
	Asian	38	0.91	4.86
	Black Non-Hispanic	592	0.90	5.76
	Pacific Islander	0	NA	NA
	White Non-Hispanic	569	0.91	5.50
	Multiracial	78	0.92	5.36
	Undefined	1,147	0.91	5.66
	Limited English Proficient	297	0.91	5.84
	Non-LEP	2,867	0.91	5.60
	Disadvantaged	91	0.92	5.47
	Not disadvantaged	3,073	0.91	5.63
4	All Students	3,215	0.92	5.22
	Female	848	0.92	5.19
	Male	1,886	0.93	5.20
	Undefined	481	0.92	5.39
	Hispanic	901	0.93	5.19
	American Indian / Alaska Native	6	0.94	5.35
	Asian	58	0.93	4.56
	Black Non-Hispanic	854	0.92	5.24
	White Non-Hispanic	804	0.92	5.18
	Multiracial	108	0.93	5.31
	Undefined	481	0.92	5.39
	Limited English Proficient	291	0.92	5.55
	Non-LEP	2,924	0.92	5.19
	Disadvantaged	136	0.94	5.04
	Not disadvantaged	3,079	0.92	5.23
5	All Students	3,383	0.92	5.24
	Female	956	0.92	5.17
	Male	2,022	0.92	5.23
	Undefined	405	0.91	5.41
	Hispanic	1,032	0.93	5.16

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
5	American Indian / Alaska Native	6	0.92	5.58
	Asian	74	0.93	4.76
	Black Non-Hispanic	888	0.92	5.37
	White Non-Hispanic	881	0.92	5.17
	Multiracial	96	0.92	5.13
	Undefined	405	0.91	5.41
	Limited English Proficient	261	0.90	5.29
	Non-LEP	3,122	0.92	5.23
	Disadvantaged	148	0.94	5.30
	Not disadvantaged	3,235	0.92	5.23
6	All Students	3,282	0.92	5.19
	Female	944	0.92	5.09
	Male	1,925	0.92	5.19
	Undefined	413	0.92	5.43
	Hispanic	942	0.93	5.12
	American Indian / Alaska Native	6	0.91	4.44
	Asian	55	0.93	4.80
	Black Non-Hispanic	880	0.92	5.26
	Pacific Islander	5	0.88	5.28
	White Non-Hispanic	896	0.92	5.14
	Multiracial	85	0.90	5.03
	Undefined	413	0.92	5.43
	Limited English Proficient	247	0.92	5.35
	Non-LEP	3,035	0.92	5.18
	Disadvantaged	135	0.92	4.96
	Not disadvantaged	3,147	0.92	5.20
7	All Students	3,404	0.92	5.31
	Female	936	0.93	5.22
	Male	2,104	0.93	5.30
	Undefined	364	0.91	5.58
	Hispanic	954	0.93	5.26
	American Indian / Alaska Native	9	0.93	5.55
	Asian	80	0.94	4.67
	Black Non-Hispanic	920	0.92	5.39
	Pacific Islander	10	0.96	4.79
	White Non-Hispanic	968	0.93	5.19
	Multiracial	99	0.92	5.78
	Undefined	364	0.91	5.58

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
7	Limited English Proficient	220	0.91	5.60
	Non-LEP	3,184	0.92	5.29
	Disadvantaged	147	0.93	4.98
	Not disadvantaged	3,257	0.92	5.33
8	All Students	3,229	0.93	5.18
	Female	917	0.93	5.12
	Male	2,009	0.93	5.18
	Undefined	303	0.92	5.34
	Hispanic	951	0.93	5.19
	American Indian / Alaska Native	10	0.93	5.26
	Asian	79	0.94	4.95
	Black Non-Hispanic	896	0.92	5.21
	Pacific Islander	5	0.83	4.74
	White Non-Hispanic	897	0.93	5.11
	Multiracial	88	0.90	5.04
	Undefined	303	0.92	5.34
	Limited English Proficient	185	0.92	5.55
	Non-LEP	3,044	0.93	5.15
	Disadvantaged	135	0.95	5.06
	Not disadvantaged	3,094	0.92	5.18
9	All Students	3,169	0.92	5.32
	Female	898	0.92	5.30
	Male	1,869	0.92	5.29
	Undefined	402	0.92	5.49
	Hispanic	870	0.93	5.18
	American Indian / Alaska Native	9	0.89	5.58
	Asian	52	0.92	4.86
	Black Non-Hispanic	822	0.92	5.33
	Pacific Islander	5	0.83	5.97
	White Non-Hispanic	932	0.92	5.38
	Multiracial	77	0.91	5.30
	Undefined	402	0.92	5.49
	Limited English Proficient	137	0.90	5.20
	Non-LEP	3,032	0.92	5.33
	Disadvantaged	137	0.94	4.98
	Not disadvantaged	3,032	0.92	5.34

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
10	All Students	3,632	0.93	5.07
	Female	922	0.92	5.00
	Male	1,898	0.93	5.08
	Undefined	812	0.94	5.13
	Hispanic	786	0.93	4.97
	American Indian / Alaska Native	7	0.37	4.42
	Asian	65	0.92	4.49
	Black Non-Hispanic	836	0.91	5.05
	Pacific Islander	6	0.97	4.98
	White Non-Hispanic	1,024	0.93	5.17
	Multiracial	96	0.92	4.90
	Undefined	812	0.94	5.13
	Limited English Proficient	124	0.93	5.00
	Non-LEP	3,508	0.93	5.07
	Disadvantaged	153	0.94	4.83
	Not disadvantaged	3,479	0.93	5.08

Table O-2. 2018–19 FSAA—PT: Subgroup Reliabilities—Mathematics

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
3	All Students	3,161	0.92	5.86
	Female	614	0.91	5.60
	Male	1,402	0.92	5.89
	Undefined	1,145	0.91	5.95
	Hispanic	736	0.92	5.86
	American Indian / Alaska Native	4	NA	NA
	Asian	37	0.93	5.05
	Black Non-Hispanic	591	0.91	5.93
	Pacific Islander	0	NA	NA
	White Non-Hispanic	570	0.92	5.66
	Multiracial	78	0.91	5.52
	Undefined	1,145	0.91	5.95
	Limited English Proficient	294	0.91	6.12
	Non-LEP	2,867	0.92	5.83
	Disadvantaged	94	0.94	5.78
	Not disadvantaged	3,067	0.91	5.86
4	All Students	3,212	0.91	5.86
	Female	847	0.90	5.74

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
4	Male	1,883	0.91	5.87
	Undefined	482	0.90	6.02
	Hispanic	898	0.92	5.87
	American Indian / Alaska Native	6	0.93	6.47
	Asian	58	0.93	5.68
	Black Non-Hispanic	852	0.89	5.89
	White Non-Hispanic	805	0.91	5.70
	Multiracial	108	0.91	5.98
	Undefined	482	0.90	6.02
	Limited English Proficient	292	0.91	6.27
	Non-LEP	2,920	0.90	5.82
	Disadvantaged	133	0.92	5.73
	Not disadvantaged	3,079	0.90	5.86
5	All Students	3,397	0.91	5.70
	Female	958	0.91	5.61
	Male	2,030	0.92	5.72
	Undefined	409	0.89	5.77
	Hispanic	1,035	0.92	5.69
	American Indian / Alaska Native	6	0.91	6.03
	Asian	74	0.93	5.42
	Black Non-Hispanic	890	0.92	5.78
	White Non-Hispanic	884	0.91	5.62
	Multiracial	98	0.90	5.58
	Undefined	409	0.89	5.77
	Limited English Proficient	262	0.89	5.89
	Non-LEP	3,135	0.91	5.68
	Disadvantaged	148	0.93	5.66
	Not disadvantaged	3,249	0.91	5.70
6	All Students	3,274	0.91	5.68
	Female	941	0.91	5.46
	Male	1,920	0.92	5.70
	Undefined	413	0.91	6.06
	Hispanic	939	0.91	5.60
	American Indian / Alaska Native	6	0.77	4.57
	Asian	55	0.93	5.51
	Black Non-Hispanic	875	0.91	5.74
	Pacific Islander	5	0.82	4.92
	White Non-Hispanic	896	0.91	5.56

continued

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
6	Multiracial	85	0.91	5.50
	Undefined	413	0.91	6.06
	Limited English Proficient	246	0.89	5.92
	Non-LEP	3,028	0.91	5.66
	Disadvantaged	135	0.92	5.44
	Not disadvantaged	3,139	0.91	5.69
7	All Students	3,402	0.90	6.29
	Female	934	0.90	6.11
	Male	2,104	0.90	6.33
	Undefined	364	0.88	6.50
	Hispanic	953	0.90	6.32
	American Indian / Alaska Native	9	0.91	6.57
	Asian	83	0.92	6.05
	Black Non-Hispanic	918	0.90	6.36
	Pacific Islander	10	0.86	5.68
	White Non-Hispanic	966	0.90	6.12
	Multiracial	99	0.90	6.33
	Undefined	364	0.88	6.50
	Limited English Proficient	220	0.89	6.67
	Non-LEP	3,182	0.90	6.26
	Disadvantaged	147	0.91	5.92
	Not disadvantaged	3,255	0.90	6.30
8	All Students	3,225	0.92	5.91
	Female	917	0.92	5.85
	Male	2,004	0.92	5.92
	Undefined	304	0.90	6.07
	Hispanic	946	0.93	5.93
	American Indian / Alaska Native	10	0.88	5.59
	Asian	78	0.92	5.70
	Black Non-Hispanic	898	0.90	5.94
	White Non-Hispanic	896	0.92	5.84
	Multiracial	88	0.89	5.84
	Undefined	304	0.90	6.07
	Limited English Proficient	185	0.92	6.14
	Non-LEP	3,040	0.92	5.90
	Disadvantaged	133	0.94	5.97
	Not disadvantaged	3,092	0.92	5.91

Table O-3. 2018–19 FSAA—PT: Subgroup Reliabilities—Science

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,390	0.93	5.57
	Female	958	0.93	5.44
	Male	2,026	0.94	5.55
	Undefined	406	0.90	5.98
	Hispanic	1,034	0.94	5.36
	American Indian / Alaska Native	6	0.86	6.60
	Asian	74	0.95	4.78
5	Black Non-Hispanic	890	0.93	5.73
	White Non-Hispanic	882	0.93	5.53
	Multiracial	97	0.94	5.44
	Undefined	406	0.90	5.98
	Limited English Proficient	262	0.91	5.83
	Non-LEP	3,128	0.93	5.55
	Disadvantaged	148	0.95	5.51
	Not disadvantaged	3,242	0.93	5.57
	All Students	3,222	0.91	5.88
	Female	917	0.91	5.71
	Male	2,002	0.91	5.93
	Undefined	303	0.91	5.97
	Hispanic	943	0.92	5.94
	American Indian / Alaska Native	10	0.89	5.87
	Asian	78	0.92	5.69
8	Black Non-Hispanic	897	0.90	5.87
	White Non-Hispanic	898	0.91	5.81
	Multiracial	88	0.87	5.71
	Undefined	303	0.91	5.97
	Limited English Proficient	185	0.91	6.07
	Non-LEP	3,037	0.91	5.86
	Disadvantaged	134	0.93	5.85
	Not disadvantaged	3,088	0.91	5.88

Table O-4. 2018–19 FSAA—PT: Subgroup Reliabilities—Algebra 1

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	4,096	0.92	7.06
	Female	730	0.91	6.85
	Male	1,519	0.91	7.09
	Undefined	1,847	0.93	7.11
	Hispanic	679	0.92	6.94
	American Indian / Alaska Native	7	0.83	7.23
	Asian	46	0.90	6.48
HS	Black Non-Hispanic	706	0.90	7.00
	White Non-Hispanic	742	0.91	7.09
	Multiracial	65	0.89	7.27
	Undefined	1,847	0.93	7.11
	Limited English Proficient	111	0.91	7.03
	Non-LEP	3,985	0.92	7.06
	Disadvantaged	118	0.92	6.85
	Not disadvantaged	3,978	0.92	7.06

Table O-5. 2018–19 FSAA—PT: Subgroup Reliabilities—Biology 1

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,550	0.93	6.98
	Female	678	0.93	6.94
	Male	1,468	0.93	7.03
	Undefined	1,404	0.93	6.96
	Hispanic	615	0.93	6.83
	American Indian / Alaska Native	5	0.89	7.92
	Asian	47	0.91	6.43
	Black Non-Hispanic	690	0.93	7.03
HS	Pacific Islander	0	NA	NA
	White Non-Hispanic	721	0.93	7.15
	Multiracial	68	0.91	6.90
	Undefined	1,404	0.93	6.96
	Limited English Proficient	112	0.92	6.96
	Non-LEP	3,438	0.93	6.98
	Disadvantaged	91	0.94	6.81
	Not disadvantaged	3,459	0.93	6.99

Table O-6. 2018–19 FSAA—PT: Subgroup Reliabilities—Geometry

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,093	0.92	7.23
	Female	215	0.89	7.17
	Male	388	0.93	7.27
	Undefined	2,490	0.92	7.23
	Hispanic	196	0.92	7.17
	American Indian / Alaska Native	---	---	---
	Asian	16	0.92	6.99
HS	Black Non-Hispanic	168	0.90	7.44
	White Non-Hispanic	202	0.92	7.14
	Multiracial	19	0.94	7.25
	Undefined	2,490	0.92	7.23
	Limited English Proficient	42	0.92	7.29
	Non-LEP	3,051	0.92	7.23
	Disadvantaged	32	0.91	7.24
	Not disadvantaged	3,061	0.92	7.23

Table O-7. 2018–19 FSAA—PT: Subgroup Reliabilities—Civics

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
	All Students	3,093	0.92	6.88
	Female	854	0.92	6.72
	Male	1,902	0.93	6.87
	Undefined	337	0.90	7.33
	Hispanic	883	0.93	6.81
	American Indian / Alaska Native	7	0.97	6.65
	Asian	74	0.93	6.36
7	Black Non-Hispanic	837	0.92	6.94
	Pacific Islander	10	0.94	6.03
	White Non-Hispanic	854	0.92	6.72
	Multiracial	91	0.92	7.30
	Undefined	337	0.90	7.33
	Limited English Proficient	198	0.91	7.20
	Non-LEP	2,895	0.92	6.86
	Disadvantaged	139	0.93	6.49
	Not disadvantaged	2,954	0.92	6.90

Table O-8. 2018–19 FSAA—PT: Subgroup Reliabilities—U.S. History

Grade	Group	Number of Students	IRT Marginal Reliability	SEM
HS	All Students	3,307	0.93	6.56
	Female	426	0.93	6.28
	Male	911	0.93	6.48
	Undefined	1,970	0.93	6.66
	Hispanic	348	0.93	6.22
	American Indian / Alaska Native	5	0.77	6.21
	Asian	34	0.91	5.55
	Black Non-Hispanic	384	0.92	6.49
	Pacific Islander	4	NA	NA
	White Non-Hispanic	514	0.93	6.49
	Multiracial	48	0.90	7.06
	Undefined	1,970	0.93	6.66
	Limited English Proficient	55	0.95	6.22
	Non-LEP	3,252	0.93	6.57
	Disadvantaged	76	0.94	5.58
	Not disadvantaged	3,231	0.93	6.58

APPENDIX P—ITEM LEVEL INTER-RATER CONSISTENCY STATISTICS

Table P-1. 2018–19 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	466237A	696	89.51	9.91	15.09	0.91
	466237B	696	78.45	21.41	15.09	0.78
	466237C	696	88.79	11.06	15.09	0.92
	466237D	696	76.15	23.56	15.09	0.82
5	466016A	662	82.33	17.37	21.15	0.81
	466016B	662	74.32	25.68	21.15	0.78
	466016C	662	87.46	12.54	21.15	0.83
	466016D	662	75.08	24.47	21.15	0.81
6	465977A	654	85.93	13.91	17.58	0.89
	465977B	654	77.83	22.02	17.58	0.83
	465977C	654	87.61	12.39	17.58	0.91
	465977D	654	76.91	22.94	17.58	0.83
7	466163A	710	87.32	12.39	16.34	0.88
	466163B	710	83.24	16.76	16.34	0.83
	466163C	710	76.06	23.80	16.34	0.79
	466163D	710	80.00	20.00	16.34	0.82
8	466780A	663	93.36	6.64	16.89	0.96
	466780B	663	78.43	21.42	16.89	0.85
	466780C	663	73.76	25.94	16.89	0.79
	466780D	663	75.41	24.13	16.89	0.81
9	466293A	624	87.18	12.66	28.85	0.89
	466293B	624	79.49	20.19	28.85	0.82
	466293C	624	76.12	23.24	28.85	0.83
	466293D	624	75.16	24.52	28.85	0.82
10	466420A	724	83.56	16.30	29.56	0.87
	466420B	724	78.59	21.13	29.56	0.83
	466420C	724	80.94	18.78	29.56	0.82
	466420D	724	81.49	17.54	29.56	0.83

APPENDIX Q—DECISION ACCURACY AND CONSISTENCY

Table Q-1. 2018–19 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	0.80 (0.73)	0.62	0.86 (0.76)	0.79 (0.69)	0.78 (0.71)	0.82 (0.76)
	4	0.82 (0.75)	0.66	0.90 (0.82)	0.80 (0.70)	0.80 (0.74)	0.83 (0.77)
	5	0.82 (0.75)	0.65	0.90 (0.82)	0.81 (0.72)	0.78 (0.71)	0.83 (0.77)
	6	0.81 (0.74)	0.64	0.89 (0.81)	0.80 (0.70)	0.78 (0.72)	0.82 (0.76)
	7	0.82 (0.75)	0.66	0.93 (0.86)	0.80 (0.71)	0.78 (0.70)	0.82 (0.77)
	8	0.83 (0.76)	0.67	0.91 (0.85)	0.83 (0.73)	0.76 (0.68)	0.85 (0.82)
	9	0.83 (0.76)	0.67	0.92 (0.86)	0.82 (0.72)	0.81 (0.75)	0.82 (0.75)
	10	0.83 (0.76)	0.67	0.92 (0.86)	0.79 (0.69)	0.79 (0.72)	0.84 (0.79)
Mathematics	3	0.81 (0.73)	0.64	0.89 (0.83)	0.77 (0.66)	0.76 (0.67)	0.84 (0.79)
	4	0.79 (0.71)	0.60	0.90 (0.83)	0.70 (0.57)	0.75 (0.68)	0.82 (0.76)
	5	0.79 (0.71)	0.61	0.90 (0.82)	0.74 (0.64)	0.73 (0.64)	0.84 (0.77)
	6	0.80 (0.72)	0.63	0.89 (0.83)	0.77 (0.65)	0.74 (0.66)	0.83 (0.78)
	7	0.77 (0.69)	0.58	0.89 (0.80)	0.69 (0.58)	0.71 (0.60)	0.83 (0.78)
	8	0.80 (0.72)	0.63	0.92 (0.84)	0.72 (0.61)	0.75 (0.66)	0.84 (0.80)
Science	5	0.82 (0.75)	0.66	0.89 (0.83)	0.86 (0.78)	0.76 (0.67)	0.82 (0.78)
	8	0.81 (0.73)	0.63	0.88 (0.81)	0.83 (0.73)	0.76 (0.68)	0.83 (0.76)
Algebra 1	HS	0.82 (0.74)	0.64	0.84 (0.75)	0.82 (0.73)	0.80 (0.73)	0.84 (0.78)
Biology 1	HS	0.83 (0.76)	0.67	0.92 (0.85)	0.83 (0.74)	0.79 (0.72)	0.83 (0.77)
Geometry	HS	0.81 (0.74)	0.64	0.91 (0.83)	0.79 (0.71)	0.79 (0.72)	0.80 (0.74)
Civics	7	0.80 (0.75)	0.65	0.90 (0.80)	0.83 (0.73)	0.80 (0.73)	0.72 (0.76)
U.S. History	HS	0.76 (0.76)	0.66	0.75 (0.81)	0.95 (0.76)	0.71 (0.72)	0.72 (0.76)

Table Q-2. 2018–19 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)	Level 1 / Level 2 False Positive	Level 1 / Level 2 False Negative	Level 2 / Level 3 Accuracy (Consistency)	Level 2 / Level 3 False Positive	Level 2 / Level 3 False Negative	Level 3 / Level 4 Accuracy (Consistency)	Level 3 / Level 4 False Positive	Level 3 / Level 4 False Negative
ELA	3	0.95 (0.93)	0.02	0.03	0.93 (0.91)	0.02	0.04	0.92 (0.89)	0.04	0.04
	4	0.96 (0.94)	0.02	0.02	0.93 (0.91)	0.02	0.04	0.93 (0.90)	0.03	0.04
	5	0.96 (0.94)	0.02	0.03	0.94 (0.91)	0.02	0.04	0.93 (0.90)	0.03	0.04
	6	0.95 (0.93)	0.02	0.03	0.93 (0.90)	0.02	0.05	0.93 (0.90)	0.03	0.04
	7	0.96 (0.95)	0.01	0.02	0.93 (0.90)	0.03	0.04	0.92 (0.90)	0.03	0.04
	8	0.97 (0.95)	0.01	0.02	0.93 (0.91)	0.02	0.04	0.93 (0.90)	0.03	0.04
	9	0.97 (0.95)	0.01	0.02	0.93 (0.90)	0.02	0.04	0.93 (0.90)	0.03	0.04
	10	0.96 (0.94)	0.02	0.03	0.94 (0.91)	0.02	0.04	0.93 (0.90)	0.03	0.04
Mathematics	3	0.95 (0.93)	0.02	0.03	0.94 (0.91)	0.02	0.04	0.92 (0.88)	0.04	0.05
	4	0.95 (0.93)	0.02	0.03	0.92 (0.89)	0.03	0.05	0.92 (0.89)	0.04	0.04
	5	0.95 (0.93)	0.02	0.03	0.91 (0.88)	0.04	0.05	0.93 (0.90)	0.04	0.04
	6	0.95 (0.92)	0.02	0.03	0.93 (0.90)	0.03	0.05	0.93 (0.90)	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)	0.03	0.04
	8	0.96 (0.94)	0.01	0.03	0.93 (0.90)	0.03	0.05	0.92 (0.88)	0.03	0.05
Science	5	0.96 (0.95)	0.02	0.02	0.95 (0.92)	0.02	0.04	0.91 (0.88)	0.04	0.05
	8	0.96 (0.95)	0.02	0.02	0.92 (0.89)	0.03	0.05	0.93 (0.90)	0.03	0.04
Algebra 1	HS	0.96 (0.94)	0.02	0.02	0.93 (0.90)	0.03	0.04	0.93 (0.90)	0.03	0.04
Biology 1	HS	0.97 (0.96)	0.01	0.02	0.93 (0.90)	0.02	0.04	0.93 (0.90)	0.03	0.04
Geometry	HS	0.96 (0.94)	0.01	0.03	0.92 (0.89)	0.03	0.05	0.93 (0.90)	0.03	0.04
Civics	7	0.96 (0.95)	0.01	0.02	0.93 (0.90)	0.02	0.05	0.90 (0.89)	0.01	0.08
U.S. History	HS	0.95 (0.94)	0.05	0.00	0.90 (0.90)	0.00	0.10	0.92 (0.91)	0.01	0.07